

# **INSPECTION REPORT**

**WROUGHTON MIDDLE SCHOOL**

**GORLESTON**

LEA area: Norfolk

Unique reference number: 120968

Headteacher: Mr D. R. Osborne

Reporting inspector: Peter Sudworth - 2700

Dates of inspection: 21st-24th May, 2001

Inspection number: 195019

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Middle
School category:	Community
Age range of pupils:	8-12 years
Gender of pupils:	Mixed
School address:	Burgh Rd. Gorleston, Great Yarmouth, Norfolk
Postcode:	NR31 8BD
Telephone number:	01493 662756
Fax number:	01493 442917
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P. G. Paine
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Sudworth 2700	Registered inspector	Science; Information and communication technology; French; English as an additional language.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Brian Wood 1311	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils; How well does the school work in partnership with its parents?
Fiona Ruddick 28007	Team inspector	English; Art and design; History; Equal opportunity.	
Brian Emery 2512	Team inspector	Special educational needs	
Ann Shaw 18524	Team inspector	Music; Design and technology; Religious education.	
Gordon Tompsett 30717	Team inspector	Mathematics; Geography; Physical education.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

NES Education Services Ltd.,  
Linden House,  
Woodland Way,  
Gosfield,  
Essex. CO9 1TH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
 <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Wroughton Middle School is the third largest of nine middle schools in Great Yarmouth and Gorleston on the Norfolk Coast and educates pupils from 8-12 years. It has 458 pupils on roll, 27 pupils more than at the time of the last inspection. The pupils are almost entirely of white European origin. The area suffers from above average levels of unemployment and the percentage of pupils entitled to free school meals (28 per cent) is above the national average. The area surrounding the school, from which the pupils are very largely drawn, has a roughly equal mix of low cost private and rented housing. The percentage of adults with higher educational qualifications is well below the national average and overcrowded households are above the national average percentage. The proportion of pupils on the special educational needs register (31 per cent) is well above average. The school has a double unit for 24 pupils with moderate learning difficulties, and these pupils are transported to school as most live at some distance from the school. Eighty-five pupils are on the early stages of assessment for special educational needs and a further 58 pupils on the later stages. Twenty-two pupils have statements, including those pupils in the special unit. The school's aims include 'preparing all children for the opportunities, responsibilities and experiences of life' and 'responding positively to the opportunities and challenges of the rapidly changing world'. Overall, attainment on entry is below average. The school has been part of an Education Action Zone, along with 31 other schools in the area, since October, 2000.

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

The school provides a sound quality of education for its pupils. Most pupils attain standards in line with expectations and pupils are making good progress in information and communication technology. Leadership and management are satisfactory but there are some tensions between staff at senior level. The quality of teaching is good. Value for money is sound.

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

- The overall good quality of teaching and the contribution of the learning support assistants to the progress which pupils make;
- The very good provision for pupils who have special educational needs;
- The improved standards in information and communication technology, the good progress which the pupils make in the subject and the very good quality of the information and communication technology curriculum and resource provision;
- Procedures for child protection, pupils' welfare and the programme of work in personal, social and health education;
- The good provision for spiritual, moral and social development;
- Day-to-day financial management and monitoring the budget;
- Curriculum planning is good, leading to very well thought out sequences of lessons.

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

- Internal school management systems, including better arrangements for subject co-ordinators to monitor standards of work, manage their responsibilities across the school and share good practice;
- The development of an assessment, recording and reporting policy which clearly seeks to improve the quality, purpose and consistency in marking;
- Making the school improvement plan a more incisive mechanism for school development and long-term planning;
- Improving the level of challenge in some activities, the quality of handwriting across the school and pupils' presentation of their work;
- The links with parents so that their contribution to their children's learning is enhanced and also pupils' levels of attendance.

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

The school's strengths are finely balanced against improvements, which need to be made.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Satisfactory progress has been made in addressing the key issues and improving standards since that time. Standards in art and design and information and communication technology have improved and are now in line with expectations and the quality of teaching in these subjects is better. Standards in history are not as high in Year 7. Writing skills are better developed, except handwriting, but standards in speaking and listening are not as high as previously reported. Provision for pupils with special educational needs has improved. Tasks are now better matched to all pupils' capabilities in most lessons but challenge could be higher in lessons where published worksheets form the activity. The quality of teaching has improved significantly. Grouping arrangements are contributing to better progress in mathematics and English. Curriculum planning and continuity are very much improved. Provision for spiritual, moral and social education has improved but that for multi-cultural education is not as good. Communication remains a problem. Parents still do not have enough information about what their children are studying in school and the frequency and amounts of homework are inconsistent. Not as many parents help in classrooms. Links with the first school are not as good but they are good with other schools. There is still a communication problem in school and whole-staff and senior management team meetings are too infrequent. Policy decisions are not rigorously evaluated against practice. There is still room for further development in the school improvement plan. Assessment of pupils' work is better.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	D	D	D
Mathematics	C	D	D	C
Science	D	C	D	C

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The grades for 2000 have been amended to take into consideration the large number of statemented pupils, the high percentage of pupils with special educational needs and some errors in the marking of national tests. The remarking of the tests was in the school's favour. The original marking had affected adversely several pupils' overall grades in English.

The performance of boys has been below that of the school's girls by more than national differences in English. In mathematics they have been attaining as highly as the school's girls and slightly better than them in science. On average both boys' and girls' results have been below national gender averages. The school surpassed its targets in 2000 in mathematics and English and these had previously been raised from a lower target. Currently most Year 6 pupils are attaining the expected level in the core subjects of English, mathematics and science, because of the good quality of teaching and the cohort does not contain as many statemented pupils. About one half the pupils are making

good progress in mathematics and English, and the others are making satisfactory progress, although handwriting and presentation of work are frequently untidy. In other National Curriculum subjects, standards are in line for most pupils by the end of Key Stage 2 and Year 7. They meet the expectations of the locally Agreed Syllabus in religious education. Pupils are making good progress in information and communication technology since the installation of the information and communication technology suite. Pupils' achievements overall across the curriculum are satisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and most have good attitudes to their work.
Behaviour, in and out of classrooms	Overall pupils' behaviour is good both in class and around the school. A number of pupils have been excluded to ensure others are not affected adversely by their behaviour.
Personal development and relationships	Satisfactory provision is made for pupils' personal development. Pupils do not have enough opportunities for responsibility or to take initiative in their own learning.
Attendance	Unsatisfactory; well below the national average. Levels of unauthorised absence are above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 11 years	Aged up to 12 years
Lessons seen overall	Good	Good

*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.*

Almost all 112 lessons observed during the inspection were satisfactory or better. Only two per cent of lessons were unsatisfactory. Seventy-eight per cent of lessons were good or better. Twenty-seven per cent of lessons were very good or better and 6 per cent of all lessons were excellent. Throughout the school, the national numeracy and literacy strategies have been implemented effectively. Lessons are well planned and most match the pupils' capabilities. There is, however, some over-use of work sheets which do not challenge the pupils sufficiently. The learning support assistants offer good support to pupils with special educational needs and they make good progress as a result. Pupils enjoy information and communication technology because of the good teaching and the well planned programme of work. They make good progress as a result. Pupils enjoy their work. Higher expectations could be made in pupils' presentation of work.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is planned well. Particularly good provision is made in English, mathematics, and information and communication technology. The provision for personal, social and health education is good. The opportunities in extra-curricular activities are satisfactory.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are supported well enabling them to make good progress and access the whole curriculum. They are integrated well into many lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision for pupils' personal development is satisfactory. It is good for their spiritual, moral and social development but pupils are not being educated sufficiently well to live in a multi-cultural society. Pupils do not have enough opportunities to use their initiative and to accept responsibilities.
How well the school cares for its pupils	The school has good procedures for child protection and takes good care of the pupils. Procedures for monitoring and improving attendance are good. Satisfactory use is made of assessment to inform curricular planning. Recording of pupils' progress is improving and it is good in mathematics and English.

The school has satisfactory links with parents but there is room for improvement. Few parents help in school and several do not encourage their children enough, help their children with their work at home or ensure that they read regularly.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher knows the pupils well and is concerned about their welfare. There are some uneasy relationships and poor communication amongst the senior management team, which does not assist with the smooth running of the school. Greater rigour in the monitoring of standards in teaching and learning could help to raise standards further. Communication between the school and parents could be improved.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities. It has a suitable committee structure to assist its work. It does not yet have very good systems to know about the school's strengths and weaknesses.
The school's evaluation of its performance	It analyses the results of pupils' performance in tests. It reviews progress of the priorities on the school improvement plan periodically.
The strategic use of resources	Day-to-day financial planning is good. There are good procedures for planning expenditure on equipment and books. Strategic financial planning is generally satisfactory.

Learning resources are adequate. Accommodation is good but its use is in need of review. The school has adequate numbers of teaching staff and other staff. The school applies the principles of best value well.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress;</li> <li>• The teaching is good;</li> <li>• They feel the school is led well and are comfortable about approaching the school;</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Several parents feel that behaviour is not good;</li> <li>• Their children do not get the right amount of homework;</li> <li>• They are not kept well enough informed about their children's progress;</li> <li>• The school does not work closely enough with parents;</li> <li>• The school does not provide an interesting range of activities outside lessons.</li> </ul>

The inspection team agrees with most of the positive views about the school. Pupils are making good progress in information and communication technology and about half the pupils are making good progress in English and mathematics. In other aspects of their work pupils are generally making sound progress. Pupils who have special educational needs are making good progress. There are some difficulties in the school's management systems but the school is being soundly led overall. The pupils are well managed in class, despite some pupils having occasional lapses of concentration behaviour is mostly good. The frequency and amounts of homework are inconsistent. The homework policy itself is in need of review, so that parents, pupils and teachers are all clear of the expectations. Parents have adequate opportunities to be informed of their pupils' progress and the quality of reports is satisfactory. However, parents are not well enough informed about what their children are to study in school. The school has satisfactory links with its parents but could work better with them on several issues, for example homework and the studies to be undertaken. The school altered its lunch-time arrangements in September and these have not allowed as many extra-curricular activities to take place as formerly.

## **PART B: COMMENTARY**

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

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

1. Results at the end of Key Stage 2 have fluctuated in recent years from average to well below average in all three core subjects. In the most recent national tests, for which comparisons are available, the school's performance against all schools nationally was below average in all three core subjects. When compared with similar schools, as judged by free school meal percentages, they were below average in English and average in mathematics and science. The school exceeded the targets in mathematics and English, which had been agreed with the Local Education Authority and were sufficiently challenging. Overall, in the past few years, the school's trend of improvement has been broadly in line with the national trend of improvement.

2. In English, standards by the end of Year 6 are broadly in line with expectations but, overall, boys perform less well than the girls. Some pupils, but a small minority, are attaining above expected standards, most are in line and a few are working below age expectations. In Year 7, much of the work seen conforms to national expectations with a significant number of pupils working above the expected standard. Progress from Year 4 to Year 6 is sound overall but many are making good progress. By Year 6, nearly half the pupils have made more progress than might have been predicted from their Key Stage 1 national test results. In Year 7, pupils continue to make sound progress overall. Throughout the school, reading and speaking and listening skills, overall, are broadly in line with national expectations for each age group. Reading standards are average. Most Year 6 pupils read with some fluency but few read aloud with expression in order to convey meaning. In oral work, most answer in sentences and can retell a story, giving the general outline correctly. In class discussions, most pupils express their ideas clearly. However, they do not always listen attentively when others are speaking.

3. Most Year 4 pupils use simple punctuation correctly such as speech marks, capital letters and full stops, although some still struggle to remember to use them regularly and consistently. Presentation is often rather careless and not enough pupils write in cursive script, but with increasing age, joined writing becomes a more regular feature of their work, although it is often untidy. Pupils' spelling is often incorrect but plausible in the lower part of the school but meaning is recognisable because of good use of phonic knowledge. It becomes more accurate by the age of eleven. Pupils write for a wide variety of purposes, including persuasive writing. Many can produce their own poems, which often show a considerable level of perception, good use of imagery and a strong awareness of rhythm and rhyme. Overall, pupils' standard of writing meets expectations.

4. By the end of Year 7, many pupils have developed a more mature approach to their work, build on their previous studies and write some very moving, poetry. They express themselves with more confidence using complex sentences. They read with a greater degree of expression.

5. In mathematics, pupils' attainment is mostly in line with expectations for their age. Analysis of pupils' progress from test results on entry and the most recent published results at the end of Key Stage 2 (2000) indicates that most pupils make at least sound progress and two-fifths of the pupils made good progress. The proportion of pupils attaining the higher levels rose from four per cent at age seven to 16 per cent at age eleven. By the age of 11, many pupils can work out calculations in their heads quickly, they understand fractions and their links with decimals and percentages. They are aware of place value to one million, square numbers, metric and imperial equivalents and can use the correct standard notation in working out problems using the four rules.

6. Year 7 pupils make good progress and work seen was of a good standard, including symmetry and construction of solid shapes through calculation of angles.

7. Information technology is used to support the pupils' learning; this is an improvement on the previous inspection. There is some, but not always enough use of mathematics and English across the curriculum. Such opportunities are sometimes frustrated by over-use of photocopied work-sheets and copied writing from other sources.

8. In science about three-quarters of the pupils are in line to attain the expected level at the end of Key Stage 2 and about one-fifth the higher level. Similar proportions of pupils are attaining the expected standard for pupils by the end of Year 7. Boys have generally been attaining slightly better than the girls. They have a satisfactory understanding of the concept of fair testing but nevertheless do not have enough opportunities to think for themselves and to plan their own investigations. By the end of Key Stage 2, most pupils understand about equal forces and how a change in forces can cause things to speed up, slow down or change direction. They understand something about micro-organisms and that some are useful and others harmful. By the end of Year 7 pupils know about different energy types, such as wave energy and kinetic energy.

9. Standards in art and design are broadly in line with what is expected for pupils at the end of Key Stage 2 and Year 7. Good progress is made throughout the school and there is every indication that standards are rising. In design and technology standards at the end of Key Stage 2 and at the end of Year 7 are mostly sound but pupils are making good progress in computer assisted design. In geography, history, and physical education, most pupils reach the expected standards by age eleven and when the pupils leave the school.

10. Pupils are making good progress in information and communication technology because of the well planned curriculum, good teaching and the good quality and range of equipment. They come in with below average keyboard skills and computer knowledge at age eight and their attainment is in line with expectations in all aspects of the National Curriculum Programmes of Study by age 11, except in monitoring and sensing but this is to be developed shortly. Their attainment is above expectations in computer assisted design. All pupils have e-mail addresses and use them. The school is partaking in a pilot project, one of only six schools in the country, whereby it can receive video clips, such as news items, and this is contributing well to their studies in history and geography, for example. By the end of Year 7 pupils can make and order simple presentations with sophisticated techniques, such as animation, for example inserting the text on screen word by word from different directions. At the time of inspection pupils were being well prepared to add sound techniques to their work in Year 6 so that they could present multi-media presentations.

11. Most pupils obtain the expected standard by the end of Year 7 in French but their skills in speaking and listening are much better than those in reading and writing. Pupils' attainments and progress depend very significantly on the quality of teaching, in which there was much disparity. In the best work, pupils make good progress and pupils are responsive. In other lessons, the quality of work was sometimes dour and unenthusiastic and progress barely satisfactory.

12. The standard of music is satisfactory at the end of Key Stage 2 and at the end of Year 7. A significant number of pupils attain higher than expected standards by taking part in extra-curricular instrumental lessons, choir and orchestra. The school has recently taken advantage of the opportunity to become involved in extension lessons for talented musicians.

13. The attainment of pupils in religious education at the end of both Key Stage 2 and at the end of Year 7 is in line with the levels expected in the Norfolk Agreed Syllabus. Pupils make satisfactory progress as they follow their studies of the major faiths of the world.

14. Pupils with special educational needs make good progress and sometimes very good progress. This is as a result of well organised and delivered special educational needs provision and, in the majority of lessons appropriate teaching styles, adapted and effectively interpreted curriculum, focus on basic skills and good assessment strategies.

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

15. Most pupils' attitudes to the school are good. They are enthusiastic and keen to learn, especially when the teaching is of a high quality. They are responsive and eager to contribute to class discussions. Sometimes they become absorbed in their work, for example when studying life in an Indian village. They listen to each other's views and make perceptive comments at times.

16. Pupils are kind to each other and courteous and friendly to adults. Relationships between the pupils themselves and between them and adults are very good. They are very willing to celebrate each other's achievements in assemblies and in class, for example, when a child successfully drew a mirror image on the board, the class clapped in appreciation. Pupils work co-operatively together, for example when a group works on a poem together or when a whole class makes up a 'fake prank' story.

17. Overall, pupils' behaviour is good both in class and around the school. However, there is a very small minority of pupils whose behaviour is, at times, aggressive and wholly unacceptable. The school does not tolerate this kind of behaviour and they are firmly disciplined. There have been four exclusions since the start of the academic year.

18. The school provides a caring and supportive environment, with teachers leading by example, which helps to promote pupils' personal development, which is sound overall. A large majority of parents think that the school encourages the pupils to become mature and responsible.

19. A School Council was set up last year with an elected representative from each class. This has proved to be very effective and popular. There is a suggestions box, a school shop has been opened and the Council was responsible for raising £1800 for Comic Relief. Apart from this, there are not many opportunities for pupils to show initiative and take responsibility in the school.

20. The attendance rate at the school is unsatisfactory, being lower than the national average, and with the level of unauthorised absences being higher than the national average. However, the school is taking steps to remedy this, having already introduced an 'incentive scheme' to encourage good attendance. The attendance policy is currently being reviewed. The school works closely with the Education Welfare Officer.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching observed during the inspection was good overall and ranged from excellent to very occasionally unsatisfactory. Good and very good teaching was observed in each year group. One hundred and twelve lessons were observed. Of these only two per cent were unsatisfactory. Seventy-eight per cent of all lessons were good or better. Twenty-seven per cent were very good and six per cent were excellent. The quality of teaching has improved significantly since the last inspection. The school has introduced the National Numeracy and Literacy Strategies well and, as a result, about half the pupils make good progress in these two subjects. Other pupils make satisfactory progress.

22. Lessons begin promptly and time is usually used to good effect in lessons. Some lessons get off to a very brisk start, as in a lower set Year 4 mathematics lesson on probability when pupils studied the frequency with which different sized bears were pulled out of a lucky dip. Activities were switched quickly so the pupils did not get bored and they were kept attentive and on their toes throughout. They made good progress in understanding about probability because their interest was sustained and good quality discussion helped them to deepen their thinking. Teachers plan their lessons well and the learning objectives are clear. They share these with the pupils so they know what they are to learn. In many lessons the objectives are reviewed at the end of the lesson and, in a few lessons, teachers evaluated the progress towards the objectives during the lesson to good effect, enhancing the focus as in a Year 6 information and communication technology lesson.

23. Relationships between teachers and pupils are mostly good, which helps to create a good learning atmosphere. Most teachers manage their classes well and maintain discipline naturally, because of the inherent interest of the lessons. In occasional lessons, relationships are strained and the learning suffers. In such lessons, pupils' inappropriate behaviour is reinforced by the negative way in which it is tackled.

24. Most lessons are well structured and paced with appropriate amounts of time devoted to discussion, explanation and activity. Activities are usually interesting, mostly challenging and appropriately matched to pupils' capabilities, particularly in English, mathematics and information and communication technology and during activity sessions in science. However, in some of the activity, there is too much reliance on worksheets, particularly in Year 4, which do not require enough of pupils' own thinking and do not give pupils enough opportunities to use their literacy skills across the curriculum. Many teachers are not setting high enough standards in pupils' presentation of work. Sometimes teachers' own handwriting on the board does not provide a good example for the pupils. At other times teachers model very good handwriting and presentation, as in Year 4 lesson, when the teacher wrote neatly setting out a good example of how pupils should present their work.

25. Teachers usually explain tasks well so that pupils can understand what is expected and can begin their work quickly. In some lessons, teachers make good use of timed targets in which the pupils have to complete their work, imbuing a sense of urgency.

26. A significant and uniform good feature of teaching is the way in which teachers and learning support assistants work together as a team and the good quality of support which the learning support assistants give to the pupils with special educational needs. In one Year 7 information and communication technology lesson, in which the pupils were learning to make presentations, two pupils with learning difficulties were the first to volunteer to give their presentation and the rest of the class gave spontaneous applause at their successful efforts.

27. Teachers' questioning is often skilled and challenging with lots of questions beginning with 'how?' and 'why?', drawing out pupils' knowledge and revising previous work which they can build on. In a Year 6 English lesson, the pupils were asked to identify the genre of the shared text and to think about the features, which were informing their response. Teachers do not assume that pupils understand new vocabulary as in a Year 4 lesson when pupils were asked the meaning of meditating. This ensures that pupils understand the content. However, in many classes the same pupils tend to answer the questions and boys are more prominent in answering. Not enough is done to draw other pupils into the discussions and they remain passive for too long. Occasionally, teachers unconsciously separate out girls and boys in group work when they would undoubtedly have profited from mixed gender groups and sharing one another's skills and viewpoints. When pupils do answer, teachers do not always insist that the pupils give precise explanations by using follow up questions.

28. Teachers use assessment satisfactorily in planning future work. It is good in mathematics and English but in other subjects systems are not yet sufficiently in place.

29. Teaching is particularly good in information and communication technology in which resources are very good. The teachers make good use of demonstration and the pupils follow on their own screens and they learn techniques quickly through this technique and make good progress. On occasion, excellent use was made of a large inter-active whiteboard to demonstrate techniques about particular programs, as when pupils were being taught presentational skills and techniques. Teaching is mostly good in mathematics and English. In other subjects there is a range of quality, but almost always, the quality of teaching is at least sound. Good use is often made of resources, often simple ones to inform the lesson. In a Year 7 French lesson, real fruit brought the 'shopping' to life but in a parallel class the teaching was much less successful because the same techniques had not been used and the lesson never came alive. In a Year 4 science lesson pupils studied the effect of activity on pulse rates. Pupils used small straws on a playdough base to observe the change in pulse rate over a short space of time and took great interest counting the beats as they watched the stop watch.

30. The teaching of pupils with special educational needs is good, an improvement since the last inspection. On occasion it is very good, particularly the teaching of pupils in the lowest sets. It is very well planned, often meeting pupils' needs and matching their prior attainments but equally containing a good level of challenge and high expectations.

31. In other classes containing pupils with special educational needs, teaching is usually never less than satisfactory and often good. Just occasionally, in mixed ability classes, lack of appropriate attention to pupils' needs causes some difficulties for these pupils and in these lessons teachers' planning takes insufficient account of pupils' targets on their individual education plans.

32. Learning support assistants make a very good contribution to the standards of learning and behaviour of pupils with special educational needs. They actively promote learning by supporting the teaching content rather than simply 'helping' pupils. Learning support assistants know the content of lessons and actively participate in planning meetings. They also contribute to pupils' assessments.

33. The arrangements for teaching pupils with special educational needs are carefully considered. The least able are withdrawn from English, mathematics, and science lessons but follow year group plans and the National Curriculum. Less appropriate is the withdrawal of these pupils from history and geography where more inclusion would be appropriate.

34. Homework arrangements are inconsistent and range in frequency and amounts within the same year group. Homework diaries are not used habitually and effectively to indicate what has to be covered and to indicate completion dates.

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

35. The overall quality and range of learning opportunities is satisfactory. This is because of the thought that has gone into the delivery and planning of the curriculum, the use of professionally produced schemes of work, combined with school written schemes that now cover all areas of the curriculum. This was an issue at the last inspection, since then schemes of work have been written for all subjects including information and communication technology that previously had inadequate provision. All subjects meet statutory requirements and there are good strategies for the teaching of literacy and numeracy. They are having a positive effect on teaching and learning in mathematics and literacy. The setting arrangements are also having a positive effect on the pupils' learning.

36. The breadth and balance of the whole curriculum is satisfactory. Long- and medium-term plans are made for all subjects and give a clear indication of what is being taught. There is evidence that the skills taught in literacy and numeracy are being used effectively in some lessons in other areas of the curriculum, for example in history to describe the events of the period and in information and communication technology to assist in work in computer assisted design. The lack of specialist teaching rooms for music and design and technology, particularly for the older pupils, hinders progress. However, the new computer suite has made the delivery and teaching of information and communication technology a strength of the school.

37. Provision for personal, social, and health education is good. It is taught through specific lessons and across the wider curriculum. The impact of this policy is seen in the overall good levels of behaviour throughout the school. The school has a satisfactorily planned programme for sex education and drug awareness. A satisfactory range of extra-curricular activities is available for pupils, including sports, drama and musical activities of varying kinds such as individual music lessons, recorder tuition, orchestra and choir. These have a positive effect on the pupils' learning. They are well supported by both boys and girls. Residential trips for all year groups used to be a feature of the school but recent increases in the cost of these visits has made it difficult to organise and provide more. The contribution of the community to pupils' learning and the relationship with partner schools, particularly the high school, and local groups is satisfactory. The school has many visitors who greatly enhance and enrich the curriculum provision for the pupils.

38. Provision for pupils with special educational needs is very good, an improvement since the last inspection. In setted classes the curriculum is suitably and appropriately modified to ensure pupils learning needs are met. Literacy and numeracy lessons make an important contribution to the progress and attainments of pupils with special educational needs. They are fully integrated into all these activities, they obtain particular benefit from the whole class discussion and the focused, differentiated group work.

39. The level of inclusion of pupils with special educational needs is generally high. The intentions set out in the special educational needs policy and the school aims are well met; pupils are fully integrated into many aspects of the curriculum and all extra-curricular and social activities. Independence is encouraged, arrangements for withdrawal are considered thoughtfully and are appropriate. They are involved fully in whole-class activities, for example in question and answer sessions and in discussions. The work they are given and the resources they use are generally of good or very good quality. Assessment arrangements are very good. All staff and other pupils have appropriate attitudes towards pupils with special educational needs and these pupils state that they feel fully included. Provision of speech and language therapy is satisfactory.

40. The policy of creating a set for history and geography lessons is unsatisfactory. Although good work occurs in the lessons and the quality of teaching is high, more inclusion would be beneficial.



41. There is good provision for pupils' spiritual development. All pupils attend the daily act of worship and assemblies provide an opportunity for learning about the world and moral issues and they contain moments for spiritual reflection and prayer. A good sense of spirituality was evident in English and history lessons and in the assemblies observed during the week. The value and praise given to pupils who have achieved success outside the school are particularly strong and well placed. The assembly that revolved around thinking about 'It's nice to be important, but it's more important to be nice' provoked much discussion with the pupils. Comparisons of current British values of a spiritual nature to North American Indians of a 100 years ago and current Asian communities in India [28] were very reflective and provided very good opportunities for thought.

42. The provision for pupils' moral development is good. The adults in the school set a good example to the pupils and there are clear codes of behaviour. Pupils are taught to know right from wrong through their day-to-day interaction with staff and through lessons and assemblies, which indicate examples of good moral practice. A strong moral dimension is seen in lessons where teachers emphasise good behaviour, so pupils understand what is acceptable conduct. Adults in the school also set a very good example by their courtesy, care and respect for pupils. Pupils respond well to this and, in turn, relate well to others and respect their views.

43. There is good provision for pupils' social development. Teachers plan opportunities in many lessons for developing pupils' social skills, such as working together, taking turns and sharing. The range of visits during the year provides good opportunities for pupils to extend and develop their social relationships with each other and with their teachers and other adults.

44. Provision for pupils' cultural development is satisfactory. Pupils have opportunities to study the richness of both their own and some other cultures. There is a cultural contribution made by the study of a number of religions and faiths in religious education lessons. History, art, music and geography provide links with pupils' own and other ancient cultural traditions and the past. The school has maintained and improved on the spiritual, moral and social elements identified as sound in the last inspection report. There is now a need to develop a greater awareness of the issue of living in a multi-cultural society in Britain. The school continues to offer a wide range of activities, which supports the overall good development of pupils' spiritual, moral, social and cultural education.

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

45. The school looks after its pupils well. Their welfare is a prime concern and good educational and personal support and guidance are given. Teachers are strongly committed to providing a caring environment. Children's views are taken into account, for example, through the School Council. Arrangements for child protection are good and procedures are fully implemented when necessary. Adults in the school are aware of their responsibilities. There is good support from external agencies.

46. There are good systems for keeping a check on children's progress, including those with special educational needs. From the records kept, teachers successfully chart children's academic progress, personal development, behaviour and attendance. Appropriate targets are set to assist future development.

47. Children's personal development is fostered throughout the school and through the effective programme and policy for personal, social and health education. The behaviour policy is implemented successfully and includes a Code of Conduct to which children are expected to adhere. There is an insistence on good manners throughout the school and, as a result, children are courteous and friendly. Incidents of violent or aggressive behaviour, while infrequent, are not tolerated by the school and are handled firmly. Some suspensions have taken place to assist in this process. Parents report that the school's anti-bullying strategies work well.

48. Health and safety issues, identified at the last inspection, have, for the most part, been successfully dealt with, although there is still some anxiety concerning the problem of dampness under the stage. It is planned to eliminate crumbling masonry by laying a new hard surface area. Health and safety matters are emphasised in the document 'Information for Parents' and appropriate guidance is given in, for example, science lessons. Children use the Internet only under supervision and are not allowed to 'surf'. The school has recently installed a new security system, with locks on all external doors and closed circuit television cameras, and a new fire alarm system. The school is taking steps to improve the attendance level and has recently introduced an incentive scheme through which children receive rewards for good attendance and punctuality. This appears to be having some positive benefits. The current attendance policy is under review in a further effort to improve attendance.

49. Procedures for assessing pupils' work and tracking pupils' progress are satisfactory overall. Good procedures are in place in English and mathematics to record the skills, which pupils have acquired. The school has recently established a good system to track pupils' levels in tested National Curriculum subjects and this is being used increasingly effectively to further pupils' learning skills. A record keeping system has been planned for information and communication technology but it is not yet being used. In some subjects, samples of pupils' unaided work are being kept but systems are not yet coherent or consistent across the school and too much of the practice is spasmodic. Portfolios of pupils' work in different subjects have not yet been fully developed to assist with moderating procedures or to assist in the process of setting higher challenges and planning work for some pupils. The school's 'Policy for Response' contains a marking policy but the policy itself contains much that is general. Although developmental marking is emphasised, practice in the school in this regard is inconsistent. Marking does not yet support lesson planning effectively enough. Too often teachers' comments are not followed up by the pupils. There is insufficient prescription in the policy to make it an effective tool for marking and assessment.

50. Assessment procedures for pupils with special educational needs are very good, an improvement since last inspection. Pupils identified as having a degree of special educational needs, but without statements, are monitored carefully to ensure they are making progress and the level of provision is appropriate. Pupils with statements are very carefully monitored. All procedures are in line with Code of Practice requirements. Nearly all pupils with special educational needs are entered for and included in National Curriculum tests. Individual education plans are generally of good or very good quality. Just occasionally targets lack rigour or show evidence of being inappropriate, for example they remain unchanged over time. Teachers are generally well aware of the content of pupils' individual education plans. Targets are usually shared with pupils but not parents. There is evidence through this type of target setting that pupils' progress is enhanced.

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

51. Most parents express satisfaction with what the school offers and the standards achieved and feel that they can approach the school if any problem arises. They report that their children like coming to school and that they make good progress. They think that the teaching is good and that the school expects the children to work hard and do their best. Parents say that behaviour overall is good and that the school helps children to become mature and responsible. They are satisfied that the school is well led and managed.

52. A substantial minority of parents feel that provision of activities outside lessons is inadequate, though some recognise that the 'split lunch-time' means that there are fewer opportunities for these. A significant minority of parents express concern at the homework arrangements. They feel that there are inconsistencies within year groups over the frequency and amount of homework set and that it is unpredictable. Homework diaries are not always used. Several comment that there is insufficient challenge for able children. Others feel that they are not sufficiently familiar themselves with modern teaching methods to be able to help their children at home. They express appreciation for the literacy and numeracy evenings, which they find very helpful but point out that these had only been done once and newer parents had not had the opportunity to take part. A homework club was started recently and is well attended.

53. One quarter of the parents completing the questionnaire do not feel that they receive enough information about their children's progress. Others would like to know in advance what their child will be studying so that they can provide resources at home and help their child.

54. The school brochure 'Information for Parents' is a useful document, providing a range of information for new parents. In addition, the school produces newsletters at least once a term - more if there is need to contact parents in this way. The school offers termly evening meetings for parents and an open evening for Year 3 children from the first school and their parents. Similarly, children, as well as parents, are invited to the final meeting in the summer term when reports are discussed. Some of these are not always well attended. Of the formal evenings, the literacy and numeracy ones are the most popular.

55. Thanks to a small band of hard working Parent Teacher Association members, informal social and fund-raising functions also take place. Substantial sums are raised annually for the benefit of the school. While some parents make valuable contributions to their children's learning at home, the voluntary involvement of parents in learning in the classroom is minimal. This contrasts with the previous inspection where it was seen to be a strength. Similarly, parents do not take part in other aspects of school life, such as sport or helping with drama productions, except for the small active group of Parent Teacher Association members and parents employed by the school.

56. Over one fifth of those parents completing the questionnaire do not think that the school works closely enough with parents.

57. Compared to the last inspection, fewer parents help in school but there is better communication between the school and pupils with special educational needs who are attached to the unit. There is still limited information for parents about the curriculum.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The overall quality of leadership and management of the school is satisfactory but there are some aspects, which could be improved. The judgements reflect a similar quality of leadership to that reported previously.

59. The headteacher gives a strong sense of moral leadership and the teaching of politeness and good manners, which is reflected in the overall good quality of discipline in the school and in the pupils' generally good behaviour. He knows the pupils well. He is very supportive of parents, pupils and individual members of staff and has a concern for their welfare. He provides a sound overall management framework, although whole staff meetings are insufficiently regular and are not focused sufficiently on raising the quality of work and curriculum development. Senior management team meetings are not regular enough and meetings with the deputy headteacher are not formalised and are infrequent. The headteacher briefs the staff daily but sometimes communication of key decisions does not always begin with senior staff.

60. The headteacher has delegated many responsibilities appropriately but his role in the school is not informed by a job description. He monitors lessons at intervals and gives verbal and written feedback, although the written comments could be more incisive. He does not rigorously ensure that agreed policies are carried out and he could inform himself more about standards and practice in the school. Some systems for the monitoring of standards of work and teaching and learning, including periodic scrutiny of work samples, are in place but these systems are not yet of a sufficiently high quality. For example, some subject co-ordinators do not have a good enough perspective of standards across the school and they have not been enabled to influence the work in the school sufficiently well. The French co-ordinator has not been able to model her particularly good expertise in the teaching of French to other colleagues who teach the subject. Overall, the work of the subject co-ordinators is sound. It is good in English and mathematics in which they have been given more time to influence the work in the school by observing others.

61. The workload of the deputy headteacher is too great. As well as having an almost full-time class teaching responsibility, he has several additional time consuming duties including time-tabling, curriculum management and finance.

62. The process for school improvement planning is satisfactory and includes staff opinion. All subject co-ordinators have an opportunity to contribute their priorities and ideas to the plan and all staff are given an opportunity to comment on the plan at the draft stage. However, the plan does not yet include parents' or pupils' views. The current targets are appropriate for the school's development and the plan is on target. Success criteria, responsible personnel and completion dates are key elements of the plan but there is no reference to the strategies to be used to measure the success criteria. Little reference is made in the plan to premises development. For example, the intention to provide a new playground during the current year is not listed in the plan, nor are other premises developments. Costings in the plan are mainly limited to supply cover costs. The plan is limited to the one year and does not list longer-term priorities for any aspect of its development.

63. The school's aims are appropriate and help to guide the school's work. Most are being met, although the challenge in the activity part of lessons could be greater in some lessons. In some lessons too much is done for the pupils and they do not have to think enough for themselves. For example, in Year 4, there is a consistent pattern of pupils completing work sheets in their science activities, often demanding little of the pupils' own efforts. In one Year 6 class all pupils had copied their science work word for word from either a text book or the board. Pupils are not sufficiently being educated for living in a diverse society, which is another of the school's aims.

64. The work of the governing body is satisfactory. It fulfils its statutory responsibilities. On occasion, some governors visit lessons. One specific day is arranged for the governing body to visit the school and this helps in some way to keep members informed about school life. However, they do not yet have very good systems to come to their own views about the school and to find out about the school's strengths and weaknesses. The role of the governing body in school planning is largely to agree to the plan produced by the school. Governing body committees have appropriate terms of reference.

65. Financial management on a day-to-day basis and monitoring of spending are good. The senior administrative officer is very effective in her role and has a good grasp of financial administrative procedures but other office staff do not have the expertise to cover for her in case of absence. Good arrangements are made for prioritising spending on books and equipment and good monitoring arrangements are in place to ensure that money is well spent. The school spends its grants for specific purposes in accord with the intentions. The school has good systems for obtaining best value for money. Long-term strategic planning is less good. Linkage of finance to the school development plan is satisfactory. The school has not had a Local Education Authority audit for four years. The overall value for money provided by the school, taking into consideration the quality of educational provision, leadership and management and pupils' personal development and attitudes is sound.

66. The school was built in 1949 and is set in extensive grounds. There have been a number of health and safety improvements since the last inspection.

67. The long carpeted corridors provide a calm, warm atmosphere. Where carpets have not been laid, noise levels are greater. The library is spacious and has shelving at an appropriate height with seating capacity for a class to use as a research area. However, the library is still not used to its full potential as an independent learning resource as was mentioned in the last inspection report.

68. The addition of the information and communication technology suite and the electronic white boards are an effective, additional curriculum provision and they are used well by the staff and pupils.

69. The use of the old changing rooms under the stage as music practice cells and teaching rooms has enhanced the music provision but on occasions the sound carries, interrupting assemblies or lessons taking place in the hall.

70. There is a lift in the entrance hall and wheelchair access from the playground into the classrooms. The School Council is considering ways to develop the playground to make it a more appealing and stimulating. Closed circuit television cameras have been installed in order to prevent vandalism both inside and outside school.

71. The five mobile classrooms are small and lack the comforts of the main school classrooms. The specialist rooms are under-used and the school should consider a major review of the use of all the teaching areas. The caretaker takes a pride in the maintenance of the school. It offers a clean and tidy learning environment.

72. The school has a sufficient number of teachers who are suitably qualified and experienced to teach the curriculum. All teachers, with the exception of the headteacher, have appropriate job descriptions. There is a delegated management structure for staff to be responsible for all areas of the curriculum, though there is a need for a member of the teaching staff to be responsible for assessment. Staffing levels are sufficient to ensure that class sizes are not too large. There are sufficient classroom assistants who carry out their duties very effectively and make a positive contribution to the pupils' learning throughout the school. Effective systems are in place for introducing new staff to the school and there is a suitable induction process for newly qualified teachers. The arrangements for staff training and development are satisfactory. However, insufficient opportunities are provided for staff to observe good teaching and thereby spread good practice.

73. The special educational needs co-ordinator is very effective. She keeps staff fully up to date, reinforces and helps develop staff skills and appropriate attitudes. She manages individual education plans and annual reviews very efficiently and monitors pupils' progress carefully. The special educational needs register contains very comprehensive data. The very clearly written special educational needs policy sets out the school position on the inclusion of pupils with special educational needs, describes arrangements, identifies the special educational needs co-ordinator and defines roles. It includes a brief overview of the Code of Practice stages and describes external support available.

74. Practice in all aspects of special educational needs is very good and matches the aspirations in the policy. Strategic planning is good. Issues related to special educational needs are prominent in development planning. In-service training is appropriately focused. Governors address special needs issues appropriately.

75. The overall provision for resources is adequate but that for information and communication technology is very good and for science it is good. Suitable provision has been made for the literacy and numeracy hours and the EAZ has provided substantial and effective extra help in this regard.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. The school has made satisfactory progress since the last inspection. In order to accelerate the rate of progress in developing school systems and standards of work, the headteacher, governing body and staff must work together to address the following issues;

- The internal management of the school must be improved by:
  - a) the governing body agreeing a job description for the headteacher;
  - b) better opportunities for subject co-ordinators to monitor teaching and learning in the school and to demonstrate good practice;
  - c) the senior management team developing a clearer role of its function and meeting more regularly;
  - d) improving and agreeing lines of communication within the school
  - e) staff meetings having a clearer and more regular curriculum development content.  
(Paras. 59, 60, 61, 72, 109, 122, 145, 166 )
- Developing and implementing an assessment, recording and reporting policy, which clearly seeks to improve the quality, purpose and consistency in marking;  
(Paras 49, 72, 121, 143 )
- Making the school improvement plan a more incisive mechanism for school development and long-term planning by:
  - a) the inclusion of the methods by which the success criteria indicated in the plan are to be measured;
  - b) the inclusion of premises developments;
  - c) giving more detail of approximate costs for priorities within the plan;
  - d) planning strategically for the longer term;
  - e) giving consideration to the views of parents and pupils.  
(Para 62 )
- Increasing the level of challenge in some lessons in the written activities which pupils are asked to undertake and improving the quality of handwriting across the school and pupils' presentation of their work by;
  - a) giving more responsibility to the pupils to present their work in their own words when they undertake written activities and reducing the use of worksheets and copying from texts;
  - b) setting much higher standards in handwriting and for general presentation of their work;
  - c) developing a whole school presentation policy, which sets out expectations clearly, including the handwriting tools to be used.  
(Paras 24, 63, 73, 75, 81, 160 )
- Improve the links with parents so that they are enabled to contribute more effectively to their children's learning and realise the importance of sending their children to school regularly by:
  - a) providing parents with an outline of the work which their children are to study in each half-term;
  - b) giving them more assistance with the ways in which they can help their children with homework;
  - c) ensuring that homework arrangements are more consistent and that parents understand what is expected;
  - d) studying and implementing practice which has improved attendance and found to be effective in similar kinds of areas.  
(Paras 20, 34, 48, 52 )



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	112
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	27	45	20	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Year 4 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		458
Number of full-time pupils known to be eligible for free school meals		126

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y4 – Year7
Number of pupils with statements of special educational needs		22
Number of pupils on the school's special educational needs register		143

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	6.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.0
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 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	00	67	51	118

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at at National Curriculum level 4 and above	Boys	36	40	54
	Girls	36	37	39
	Total	72	77	93
Percentage of pupils at National Curriculum level 4 or above	School	61 [65]	65 [61]	79 [79]
	National	75 [70]	72 [69]	85 [78]

Teachers' Assessments		English	Mathematics	Science
Number of pupils at National Curriculum level 4 and above	Boys	31	39	45
	Girls	34	37	40
	Total	65	76	85
Percentage of pupils at National Curriculum level 4 or above	School	55 [63]	64 [60]	72 [75]
	National	70 [68]	72 [69]	79 [75]

*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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	99.1
Any other minority ethnic group	0.9

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

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

	Fixed period	Permanent
Black – Caribbean heritage	2	1
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	18	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: Y4 – Year 7**

Total number of qualified teachers (FTE)	22.3
Number of pupils per qualified teacher	20.6
Average class size	28.6

**Education support staff: Y4 – Y7**

Total number of education support staff	10
Total aggregate hours worked per week	268

*FTE means full-time equivalent.*

***Financial information***

Financial year	00/01
----------------	-------

	£
Total income	867,399
Total expenditure	856,801
Expenditure per pupil	1,820
Balance brought forward from previous year	30,582
Balance carried forward to next year	41,180

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	458
Number of questionnaires returned	212

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	50	5	2	0
My child is making good progress in school.	36	58	4	1	0
Behaviour in the school is good.	28	51	14	1	5
My child gets the right amount of work to do at home.	22	49	21	6	1
The teaching is good.	40	52	3	0	4
I am kept well informed about how my child is getting on.	30	45	20	4	1
I would feel comfortable about approaching the school with questions or a problem.	54	37	6	2	1
The school expects my child to work hard and achieve his or her best.	56	41	2	1	1
The school works closely with parents.	25	50	17	4	4
The school is well led and managed.	35	53	5	2	5
The school is helping my child become mature and responsible.	39	50	6	1	3
The school provides an interesting range of activities outside lessons.	21	33	25	10	12

*\* Figures may not equal 100 because of rounding.*

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

### **ENGLISH**

77. In the national tests in 2000, the school's results for eleven-year-olds were below the average in comparison with all schools and also of similar schools. Taken overall, boys performed less well than the girls. From the evidence of work seen during the inspection, standards in Year 6 are broadly in line with expectations for this age group. Some boys and girls are working above these standards, most are working at the appropriate level but some are still working towards the expectation for their age. In Year 7, much of the work seen conforms to national expectations with a significant number of pupils working at a level above expectations. Progress from Year 4 to Year 6 is sound overall and good for many. By Year 6, nearly half the pupils have made more progress than might have been predicted from their Key Stage 1 national test results. In Year 7, pupils' attainment is broadly in line with expectations and the pupils are making sound progress overall. The school's trend in results in English have been broadly in line with the national trend.

78. Throughout Key Stage 2 and in Year 7, reading and speaking and listening skills are broadly in line with national expectations for each age group. In Year 4, most pupils can usually work out new words by sounding out the letters or using blends of letters that they have learnt. Many can suggest the meaning of words from the context and can predict what may happen next. In oral work most answer in sentences and can retell a story, giving the general outline correctly. By Year 6, most can read with some fluency but only a few use an expressive tone of voice to convey meaning. Most pupils express their ideas clearly when they join in class discussions but do not always listen attentively when others are expressing their point of view.

79. Overall, pupils' attainment in writing is broadly in line with national expectations by the ages of 11 and 12. Most Year 4 pupils begin to use simple punctuation correctly and observe speech marks, capital letters and full stops, although some still struggle to remember these. Presentation is often rather careless and few attempt to join their letters correctly to make for a more flowing style of writing. Pupils' spelling is rather insecure in the lower stages of the school but words are phonetically recognisable on the whole. Dictionaries are seldom used in the lower school but more pupils refer to them in Year 6, in which their spelling becomes more accurate.

80. Where they redraft their work to make it more accurate, presentation improves considerably. Most work is dated and titled and the content and language pupils use is often good. By Year 5, pupils' presentation skills have improved and many join their letters correctly. There are still some whose work is not as neat as might be expected, although the actual content may often be of a good standard. Many begin to realise that the style of writing varies depending on the purpose of the piece. This was seen, for example, in an exercise on a sports commentary - 'In the fifteenth minute, Yorke curled a free kick - and scored!' Many were able to put forward persuasive arguments for and against the suggestion that 'Today's children are turning into couch potatoes'. As they grow older, some begin to use humour to good effect. In Year 6, some amusing poems were written based on Tennyson's 'The Charge of the Light Brigade' using the same format but applying it to other groups, for instance, mice. Throughout the school, by reading and discussing a wide variety of poetic styles, many can produce their own poems, which often show a considerable level of perception and strong awareness of rhythm and rhyme to add to the effect. Many pupils use imagery to heighten the impact of their poems, for example 'the crying tap'.

81. In Year 7, many pupils have developed a more mature approach to their work and are building on their previous studies to improve their use of language. They are able to discuss texts, such as the prologue to a 'Mid-summer Night's Dream', in some depth. Some of the poetry they write is very moving, for example 'The river runs, as if to a secret place'. Some use imaginative phrases like 'nature is asleep for winter'. Most are able to express themselves orally with more confidence and use complex sentences. Presentation of work is mostly neat, although a few continue to print rather than use correctly joined handwriting. Reading skills continue to progress and most read with appropriate expression. Most pupils can explain how to use the Dewey system of classification of books in the library.

82. There have been improvements since the last inspection. The grouping arrangements have been reviewed. Middle and higher attaining pupils are now in mixed ability sets in each year group. This has helped all these pupils to progress more quickly, as well as those pupils who are identified as having special educational needs. The quality of teaching has improved considerably and is now good overall. Systems for assessing the quality and standard of pupils' work and tracking each pupils' progress are well embedded. The range of texts available for study is much wider than previously. Pupils make consistent progress across the school. The teaching of the basic skills needed to develop literacy has improved. The recent focus on developing writing skills particularly has borne fruit in better standards in this aspect of the National Curriculum. Pupils now write for a wide variety of audiences in appropriate styles. Many pupils choose to present their work with the help of a computer with pleasing results. Pupils continue to have good attitudes to reading but still do not read with much expression, although this improves by Year 7. Standards of work in Year 7 are now broadly in line with national expectation where before they were judged to be above.

83. The quality of teaching is good overall at both key stages. During the inspection, no lessons were less than satisfactory overall. In Key Stage 2, eighteen lessons were observed, the vast majority of which were good or very good. In Year 7, five lessons were seen of which two were good, one very good and one outstanding. This good level of teaching enables most pupils to maintain at least steady, and often good progress from a below average standard at entry to the school. Where teaching is most effective, there are very good relationships between the teachers and the pupils based on mutual respect.

84. There is a high expectation of good behaviour to which most pupils respond. Most lessons are delivered with an infectious enthusiasm and humour is often used well to engage pupils from the start and keep them interested in the proceedings. Together these cut down on possible distractions and provide an appropriate atmosphere to promote learning. Teachers use mature language, which encourages pupils to extend their own vocabulary. The teacher usually shares with pupils what they will know by the end of the lesson, which helps them to see the point of the lesson. The pace of lessons is well maintained so that pupils do not become bored or restless. Sound subject knowledge allows the teachers to ask challenging questions, which make pupils think more deeply about their answers. Praise is suitably awarded which helps to raise pupils' self-esteem.

85. Texts and other resources are well chosen to stimulate pupils and add to their enjoyment of the lesson. These are often read very expressively which leads pupils into a deeper understanding of the meaning. This was well illustrated in the reading of 'The Ghost Dog' where the suspense was cleverly built up to the point where the class gasped as a further development unfolded.

86. Planning is generally sound with some detail, which gives an appropriate structure to the lesson. Tasks set in group work are usually tailored to match the needs of each group within the set and clear directions are given so pupils know what is expected of them. As a result, most pupils concentrate well and produce an appropriate amount of work in each lesson. Teachers give a suitable

amount of support which develops and extends the content of the work. Throughout the lessons, many teachers constantly reinforce the main teaching points to ensure that pupils gain maximum benefit from the session. At the end of lessons, pupils are usually given the opportunity to evaluate what they have learnt and whether the objectives stated at the beginning have been reached. For example, in Year 7, the teacher may pick a word here or a sentence there and challenge the pupils to express why these have worked or how they could be improved. This gives the pupils a sense of achievement and the teacher an opportunity to assess how well pupils have progressed.

87. Where teaching is less effective, planning is sometimes very superficial which results in a less structured lesson. The pace then slows and pupils become disengaged. This also happens occasionally when too long is spent on one activity and behaviour begins to deteriorate. The tasks set for group work are not always appropriate, usually when several groups are doing the same task and pupils cannot gain a sense of achievement from the finished product. Occasionally, the teacher does not vary the pitch of voice sufficiently and the noise level in the class rises. Sometimes pupils are allowed to shout out answers inappropriately, which means they are not listening to each other or learning a necessary level of self-discipline. Pupils are not always given the chance to join in the shared class reading of the text and an opportunity to raise the confidence of those who are less secure in their reading skills is lost. Teachers do not always take sufficient care with their own presentation or handwriting on the board and an opportunity to consolidate the need for good presentation is lost. Where pupils' presentation then deteriorates as a result, they do not have the same sense of pride in their finished work. On some occasions, bad behaviour is reprimanded but good behaviour goes unnoticed so the incentive to behave well becomes less. Sometimes teachers do not take sufficient care to ensure boys and girls are given equal attention in class or that they are each encouraged to think from the point of view of the other. This can sometimes reinforce gender stereotyping inappropriately. Drama is included in the English curriculum, often very effectively, as seen in Year 6, but role play does not feature sufficiently on a day-to-day basis. Thus an opportunity for pupils, who lack confidence in writing, to express themselves is lost. The marking policy is not adhered to consistently in all classes and some comments lack any suggestion for improvement.

88. The subject is well managed. The co-ordinator has a good grasp of what has been done and what still needs to be developed. The English policy document is very thorough and detailed and supports the staff in their teaching. The implementation of the National Literacy Strategy has been handled well. This coupled with the in-service training all have received, has been effective in raising standards of teaching of basic skills and the general level of confidence among the staff to deliver the literacy programme. There has been some monitoring of teaching standards but not on a regular basis. However, each member of staff has recently been asked to identify specific areas, which they would like further help with and these are to form the basis for further guidance. This will also include an opportunity for demonstration of best practice to take place.

89. Very detailed and appropriate measures are in place to assess the standard of work on a regular basis, both formally and informally. Pupils' work is compared with the levels the National Curriculum suggests for each age group and progress is recorded. Pupils themselves are asked to fill in evaluation sheets after reading a book or completing a piece of writing, which helps them to become aware of what they are learning and how they can improve. Clear records are kept of all pupils' work and checks made to ensure all individuals are reaching their agreed targets. The information this provides is then fed into the next half-term's planning.

90. Planning is good and reflects each aspect of the literacy programme. Teaching resources are used to best effect by ensuring teachers are not all needing the same resource text at the same time. Pupils identified as needing help to catch up on their peers in their reading skills have benefited from an intensive 'Catch up' programme, provided through the Education Action Zone.

91. There are good cross-curricular links to art, history, geography and religious education where pupils are given an opportunity to develop their writing skills. The library has recently been updated and now has an appropriate selection of fiction and non-fiction books. It is very pleasantly laid out but it is underused as a facility.

## **MATHEMATICS**

92. Inspection evidence from classroom observations, work in pupils' books and from talking to staff and pupils indicates that pupils attain expected standards in all aspects of mathematics for age eleven and also when they leave the school at age 12. The trend of results in recent years has reflected the national trend of improvement. Levels of attainment are similar to those at the time of the last inspection. The school's Key Stage 2 national test results in 2000 were below the national average. When the higher than average number of pupils with statements and having moderate learning difficulties, due to the school catering for pupils from surrounding areas, are discounted, attainment is in line with the national average for similar schools. Classroom observations support these findings. An analysis of progress made by the pupils taken from their tests results when they enter the school to the Year 6 tests shows that about two-fifths of pupils make good progress and most of the others are making satisfactory progress. This is particularly evident with the higher attaining pupils with only 4 per cent achieving the higher level at age 7 improving to 16 per cent at age eleven.

93. The setting of the pupils by prior attainment for their numeracy lessons is having a positive impact on their progress. There are no marked differences in the performance of boys and girls. Pupils with special educational needs are supported very well and make good progress; this is evident throughout the school and is an improvement on the previous inspection.

94. By the age of 11, many pupils can work out calculations in their heads quickly. They understand fractions and their links with decimals and percentages and use and interpret a range of diagrams and charts. They are aware of place value to one million, square numbers, metric and imperial equivalents and can use the correct standard notation when working out problems using the four rules. In Year 6, they have good experience and knowledge of applying their mathematical knowledge to real life problems. Currently, Year 6 pupils are studying percentages, fractions, ratios and proportion. They are making good progress, at their various different levels, in the relationships and equivalence between them.

95. Year 7 pupils study the properties of two- and three-dimensional shapes, the symmetry involved, the construction of the solid shapes and their angles. Work is of a good standard and all of the pupils are making good progress.

96. The quality of teaching and learning throughout the school is good. No unsatisfactory lessons were observed. Five per cent of lessons were excellent, 30 per cent very good, 66 per cent good and 5 per cent satisfactory. This represents an improvement since the last inspection when unsatisfactory teaching was observed. Where teaching is good or better, the mental sessions are lively, have good pace and all pupils participate fully. In the best lessons, the teachers have a clear idea of their objectives and set realistic achievable and challenging targets. The teachers use and encourage the pupils' use of correct mathematical language and have good subject knowledge.

97. The National Numeracy Strategy has been satisfactorily implemented. All staff have received effective training and the positive impact of the strategy is evident. Numeracy lessons are well structured and give the opportunity for mental mathematics, concept development and the opportunity to reflect on what has been learned. Homework is set and this supports the learning satisfactorily. Information and communication technology is used to support the pupils' learning; representing an improvement on the previous inspection.



98. The satisfactory range of good, modern resources is well used and benefits teaching and learning. Planning is good and the teachers have adopted an extensive and efficient system of tracking and targeting pupils' progress. The teachers have a good knowledge of the levels of the National Curriculum and regularly assess the pupils accurately.

99. Pupils enjoy their mathematics; they work well together in groups and behaviour is generally good. Their very positive attitude to the subject is evident throughout the school.

100. The headteacher and the subject co-ordinator have monitored teaching and learning satisfactorily and given verbal and written reports but this has not been sufficiently regular or systematic.

101. The pupils experience the full National Curriculum coverage of the mathematics curriculum with good emphasis now being placed on their understanding and ability to explain and apply their calculations. The subject is well led by an efficient and knowledgeable co-ordinator. The school has made good progress and improvement since the last inspection. Standards are rising and expectations are higher.

## **SCIENCE**

102. About three-quarters of the pupils are in line to attain the expected level at the end of Key Stage 2 and about one-fifth to obtain the higher level. Similar proportions of pupils are attaining the expected standard for pupils by the end of Year 7. These results are broadly similar to national averages. Pupils' attainment in the national test results at the end of Key Stage 2 in the past few years has generally been below the national average. Comparative results fell in 2000 from the previous year and they were below the national average for all schools, although average for similar schools. Boys have generally been attaining slightly better than the girls. These standards are similar to those reported at the time of the last inspection.

103. The work pupils do across the school fulfils the knowledge base required in the Programmes of Study and this is sometimes successfully provided through investigation and experimentation. In Year 7 the school has liaised with other middle schools so that the pupils will have a common experience before transferring to the high school at age 12. In general, however, pupils do not have enough opportunity to consider fair testing in their work.

104. By the end of Key Stage 2, most pupils understand about equal forces and the affect of gravity when forces become unbalanced and how a change in forces can cause something to speed up, slow down or change direction. Pupils understand about solids, liquids and gases and that water can be changed to all three states. They are aware of the process of pollination in the reproduction of plants and of the ways in which seeds can be dispersed. Most pupils can draw electric circuits using symbols, know the difference between conductors and insulators and the effect on the brightness of bulbs in the circuit if another bulb is added to the circuit. They have a satisfactory understanding of the concept of fair testing. They understand something about micro-organisms and that some are useful and others harmful. By the end of Year 7 pupils know that there are different food types and understand something about the term calorie and calorific value. They know about different energy types, such as wave and kinetic energy. They appreciate the difference between renewable and non-renewable sources of energy. Pupils learn about reproduction and the variety of life. They know about the amoebae and growth through the division of cells.

105. Pupils enjoy science lessons, particularly when involved in investigation, and they are making satisfactory progress in both key stages. Their achievements are appropriate. They have the opportunity to undertake investigations frequently, although they are not often taught to plan their own investigations and decide for themselves what equipment they are going to need. Too much is done for them. For example, pupils are usually given worksheets to record their results and in Year 4

these form much of the basis for their work. In one Year 6 class all pupils' written work was copied from either a text book or the board. Elsewhere in the school, pupils rarely have to design their own ways of recording their results. Worksheets often give the pupils tables to complete, which are already labelled. Insufficient attention in general is being given to the process of investigation and in depth discussion about fair testing, although in a few classes good provision was being made.

106. The quality of teaching observed during the inspection was good overall. It ranged from very good to satisfactory in both key stages. Taking into consideration the scrutiny of work in pupils' books, it is satisfactory overall in Key Stage 2 and good in Year 7. Teachers plan their lessons well, share the objectives with the pupils and often review progress towards the objectives at the end of the lesson. They manage the classes well and form good relationships with the pupils. Most have good knowledge about the content that they teach. They are often inventive in the techniques they use. In a Year 4 class investigating pulse rates, pupils stuck a straw onto their pulse to observe and count its rate. In Year 7 pupils were investigating holly leaves to see if there was any relationship between size and the number of points and then compared their results with a different types of holly leaf. When they carry out investigations, good use is made of prediction. For example, in the work on solubility in Year 7, pupils were challenged to think about the differences which might occur between trying to dissolve in cold and hot water.

107. Pupils work well in lessons, particularly when involved in investigation. They enjoy the subject and persevere well. Most pupils are well behaved. They work well in pairs and in groups and cooperate well with one another on tasks. Some pupils are reluctant to join in open discussion and the teachers are not yet sufficiently alert to bring them in to the general conversation.

108. Teachers' questioning is often challenging. In the Year 7 lesson referred to above, pupils were asked to consider how they would know when the solution was saturated. The planning for investigations is sometimes not sufficiently thought through. Year 6 teachers ran into some difficulties when getting the pupils to carry out a test aimed at creating a gradient with the table, which would allow a marble to take ten seconds to go across it. Insufficient attention had been given to what was meant by 'across' and the lack of equipment to guide the marble resulted in some confused testing. Members of staff themselves had not thought through sufficiently well the clarity of the objective. In the work on holly leaves in Year 7, the class ran into difficulties in recording their results. They had been ascribed the method by which they were to record their results but it was difficult to plot some of the results on the type of graph chosen because some holly leaves had the same measurements. Across the school pupils are not always made to explain in sufficiently precise terms what they want to say, for example about the conclusions they have drawn. Occasionally teachers did not have resources to hand when they were discussing previous work, as in a discussion on light in Year 5 when revising work done in the previous lesson and it tended to become too theoretical. Nevertheless, there was good application later in the lesson when applying the terms 'transparent', 'opaque' and 'translucent' to the real world by designing a page for a children's book on the subject.

109. The science co-ordinator has only recently taken on the role. The school does not yet have a portfolio of work with which to assess the level of work in different aspects of science. Some teachers are beginning to retain samples of investigative work but this is not consistent across the school. There is not yet an agreed record for noting pupils' understanding of key skills and knowledge to inform future work. The co-ordinator has not yet had an opportunity to observe teaching and has yet to devise a strategy so that she is informed about standards across the school. The science policy is under review. Resources for science are generally good but on occasion there is a lack of stop watches for accurate time measurement.

## ART AND DESIGN

110. Standards in art and design are broadly in line with what is expected for pupils at the end of Key Stage 2 and in Year 7 and much improved on those reported previously. Many pupils exceed these, particularly in Year 4, but others do not yet quite match them. Good progress is made throughout the school and there is every indication that standards are rising and should continue to do so. By the age of eight, many pupils make imaginative use of materials to produce repeating patterns with variations in texture and use of bright colours. Many can see differences in technique when they compare paintings on a similar subject. They are becoming aware of perspective and can discuss paintings with remarkable maturity. Many can explain, for example, why they think Raoul Dufy placed two large palm trees in the foreground of his painting of the 'Baie des Anges'. Using the work of famous artists as a starting point, many produce good quality pictures based on the different techniques such people have used to good effect. This can be seen in the pupils' paintings of colourful seaside scenes in the style of Albert Marquet, or, as they grow older, in pastel drawings, based on Van Gogh's self-portrait. As they move up through the school, there is obvious progress in how pupils use different skills to produce the desired effects and most learn to use a wide variety of materials effectively. Many in Year 5 are able to work on three-dimensional designs. This was seen in their seascapes, using paper, fabric, paint or crayons to add extra interest to their compositions. Many produce very creditable industrial scenes based on the work of Lowry, using the technique of smudging pastels to create the appropriate atmosphere. By Year 6, some pupils begin to understand something of the ideas behind the Surrealist movement and there are some imaginative re-workings of Magritte's bowler hatted figure. Some can draw from observation of natural forms or man-made objects with some accuracy. However, most pupils show less progress in their portrayal of the human form and many do not grasp that the apparent shape of the human body varies enormously, depending on the angle from which it is viewed. In Year 7, most pupils continue to build on their skills and the choice of materials they use. Some can produce remarkably accurate drawings of architectural features and develop further the skill of applying paint or pastel. Some very effective landscapes were seen based on Turner's portrayal of the Thames by the Houses of Parliament, using a variety of paint application.

111. Pupils throughout the school obviously enjoy art lessons and discuss their work with great enthusiasm, explaining why they have used a particular material or paint technique. Most use their sketch books well to practise different techniques, for example, of paint application, pastel shading or drawing three-dimensional forms. Many plan their drawings in their sketchbooks to begin with and then improve and develop these into the final composition. Most are able to evaluate their own work and that of others and to suggest how they will approach a task differently in future. Most pupils take great pride in their work and try very hard to improve their technique.

112. There have been many improvements since the last inspection. Attainment is now securely in line with national expectations with many exceeding these. Pupils' knowledge of the effects of colour has greatly improved and they can now understand that colour intensity varies depending on the light. Their evaluation of their own work now takes place at a much deeper level and is more effective in raising the quality of their compositions as a result. Pupils' ability to discuss their work in detail is noticeably better and they now have appropriate language to express their ideas. The quality of teaching has improved overall and pupils are often now challenged to achieve beyond their own expectations. Pupils now feel confident that they can produce good work and their self-esteem is developed as a result. Progress, deemed unsatisfactory last time, is now good for most pupils, particularly in the lower years of the school. Creativity and imagination are much in evidence in most of the work seen. The new requirements of the National Curriculum are met in full and all programmes of study are covered.

113. Five lessons of art and design were observed during the inspection. Of these, none was less than satisfactory, most were good and a few were outstanding. Judgements about the quality of teaching in art and design are based on these lessons, scrutiny of the pupils' work and discussions with staff and pupils. At its best, the teaching of art and design is sometimes inspirational and pupils respond accordingly. The more confident teachers have a high level of enthusiasm and the pupils greatly enjoy their lessons. The tasks set are clearly explained so that pupils know what is expected of them and they will be able to judge if they have achieved them at the end of the lesson. Full-scale reproductions of paintings are well used to help pupils to see differences in techniques. Pupils are often skilfully led into looking at paintings in more depth and describing what they really see. This stimulates pupils' visual imagination and helps them to see how they can adopt some of these techniques in their own work. They begin to grasp how the same idea can be represented in a multitude of ways, each with its own validity. Many of the teachers use the correct technical terms and mature vocabulary, like 'contemporary' or 'perspective'. This encourages pupils to become more accurate when they are discussing works of art and gives them the language in which to express themselves more clearly. A good level of support is given in many lessons without being too instructional. At the end of lessons, pupils are asked to discuss what they or others have done and to identify what makes a particular piece good. In this way the pupils learn well from each other. In a few lessons, lack of confidence in the teacher results in a lower level of creative stimulation for the pupils. The pupils are told what they are seeing, which does not develop their powers of observation.

114. The art and design co-ordinator has only recently taken over the post so it is not possible to judge fairly the quality of subject management. However, an auspicious start has been made and there is considerable vision as to what needs to be done, coupled with infectious enthusiasm for the subject. The resources have been greatly improved. Much care is taken with how work is displayed, which helps the pupils to value what they have achieved. Planning is monitored by the co-ordinator to ensure that all programmes of study are covered. A good level of support is given to the staff, some of whom lack confidence in teaching this subject. In-service training is planned for the end of this term. There are close links with the secondary school and another middle school so that ideas can be shared and good practice adopted. This helps the staff to appreciate what can be achieved in art and extends their understanding of how this can be brought about. Assessment often takes the form of evaluation sheets which both pupils and teachers complete at the end of the lesson. This is an effective way of encouraging pupils to take some responsibility for their own learning while giving the teacher pointers to assist in future planning. Progress is recorded on these and tips for future improvement. A portfolio of pupils' work has recently been started so that pupils' progress can be measured, as they move through the school. The Qualifications and Curriculum Authority guidelines have been adopted to ensure that National Curriculum requirements are met, and these form the basis of the scheme of work.

## **DESIGN AND TECHNOLOGY**

115. During the course of the inspection, it was only possible to observe two of the four year groups. Due to the time-tabling arrangements, Years 4 and 6 were not inspected. However, through scrutiny of work and by talking to pupils, it can be judged that standards of design and technology at the end of Key Stage 2 and at the end of Year 7 are satisfactory and similar to those reported previously. Pupils, including those with good levels of capability and those with special needs, make satisfactory progress in knowledge, understanding and skills in all aspects of the subject.

116. Pupils of all ages and all abilities learn to plan their ideas, design the product, select the materials and tools and evaluate their completed designs. For example, Year 5 pupils learn to design and make musical instruments having observed a variety of orchestral instruments from the books provided by the teacher.

117. Year 7 pupils have been introduced to the Millcam designer program and are learning the processes they will require in order to use computer assisted design. Pupils know that designs from a computer can be e-mailed to a firm for manufacture providing that co-ordinates have been set up first. The pupils learn to alter the dimension of a design and can draw a car and a house producing their own simple computer assisted designs.

118. By the end of Key Stage 2, pupils learn to investigate the properties of materials, to evaluate and modify their designs, to include an electric motor in a simple circuit and to understand how a pulley system increases or decreases the speed of rotation.

119. All pupils learn to sketch their designs carefully to identify and select the tools required, to calculate the cost of production and to evaluate the product. Year 5 pupils made some very good pneumatic models that used a syringe to provide the air to move the requisite parts, including a monkey climbing a tree, a football player leaving the tunnel and a flower growing in a pot.

120. Good quality Victorian houses made by pupils in Year 6 were on display in the library, alongside digital photographs and a commentary describing the method of work, the scale used and the techniques used in Victorian times to make rugs and wallpaper.

121. The quality of teaching is good. The displays and the scrutiny of work show that all teachers have a good understanding and knowledge of the subject and link it effectively to other subjects, for example English, art and design, history, information and communication technology and mathematics. Teachers ask effective questions that encourage pupils to think independently and arrange tasks that will involve pupils working in pairs and in groups. They organise resources appropriate to the task and their comments on pupils' work aids learning.

122. The co-ordinator has only been in post for a short while but her enthusiastic and knowledgeable management of the subject assists teachers to develop their own expertise. Resources are kept centrally but require labeling and storing tidily in order to provide easy access for teachers. The lack of non-contact time makes the tracking of resources and the development of the subject more difficult. Medium-term planning needs updating but short-term planning is satisfactory or better. National guidance is being adopted and some very good assessment of pupil's work is evident, but as yet this is not consistent across the school.

## **GEOGRAPHY**

123. The standards achieved by the pupils at age eleven and when the pupils leave the school are those expected nationally. Inspection findings are based on work seen in pupils' books, displays, samples of past work, the lessons observed and interviews with teachers and pupils. The last time the school was inspected standards were in line with national expectations, so standards have been maintained.

124. Throughout the school, map-work is taught through a good progression of skill development and pupils' at least sound progress in other aspects of the subject is also achieved through good planning and teaching.

125. Year 4 pupils study the comparisons between the collection, cleaning and use of water in the United Kingdom with a village in Africa. Their knowledge and appreciation of the differences between the two societies is good. Year 6 pupils have a sound knowledge of the world, the continents and the different climate zones. They discuss environmental issues and can comment on ways to

improve their local area and the third world area they are currently studying. They are familiar and confident in the use of atlases and photographs. Year 7 pupils work on a local study of the Broads National Park. They investigate the towns and recreational potential of the area and compare it to other National Parks in the United Kingdom. Pupils display good knowledge of the possible conflict between the need for recreational growth, employment, maintaining environments and possible pollution.

126. Overall, the quality of teaching in geography is good. Six geography lessons were seen during the inspection. Of the lessons observed, one was satisfactory, three good, one very good and one excellent. This represents an improvement in teaching since the last inspection when the teaching was judged to be sound. In the best lesson, the management of pupils, resources and time was good. The work was challenging and the pace of the session was brisk, consequently the pupils achieved very good learning. They were attentive and the lesson objective of comparing the facilities of a settlement in India with those in Britain was achieved very well.

127. Teachers' planning indicates that good use is made of local resources and visits. The links with information and communication technology have been well developed and were evident in a good display of finished work in Year 5. Planned opportunities for assessment are not taken and this represents an area for development. There is little monitoring of the quality of teaching and learning in the subject. Pupils enjoy what they do in the subject, work well together and behave well in lessons.

128. The subject makes a suitable contribution to the pupil's cultural development by extending their knowledge of the world and its peoples. The level of resources is satisfactory with a good range of aerial photographs, some modern texts and a sufficient range of maps. The subject is led by a keen, enthusiastic and knowledgeable co-ordinator.

## **HISTORY**

129. Overall standards in history at the end of Key Stage 2 and in Year 7 are securely in line with what is expected. Many pupils achieve above this level and some do not quite reach it. Pupils make steady progress, building up their skills as they move up through the school. Most pupils have good factual recall about topics they have previously studied. In Year 4, many are able to grasp the idea of the passage of time and place events in the correct order in a timeline. Most realise that many things change and can compare their lives with those of people in the past. Some begin to work out why events took place, for example the fact that the Viking people needed to find more land on which to grow crops and this prompted their raids into Britain and elsewhere. Some pupils are able to suggest how the Vikings' opponents might have felt. Many come to understand what part the design of the ships played in the success of the Viking expansion. In Year 5, pupils continue to develop an understanding of how someone in the past might have felt. This is illustrated in the letters some wrote from the point of view of Henry 8th when he requested the Pope to grant his divorce from Catherine of Aragon. They link the causes of the Spanish Armada to the effects this event had on the lives of the people involved. By age 11, many show considerable insight into the lives of the Victorians in different levels of society. Some good work was seen comparing the effects of the beginnings of mass manufacture on different people. Many can understand that there were gainers and losers, which helps to strengthen the idea that events cannot be classified as all bad or all good. Some begin to understand that the information we have about the past comes from a variety of sources and that some are more factually reliable than others.

130. Year 7 pupils build on the insights they have gained throughout Key Stage 2. They can present arguments for and against certain courses of action, for example building medieval castles. Some begin to understand why the castles became obsolete. The consolidation of their understanding of cause and effect continues, illustrated by their study of the events leading up to, and the culmination of, the Norman Invasion or the Peasants' Revolt. Throughout the school, pupils are given the opportunity to study how non-European societies developed – the Ancient Greeks, Romans, the Aztecs or the North American Indians. Many can see how these cultures have contributed to our own and thus gain a global idea of history. Most pupils have very positive attitudes to this subject and work with considerable commitment. Some use the Internet to research further information but the opportunities for this in school are limited.

131. Since the last inspection, history continues to meet the requirements of the National Curriculum. The quality of teaching is now good overall in Key Stage 2, as well as in Year 7. Pupils throughout the school are now given the opportunity to develop their historical skills in each of the topics studied. This was judged to be an underdeveloped area previously. Most pupils can write effectively and at some length about the period they are studying and not only in Year 7, as was the case before. The adoption of Qualifications and Curriculum Authority guidelines, on how modules should be studied and when, has given a firm structure to the planning of history teaching. There is a wider selection of books from which pupils can gather information, but still insufficient artefacts in school.

132. Seven lessons were observed during the inspection and these were never less than satisfactory, mostly good and occasionally outstanding. Judgements on the quality of teaching are based on these lessons, scrutiny of pupils' work and discussions with staff and pupils. Where teaching works most effectively, there is a high level of enthusiasm for the subject. This conveys itself well to the pupils, adds to their enjoyment of the lessons and helps develop their very positive attitudes. Most listen very attentively and so learn more quickly. What pupils have learnt previously is constantly reinforced so that pupils can go forward from a secure knowledge base. Resources, such as video tapes, are well used to add an extra depth to the lessons and bring history alive. An illustration of this was in the lesson on the Spanish Armada where the video stimulated the pupils and helped their understanding. Books and other artefacts, such as food the Aztecs might have eaten, also increase pupils' visual awareness. The purpose of the lesson is discussed at the start so pupils can see the point of what they will learn. This helps them to gain a sense of achievement, if they reach the desired goals. Good subject knowledge allows many of the teachers to ask challenging questions, for example about the contribution of archaeology to our knowledge of past civilisations, such as the Aztecs. This makes pupils think more deeply about their answers and strengthens their understanding. By Year 7, pupils are being asked to think about such concepts as the role of women in the past, which they can then relate to modern attitudes. Occasionally, the tasks set for group work are not appropriately challenging and some pupils begin to lose interest as a result. Discussions sometimes go on for too long and a level of restlessness sets in. Now and again, the long-term effects of a particular incident or discovery are insufficiently discussed and the pupils are not led into making connections with their modern experiences.

133. The co-ordinator unfortunately has been away due to illness so it is not possible to judge the quality of the subject management. Each year group has one teacher who co-ordinates history for all the classes in that year. The scheme of work is based on the Qualifications and Curriculum Authority guidelines and imparts continuity from Year 4 to Year 7. It shows how skills will develop from year to year. Planning for each topic studied is shared by the year group staff to provide a consistent approach. The requirements of pupils with special educational needs are considered when the topics are planned so that all pupils have full access to this part of the curriculum. There has been no recent in-service training for the staff, to help those who lack confidence in teaching this subject. However, many staff have a keen, personal interest in history, which strengthens their approach to teaching it. Procedures for assessing pupils' work are still being developed. At present, they are inconsistent throughout the school. Visits to places of local interest have played an important part in developing

knowledge and understanding of history but unfortunately many of these have been curtailed due to cost. However, good use is made of visits to the school by groups who re-enact the past. Pupils greatly enjoy these and learn in a wider context. There is a wide selection of books from which the pupils can gain information, but there are insufficient artefacts for them to study. Independent research skills are not sufficiently developed, although most pupils respond well to the tasks set by the teachers. There are good links with other subjects, particularly English, geography and art and design. Pupils are given many opportunities to develop their writing skills in the form of letters, diaries or recalling events from the past. In art and design pupils are given the opportunity to design their own stone calendars based on the Aztec artefacts they have seen in books.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

134. All pupils in both key stages are making good progress in information and communication technology. They come in with below average keyboard skills and computer knowledge at age eight and their attainment is in line with expectations in all aspects of the National Curriculum Programmes of Study by age 11, except in monitoring and sensing. Their attainment is above expectations in computer assisted design. The school has made good progress in its development of the information and communication technology curriculum and in standards of work since the last inspection. It has been well supported by the Education Action Zone in developing its work, in the provision of resources and equipment and training. The provision for information and communication technology is now a significant strength in the school and is well led by a knowledgeable co-ordinator, whose enthusiasm and knowledge are also replicated by some other members of staff who teach the subject. The National Curriculum Programmes of Study are met, apart from monitoring and sensing, but materials have been ordered and this aspect of the curriculum will be in place before the end of the school year. Pupils are making good progress because of the well-planned curriculum, good teaching and the good quality and range of equipment. The information and communication technology policy is of good quality and a further policy gives good guidance about Internet use. Members of staff use their skills effectively and specialise within year groups and this contributes to the good quality of teaching. The co-ordinator has prepared a good record of skills in which teachers are to log pupils' knowledge and skills, although this is not yet operational.

135. Resources are good and include an electronic whiteboard, information and communication technology suite, laptops, although there are no computers in classrooms, which restricts opportunities for cross-curricular application of work. However, laptops were delivered during the inspection week, which should offset that deficiency.

136. All pupils have an e-mail address. Year 6 pupils communicate with another school and Year 7 pupils with Year 8 pupils in the receiving high school. The school is partaking in a pilot project, one of only six schools in the country, and it can receive video clips about subjects which they are studying, such as that of the Mary Rose related to their work in history, and from recent news items.

137. Years 6 and 7 pupils are developing good computer assisted design skills through a particular project, in which they are engaged, and they are achieving at well above expected levels for their age in this.

138. By the end of Year 6 all pupils can log on, set up the system independently, select icons and choose from menus. They use arrow keys and scroll bars effectively. They can set up a web page about the school with a little adult help and select their own choice of content, such as the School Council, mathematics, science and sports. Pupils can enlarge text on the screen and are familiar with a range of techniques. By the end of Year 7 pupils can make and order simple presentations with sophisticated techniques, such as animation, for example placing text on the screen word by word from different directions. At the time of inspection, pupils were being well prepared to add sound techniques to their work in Year 6, so that they could produce multi-media presentations.



139. The quality of teaching in information and communication technology is good in both key stages. Members of staff, including learning support assistants, know the programs well and research the content effectively so that they can help pupils with any difficulties. The learning support assistants are extremely supportive of the pupils with special educational needs, although very occasionally their personal enthusiasm takes over, manipulating the mouse for too long and doing too much for the pupils. In a Year 7 lesson, two pupils with moderate learning difficulties made such good progress that they were the first to volunteer to go to the front of the class to demonstrate their presentation, did well and received a round of applause from the rest of the class. In this lesson a time target was used effectively so that there was time for a few presentations. Lessons proceed briskly. Quick revision takes place and then they set enthusiastically to work. Learning objectives are shared with the class and in the best lessons, progress towards the targets is reviewed during the lesson. This was the case in an excellent Year 6 lesson when pupils were creating their own web page. Pupils had evaluated in a previous lesson the good features of websites by accessing some. The lesson planning was thorough with future outcomes listed. The teacher made good use of praise and enthused the pupils by informing them where their work was leading to. Pupils were encouraged to research at the local library to further their knowledge of the area. Very good quality spiral bound reference guides made by the teacher were made available to the pupils. Good use was made of homework. Pupils were engaged throughout. There was a very good balance of activity, instruction and explanation.

140. Pupils work well in lessons and cooperate well with one another in pairs sharing the computer and discussing well together. They are keenly interested and make good use of their time. They are well behaved, persevere and concentrate well because of the good lesson content. In one Year 7 lesson, two girls conscientiously took notes when the program was being described and later made good reference to these in their follow up work.

141. The co-ordinator is well informed and knowledgeable, keen and enthusiastic. He has worked hard to develop the curriculum and to improve standards. Information and communication technology is a significant strength in the school.

## **MODERN FOREIGN LANGUAGES**

142. French is taught in Years 6 and 7 and most pupils obtain the expected standard by the end of Year 7 overall but their skills in speaking and listening are much better than those in reading and writing. However, pupils' attainments depend very significantly on the teacher. There was much disparity in the quality of work and pupils' achievements within the same year group because of this factor. In the best work, pupils were keen and responsive but in other lessons the quality of work was sometimes dour and unenthusiastic. The progress, which the pupils make, is in direct correlation to the quality of teaching. Where the teaching is of high quality, as in lessons taught by the French co-ordinator, pupils make good progress. In other classes observed it was satisfactory.

143. By the age of 12 pupils can say their name and give their address, carry out a simple conversation at the supermarket, ask the price and say goodbye. In some role-play situations, the pupils did not use their imagination enough and rarely said 'bonjour', or 'ça va' or used the words 's'il vous plaît' and their role-play lacked a sense of reality.

144. Overall, the quality of French teaching is good. In the best lessons the work was excellent. The teaching was of a very high quality. A very brisk opening to a Year 7 lesson enlivened the pupils. There was a good mixture of conversations with individuals and commands to the class accompanied with a touch of fun. For example, 'Touchez les pantalons', 'touchez la bouche' and pupils accompanied these with actions. The teacher modeled good conversation technique and had a very good French accent. Good use was made of real fruit and vegetables and the teacher brought some articles out of a bag making the pupils predict in French what would come out next. There was a sense of fun as she offered a boy 'une bouteille de parfum' which he declined! She aided pupils who stumbled when unable to respond and gave them confidence. 'Moi, je m'appelle...' giving the

pupils the confidence to reply for themselves. Very good and varying techniques were used in a very well paced lesson to practise the vocabulary in meaningful situations. The written activity was well matched to individual groups and the more capable pupils composed their own shopping list. In such lessons pupils enjoy the work, are willing to join in and they maintain a purposeful attitude and work enthusiastically. The quality of work in other lessons observed varied considerably. Other lessons observed were satisfactory. The teachers tried hard but the work was much less inspiring. Some had Anglicized accents and unsatisfactory modeling of pronunciation, which the pupils were giving back in their own pronunciations.

145. The co-ordinator has very good skills and is an excellent practitioner. She does not have enough opportunities to model her excellent teaching style to other colleagues and the quality of work in Years 6 and 7 is significantly reduced as a result. Resources are satisfactory. Evidence suggests that good use is made of video and audio tapes in French teaching in both Years 6 and 7, although none was seen in use during the inspection week.

## MUSIC

146. The standard of music is satisfactory at the end of Key Stage 2 and at the end of Year 7. As the last inspection found, there is a significant number of pupils who achieve standards higher than expected nationally by taking part in extra-curricular instrumental lessons, choir and orchestra. The school has taken advantage of the opportunity to become involved in extension lessons for talented musicians and this creates extra interest.

147. Generally, pupils make sound progress in the subject and a few make good progress. In Key Stage 2 they learn to sing, clap and play percussion instruments in time to the beat. They develop their knowledge, understanding and skills during the class lessons and in activities at lunch-time and after school. They have opportunities to learn recorders, guitars, brass, woodwind and stringed instruments, including the double bass. They learn to recognise pitch, dynamics, rhythm, tempo, musical patterns and mood. One very good lesson observed in Year 4 encouraged pupils to clap rhythms for the rest of the class to follow. The pupils worked well in their groups to compose different rhythms that they performed with enjoyment and musicality. In Year 5, pupils learn to compose a Tudor dance, using more complicated rhythms. Pupils of all abilities build on their knowledge and skills and work co-operatively in groups to compose a melody with an awareness of shape and phrasing, modeling it on music by Smetana. By the end of the Key Stage 2 pupils can play recorders, tuned and untuned percussion with confidence and musical skill. They recognise and can name the instruments of the orchestra and they enjoy performing. Pupils do not use information and communication technology in order to capture, change and combine sounds, as in a composition. This is a requirement of the National Curriculum music programme of study. However the co-ordinator is aware of the need to purchase software and to plan in opportunities for composition.

148. Teaching, especially class teaching, is good overall. Teachers plan effectively, use resources well and have a good knowledge of the two schemes that are used to deliver the programmes of study. The teachers encourage pupils to listen carefully and sensitively to themselves and to others singing and performing. They use appropriate musical vocabulary and introduce the elements of dynamics, timbre, pitch, harmony, notation and pattern. Teachers encourage pupils to listen to their own performance and to improve upon it. For example in recorder work and in group compositions.

149. Formal individual assessment of pupils is not in place but two units of work are assessed each year in Key Stage 2. Worksheets are used to appraise performances and questions are set to focus the attention of pupils on a variety of differing styles of music, for example 'The America Salute' by Gould.

150. The co-ordinator has contributed effectively to the development of the subject and is able to offer help and support to colleagues. Future plans include the purchase of a wide range of instruments, and more tuned percussion that will add to the growing compositional skills of pupils.

151. Pupils respond to music with enthusiasm and enjoyment, listening to and playing a good range of compositions during assemblies. They perform to audiences outside the school such as the Great Yarmouth schools events and the Education Action Zone music days, which helps to retain and develop their interest and enthusiasm for the subject. Music contributes soundly to pupils' cultural and social development.

## **PHYSICAL EDUCATION**

152. The standards of achievement seen in physical education are in line with what is expected for pupils nationally. At the last inspection, the attainment was satisfactory and these standards have been maintained.

153. Pupils experience the full National Curriculum programmes of study. In gymnastics, movement and games lessons, all pupils make good progress in the development of their skills. They are taught to improve their skills, and work collaboratively throughout the school. Swimming is part of the curriculum for Years 4, 5 and 6 pupils; they make good progress and enjoy the sessions. The school reports that over 95% of the pupils achieve the national target of being able to swim 25 metres by age eleven.

154. In all lessons observed, pupils are encouraged to warm up, and are aware of the importance of exercise and safety. Some of the warm-up routines observed were very imaginative and provided good motivation for the pupils. They are also taught to cool down correctly at the end of a period of exercise. Most teachers provide good role models by changing for lessons and all pupils change into suitable clothing.

155. Year 4 pupils perform movements and balances, which they link into a sequence. They move around the hall with increasing control and are able to join the individual movements into a short sequence successfully. In games lessons, they practise throwing and catching skills to improve their summer sports of cricket and rounders. Year 5 pupils practise and improve their batting and fielding skills. A highly imaginative mini-game enabled all of the pupils to put their skills into practice in a most enjoyable manner.

156. Year 6 pupils improve their personal fitness in indoor physical education lessons. The variety of activities provided for them tests their eye-to-hand co-ordination skills, improves their stamina as well as their agility and movement. The activities are competitive as the pupils are competing against their own previous performance and they are being encouraged to improve their own personal best score. In outdoor games, the skills associated with the summer sports of cricket, rounders and athletics are taught. Here the emphasis is on playing as a team, which they do effectively, as well as how to improve personal performance.

157. The quality of teaching observed was good. It was of a very good quality in three lessons and very good in four with one lesson being satisfactory. This represents an improvement since the last inspection when it was judged to be satisfactory with some unsatisfactory lessons. The teachers encourage the pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. All pupils enjoy physical education, their response is good and no bad behaviour was seen. The lessons are planned and gradually develop the skill or sequence that is the lesson objective. Teachers have a good subject knowledge, give clear instructions, which emphasise how improvements can be made and give encouraging and appropriate praise. A start has been made on a system for assessing and recording progress that needs to be developed further.

158. The school has a good range of modern resources and equipment that is well used. The provision for extra-curricular activities is satisfactory. The recent change in lunchtime arrangements has meant that there is no longer sufficient time for clubs in the middle of the day. There is, however, a range of after-school sports activities with competitive matches and the school has been successful in winning many trophies. The subject is well managed by a very keen and hard working co-ordinator.

## **RELIGIOUS EDUCATION**

159. Pupils' attainment in religious education at the end of both Key Stage 2 and Year 7 is in line with expected levels in the Norfolk Agreed Syllabus. Pupils make satisfactory progress as they study the major faiths of the world.

160. Pupils have a good understanding about the symbols of Christianity, Islam and the Jewish religion. They have good opportunities to reflect upon the reasons for creation and the importance of caring for the environment. Year 4 pupils made very good progress in their understanding of Buddhism in one very good lesson observed. Pupils, including those with special needs, worked hard during the lesson to record facts about a monk's daily life, coming to an understanding of the importance of meditation in the Buddhist faith. One pupil wrote, 'meditation is about enlightenment, it helps you to think of important things.' Good progress was made in their spiritual, moral and social development. Year 5 pupils learn about the symbols of the Sikh religion and appropriate resources give pupils immediate insight into the symbolism of the five Ks. Year 6 pupils gained much from their visit to a local church where they studied both the interior and exterior and learned about the symbols of the Christian faith.

161. Year 7 pupils make sound progress in their knowledge and understanding of the Jewish faith and can explain the meaning of the Jewish festivals, following individual research and observations of the Hebrew script on a scroll.

162. By the end of Key Stage 2 and at the end of Year 7 pupils talk with maturity and confidence on their thoughts about religion. They are aware of the need to be sensitive to, and respectful of, faiths other than their own.

163. Work is often linked to other curricular areas, such as art and design, English and history. One pupil had written a very good, creative and dramatic account of Jesus' entry into the Temple. Year 6 pupils understand the historical importance of buildings and gave thoughtful answers to the teacher's effective questioning about Oliver Cromwell's removal of church decorations.

164. The school has made it a priority to improve the quality of pupils' spiritual experiences since the last inspection. This is evident in assemblies and the class lessons, where emphasis is placed upon caring and listening to one another.

165. The quality of religious education teaching is good in most lessons. Teachers' planning takes due regard of the different learning needs of their pupils. Effective use of resources, the pace and timing of lessons and the consistent approach to the subject across the school contribute to the overall good provision of pupils' spiritual, moral and social development.

166. Work is assessed on termly modules. The presentation of written work is satisfactory and marking is frequently constructive and assists learning. However, the overall quality of handwriting is poor and pupils in the upper end of the school are not often joining writing.

167. The co-ordinator has written a suitable policy and scheme of work that are shortly to be updated. The co-ordinator has insufficient time for monitoring and evaluating the subject. Resources are satisfactory.