

# INSPECTION REPORT

## **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

Carvey Island

LEA area: Essex

Unique reference number: 115152

Headteacher: Mr Paul Collingwood

Reporting inspector: John Messer  
15477

Dates of inspection: 11 - 14 June 2002

Inspection number: 194835

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Vaagen Road  
Canvey Island  
Essex

Postcode: SS8 9DP

Telephone number: 01268 683903

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Appropriate authority: The governing body

Name of chair of governors: Mr John Ryan

Date of previous inspection: 9 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15477	John Messer	Registered inspector	English as an additional language The Foundation Stage Art and design Mathematics	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13807	Christine Haggerty	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
7593	John Collier	Team inspector	Equal opportunities English Geography History Music	How good are the curricular and other opportunities offered to pupils?
15447	Christine Glenis	Team inspector	Special educational needs Design and technology Information and communication technology Physical education Science	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This Catholic primary school has 208 boys and girls on roll and is about the same size as most other primary schools. Children's attainment on entry to the school is below the standards normally expected of four-year-olds. Prior to starting school most children have some form of pre-school nursery or playgroup experience but this school is the only one on the island without such provision on site. Around a fifth of pupils are entered on the school's register of special educational needs because they need extra help in their learning; this proportion is broadly in line with the national average. Around seven per cent of pupils are entitled to free school meals, which is below average. There are pockets of social deprivation in the area served by the school. Nearly all pupils are from white English speaking backgrounds; a small minority are from ethnic minority families and a small number speak English as an additional language but all have a good command of English. It is not easy to recruit teachers in this area.

### **HOW GOOD THE SCHOOL IS**

The school provides a sound education for its pupils and has significant strengths as well as areas for development. As soon as they start school, pupils make rapid gains in their learning in the reception class. Most pupils attain standards that are at least average by the time they are ready to leave the school at the age of eleven. Great emphasis is placed on teaching literacy and throughout the school most pupils achieve well in reading and attain standards that are above average. Pupils' personal development is particularly good; they are sensible, courteous and caring. Almost all the teaching is at least satisfactory and much of it is good. The headteacher provides clear, carefully considered leadership and ensures that resources are generally used well to support pupils' learning. The curriculum provided by the school does not fully meet statutory requirements. The governing body are becoming increasingly involved in supporting the management of the school. The school provides satisfactory value for money.

#### **What the school does well**

- By the end of Year 6, pupils attain standards in English, mathematics and art and design that are above average.
- Relationships throughout the school are very good and pupils are very well behaved.
- Good foundations for further learning are laid in the reception class.
- Parents hold the school in high esteem and make valuable contributions to pupils' learning.
- The school is a happy place where pupils are very enthusiastic and develop good attitudes to learning.

#### **What could be improved**

- Standards in design and technology and music which are not as high as they should be because these subjects are not taught regularly or systematically.
- The match between the tasks set for pupils and their particular stages of development; there are occasions when the lower attaining pupils in particular struggle with work that is too hard for them.
- Teachers' lesson plans because it is not always clear what skills teachers are intending to teach pupils.
- Arrangements to ensure that pupils do not miss important parts of the curriculum when they are withdrawn from class for extra learning support.
- The amount of time that is spent teaching the National Curriculum and the efficiency with which time is used during the school day.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been a satisfactory amount of improvement since the last inspection in June 1997. Standards in English, mathematics and information and communication technology have improved but standards in design and technology have not improved and remain below average. Standards in music have declined



and are not as high as they were in 1997. Procedures for assessing and recording pupils' progress have improved. The management of each subject by subject co-ordinators has improved but there is scope for more thorough monitoring of the learning of all groups of pupils in each subject in order to match teaching programmes more closely to pupils' particular learning needs. The quality of teaching has improved and there is now a much lower proportion of unsatisfactory teaching. On average the standards attained by pupils in Year 6 over the past three years have improved and the Department for Education and Skills has presented the school with a 'School Achievement Award' in recognition of this improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	D	D
mathematics	B	A	D	D
science	C	D	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children achieve well in the reception class and most are on course to attain the early learning goals, specified in national guidance, by the end of the reception year. Those who have only been in school since September are more advanced in their preparation for tackling the National Curriculum in Year 1 than those younger ones who started later in the school year.

Pupils' achievement in Years 1 and 2 is sound and inspection findings indicate that by the end of Year 2 most pupils are well on course to attain standards that are above average in reading and average in writing, mathematics and science. This indicates an improvement in the school's performance since last year when national test results showed that standards in reading and writing were below average. Teacher assessments indicate that this year's national test results are likely to be better than last year's.

Pupils' achievement in Years 3 to 6 is mostly sound and often it is good. The school's performance in the national tests for pupils in Year 6 were worse than those in previous years because the group of pupils that took the tests in 2001 had a much higher proportion of pupils who had particular learning difficulties than usual. This year's results are likely to be much improved and closer to the standards that were attained in 2000. The school is on course to meet its targets of 83 per cent of pupils attaining the national target of Level 4 in English and 86 per cent in mathematics. Inspection findings show that standards in English and mathematics are above average and they are average in science. On average over the past five years the improvement in the school's performance in the national tests has been in line with the improving trend nationally. Good work was seen in art and design and, by the end of Year 6, standards exceed national expectations. Standards in music and design and technology are not as high as they should be. In all other subjects, pupils attain average standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils concentrate well, contribute confidently to discussions and

	respond well to challenges.
Behaviour, in and out of classrooms	Very good in lessons and around the school. Pupils are courteous and friendly. They support each other well.
Personal development and relationships	Good. When given the opportunity pupils willingly accept responsibility.
Attendance	Unsatisfactory. Below the national average - a significant number of parents take pupils on holiday during term time.

The pupils' very good behaviour and positive attitudes make a strong contribution to school life. Pupils' absence during term time on family holidays adversely affects their achievement.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	satisfactory	satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching of English and literacy is good and of mathematics and numeracy is good overall with examples of very good teaching. This good teaching helps pupils to achieve well in developing reading, writing and numeracy skills. A strength of the teaching is the good relationships that are developed between adults and pupils.

The school meets the learning needs of most pupils in most areas of the curriculum. The teaching of pupils with special educational needs is satisfactory although there is scope for improving the planning of lessons for these pupils. Teachers manage pupils well, so pupils enter lessons expecting to learn effectively and to enjoy themselves. Pupils demonstrated great enthusiasm for learning in several lessons and such positive attitudes helped them to learn well. Where teaching was less effective this was mainly because time was not used efficiently and because tasks were not matched closely to pupils' varying stages of development so that work was too easy for some and too hard for others. Swimming is taught well and very few pupils leave the school without being able to swim.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The quality of the curriculum is enhanced by a good range of visits and after-school clubs but the range is unsatisfactory because the full National Curriculum is not taught in all subjects.
Provision for pupils with special educational needs	Satisfactory. Classroom assistants make a good contribution to the learning of these pupils but planning and record keeping has not been sufficiently well developed.
Provision for pupils with English as an additional language	Satisfactory. The very small number of pupils are supported well and learn effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural	Provision for spiritual and social development is good; it is very good for moral development and for cultural development it is satisfactory.

development	
How well the school cares for its pupils	Satisfactory overall. Very good child protection procedures have been established. Teachers know pupils well and provide good personal support. Good assessments of pupils' progress in literacy and numeracy support learning well.

Parents are exceptionally supportive and many work voluntarily in the school. They make a very good contribution to pupils' learning at school and at home. They make generous contributions to support the maintenance of the computer suite and the swimming pool. The good range of after-school clubs is well supported by pupils. Music and design and technology are not taught according to the requirements of the National Curriculum. Although welfare arrangements are generally good attendance is not monitored satisfactorily and fire drills are not practised enough.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the headteacher gives clear direction. There is a strong commitment to fulfilling the aims and values of the school. There are areas for development in the management of the curriculum by key staff.
How well the governors fulfil their responsibilities	The governing body offers strong support and governors are closely associated with the school but the governing body has not ensured that the school complies with all the requirements of the National Curriculum and this is unsatisfactory.
The school's evaluation of its performance	Good; the school evaluates its performance in the core subjects well and modifies its practice appropriately to raise standards.
The strategic use of resources	Satisfactory. The new computer suite is used well by all classes. Time is not always managed efficiently.

Levels of staffing and the level of resources to support teaching and learning are adequate. The accommodation is good. The curriculum is not monitored closely enough to ensure that it complies fully with statutory requirements in all subjects. The school does not comply with requirements for teaching design and technology and music. The school's finances are managed well and the governing body has a good understanding of the principles of best value which it applies well to spending decisions.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Teachers have high expectations of their pupils' performance.</li> <li>• The school is friendly and approachable.</li> <li>• Pupils are helped to become mature and responsible.</li> <li>• Their children make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework pupils receive.</li> <li>• Information about how their children are getting on.</li> <li>• The range of activities outside lessons.</li> </ul>

Questionnaires returned by nearly half of parents indicated high levels of satisfaction with the school's provision. Inspection findings show that the school provides a good range of after-school activities, that homework and the information provided for parents is satisfactory.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

*'Standards', the judgement of how well pupils are doing compared to others of the same age nationally, may be judged from national test results, or against the levels defined in the National Curriculum or the early learning goals as 'expected' at certain ages. The other judgement, 'achievement', is a judgement made against pupils' starting points. The achievement judgement shows whether, in the longer term, enough progress is being made.*

1. Assessments of pupils' attainment at the beginning of the reception year show that standards on entry to the school are below the levels normally expected of four-year-olds. The range of attainment on entry is limited and very few children enter the school with well developed early learning skills. Children achieve well in the reception class and by the end of the reception year most are on course to attain the early learning goals in all the areas of learning specified in national guidance. Pupils' achievement in Years 1 and 2 is satisfactory and by the end of Year 2 they attain average standards in all subjects except music where their attainment falls below national expectations. Pupils' achievement in Years 3 to 6 is sound and in the key areas of literacy and numeracy it is good so that by the end of Year 6 most pupils attain standards that are above average in English, mathematics, as well as in art and design. They attain standards that are at least in line with national expectations in all other subjects except for design and technology and music where standards fall below national expectations. There is no significant difference in the attainment of boys and girls. The achievement of pupils with special educational needs is broadly satisfactory and the small number of pupils with English as an additional language achieve well. Pupils achieve particularly well in reading and by the end of Year 2 and the end of Year 6 standards are above average. By the end of Year 6 they are also above average in writing.
2. In the national tests for pupils in Year 2 in 2001 the school's performance was, when compared with all schools and when compared with schools that have pupils from similar social backgrounds, below average in reading; in writing it was below average when compared with all schools and well below when compared with similar schools; it was average in mathematics when compared with all schools but below average when compared with similar schools. The teachers' assessments of pupils' likely performance in this year's national tests suggest that standards will have improved and will be above average in reading and broadly average in writing and mathematics. This indicates that pupils' achievement in Years 1 and 2 is broadly satisfactory and in reading it is good.
3. In the national tests for pupils in Year 6 in 2001 the school's performance was, when compared with all schools and when compared with similar schools, below average in English and mathematics and average in science. Last year the school exceeded its statutory targets in national tests in English and mathematics. Pupils in the current Year 6 are on course to meet the challenging targets set by the school for this year's tests. Inspection findings show that pupils are now attaining standards in English and mathematics that are above average and in science they are average. This indicates a significant improvement in standards in English and mathematics since last year and since the last inspection in 1997 when standards in these key subjects were judged to be broadly average.
4. The good teaching in the reception class promotes good achievement. Most children are on course to meet the early learning goals in each area of learning specified in national guidance by the end of the reception year. Most speak confidently and are enthusiastic about school. Children take an increasing interest in books and enjoy sessions where they share books with adults. Most write their name legibly and they enjoy lessons where they learn the sounds that letters make. They have a good sense of number though many find counting the number of children present at registration time very challenging. They have a particularly good understanding

of life processes such as the life cycles of butterflies. Their physical development is satisfactory but the outdoor area is not well developed to provide challenging experiences. They paint bold portraits of grandmothers and move imaginatively in response to music. Resources to develop their imagination, such as the role-play area, are under-developed and the children do not always achieve as well in their creative development as they could.

5. Reading is a strength. This is because a keen interest in stories and books is stimulated well in the reception class, skills are taught systematically and parents provide good support for children's reading at home. This interest is fostered well in Years 1 and 2 and further supported by the systematic teaching of basic skills, such as the link between groups of letters and the sounds they make, as well as training in the immediate recognition on sight of common words. By Year 6, pupils' interest has broadened and the works of Tolkein and J K Rowling's Harry Potter series are popular whilst several pupils cited books by Enid Blyton as well-liked. Most attain standards that are above average. Great emphasis is placed on developing basic skills in literacy and pupils use their reading and writing skills well in other subjects such as history and religious education.
6. Pupils' achievement in mathematics is satisfactory in Years 1 and 2 and good in Years 3 to 6. Their understanding of number is sound but there are too few opportunities to use their skills to conduct purposeful investigations. In science, achievement is satisfactory and pupils have a sound understanding of the various strands of the subject. The understanding of pupils of life and living processes is particularly well developed because the teaching incorporates interesting activities such as studying the growth of plants and animals. In Years 3 to 6, pupils develop a good understanding of how to conduct investigations but opportunities to do so are limited.
7. The school has responded well to the finding at the time of the last inspection that standards in information and communication technology were not as high as they should be. Pupils' achievement is now sound and they attain average standards in the subject because the school is well resourced, there has been a good programme of in-service training and teachers have themselves developed sound skills and knowledge of the subject.
8. The attainment of pupils with special educational needs is frequently below national averages, particularly in reading and writing. Most make satisfactory progress in relation to the learning targets on their individual education plans. However, some targets are too broad and do not help staff to plan appropriately to ensure that pupils achieve well. In a significant number of lessons, teachers frequently plan very similar work for all pupils, and where it is not sufficiently modified for less advanced learners, it is often too difficult. Where no close, specific adult support is available, the lower attaining pupils struggle with their work which remains unfinished or not attempted. In some sessions too few practical resources are used to aid pupils' understanding.
9. The gifted and talented pupils are identified and entered on the school's register for gifted and talented pupils. The highest attaining pupils, including gifted and talented pupils, achieve satisfactorily because they are appropriately challenged. In most classes they are placed in groups for the more advanced learners. However, their homework is not always modified to challenge them enough. The school is aware of the need to extend provision for these pupils and is taking steps to monitor, evaluate and improve provision.
10. There is evidence that the achievement of those pupils who are absent from school during term time, when their parents take them out of school for family holidays, is adversely affected. The school does, if requested, provide packages of special tasks for such pupils to help them to keep up with the work of the class.

### **Pupils' attitudes, values and personal development**

11. Overall, pupils' attitudes to learning and their personal development and relationships are good. Their behaviour is very good. This has a positive effect on the standards achieved and on the quality of life in the school.

12. Pupils have good attitudes to learning; this has a positive effect on their attainment and progress. Pupils are very keen to come to school and parents report that their children enjoy school. They enjoy taking part in the extra-curricular clubs, which take place after school. Pupils contribute well to lessons. For example, during a science lesson pupils were so keen to answer questions that they were almost jumping out of their seats. They join in group activities with enthusiasm and perseverance. Pupils' concentration levels increase as they move through the school and this has positive effect on the standards achieved. On occasion, however, a small number of pupils can become a little noisy when not being directly supervised.
13. The behaviour of pupils in lessons and around the school is very good. Parents confirm this and agree that the behaviour of pupils is very good. Pupils behave very well at lunchtime, lining up sensibly and clearing their trays after their meals. They respond very well to the midday supervisors' rewards policy. Pupils are friendly and polite to visitors and to each other. They contribute to the class rules and respond well to the high expectations of teachers. Parents and pupils report that bullying is not a problem. Boys and girls play football together during breaks and at lunchtime making very good use of the field for play, leaving the quiet area uninterrupted for those pupils who like to spend the break time quietly. The behaviour of pupils during assembly is very good and very enthusiastic; almost every pupil raises their hand in response to a request for volunteers to contribute to the assembly. In small group sessions the attitudes and behaviour of a small minority of pupils with special educational needs are unsatisfactory. A few are occasionally disobedient, especially when the activities provided fail to capture their imagination.
14. Pupils' personal development is satisfactory and their relationships are very good. The very good relationships are built on mutual respect for each other and this has a very positive effect on the life of the school. Pupils think about the consequences of their actions and understand the impact this has on other people. The Catholic ethos of helping each other is often reinforced and underpins the very good relationships that are clearly evident in the life of the school. Pupils respect the feelings, values and beliefs of others. During lessons, pupils listen to each other's points of view and respond positively when there are differences of opinion. For example, pupils in the reception class had a very good debate on whether a mother owl should leave her young to hunt for food.
15. Pupils are involved in the life of the school by collecting the dinner registers to take to the office and negotiating their class rules. There is no formal procedures for determining pupils' views on a regular basis. Pupils in Year 6 are all prefects and have a range of duties. Pupils support a number of local, national and international charities. There are insufficient opportunities for pupils to develop their investigative skills in science, information and communication technology and in the library. Pupils' independent learning skills are sometimes enhanced through homework that occasionally involves independent research.
16. Although the school's rate of attendance has improved slightly since the time of the last inspection it is still below the national average. The satisfactory attendance of most pupils has been maintained since the last inspection but, as at the time of the last inspection, a significant number of parents take pupils out of school for holidays in term time. This is having a significant impact on the school's attendance figures and on the achievement of those pupils who miss school. Parents report that their children like school and want to attend. This has a positive effect on their progress and attainment.
17. Registers are not completed consistently throughout the school and do not meet the current Department for Education and Skills guidance. This is similar to the findings at the time of the last inspection. It was not possible to quantify the school's attendance figures because not all pupils are marked present or absent during registration. In one register the attendance of pupils had not been recorded for three sessions.
18. The school reports that there was no unauthorised absence last year. All holidays over two weeks are authorised by the school and scrutiny of registers identified many absences without an authorisation code. In fact, one register had no authorisation codes identifying reasons for

absence for most of the spring term. The school's late book is not maintained consistently throughout the week. Many of these issues were identified in the last report but have not been dealt with.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

19. Overall the quality of teaching is satisfactory. In a half of lessons it is good and occasionally it is very good. The quality of teaching has improved significantly since the last inspection. There is now hardly any unsatisfactory teaching, whereas in 1997 well over a tenth of the teaching was unsatisfactory. Teaching in the reception class is good and it is satisfactory in the classes for pupils in Years 1 to 6. The quality of teaching is reflected in pupils' achievement which is largely satisfactory in most subjects and is good in English and mathematics.
20. Teaching across the school in English and mathematics is good and in science it is satisfactory. In Years 1 and 2 teaching is satisfactory in all other subjects except in music where it is not taught in sufficient depth. Teaching in Years 3 to 6 is good in art and design and satisfactory in all other subjects except design and technology and music where it is unsatisfactory.
21. The good teaching in the reception class is supported exceptionally well by classroom assistants and voluntary helpers. Here there were good examples of imaginative teaching as when, for example, the teacher wore a hat shaped like a tree trunk in which were perched three life-like baby owls as the class shared a big book, 'The Owl Babies'. One particularly good aspect of the teaching is that it encourages children to become increasingly confident. As a result there have no hesitation in asking questions or offering opinions. The teaching also stimulates a strong interest in reading that is consolidated well by parents at home.
22. There are inconsistencies in the quality of teaching across the school. All teachers prepare lessons thoroughly but teaching is more effective where the learning intention is clearly defined in lesson plans and communicated clearly to the pupils. In several lessons the learning intentions were vague and were described in broad terms, such as, 'Understand the properties of numbers', and as a result there was no clear focus and learning was slow. Where teachers described precisely what they expected pupils to learn in each session, such as 'Pupils will know how to round amounts of money to the nearest pound', then learning was more focused and pupils achieved well. On several occasions teachers described in their planning what pupils were going to do rather than what the pupils were expected to learn as a result of the activity.
23. Teachers manage pupils' behaviour well by offering praise and awards. In several classes teachers generated an enthusiasm for learning by providing appropriate challenges for pupils. In all classes pupils are eager to please and keen to learn. There are inconsistencies in the quality of work that teachers expect pupils to produce. In several classes untidy and poorly presented work was accepted whilst in others teachers had greater expectations of pupils' ability to produce neat work.
24. The skills of literacy and numeracy are taught well and teachers have a good knowledge of these aspects of pupils' learning. Pupils have good opportunities to practise their literacy skills when reading and writing in history or religious education for example. There are occasions when numeracy skills are consolidated effectively in lessons in information and communication technology where pupils collect data to use with spreadsheets. Such opportunities are, however, not common and pupils have too few opportunities to practise their numeracy skills in practical work or in realistic situations. Tasks are not always well matched to pupils' varying stages of development. As a result, work is frequently too hard for lower attaining pupils who struggle to succeed. They often do not finish the tasks that have been set. Teachers' daily lesson plans indicate how the different ability groups in each class will have work modified to suit their learning needs but this does not always actually happen in practice. Tasks are occasionally too easy for higher attaining pupils and present insufficient challenge.
25. Resources are generally used well but computers in classrooms are not often used to best effect. They are used well in the reception class but in other classes they are not used much during the

course of the day. The computer suite is beginning to be used well to support teaching and learning but it has only just been completed and is not yet fulfilling its potential. Where classroom assistants and voluntary helpers are available they make a good contribution to the quality of teaching provided. There are, however, fewer assistants in this school than in most schools of similar size.

26. In several classes teachers mark pupils' work carefully and discuss work with pupils in great detail. This is not always the case and work in exercise books is intermittently unmarked. The best marking offers good advice on how pupils might improve the standards that they attain. Pupils have clear targets for improvement in English and mathematics. These are printed on sheets and attached to the back covers of pupils' exercise books. The targets are ticked and sometimes dated as they are attained. This helps pupils to understand what they have achieved and what the next steps in learning entail. Homework is used satisfactorily to consolidate and extend pupils' learning and in most classes a reasonable amount is set although there are inconsistencies. Time is usually used satisfactorily once lessons get under way but they often start late due to assemblies over running or pupils arriving in class late after playtimes.
27. The quality of teaching of pupils with special educational needs is satisfactory. Teaching was particularly good in one session when groups were withdrawn from classes for extra support. The co-ordinator for pupils with special educational needs gave very clear instructions, and thoroughly covered different aspects of basic literacy work, such as letter and sound recognition and letter formation. However, the planning for groups who are withdrawn from class and for pupils in lessons does not link well to targets on pupils' individual education plans. There is frequently no specific planning for the teaching of pupils in small group sessions with the special needs co-ordinator or with teaching assistants. Support and teaching staff are not expected to maintain on-going daily assessment records of pupils' progress and it is not clear how staff know what pupils need to learn next. Teaching assistants and volunteers help to adapt class activities to meet pupils' learning needs effectively. When pupils have no specific support, however, their needs are not always met satisfactorily and they struggle to complete work that does not closely match their particular learning needs. Most targets on individual education plans are appropriate although not always sufficiently precise or specific. The targets are not always used as the basis for teachers' planning for these pupils.
28. The mostly satisfactory and often good teaching has a positive impact on pupils' learning. Classroom assistants and voluntary helpers make a strong contribution to the quality of teaching and learning as does the support that parents give at home. The very good relationships that are developed between pupils and their teachers help to promote sound learning.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

29. Most of the weaknesses in the curriculum identified in the last inspection report have been tackled satisfactorily. With the opening of the computer suite, teachers are now able to provide experiences in different aspects of the curriculum that are supported by information and communication technology. Physical education in Years 3 to 6 is also satisfactory now as a greater range of activities are taught. There are however different weaknesses now that make the overall curricular provision unsatisfactory. The total time allowed for teaching the pupils in Years 3 to 6 is below the recommended minimum and time is sometimes not used to best advantage. Assemblies and break-times occasionally overrun and subsequent lessons are affected. The gap between a class assembly in Years 1 and 2 and the literacy lesson that followed, for example, lasted five minutes while the teacher organised the resources. Pupils chatted together without being engaged in a purposeful activity. This accumulation of lost time ultimately affects pupils' achievement.
30. Another weakness is in the provision of design and technology and music. In these subjects, not all the required elements are taught regularly and systematically. In music, for example,



composing skills are not taught effectively and pupils in Years 2 and 6 cannot give any examples of activities that they have undertaken to develop their expertise. The development of knowledge and skills is affected in several subjects by teaching them in blocks of time rather than by having a weekly lesson throughout the year. It is quite usual in schools to teach history and geography in this way and it is not a problem when topics are taught in sufficient detail. However, in some year groups in the school, the work in pupils' books for these subjects is limited, particularly for the lower attaining pupils who are often given the same work as everyone else. Teachers' yearly plans and medium-term plans, that cover a term or a half-term, are thorough but in their weekly plans for a range of subjects they sometimes fail to provide activities that meet the needs of particular pupils. The work in some mathematics books, for example, showed that all pupils had been given the same problems to solve irrespective of their varying stages of development.

31. Teachers plan literacy and numeracy lessons well using the recommendations outlined in the national strategies. They structure lessons appropriately, paying due attention to the need for class instruction as well as individual and group work. One literacy lesson each week is devoted to extended writing and this is having a positive effect on standards. Work in other subjects often provides sound support for the development of literacy and numeracy skills. In a Year 2 geography lesson, pupils produced graphs to show the different means of transport that Barnaby Bear used in his journeys to different parts of the world. The production of a travel brochure for the Isle of Wight by pupils in Year 6, following their educational visit, promoted their understanding of that type of writing. The Internet too is increasingly being used for research purposes and this promotes learning well.
32. The school is committed in principle to providing equal access to the curriculum for all pupils. In practice, however, some pupils regularly miss important lessons because they are withdrawn from class for extra support with their learning. In Year 4, for example, a group of pupils with special educational needs were seen to miss most of their music and geography lessons during the inspection week because of this.
33. Pupils with special educational needs have satisfactory access to the full curriculum overall. However, a number are withdrawn from different subjects on a regular basis and miss valuable learning opportunities. They do not, therefore, have access to a broad, balanced curriculum. Staff do not enable pupils to make up the time they miss. The school has not maintained the standards in this aspect of provision found at the time of the previous inspection.
34. Pupils who need extra help with their learning are withdrawn from class often for basic work on letter sounds, handwriting, word recognition and mathematical activities. This system works well for the most part but tasks tend to be repetitive and do not focus sufficiently on ensuring that all targets in pupils' individual education plans are met. The tasks set for pupils in these small groups are very similar even though the pupils in these groups have different learning needs. Written work is often limited to very basic worksheets which restrict opportunities to develop skills in literacy and numeracy.
35. The school provides a good range of extra-curricular clubs that cover a number of sports as well as activities such as French, art and design and country dancing. Football and netball clubs are not open to both boys and girls because of local regulations that require competitive teams to be single-sex. The school feels obliged to abide by these regulations not only when entering teams in competitions but also in after-school clubs. The formal curriculum is enriched by a good programme of visits and visitors. The local area is used well to promote learning and visits further afield, to the National Gallery and the British Museum, for example, bring subjects alive for the pupils and promote their cultural development. Visits by groups such as the Quantum Theatre, whose presentations have a scientific theme, also inspire pupils in their learning.
36. The good links that the school has with the Parish and with the wider community also promote learning well. The money donated by nationally known companies has contributed to the setting up of the computer suite and is about to provide permanent basketball posts on the playground. There are good links with a range of local sporting bodies so that pupils receive coaching, for example in cricket skills. The school has good contacts with other local primary schools. They

participate in inter-school sports activities and local music festivals. A recent initiative to inform teachers of various strategies that the different schools in the area are employing to improve writing has had a beneficial effect on developing greater continuity between schools. Links with the two Catholic secondary schools are also good and enable a smooth transition for pupils from one phase of education to another. The co-ordinators for special educational needs, for example, meet to share information.

37. The school has a sound policy and programme of work for the personal, social and health education of its pupils and for the development of citizenship. This is delivered in a variety of ways but mainly through the subjects of the curriculum, particularly religious education, and through discussions in 'Circle Times'; these are special occasions when pupils sit together in a circle to discuss social and personal issues. The governing body has agreed a statement about sex education and visiting speakers lead discussions with the oldest pupils about the misuse of drugs. The programme of work supports the good overall provision for the spiritual, moral, social and cultural development of the pupils. This was judged to be a strength of the school at the last inspection and it remains so.
38. Provision for the pupils' spiritual development is good. The mission statement sets out clearly the Christian values that underpin all that the school does and pupils have regular opportunities in assemblies and during times of prayer to reflect on their experiences and ponder the 'meaning of life' and the uniqueness of the human race. A theme such as 'Choices' becomes the focus of thought for the whole school and assemblies support the work in classes. In a class-led whole school assembly, the story of 'Sam's Heart House' was very effectively told and pupils had time to reflect on how Jesus can be present in all the aspects of our life and in all the rooms of our heart, if we invite Him in.
39. Provision for the pupils' moral development is very good. Assemblies often contribute to this. For example, the headteacher presented the story of the Prodigal Son exceptionally well. The story was told in a modern setting but posed similar moral dilemmas for the pupils to consider; whether the son made the correct choices when spending his money and whether his father was right to welcome him back. The school's expectations and rules for good behaviour are clear and pupils draw up their own class rules. All parents who replied to the questionnaire thought that behaviour in the school was good. Pupils unequivocally understand right from wrong and they respond well to the plaques that the school awards each week for effort and courtesy and the merit badges that the pupils receive. Pupils in the Years 3 to 6 belong to a house and a cup is presented each week to the winning team. Collections for a range of charities are regularly made so that pupils are aware of the needs of others.
40. Provision for social development is good. There are many opportunities to socialise in settings other than the classroom, for example, in sports matches with other schools, during visits to educational places of interest and during the residential visit that Year 6 pupils have experienced in the Isle of Wight. The oldest have some responsibilities in the school, acting as prefects, for example, and looking after the younger pupils. In reply to the questionnaire, all parents agreed that the school helps their child to become mature and responsible. However, although pupils work well together in lessons, they are not often given opportunities to exercise their own initiative and take responsibility for their learning because teachers tell them exactly what to do.
41. Provision for cultural development is satisfactory. It is not as strong as at the last inspection chiefly because of the decline in the contribution of music, although music festivals continue to introduce pupils to a variety of modern and traditional songs. However, pupils in Year 6 cannot name a famous composer nor recall any opportunities to appraise different types of music. Art however remains strong although pupils' understanding of the work of artists from different times and cultures is limited. Pupils have a satisfactory appreciation of their local area through geography and, by studying life in St. Lucia, they appreciate the similarities and differences. History too enables them to understand the development of British culture. Pupils in Year 5, for example, were studying the 'Tudors', and recognised the continuing effect on this country's religious make-up caused by Henry VIII's break with Rome. Faiths other than Christianity are studied - Judaism for example - and pupils appreciate the different beliefs, values and traditions of

the followers but their understanding that the society outside school is increasingly multicultural is not actively promoted.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

42. The support, care and guidance of pupils are satisfactory. Staff know pupils very well and use their knowledge effectively to provide appropriate support for the pupils in their care. They involve outside agencies such as the educational psychologist, the speech therapist, the behaviour support team and the Catholics Children's Society as and when required. Pupils are well supervised at all times. This aspect was judged as very good at the last inspection but, although some features are still very good, the school does not conform to all regulations such as those relating to attendance and fire drills, and has taken insufficient note of the findings of the last inspection regarding compliance with regulations about attendance.
43. The procedures for child protection are very good. The headteacher is the named person and has updated his training on child protection and children who are looked after by families other than their own. All staff have attended training on intervention and the use of physical restraint. The school reports that this training included the awareness of child protection issues. The school follows the local authority guidelines for child protection and meets legal requirements. Good procedures are in place for looked after children.
44. Pupils who require extra help with their learning are quickly identified. Appropriate provision is made but the targets for pupils with special educational needs that are incorporated in their individual education plans are too broad to enable staff to plan appropriately for pupils' learning. Staff identify literacy needs mostly, although a few pupils have numeracy and behavioural targets. The targets that are listed in current books used in withdrawal groups match targets on individual education plans well. Staff discuss pupils informally but this does not always feed into planning although teachers lesson plans include a section where provision for these pupils is noted. Recent individual education plans are more comprehensive but records over time are sparse and do not monitor progress well. Because the targets are so broad, it appears from consecutive individual education plans, where very similar targets are repeated, that no progress has been made. Reviews of individual education plans are appropriately recorded. Class teachers attend reviews with the co-ordinator for special educational needs but parents and carers, although always invited, do not always attend to express their views.
45. The stages of the Code of Practice for pupils with special educational needs are implemented appropriately and the co-ordinator for special educational needs has taken positive steps to implement the revised nationally agreed Code of Practice for these pupils.
46. The school has mostly satisfactory procedures for the health and safety of its pupils. The school is in the process of complying with the new regulations for all voluntary helpers to have a full police check. There are two risk assessments of the building carried out each year. All teachers update their resuscitation training every two years and the caretaker has had training on the use and storage of chemicals. Requirements are met with electrical testing, but the school does not follow the local authority guidance by carrying out termly fire drills. Pupils are not recorded when going on and off site during the school day. Incomplete registrations are a health and safety issue in the event of the need for the school to be evacuated in an emergency because the school could not be absolutely certain which children were absent and which were missing. Pupils do not remove all jewellery for physical education lessons.
47. Procedures for first aid are satisfactory. There are two fully qualified first aiders and many of the staff have attended a one-day training course for first aid. First aid is dealt with efficiently and parents are informed of all head bumps. The school records most first aid incidents. The head teacher dispenses medication. Pupils are aware of the first aid procedures and who to go to when they feel unwell.

48. The school's procedures for monitoring and promoting good attendance are unsatisfactory. Although the school has recently introduced first day contact with parents when they do not know why a pupil is absent, the central record of who has been contacted is not filled in consistently. Minor lateness is not effectively monitored and blank spaces in registers are sometimes completed later in the day with a present mark. There is no central record of pupils who arrive late. So far this academic year over ninety-six weeks' schooling has been lost due to holidays in term time. This issue was raised at the time of the last inspection. It adversely affects attendance figures.
49. There are very good procedures in place for monitoring and promoting good behaviour and for eliminating poor behaviour. The behaviour and discipline policy is comprehensive and includes anti-bullying procedures. The policy is based on assertive discipline and is effective. It is detailed, contains appropriate rewards and punishments and offers good guidance to staff. All staff, including the midday assistants, have effective strategies for promoting and maintaining good behaviour. The rules and the consequences have a high profile in the school. The school report there is no bullying or poor behaviour. Class teachers use a recording chart, if there are concerns about a child's behaviour. A counsellor from the Catholic Children's Society visits the school weekly to support identified pupils.
50. Assessment procedures to plot pupils' attainment and progress are satisfactory. Children are assessed soon after they enter school and careful records of their development are kept in the reception class. A profile of each child is built up that shows areas of strength and areas for development. National tests are used to assess pupils' attainment in English and mathematics from Year 2 onwards. In other subjects the teachers fill in an assessment sheet annually and at the end of each unit of work. Target setting has been developed well in English and mathematics. In several classes the class targets are displayed prominently with arrows illustrating how the targets are grouped and develop from one National Curriculum level to the next. Pupils are developing a good understanding of this. In the class for pupils in Year 4, for example, pupils explain how sections of the class targets displayed on the wall are printed on sheets that are stapled into the backs of their exercise books. The targets are ticked and dated when achieved and when the whole section has been completed a new section is stapled in. In this way pupils have a good understanding of what is expected of them and this contributes to purposeful learning.
51. Data from assessments in English, mathematics and science are used to track pupils' progress and to identify areas of weakness. Teachers use these well to inform lesson planning. The school has plans to introduce a computerised system that is designed to refine and improve this process.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

52. Parents are very satisfied with what the school provides and achieves. The parents who attended the parents' meeting and who completed the questionnaires are very supportive of the school. However a number of parents were concerned about the amount of work that pupils were expected to do at home and about the extra-curricular activities. The school has already addressed the issue of homework, by reducing the amount of work that is set for pupils in Year 2. The inspection team judged that the range of extra-curricular activities is good. The inspection team agrees with the positive views of parents. One hundred per cent of parents who returned the questionnaires thought that behaviour was good, that the school expected their child to work hard and that the school helps their child to become mature and responsible. Parents express very high levels of satisfaction with the school.
53. The effectiveness of the links with parents and the quality of information provided to parents are satisfactory but there are areas for development. There is a meeting for parents prior to their children starting at the school and parents attend an induction afternoon with their child to meet the teacher. This is helpful for new parents to understand the school routines. There is a parent:

teacher consultation meeting in the autumn and spring terms and a written report is provided for parents at the end of the summer term. Parents can request a meeting with teachers to discuss the end of term report. Information in the reports about English and mathematics is good, clearly identifying pupils' strengths and weaknesses, but targets are not always linked to the identified weaknesses. Information on the foundation subjects is often a mix of attainment and coverage of the subject instead of identifying what pupils know, understand and can do. Parents are given advance notice of what their child will be studying and regular newsletters keep parents informed about all the forthcoming events. A teaching assistant and a midday assistant organised parents' meetings on 'Getting ready for school' and 'Dealing with difficult behaviour.' These meetings were well attended by parents. The school does not have any curriculum meetings to inform parents about curricular developments. Contrary to government regulations, the school's prospectus does not inform parents of their right to withdraw their children from religious education or the act of collective worship.

54. Liaison with parents and carers of pupils with special educational needs is satisfactory. Liaison with families is not always recorded well, however. There are gaps in the documentation and little evidence of consultation with parents and carers. Liaison with external agencies is recorded appropriately although suggested learning targets made by external specialists, such as the educational psychologist, are not always incorporated into individual education plans. Copies of letters to families are not kept in children's files but examples of such letters indicate that parents and carers are informed about the planned support for pupils with special educational needs.
55. The impact of parents' involvement on the work of the school is very good; and the contribution of parents to their children's learning at home and at school is also very good. Parents help their children with homework and with reading at home. The home/school reading records show that parents are very conscientious in hearing their children read regularly. This continues as pupils move through the school. Parents respond very well to requests for help with educational visits and there is a rota of parents who help on a regular basis with swimming. A large number of parents and other volunteers, such as grandmothers, also frequently help in the classroom. Although there is no formal parent/teacher association, parents help the school on a regular basis to raise funds, by organising a wide range of events. Parents and members of the local community support these events well so that they are financially successful. Parental contributions help to maintain the school's swimming pool. Parents also make a monthly contribution towards the running of the information, communication and technology suite. The school reports that parents are very supportive of the school's policies but a minority of parents have not responded well to requests not to take their children out of school for holidays. The parent governors are hard-working and very committed to the school and its aims.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The leadership of the school is satisfactory. The headteacher and his deputy work well together. Together with key staff they give careful consideration to curricular developments and adopt a measured approach to school improvements. The decision to admit children to the reception class at three points during the year is, for example, considered carefully with all factors taken into account. The headteacher gives strong guidance and maintains clear direction based on the school's main priorities. One of the school's highest priorities, for example, is to ensure that pupils learn to read well. In this it has been successful. The headteacher has taken a strong lead in ensuring that the school has a comprehensive set of policies to guide its work. Under his guidance good planning frameworks have been produced to support teachers' lesson planning. The planning frameworks are at an early stage of implementation, however, and there has been insufficient monitoring to determine how thoroughly they are applied in practice. The Catholic ethos of the school is strongly maintained. The school has been highly successful in raising standards in information and communication technology, a key issue at the time of the last inspection. The community have worked well together to provide the school with a well-equipped computer suite. Racial harmony is promoted well and relationships are very good. Under the headteacher's guidance the quality of teaching has improved since the time of the last inspection.

57. There are, however, deficiencies in the management of aspects of the curriculum and the management of time. As identified in the last inspection report the curriculum does not fully meet statutory requirements for teaching design and technology. The provision for music also does not meet statutory requirements. The monitoring of the curriculum by the governing body has not picked up these weaknesses partly because it is over-reliant on the headteacher's reports on whether the school complies with statutory requirements. The audit of provision by curriculum co-ordinators is too general and does not state explicitly whether all strands of each subject are taught in sufficient depth. The audit conducted in 2001, for example, referred to planning and policies being in place for most subjects but not how well the plans were being implemented. As at the time of the last inspection, the amount of time devoted to teaching the National Curriculum falls below the recommended minimum needed for full coverage. This is compounded by slippage in the time allocated to lessons throughout the day. Assemblies often take much longer than scheduled, pupils arrive in classrooms late after lunch because playtimes overrun and certain lessons, such as numeracy sessions, are over-long. These factors have an adverse impact on pupils' achievement.
58. Apart from not ensuring that the school meets its statutory obligations in terms of teaching the full National Curriculum and not ensuring that there has been a full response to the previous inspection, the governing body fulfils its functions satisfactorily. They are becoming increasingly involved in finding out for themselves how things are going through a system whereby each governor is paired with a curriculum co-ordinator. Also each class has a named governor appointed to them who tries to get to know the pupils in that class particularly well. Many governors are able to visit the school during the working day to discuss progress with the headteacher, staff and pupils. They have developed a sound understanding of the school's strengths and weaknesses. They study analytical documentation that compares the school's performance with that of other similar schools and ask well informed questions about how the school is doing. The governing body satisfactorily applies the principles of best value regarding the use of resources. The governing body has established a good system of committees and working parties that meet several times each year to discuss finances, premises, personnel matters and the curriculum. The governing body has a good understanding of its responsibilities. The terms of reference for the curriculum committee, for example, state that it is responsible for ensuring that the school meets the requirements of the National Curriculum.
59. There is an experienced special educational needs co-ordinator but the management of the provision for pupils with special educational needs is an area for development. Currently the co-ordinator is used as a teacher of small groups for most of her time and little time is available for the co-ordination of provision across the school. There is no monitoring of the quality of teaching of pupils with special educational needs, nor the quality of planning, the effectiveness of assessment systems or pupils' access to the full curriculum. There is an appointed governor for special educational needs who is interested, caring and meets staff regularly. She has taken opportunities to update her knowledge about provision but governors have not discussed important issues such as pupils' withdrawal from subjects which has implications for their statutory responsibilities. The register of pupils with special educational needs is up-to-date. Funding for these pupils is supplemented from the general budget. Provision is not monitored systematically to ensure that time and staff are used to best effect and that the needs of all pupils are fully met.
60. The day-to-day running of the school's administrative procedures are organised efficiently by the school administrative officer and the finance officer. They work in close liaison and are committed to ensuring that the headteacher is not burdened with any unnecessary administrative tasks. This enables him to concentrate on curricular matters such as teaching and learning. All school accounts are kept meticulously and audited regularly. Allocations of money designated for specific purposes are used properly for the areas to which they were allocated. The school and the community have worked hard to raise funds to develop and equip the new computer suite.
61. The governing body ensures that there are sufficient resources to support teaching and learning. Accommodation is good; the good sized field, the swimming pool and the computer suite are used well. Staffing is adequate although there is scope for increasing the number of learning

support assistants, especially in the classes for the youngest children. Currently the school employs fewer than in most similar schools.

62. Taking account pupils' sound achievement, the standards pupils' attain and the significant amount of good teaching, the school provides satisfactory value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

63. In order to improve standards further the headteacher, staff and governing body should:

(1) Raise standards in music and in design and technology by:

- making sure that the National Curriculum programmes of study are taught fully;
- making sure that these subjects are allocated sufficient time and are taught regularly;
- monitoring pupils' learning to check on attainment and progress;
- devising a planning framework that provides guidance for teachers on how to develop skills, knowledge and understanding systematically. (paragraphs 30,57,105,108,125.)

- (2) Match tasks more closely to pupils' particular learning needs by;
- ensuring that the activities provided in lessons meet the learning needs of all pupils so that none is struggling with work that is too hard.
  - monitoring pupils' work to ensure that work is finished and that all pupils meet with success. (paragraphs 8,24,27,30,79,82,85,92.)
- (3) Make sure that teachers' short term lesson plans include clear details of precisely what skills, knowledge and understanding are to be developed during the course of each lesson. (paragraphs 22,27,30,89.)
- (4) Make sure that when pupils are withdrawn from lessons for extra learning support that they do not miss important parts of the curriculum. (paragraphs 32,33,59,93,119,127.)
- (5) Ensure that enough time is allocated to teach all the strands of the National Curriculum in sufficient depth and that time is not wasted during the school day. (paragraphs 26,29,57,123.)

**Other less significant areas for development.**

- The presentation of pupils' work is often untidy and insufficient attention is paid to encouraging the neat, tidy presentation of work. (paragraphs 23,79,112,117.)
- Registers are not marked according to regulations and attendance is not monitored thoroughly. (paragraphs 17,18,48.)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	21	24	1	0	0
Percentage	0	8	42	48	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	208
Number of full-time pupils known to be eligible for free school meals	13

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	39

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	6.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	16	18	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	17	17	17
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	88 (100)	85 (88)	88 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	16	16	17
	Total	28	29	30
Percentage of pupils at NC level 2 or above	School	82 (82)	85 (97)	88 (82)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	21	12	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	19
	Girls	8	8	11
	Total	21	23	30
Percentage of pupils at NC level 4 or above	School	64 (86)	70 (83)	91 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	16
	Girls	7	8	7
	Total	18	20	23
Percentage of pupils at NC level 4 or above	School	61 (86)	61 (92)	70 (83)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	176
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23.2
Average class size	29.8

#### **Education support staff: YR– Y6**

Total number of education support staff	3
Total aggregate hours worked per week	65

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-02
	£
Total income	513 961
Total expenditure	510 918
Expenditure per pupil	2 433
Balance brought forward from previous year	12 470
Balance carried forward to next year	15 513

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	98

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	1	1	0
My child is making good progress in school.	47	49	3	1	0
Behaviour in the school is good.	52	48	0	0	0
My child gets the right amount of work to do at home.	33	50	17	0	0
The teaching is good.	52	45	1	0	1
I am kept well informed about how my child is getting on.	44	45	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	33	5	0	0
The school expects my child to work hard and achieve his or her best.	70	38	0	0	1
The school works closely with parents.	49	41	9	0	1
The school is well led and managed.	60	35	3	1	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	50	35	6	7	2

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

*Since the previous inspection a revised curriculum that follows national guidance has been introduced for children in the nursery and reception classes. National guidance recommends six areas of learning and these are:*

- *personal, social and emotional development;*
- *communication, language and literacy;*
- *mathematical development;*
- *knowledge and understanding of the world;*
- *physical development; and*
- *creative development.*

*The curriculum details 'stepping stones' in each area of learning that lead to 'early learning goals' for each area.*

64. The teaching in the lessons seen in the nursery and reception classes was always at least satisfactory and in a half of lessons teaching was good and occasionally it was very good. The very experienced teacher is well supported by trained and skilled classroom assistants. A large number of parents and several grandparents help in the class by supervising activities and by sharing books with children. This makes a good contribution to the quality of provision. It is not possible to make direct comparisons with any improvements in provision and standards since the time of the last inspection as there have been changes in national guidance on the curriculum for pupils in the reception class. Children enter the reception class at three points during the year according to age. Those that have been in school since September are older and therefore tend to be more mature and more advanced in their learning than those who started at the beginning of the spring term.

#### **Personal, social and emotional development**

65. Children settle well and quickly adjust to school routines. Teaching is good and good relationships are developed that support learning well. Children are keen to participate in activities and to answer questions. Children show confidence, engage in a friendly way with others and enjoy playing together. They chat sensibly about their work and their families. They form good relationships with adults and are prepared to ask for assistance when facing difficulties. They dress and undress independently for physical education sessions. They understand the need to take turns and to share fairly, though squabbles do occur occasionally when there is a difference of opinion about who should be the shopkeeper and who the customer for example. These are short-lived and settled by the children with little need for adult intervention. They show kindness to others and were very sympathetic when one boy fell in the playground and hurt himself. They study snails with great care as they slide over their hands and up their arms and care and concern for living things is promoted well. There was little evidence of opportunities to develop an understanding of different cultures and beliefs through the study of different religions and children have limited understanding of different religious festivals. A very good project on making the right choices in life has stimulated pupils' ability to reflect on their actions and how they affect others. Children understand the need for rules and are very well behaved. They find it extremely difficult not to call out the answers to questions rather than putting up their hands and waiting to be asked to offer an answer. This is largely because they are so enthusiastic and eager to contribute. They have a good sense of belonging to their reception group, to their class, to their school and to their families. They are well on course to attain the early learning goals by the end of the school year.

#### **Communication, language and literacy**

66. Assessments of children's attainment soon after they enter the school indicate that speaking and listening and early reading skills are below the levels normally expected of four-year-olds. The school places great emphasis on this area of learning. Teaching and learning are good and there is a well structured approach to developing speaking skills and a knowledge of phonics - the relationship between the letters of the alphabet and the sounds they make. The teacher asks challenging questions that challenge pupils' thinking and encourage reflection. Children explain that their model 'got broked' but their grammar is increasingly accurate and they use appropriate vocabulary in imaginary situations. They ask the 'shopkeeper' politely for the goods they have decided to purchase, remembering to use 'please' and 'thank you'. They enjoy poetry and are good at identifying words that rhyme. When the class were sharing a book about owls they noticed that 'mice' and 'nice' rhymed and were intrigued by the term 'nocturnal'. They notice punctuation and enjoy the humour of referring to an exclamation mark as 'an excited full stop'. They wrestled with the dilemma about whether the mother owl should or should not have left her babies alone when she went out hunting for food to feed them. They think carefully about issues and express their views clearly, 'She should not have gone out and left them because they are very small.' They have a good understanding of phonics and the purposes of writing. They are beginning to spell by using their knowledge of letter sounds and write 'hp' for 'hope', for example, which enables them to read their writing to adults or to their friends. They use computers well to consolidate reading skills and are particularly interested in a program that is based on the class reading scheme. There are keen to read books with adults. They love listening to stories and are clear about their favourite books. They listen attentively and reflect on the characters and events in the stories they hear. Their early reading skills are developing well and most can already read simple texts. They are less sure about how information can be found in non-fiction books. The children are on course to attain the early learning goals by the time they are due to transfer to Year 1.

### **Mathematical development**

67. Teaching and learning are good. Children have many opportunities to practise their counting skills and most can count accurately from zero to ten. Each morning they count the number of pupils having school dinners and the number who have brought sandwiches before considering which group is the larger. They write the number in each group on the board and ask questions such as, 'Does the 1 or the 2 come first in twelve?' They know that zero plus zero is zero. They know the names of two-dimensional shapes and one boy noted that, 'When you cut a rectangle in half you get two rectangles.' Children enjoy playing in the class shop where they gain a familiarity with coins and develop an understanding of how money is used. They sing number rhymes, such as, 'Five Speckled Frogs Sat On A Speckled Log' that help to consolidate an understanding of 'taking away' as one by one the frogs hop away. They are beginning to use mathematical names for solid three-dimensional shapes, such as 'cube', though they are unsure of how many faces a cube has. They thread coloured beads in repeating patterns and use language such as 'bigger' and 'smaller' to compare quantities. The children weighed empty coconut shells before filling them with a special cake that they prepared for birds. They weighed using large wooden cubes as the unit of measurement as well as small plastic cubes to achieve an accurate balance. They recorded their results carefully, 'It weighed five blocks and seven cubes.' When full they weighed them again and noted the difference. The terms 'heavier' and 'lighter' are well established. The teacher uses toy cars well to develop an understanding of the vocabulary of number. Children are asked to place the police car third in a line of traffic or the green car in front of the second car. Pupils who are more advanced in their learning have to use terms such as 'left', 'right', 'straight ahead', 'under the tunnel', 'over the bridge' as they give directions for the toy cars to reach their destinations on a road mapped out on a mat. They are good at noticing patterns as when selected children line up in a specific order such as, boy, boy, girl, boy, boy, girl. They wear numbered bibs and sort themselves into sets of even and odd numbers.
68. Lessons are well planned and carefully prepared. All equipment is assembled prior to the beginning of the lesson, such as the scales, objects to weigh and the non-standards weights used to make the scales balance. Due attention is paid in planning according to the stepping stones that lead towards the early learning goals. Planning specifies what activities will be

conducted and what skills children are expected to develop. The classroom assistants and parent helpers are deployed well so that when the teacher is focusing on one group, the assistants or parents, supervise the other groups. Children are on course to attain the learning goals.

### **Knowledge and understanding of the world**

69. Teaching and learning are good and children are provided with a good range of learning activities. They study the local environment as they walk to the lake to feed the ducks. They develop scientific enquiry as they study snails intently through magnifying glasses and understand that snails have hard shells to protect their bodies. They explore sources of light to see which materials are transparent. They listened to a blind man reading Braille during the science week based on the theme of light and sound. They have developed a good understanding of times past through studying modern toys and comparing them with toys from bygone eras. The toys form a good display in the classroom and children note that the modern toys are mostly plastic and are much more brightly coloured than the toys their grandparents may have played with which are mostly made from wood. They develop a good understanding of scientific enquiry as they explore how sounds are made. They use various instruments, such as triangles, and explain that the noise is made by tapping, scraping, shaking or banging. They explore the classroom in a search for things that will make noises. One child demonstrated how the pages of a book could be flicked to produce a whirring noise.
70. There are computers in the classroom that are used well to complement and extend learning opportunities. Children also visit the computer suite where the co-ordinator for information and communication technology introduces pupils to the interactive white board as well as to a good range of appropriate programs. There is no evidence of the regular use of a weather chart to plot different weather conditions. Children are on course to attain the early learning goals by the end of the school year

### **Physical development**

71. Teaching is satisfactory and most children are on course to meet the early learning goals by the end of the reception year. Children used scissors, paintbrushes, spatulas and pencils skilfully. Those whose skills are less advanced and who experience difficulties are taught to use tools through repeated clear demonstrations. They used hand lenses well to observe how buds open and grow. They moulded malleable material to make snakes and worms in play dough. They push themselves around the play ground on a variety of vehicles that require different skills. The outside play area is spacious but has not been developed fully as a learning resource. There is little evidence that it is used purposefully as part of the teaching and learning themes. Children visit the hall for music and movement lessons and for physical education. They have a good awareness of space and run around without bumping into each other. There was little evidence of pupils being provided with opportunities to initiate combinations of movement to express feelings, ideas or experiences. Children are adventurous and enjoy jumping from heights and landing appropriately. They are good at shooting the ball through the basketball net in the enclosed play area. They have a good awareness of healthy eating and this is reinforced at snack time when children discuss their diets. They understand the need to wash their hands after touching snails and before they eat their snacks.

### **Creative development**

72. There is a wide selection of good quality dressing up clothes to stimulate children's imagination and encourage role-play. However, the 'home corner' is not structured imaginatively to fire children's imaginations. A plastic chicken was stuck carelessly into a teapot, for example, and there was no clear theme, such as the development of an accident and emergency clinic or a building site, to promote purposeful learning. They have painted exceptionally good portraits of grandmothers having first studied Hockney's portrait of his mother. They use computers well to 'paint' colourful pictures of owls and of their houses. They have painted good water colours based on memories of their visit to the local lake. The children practised sewing when they made good,

simple puppets from socks. They 'paint' the outside fence with water and one girl was busy using the tools from a tool box to 'mend the walls.' They enjoy dressing up and role-play; two policeman were keen to arrest a visitor whilst several girls in ballet costumes played a game of their own devising that involved pedalling furiously around the playground. This mode of learning is not developed in a sustained, meaningful way. However, most children are on course to attain the early learning goals by the end of the school year.

## ENGLISH

73. The standards attained by pupils at the end of Year 2 and the end of Year 6 have been maintained since the last inspection but have improved in writing for the oldest pupils. In English overall, pupils in Year 2 and Year 6 are on course to attain standards that are above average by the end of this school year.
74. Standards in speaking and listening are better than those normally found in schools nationally. Seven-year-olds speak confidently and are encouraged to give reasons for their opinions. In Year 2, for example, when discussing whether a text is *fact* or *fiction*, the teacher insisted that a girl justify her answer. By Year 6, pupils display a keen awareness of their audience and speak loudly enough for everyone to hear. They also realise that, when reading aloud extracts from a travel brochure, they must adopt a different style from reading a story. Listening skills are generally good and teachers have established the correct expectations of behaviour so that pupils generally do not interrupt their classmates. Across the school, pupils achieve well in speaking and listening and this is promoted well when teachers conduct effective question and answer sessions in literacy lessons. Some opportunities are specifically planned to develop speaking skills but it is not always in English lessons that occasions arise. In a class assembly led by Year 5, pupils spoke to the whole school very clearly and showed an awareness of Standard English, speaking with clear diction and good expression. In a Year 3 English lesson, pupils were required to read a set of humorous poems, choose one and practise reading it prior to 'performing' it for the class. These opportunities are not always consciously planned but most teachers instinctively know that these skills have to be developed.
75. The above average reading standards have been maintained since the last inspection in Years 2 and 6. The higher attaining seven-year-olds read fluently, accurately and with good expression. They understand the stories they read and talk knowledgeably about the characters. Most pupils do not read as expressively but they are accurate and know that an unknown word such as *surrounded* can be split up and 'sounded out'. The lower attaining pupils also have satisfactory word-building skills but the frequent need to decipher words affects fluency. All pupils appear to enjoy reading and most quote a favourite book, for example 'Alice in Wonderland' from an above average girl. This interest in books has been maintained by Year 6 but the pupils are not as forthcoming when asked to quote a favourite author or book. Nevertheless a higher attaining boy is currently working through a series of adventure books by Brian Jacques, 'because they are so exciting.' He is a very competent reader who understands words like *contingent* and *complied*. An average reader has some difficulties in working out and explaining an unknown word like *efficiency*, although the strategy for doing so is thoroughly understood. A lower attaining pupil also knows the strategy but, in operating it to read words like *Androcles*, fluency is affected.
76. Across the school, pupils' achievement in reading is good. This is due to a number of factors. The support that parents give at home promotes learning well. Books are taken home regularly and reading records are regularly checked at school to see that pupils are being heard to read. Not all are neatly maintained and this sometimes reflects the level of interest in reading which varies across the school. Achievement is also promoted effectively by the emphasis placed on teaching basic phonic skills systematically from an early age. This emphasis is continued in all classes to remind pupils of ways to work out unknown words when they occur in texts that are being read aloud in lessons. A standardised reading test is administered annually to check on progress and is repeated for any pupil whose learning and attainment gives cause for concern. There is a satisfactory stock of books. Pupils in Year 6 appreciate the good choice of books available in their classroom but the library is small and is not regularly used. Few pupils can explain how the classification system works if they want to find a particular non-fiction book and



the distinction between *fact* and *fiction* is not securely understood by all pupils. The older ones however know the purpose of a contents or index page and research skills are encouraged in many lessons, for example in Year 3 history when pupils look into various aspects of life during World War II.

77. Standards in writing in Year 2 are average. Most pupils are on course to attain the national target of Level 2 but a fifth of pupils are likely to achieve the higher Level 3 standard. However, a significant proportion will not achieve the target of Level 2. There is therefore a wide range within the class. Higher attaining pupils write lengthy stories, correctly punctuated with competent use of speech marks and commas to demarcate simple clauses. Most pupils also understand the correct story-structure and how to plan their work. Sentences are properly constructed but vocabulary is appropriate rather than imaginative. Lower attaining pupils find it more difficult to use full stops in the right place and spelling is often inaccurate. In one piece of work, 'wey' is used to mean 'we' and 'way'. Progress since entering Year 1 has been satisfactory. The school has targeted writing as an area of concern and pupils are given enough time to concentrate on producing sufficient work. The standard of handwriting overall is good because it is practised almost every day. Most pupils join their letters correctly and are developing a clear style.
78. Standards of writing in Year 6 are above average and this is an improvement since the last inspection. The higher attaining pupils use a range of punctuation correctly, such as apostrophes and exclamation marks. Vocabulary is exciting with descriptive expressions such as 'gold, shimmering frame'. Most pupils also write engagingly using adverbs such as 'smartly' and 'excitedly' to add interest. Paragraphs are not widely used however. Lower attaining pupils have greater difficulty with punctuation and spelling, though stories are usually properly structured. Speech is not correctly demarcated and words like 'comeing' and 'agen' spoil the writing. Progress in the Years 3 to 6 is good, partly because of some good teaching, particularly in Year 6. This is illustrated by the quality of marking where remarks are useful to pupils, giving guidance on how to improve, for example, 'You need to grab the reader,' written in the margin by the introduction to a story. Time is also given each week for extended writing and this is having a good effect. Each pupil also has targets for improvement that are pasted into their English books. This helps them to focus on the specific areas that will improve their work.
79. In the lessons seen, teaching was satisfactory overall. However, the work in books and the adherence to the requirements of the national literacy strategy indicate that teaching over time is generally good. Within the lessons seen, there were good features such as the focused concentration on teaching basic skills, the good use of resources and the good relationships with pupils that help them feel secure and able to join in discussions freely. The pupils themselves drive learning forward because of their positive attitudes to work. This was also a feature in the last inspection. In Year 4, for example, pupils were excited when writing poems and were disappointed when time ran out and they had to stop. Features of teaching that are less effective are the low expectations of the neat presentation of work and the failure to plan different work in the activity sessions of the literacy hour to meet the specific needs of pupils who are at varying stages of development. Some teachers do this successfully. In a lesson in Year 1, for example, one group read with the teacher, another group compiled a list of 'oo' words on the computer and a third group sorted out a collection of sentences to tell a story in the correct sequence. This does not happen routinely in every class and all pupils are often required to complete the same task, perhaps with adult help for those with special educational needs. By assigning help to these pupils, they make the same progress as others. They are also withdrawn for extra help with the co-ordinator for special educational needs and this too promotes satisfactory progress.
80. The national literacy strategy is effectively used by teachers when they plan lessons and information and communications technology is being used increasingly to support the development of skills. Work is often entered into a word-processing program so that it can be neatly presented and pupils recognise the spelling errors that the program highlights so that they can correct them. Work in other subjects too is providing sound support for literacy. In the Year 6 topic about Victorians, one pupil has written a lengthy account of the work that young children had to undertake based on her own research. Homework is used well to support work in school.

Pupils in Year 5, for example, brought the results of their research about the features of Canvey Island to help them write a travel guide.

81. The co-ordinator is very experienced in leading the subject and supports her colleagues well. She monitors the subject satisfactorily by looking at teachers' planning and samples of work. Teaching is monitored by the headteacher. Assessment systems are good. Formal tests are administered at the end of every year, starting in Year 2 and results are beginning to be analysed to identify overall weaknesses, to set targets for individual improvements and to track the progress of each pupil. Samples of writing are collected each term and teachers scrutinise them and jointly agree the level of attainment. This is a new initiative that is widening teachers' understanding of the standards being achieved and of the specific weaknesses in writing. Useful discussions have taken place in meetings with teachers from other local primary schools to share examples of successful strategies to improve writing. The curriculum is enriched by visits from storytellers and from drama groups, for example a puppet show for pupils in Years 1 and 2 at the beginning of this year.

## **MATHEMATICS**

82. Pupils' achievement is satisfactory in Years 1 and 2 and by the end of Year 2 they attain standards that are broadly average. Pupils achieve well in Years 3 to 6 and by the end of Year 6 standards are above average. This indicates that standards have improved since the time of the previous inspection. The achievement of pupils with special educational needs does not always match that of their classmates because tasks are not always sufficiently modified to meet their particular learning needs. They do not, therefore, always attain the standards that they could.
83. Pupils in Year 1 gained a good understanding of angles as they explored quarter turns, half turns, three quarter turns and full turns in a physically active playground lesson. Several pupils in this lesson found difficulty in discriminating between left and right turns, however. They use computers well to make block graphs of their favourite fruits and colours. Good links are made with art and design as they create symmetrical pictures of butterflies by folding painted paper in half to create press prints. They are introduced to handling data as they count the number of 'smarties' in each box and produce block graphs to illustrate the number of each colour. Pupils in Year 2 build well on this understanding when they program a battery powered toy to move according to a sequence of commands that include turns through 90 degrees, 180 degrees, 270 degrees and 360 degrees. Much of the work is oral. In Year 2, for example, pupils were asked to tell everything they knew about certain numbers, such as 22. They responded by stating that 22 is a two digit number, an even number and twice eleven. Higher attaining pupils explained clearly how they knew that it, or any other number, was odd or even. They have a good understanding of the basic general rules that apply to numbers. They know how to deduce what numbers are missing from a 'magic square' and complete such squares logically. They are good at counting in tens, fives and twos and know that subtraction is the inverse of addition. There was little evidence of pupils using their numeracy skills in practical ways, such as following cooking recipes, or to solve real life problems.
84. Pupils in Year 3 use computers and spreadsheets well to create 'magic number squares' using a 3x3 grid where the horizontal, vertical and diagonal sets of numbers total the same. Many pupils in this year group still use their fingers to add combinations of two or three numbers that are each less than ten. This indicates that they have not yet developed a deep understanding and quick recall of simple addition facts. In Year 4, pupils have a particularly good understanding of how to round numbers to the nearest ten, hundred or thousand. They know that when an odd number is added to an even number the answer will always be odd and that when an even number is added to an even number the answer will always be even. They use this knowledge well when deducing the missing numbers in equations such as  $?3 + 5? = 67$ , where ? represents the unknown digits. They know how to check their answers by using inverse operations and most explain their thinking well. One boy conducted a survey of favourite board games in the class and used the data well to create a block graph of his results on the computer.

85. Pupils in Year 5 find calculations involving money extremely challenging. Many found calculating the smallest number of coins that would total £2.67, for example, a hard task to complete accurately. Pupils in Year 6 have a good understanding of percentages. They understand that if an article has been reduced in price by 50 per cent then it would cost half the original price. One higher attaining pupil understood that if one child out of a class of thirty-four had an apple then this represented about three per cent of the class. Lower attaining pupils could calculate that 25 per cent off an article costing £100 meant a reduction of £25 but could not take the next step in the calculation and work out the new price. Pupils are good at using protractors to measure angles accurately. They study the labels in their school cardigans and note the proportions of cotton, polyester and viscose. The higher attaining pupils use their knowledge of angles well when using bearings to plot a course. Much of the work produced by the lower attaining pupils is unfinished and there are clear indications that they are often required to complete work that is too difficult. Pupils often forget to date their work and it is often untidy with insufficient attention to neat presentation. Pupils have a good understanding of number and the strand of the subject that covers shape and space. Most have quick recall of number facts although many are shaky when trying to remember multiplication tables. There are few opportunities for pupils to use the skills they develop in numeracy to solve real problems or in practical tasks that involve measuring length, weighing, calculating capacity or volume and measuring temperature. There was one unplanned session where a small group of pupils surveyed a patch of ground when designing a maze that they were planning but such good practice is not embedded in curricular provision.
86. The quality of teaching is good. It is satisfactory in Years 1 and 2 and good in Years 3 to 6 where there are instances of very good teaching. In a very good lesson in Year 4 the teacher used her good knowledge and understanding of the subject to generate great enthusiasm among the pupils. She challenged their thinking by asking probing questions. They enjoyed the challenges posed. A good variety of activities were included in the lesson. Pupils each placed a numbered label on the correct point on the class number line to show how it should be rounded to the nearest ten, hundred or thousand. Here tasks were very well matched to pupils' varying stages of development. The lower attaining pupils used calculators to help them with their calculations whilst the higher attaining pupils wrote detailed accounts of how they arrived at their answers. Pupils left their seats sensibly to study the number charts in the classroom when they needed to. Such a good match of task to pupils' learning needs does not always feature in teaching. The scrutiny of work indicates that the same tasks are often set for the class regardless of the various levels of ability in each class. In a very good lesson on percentages in Year 6, pupils' interest was captured at the very beginning of the lesson when the teacher used the overhead projector to display a picture of a centipede. This was followed by a list of statements such as 'Dyer is not 100 per cent fit.' This stimulated a good discussion on the meaning of cent and percentages, centurions, centuries and centenarians.
87. The national numeracy strategy has been implemented satisfactorily. Most lessons start with a short, sharp session of mental arithmetic that prepares pupils well for the main instructional part of the lesson. Most lessons end with a review session where teachers and pupils together discuss how successful learning has been.
88. The teaching of pupils with special educational needs is often satisfactory when they are supported in the class, often with the help of a classroom assistant or a voluntary helper. Where the work provided is not sufficiently modified to meet the learning needs of these pupils they struggle and lose concentration. There are occasions when they are withdrawn from the class to work in small groups or individually. This is not always successful. In one such session, for example, when one child was withdrawn to complete work individually on percentages, no apparatus was used to help her to understand the concepts being taught and there was no practical work, such as cutting up squared paper, to help develop greater understanding.
89. Teaching is particularly successful where the teacher indicates clearly in the lesson plan what precisely it is intended that the pupils should learn during the course of a lesson. One plan in Year 4, for example, stated 'Pupils will learn to round amounts of money to the nearest pound'. As the learning intention was precise, the teacher could readily assess at the end of the lesson

who had and who had not grasped the idea. Lessons are less successful where teachers describe what the activity will be rather than what it is expected that pupils will learn during the lesson. Some learning objectives are vague such as, 'To solve mathematical problems', or 'To understand the properties of numbers'. This lack of precision made it difficult for teachers to evaluate how effective the learning had been. Where teachers shared their learning intentions with the pupils, then lessons were more purposeful as pupils understood more clearly what was expected of them.

90. Towards the end of each lesson the teachers gather pupils together to review their learning. This time is not always used effectively. In the good sessions, teachers used skilful questions to check how much their pupils had learned and this heightened pupils' awareness of what they now understood. On occasion, teachers do not leave enough time to go over the main points of the work thoroughly and merely list what has been covered.
91. There is increasing use of computers to extend pupils' understanding in mathematics but the computer suite is only just becoming established and several teachers lack confidence in using it effectively. Leadership and management of the subject are satisfactory with some growing strengths. The results of national and school tests are analysed to identify gaps in pupils' knowledge and understanding, and teachers ensure that pupils have extra practice in those areas. Resources are satisfactory and are for the most part used appropriately, although they are not used enough to support practical activities.

## **SCIENCE**

92. Inspection evidence indicates that this year pupils are on course to attain standards that are broadly in line with national averages by the end of Year 2 and the end of Year 6. The school has maintained the standards in Years 1 and 2 that were found at the time of the previous inspection. Standards attained by pupils at the end of Year 6 are not as good as those found at the time of the previous inspection. Work in books shows that there is very little difference in the work planned for pupils with different levels of skills and understanding and much work is unfinished or not even started. This leads to unsatisfactory progress in the development of skills, knowledge and understanding.
93. Overall, the achievement of most pupils, including those with special educational needs, is satisfactory. However some pupils are withdrawn from classes for support for literacy skills and miss important lessons even in Years 2 and 6 when they are preparing for the national tests. This represents limitations on access to the full curriculum for these pupils and their achievement is hindered.
94. Due to timetabling arrangements it was only possible to observe a limited amount of teaching in Years 1 and 2 so it is not possible to make overall judgments about the quality of teaching or pupils' attitudes and behaviour in lessons. Based on this limited amount of observation, the scrutiny of pupils' work and discussion with staff, the standards pupils attain match national averages by the end of Year 2. In one lesson, pupils named what plants need to grow, remembering this from earlier work; they made reasonable estimates of the height of growing sunflowers prior to measuring them and were developing an understanding of what makes creatures, including humans, different from plants. Four pupils used the computer program, 'Question', to write relevant questions and draw pictures to make a chart about animal characteristics. The teaching was good - activities built well on earlier work, the teacher managed pupils well and led an interesting introduction about animals with similar features. The group-work was not as challenging, pupils were cutting out pictures of animals and plants and placing them in groups. Although the measuring activity was worthwhile, these groups missed parts of the introduction. The teaching assistant supported this work well, ensuring the measurements were accurate. Books show that pupils have completed work on the development of frogs, electricity and its uses and have considered what makes a fair test. Pupils in Year 1 have been introduced to forces, considered what sources light stems from, completed work on growth in humans and plants and carried out fair tests growing mung beans. Some work is repetitive and also similar in both classes, and this needs to be monitored to ensure pupils' progress develops appropriately.

95. No lessons were observed in Year 6 due to timetabling arrangements but work in books shows that pupils have achieved broadly satisfactory standards in projects on light and shadow, dissolving and filtering, food chains and habitats. Again there is work on what plants need and recognition of features of animals.
96. Standards in lessons in Years 3 and 4 are broadly in line with national expectations. In Year 4, pupils suggested what makes a fair test and planned a test to show how easily different shapes (made from plasticene) moved through water. Pupils worked well in groups. However the written work was unchallenging as pupils were expected to fill in undemanding worksheets. Even so, only a few completed the work correctly even though answers were written on the board. Pupils in Year 3 recalled well what they knew about the structure of plants and the principles of a fair test when considering whether plants need leaves to grow. The written activity was unchallenging for most pupils who already knew about creating a fair test. They are confident in writing bullet points. Pupils were mainly observers of the test with only one pupil removing leaves on one plant to compare with one with leaves. All pupils measured the plant at the start of the experiment but used inappropriately large rulers for tiny, delicate plants. Attainment in the lesson in Year 5 was below average. Pupils recall work on evaporation appropriately and understand the principles of a fair test but do not understand terms such as hypothesis and confuse measuring scales such as millimetre/millilitre/Celsius temperatures. They copy the aims of the experiment accurately from the blackboard and follow instructions to carry out experiments but these are inappropriate and unchallenging activities.
97. Teaching in lessons in Years 3 to 5 is satisfactory overall and standards of teaching have been maintained since the previous inspection. Individual teachers make good scientific points; for example, that the subject is not about being right or wrong or they use worksheets which are organised appropriately for recording science. However, pupils are given little choice in the method or equipment used for experiments and, in one class of older pupils, the teacher was reluctant to let them work independently in groups. She organised each activity herself and gave out all equipment allowing little opportunity for real investigation. Pupils are not very involved in their learning, are inclined to be restless, slow to start work especially when they are not actively involved in experiments or the experiments are long-term and little happens in lessons. The Year 4 teacher used very good strategies to guide pupils without giving them the answers, she managed pupils well and used the final part of the lesson very well to evaluate the theory of what they had done. Pupils were very keen to contribute and had very good attitudes to learning. Throughout the school staff have good questioning skills.
98. Marking throughout the school is up-to-date but only in Year 3 does marking give pupils information about how to improve their work. In almost all classes there is a considerable amount of unfinished work which limits progress and much work is undated so it is difficult to monitor pupils' progress satisfactorily. Written work mainly consists of completing worksheets which offer superficial coverage of topics, some of which are very repetitive, this aspect has not improved since the previous inspection. Work is similar for all pupils and not well-matched to differing needs in the class. In Years 3 and 5 there is good coverage of some topics such as the strand of the subject that deals with life and living processes.
99. Unlike the previous inspection, there is now a co-ordinator who is well-qualified. The policy is good. The recently-developed medium-term plans are comprehensive and offer staff a good basis to plan a varied curriculum, however it is not yet in place. The co-ordinator has carried out a thorough analysis of national test results and has reviewed work in some classes to monitor gaps in provision. This has ensured that these gaps are used to inform teaching plans but it has also led to very repetitive work, for example, the emphasis on the development of fair testing. There is no monitoring of teaching through lesson observations. The co-ordinator has worked hard to improve provision but has little time to carry out her role effectively. Assessment systems are being developed.

## **ART AND DESIGN**

100. Pupils' achievement is satisfactory in Years 1 and 2 and by the end of Year 2 they attain standards that are broadly in line with national expectations. Pupils achieve well in Years 3 to 6 and by the end of Year 6 standards exceed national expectations. This indicates that the standards attained by the oldest pupils have been maintained since the time of the previous inspection but those attained by pupils at the end of Year 2 are not as high as they were in 1997.
101. Pupils in Year 1 created collages of under-water scenes having gained inspiration from their recent visit to an under-water theme park. They carefully crayoned the background before gluing sequins, net and tissue paper to their pictures. Pupils in Year 2 studied photographs taken around the school before commencing on designing tiles that are intended to be joined together to form a large ceramic panel illustrating various aspects of the school. They carefully smoothed the clay inside shallow plastic containers before incising designs. They produced good representations of the water in the school swimming pool and of the school field where they created good contrasts between the smoothness of the sky and the rough texture of the grass. This group have also observed shells carefully before painting large, bold representations that captured the essence of shells well.
102. Pupils in Year 4 studied a painting by Van Gogh before creating a good series of colourful paintings of chairs. These were of good quality. These pupils also accepted a challenge to create the tallest structure they could from newspaper. They have produced water colours, similar to those produced by the children in the reception class although somewhat more advanced, based on their walk to the local lake. Pupils in Year 5 have used oil pastels well to create strong images based on their close observation of gourds. These pupils have also created a good tiled panel or mural based on the theme of sea life. Pupils in Year 6 are introduced a wide range of media and often base their work on experiences gained from visits to local places of interest, such as churches. They have created powerful masks using plaster and good pastel crayoned pictures of hats based on the work of the 'old masters'. Good links are made with other subjects as when pupils produced carefully painted travel posters inviting people to St Lucia as part of their work in geography. They studied famous painting, such as the portrait of Charles I by van Dyck, and produced good pieces of writing entitled, 'If Pictures Could Speak'.
103. Teaching is satisfactory in Years 1 and 2 and it is good in Years 3 to 6. The co-ordinator teaches most classes regularly and during the course of a school year teaches every class for a period. Her specialist input helps to maintain sound and often good achievement. Teaching is more effective where teachers are clear about the new skills, knowledge and understanding that are being taught during the course of a lesson. Where teachers are uncertain about which new skills they are teaching and just describe the activity that they are arranging, then learning is less effective. This is partly because they do not use their assessments of pupils' previous learning to inform their planning. They do not, therefore, appreciate where there are gaps in pupils' development of skills, knowledge and understanding. It is also because they have not fully considered what new skills need to be taught to fulfil the requirements of the National Curriculum and the guidance offered in the school's curricular planning framework.
104. The subject is well managed. Resources are good and the art room is used well. There was little evidence of computers being used to support teaching and learning. The subject is well established in the school's curriculum and sufficient time is allocated to allow coverage of the requirements of the National Curriculum. Good visits are made in the locality and further afield to such places as the National Gallery. There is a good planning framework that offers good guidance for teachers. Notwithstanding drawing skills are not taught systematically and cumulatively from reception to Year 6 and there is limited emphasis on that strand of the subject that deals with similarities and differences in the work of artists, craftspeople and designers from differing times and cultures.

## **DESIGN AND TECHNOLOGY**

105. Due to the school's timetabling arrangements it was only possible to observe very few lessons. The subject was not on the timetables of all classes during the inspection. There was very little work in books or on display although the standard of work in the few products on display was satisfactory in terms of making skills. Overall standards throughout the school are below national expectations. The school has not improved upon the unsatisfactory standards found at the time of the previous inspection. The school has improved resources but they are still not sufficient to support teaching and learning well. The key issue arising from the last inspection has not been fully resolved. The school is not fulfilling the legal requirement to teach the full National Curriculum programmes of study in this subject.
106. Pupils in Year 6 have used recyclable materials or papier-mâché to make masks, helmets, or slippers. Pupils in Year 3 have made moving monsters and in Year 4 they have made purses. Pupils in Year 2 have made folders and displays of work provide evidence of simple design skills being incorporated in work on making puppets, using materials such as felt, and this work included some evaluation of the work produced. The pupils labelled their initial design drawings to show which materials they would use and they had opportunities to sew and to glue decorations. Pupils had also drawn a plan of a car, naming parts of the vehicle.
107. The standard of attainment in the lesson observed was satisfactory. Pupils in Year 1 listened well to the teacher's instructions for making a simple sliding mechanism, using card to illustrate part of the story, 'Whatever Next' by Jill Murphy. Most cut out card satisfactorily although some needed help with this and did not cut cleanly. They made simple slots in the card for the moving part, drew recognisable small pictures of characters, such as the owl or cat, and coloured drawings satisfactorily. They enjoyed the work and were very happy to talk about what they were doing or to show how their finished product worked. Individuals made their own versions, similar to picture frames for slides or film, telling a story from several pictures. The basic activity was too simple for these pupils and the teacher did not plan for the different abilities in the class. However, in terms of what aspects should be included in a lesson in this subject, the teaching was good. The teacher made good links with literacy, gave clear guidance to the whole class and guided individuals without doing too much for them. She provided a planned opportunity for pupils to talk about and evaluate their work. A class display shows that pupils have made puppets of a satisfactory standard from card with moving parts held by paper tags.
108. Throughout the school too little time is allocated to the subject and some timetabled sessions in Years 2 and 3 are shared with art and design which reduces the time even more. There are very few examples of pupils designing or disassembling objects to see how they work or are designed. There are infrequent opportunities to evaluate their work or the work of others.
109. The co-ordinator is new, having taken over the role from the headteacher, and has received little support in developing the subject. Resources are insufficient and do not enable staff to implement the subject satisfactorily. Staff lack confidence and have had no training to increase their knowledge of the subject. There is little use of computers to support teaching and learning. The subject does not have a high profile in the school's curriculum. Staff are developing good medium-term plans which are designed to help teachers provide comprehensive coverage of the subject but these have not yet been fully implemented. There is no monitoring of teaching and learning. Satisfactory assessment systems have recently been established that involve recording at the end of each topic the areas of learning that pupils have experienced. They have not been in place for long enough to provide information designed to inform planning for further learning.

## **GEOGRAPHY**

110. Pupils in Years 2 and 6 are achieving standards that are typical of those seen in the majority of schools. Standards have therefore been maintained since the last inspection. In the intervening years, a sound policy has been written and the nationally recommended programme of work has been introduced. This has given teachers much better guidance when planning their lessons and represents an improvement. Resources are now satisfactory for the delivery of the curriculum.

111. Pupils in Year 2 are very interested in the places visited by Barnaby Bear when he accompanies classmates, teachers and other adults on their holidays. He brings back information, pictures and photographs of these places that are displayed in both classes. In Year 2, he has travelled widely and pupils talk knowledgeably about the different means of transport he has had to use to get to such places as Lapland, Thailand and Mexico. This contributes to their cultural development when they discuss, for example, the significance of the Golden Buddha represented on a postcard from Thailand. Pupils in both years have studied and compared the features of different localities, a seaside place for those in Year 1 and the imaginary Scottish island of Struay for those in Year 2. Progress is therefore satisfactory.
112. In the Years 3 to 6, the work produced by pupils is only just satisfactory, as is their overall achievement. Topics are not always covered in much detail and work is sometimes untidily presented. Nevertheless, by Year 6, pupils have a reasonable understanding of physical features such as rivers. They recall the visit of a theatre group and of the discussion about recycling that followed their performance. They explain that they have used an atlas to find St. Lucia, which is the focus of their current study. The planning and the resources for this topic suggest that this will be a worthwhile experience as pupils compare the life of this island community with their own. The recent residential visit to the Isle of Wight has also given them insight into the features of a contrasting area of Britain and the computer has been impressively used to compile a presentation of their experiences using photographs, text and sound effects. Mapping skills are satisfactorily developed up to Year 4. This begins in Year 1 when pupils draw simple plans of the route they take from home to school and continues in Year 3 when they look at a map of the world to identify hot places. Skills are developed further in Year 4 with the use of an Ordnance Survey map of Yorkshire, looking at the function of scale and using a key to identify the symbols. However, there was no evidence in pupils' work in Years 5 and 6 of other skills, such as the use of co-ordinates, being practised.
113. In the three lessons seen, teaching was good but, because of the quality and quantity of the work in books, teaching over time is judged to be satisfactory overall. The attitude of the pupils however is very positive and this contributes significantly to the success of lessons. In Year 2, for example, they are so engrossed in Barnaby Bear's adventures that they set to work avidly, compiling graphs to show the most common means of transport he uses to reach places. Some graphs are produced on the computer using data that pupils have entered. This lesson supports the development of mathematical skills effectively. In contrast, the lesson in Year 6 about St. Lucia supports the development of literacy skills as pupils research texts to find information about the inhabitants' lives. Pupils in Year 4 work very well to identify the symbols that indicate features of the Yorkshire village they have chosen to study and are sorry when they have to stop. A group of them who have special educational needs miss most of the lesson when they are withdrawn for other work and this compromises their progress. Teachers harness pupils' enthusiasm well and provide good resources to inspire them. A brisk pace is maintained and discussions are skilfully conducted.
114. The subject is managed at present by the headteacher. The concerns from the last inspection have been satisfactorily addressed and the need now is to monitor teaching and learning in the subject to ensure that topics are covered in greater depth. Good use is made of the local area and there is a newly introduced assessment sheet that helps teachers to assess the standards that pupils have achieved after a topic has been completed.

## **HISTORY**

115. Standards at the end of Year 2 and the end of Year 6 have been maintained since the last inspection and they continue to be similar to those seen in most schools. History is taught in blocks of time at different points during the year and no lessons could be seen in Years 1 and 2 because history was not the focus at the time of this inspection. Written work, however, shows that pupils have studied the Gunpowder Plot and know about important events in the life of Florence Nightingale. A particularly impressive written account of the Great Fire of London by one pupil showed a clear understanding that it happened a long time ago and that the tragedy was



made worse because of the wooden buildings in the city at that time. This writing supports the development of literacy skills effectively, as does other work in the Years 3 to 6, for example, when Year 3 pupils write letters home imagining that they are evacuees in World War II. The infants make satisfactory progress. Pupils in Year 1, for example, develop their understanding of the past by looking at holidays. They consider what items a Victorian family might pack in their suitcase compared with a family today. They also explain why swimwear from the 1950s and 1960s is old-fashioned.

116. By Year 6, pupils have studied all the required periods of history. Some topics are covered in greater depth than others, for example those covered in Years 4 and 5, but the curriculum is enriched by visits that support work, bring the subject alive and promote pupils' learning. A visit in Year 5 to the British Museum and to the Imax Theatre is particularly well remembered. Pupils watched a film about Howard Carter's discovery of the tomb of Tutankhamun and this inspired their study of Ancient Egypt. The Internet too is beginning to be used to provide information and pictures. Satisfactory progress is made through the Years 3 to 6 so that, by Year 6, pupils can recall past work, list the topics they have studied in correct chronological order and give reasons for liking one topic better than another: 'Ancient Greece was best because of the myths and the gods.'
117. Teaching is satisfactory. There were several good lessons seen. The school concentrates appropriately on developing historical skills. In Year 3, for example, pupils draw up lists of questions about the Second World War that they then research by looking in the various sources that are made available. Teachers set up good displays in their rooms and assemble sufficient resources to deliver their lessons. The school's own resources are supplemented by the local museum service. Teachers use questions well to get pupils to think for themselves, for example when considering the reasons for Henry VIII's break with the Catholic religion. 'Was it just because he wanted to divorce his wife?' asks the teacher and the Year 5 pupils go on to consider the general disenchantment with the religious order of the time. However, the work in books is not always neatly presented and pupils of different abilities are often given the same work. This makes it difficult for the lower attaining pupils in particular to finish work, either because too much is expected of them or it is too hard for them to understand.
118. The co-ordinator is an enthusiast and supports her colleagues well, for example, by ordering resources for the various topics. She monitors the subject satisfactorily through taking in teachers' planning, by photographing displays and by looking at a sample of pupils' work. End-of-topic assessments have recently been introduced but it is too soon to judge how effective they will be in gauging the degree of pupils' learning judged against the levels of attainment described in the National Curriculum. The subject makes a good contribution to pupils' cultural development by giving them a sound understanding of how events in the past have shaped our present society.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

119. Standards of attainment in lessons were broadly in line with national expectations. This indicates that there has been an improvement in standards since the time of the previous inspection. There is, however, little evidence of any volume of work being produced. This is largely because the school is just beginning to store work electronically and little has yet been accumulated. A new computer suite has been installed recently. This influenced the work observed during the inspection as staff used the suite effectively. This is an improvement since the previous inspection. The recent introduction of the computer suite coupled with recent staff training means that the school is poised to make further advances in this subject. Until very recently pupils have not made satisfactory progress but this is changing as the suite is being used with increasing effectiveness and is supporting the implementation of the full National Curriculum. Some pupils with special educational needs are withdrawn from sessions in the computer suite to work with the co-ordinator for special needs on literacy skills. One missed a whole session. This is unsatisfactory and excludes pupils from their entitlement to a broad and balanced curriculum.

120. No lessons were observed in Year 2 but earlier work and photographs show that pupils have used systems to control devices, such as instructing a programmable toy called a 'Roamer' to move according to the commands programmed by pupils. Pupils have also used programs to generate graphs according to data pupils collected about transport or favourite sports. They have some experience of using different fonts and colours, have downloaded information from the Internet, used word-processing skills and simple art programs. This is potentially good coverage and much more work was seen from this class than any other, however much of the work is undated so it is difficult to monitor progress. It is not always clear what the purpose of the work is or how it was carried out, for example, how much help pupils needed. In a lesson in Year 1, pupils were able to switch on screens and hard-drives independently and used paint programs to create a picture on screen with adult help. Most had experience of using spray tools and changing the colour of the spray and the background. Several pupils demonstrated very advanced skills and offered to help others; one shut down computers for pupils who had forgotten how to save their work. Pupils are confident and intrigued by the processes involved. The teacher lacked confidence and knowledge of the subject and equipment. She was not helped by the newness of the resources which did not always function effectively; for example, the printer caused problems when so many children wanted to print work. Examples of work show that individual pupils have used keyboard skills to write their names or captions, made graphs of favourite food or colours and used colour and shapes when painting a 'symmetrical' octopus.
121. Attainment in lessons at Years 3, 4 and 6 were in line with national expectation. Pupils in Year 6 can access the Internet following the teacher's instructions and most find relevant websites. They are learning to use pictures, information or ideas in designing brochures following their visit to the Isle of Wight. Many use 'Word Art' to change the shape and text of their captions and can alter the colour to suit their preferences or the topic such as the colour of the sea. Some pupils do not save their work and lose it all. Pupils worked in pairs very well and are well-motivated. They share the computer well although some inexperienced pupils leave the hands-on experience to peers, and this does not help them to progress. Two pupils described how they produced a brochure, using 'Powerpoint', about the visit, and they did this well but very few pupils had this opportunity. Some pupils used a digital camera during the visit but not all.
122. Pupils in a Year 4 numeracy session used a spreadsheet program and function key to create number squares and they understood the term 'cell'. One pupil transferred data from a tally chart to a spreadsheet. They did these tasks confidently and were working above national expectations. In the computer suite, pupils in Year 4 were learning to type commands accurately to control a screen turtle. Only a few made predictions about the shapes that will emerge from the commands and only a few finished the work. Pupils in Year 3 turn on the computer and hard-drive independently, locate the icons for their class, subject and group folders and most do this confidently. Lower attaining pupils click and drag shapes into sets, they can describe what they are doing. Most pupils click, drag and in-fill shapes with colour for Venn diagrams accurately. Higher attaining pupils click, drag and place accurately numbers to 30 in Venn diagrams using three overlapping circles with different criteria such a multiples of 5 but they are not confident in talking about their work. Examples of the work of individual pupils in Year 5 show they have used word-processing skills, made graphs and pie charts using relevant data. There is very little evidence of work produced by pupils in Years 3 to 6.
123. Teaching in Years 3, 4 and 6 was enhanced by the very good resources and staff made good use of the suite facilities. Teachers used the computerised interactive whiteboard well but, on occasions, the teachers dominated whole-class sessions although many pupils are capable of carrying out certain activities independently. Staff worked very hard to monitor the work of all pupils. Hardware and software in the suite are having teething problems and this affected several lessons negatively though staff have coped well in such conditions. Some lessons are too long.
124. The role of the co-ordinator is developing well. The school has taken positive action to improve resources. A great deal of hard work has been put into raising the necessary funds but resources are now beginning to have an impact on raising the status of the subject and pupils' attainment. The medium-term plans are developing well but are not complete nor implemented effectively. There is no monitoring of teaching and some staff still lack confidence and subject knowledge.

Assessment systems are developing. There has been a start to creating a portfolio of work to demonstrate levels of attainment pupils are expected to meet.

## **MUSIC**

125. At the last inspection, standards were reported to be broadly in line with national expectations by the end of Year 2 and the end of Year 6. They are now below average, chiefly because music is not taught regularly. Pupils in Years 2 and 6 confirm that their teachers do not conduct weekly music lessons. Instead, their experiences of music come from a weekly hymn practice and from practising songs and accompaniments for special occasions such as Christmas productions or local music festivals. Not all elements of the curriculum are therefore covered in sufficient detail to enable pupils to acquire the necessary skills and understanding. Progress is therefore unsatisfactory across the school. This is particularly evident when pupils are asked about 'composing'. Those in Year 6 do not understand the term and, when it is explained, they cannot give any examples of activities that they have undertaken. Similarly, their appreciation of different types of music is underdeveloped. They cannot name a famous composer and do not recall occasions when they have listened to music and been asked to evaluate its effect on them or identify instruments that are being played.
126. The standard of singing in the school, however, remains satisfactory. Pupils have a good repertoire of songs and hymns and they enjoy singing. In assemblies, singing is tuneful and rhythmical. The mood of the song is reflected in the tone of voice and words can be clearly heard. Local music festivals provide good opportunities for songs to be learned and performed with other schools. They enhance pupils' social development well. Practices are led by an accompanist who comes into school for these occasions. Year 2 pupils recall 'The Lambeth Walk' with particular enjoyment, explaining that it was one of a number of songs that they learned about London for their festival. This was the theme too for the orchestral item in the local festival and the recorder players in Years 5 and 6 played well together with percussion accompaniment to perform 'London's Burning', 'Oranges and Lemons' and 'London Bridge' as part of their contribution. Recorders are taught out of school time but there is no other instrumental teaching in school, nor is there a choir.
127. Only one lesson was scheduled during the inspection. It is not possible therefore to judge teaching in the school overall. In the lesson seen, pupils were divided into two groups with one clapping a pulse and the other maintaining a simple rhythm based on the words of the song '*Jelly on the Plate.*' This proved difficult, not only for the whole class, but also for pairs of pupils who had instruments to play. For example, the pulse would quicken and the rhythm would be out of time because pupils in that group were not listening sufficiently to their classmates. It was not a successful lesson despite the pupils' interest in the activity. A group of pupils with special educational needs also missed half the lesson when they were withdrawn to do other work.
128. The school has a wide range of instruments that are of good quality. Some 'world' instruments, such as the 'rainmaker' and the 'cabasa' are particularly attractive to the pupils who choose them during their lesson, not realising that it is difficult to play intricate rhythms on them and keep in time with the pulse. The school has recently acquired a new commercial programme of work to provide ideas and resources for teachers when planning their lessons around the nationally recommended guidelines. The co-ordinator collects teachers' medium-term plans but is not able to monitor the actual delivery of the subject. Some new procedures to help in this have recently been introduced, such as classes keeping tape-recordings of their work and a system for assessing the standards that each pupil achieves in the different aspects of music, but it is too early to judge their effectiveness. Computer programs and the Internet are not yet being widely used to support work in music.

## **PHYSICAL EDUCATION**

129. Across the school, pupils attain standards that are broadly in line with national expectations. The school has maintained the standards found at the time of the previous inspection. Parts of several swimming lessons were observed and the standards attained were good. The school has maintained standards in swimming that exceed national expectations.
130. Pupils, including those with special educational needs, make satisfactory progress. However some pupils with special educational needs are withdrawn from lessons for support for literacy skills. This is unsatisfactory in terms of pupils' access to the full curriculum and their progress is hindered.
131. Throughout the school, pupils wear appropriate clothing and footwear and all staff were wearing appropriate clothing or, at least, appropriate footwear.
132. Pupils in Year 2 change independently, they improved their throwing and catching skills and were learning to attack and defend in a game. The teacher planned good opportunities to extend and improve skills by moving cones to make a bigger square and by changing large balls to small balls to improve hand-eye co-ordination. Teaching was good particularly when the teacher instructed pupils in how to improve their skills. She had very good rapport with the pupils and they responded very well. They play fairly and very well together and take turns appropriately. There was no warm-up in the lesson.
133. Two athletics lessons were observed, one involving Years 3 and 4 and the other involving Years 5 and 6. Attainment was in line with expectation overall; however, the older pupils' attainment in each lesson was just in line because they were doing the same activities as the younger pupils, and this hinders their progress. Most pupils in Years 5 and 6 hit a launch board on most occasions prior to jumping into a sandpit. The board is narrow and they are forced to slow down to focus on touching it which defeats the purpose of a launch into a jump. Other pupils throw and catch two tennis balls in pairs; a minority could do this consistently but a significant number could not throw and catch accurately and needed to practise using just one ball per pair. Planning did not allow for these differences. Another group explored different starting positions for racing, and this was appropriate for Year 5, but Year 6 should have completed their exploration of such activities and be refining the most appropriate starting skills. Pupils had an opportunity to practise each activity. Teaching was satisfactory. The activities were out of context of the athletic event and this reduced the value of the tasks particularly for Year 6. Some pupils wore jewellery and watches; this is potentially hazardous for themselves and peers. Even the oldest pupils took a long time to change. The lesson overran, reducing the time of the next session.
134. Pupils in Years 3 and 4 were developing their high jump, long jump and aiming skills. Most made progress in each skill and staff gave very specific guidance on safety; for example, how to land on the crash mat when high jumping, or the correct technique when taking off from the launch board. Some pupils, particularly in the jumping activities, have to wait their turn for a long time as there are over twenty pupils in each group and the pace of learning is reduced.
135. Pupils throughout the school have swimming lessons in the summer term; this is a valuable addition to the curriculum and most sessions are planned following a comprehensive scheme. Almost all pupils show no fear of water and are relaxed in the pool. Pupils in Year 6 were practising floating skills, learning to breathe accurately and improve the power of their front crawl strokes. A significant minority of pupils in some classes do not bring their swimming kit and miss the lessons. Classes divide into two groups for the lessons and half remain in the classroom with a volunteer or teaching assistant, frequently to do history. This arrangement did not work very well as the first swimming group often return to class late; for example, only fifteen minutes of the lesson remained when the pupils in Year 3 returned to class. Staff say that this is reversed in other lessons but pupils take too long to change and this needs to be improved. Teachers' assessments indicate that nearly all will attain at least the national expectation of being able to swim 25 metres by the end of Year 6.
136. The co-ordinator is new to the role. She and the staff have developed very comprehensive medium-term plans apart from Year 6 where only athletics plans are in place and they follow the

same programme as Year 5. There is no monitoring of teaching by lesson observations or by scrutinising teachers' planning. Assessment systems are being developed.

137. The curriculum is enhanced by a good range of extra-curricular clubs. The school also arranges specialist coaching for pupils. School teams have had success in inter-school competitions; they were recently winners of a football competition and runners-up in an athletics one.