

# INSPECTION REPORT

## **MEDMERRY PRIMARY SCHOOL**

Selsey

LEA area: West Sussex

Unique reference number: 125926

Headteacher: Mr G Bell

Reporting inspector: Mr J Bald  
17932

Dates of inspection: 29 – 30 April 2002

Inspection number: 195850

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: The High Street  
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West Sussex

Postcode: PO20 0QJ

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Appropriate authority: The governing body

Name of chair of governors: Mr G McGregor

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Medmerry Primary School serves a small seaside town, and is of average size. It has 229 pupils aged 5 to 11, with similar numbers of boys and girls. The social circumstances at the school are broadly average, but a significant number of pupils have started their primary education in other schools. A small number have unsettled lives outside school. Most pupils are white, but a small number are from minority ethnic backgrounds. The single pupil with English as an additional language is not in the early stages of learning English. The proportion of pupils with special educational needs is broadly average and includes a small number with significant behavioural difficulties. Some pupils join the school with above-average standards for their age, but overall standards among pupils joining the school are below average, and well below average in communication, language and literacy.

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

Medmerry Primary School provides very good education. By Year 6, pupils reach above-average standards in English, mathematics and science, and become mature, responsible and confident. Teaching is good, and a significant proportion of it is very good or excellent. The school is excellently led and very well managed. Value for money is very good.

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

- Standards rise from below average in the reception class to above average in Year 6.
- Leadership is excellent, and the school is very effectively managed.
- Teaching is good, and some aspects of it are outstanding.
- Provision for pupils' personal development is very good, with some excellent features.
- There is excellent provision in the reception class.
- There is an effective working partnership between pupils, parents and teachers.
- The school buildings and grounds make an excellent contribution to learning.

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

- In a minority of lessons, work needs to be more closely matched to pupils' learning needs.
- The organisation and use of time during the school day could be improved.
- The school could do more to promote good attendance and punctuality.

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

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

The school was last inspected in June 1997. Since then, it has made very good overall improvements in all aspects of its work. Standards in Year 6 have risen from average to above-average levels, and good standards in individual subjects at the time of the last inspection have been maintained and strengthened. Standards in information and communication technology have recently begun to improve in line with national developments, and are broadly average. Provision for personal development, including provision for including all pupils in the school's work, has improved from good to very good. The school site has been developed imaginatively to provide an excellent climate for learning. There has been excellent improvement in the work of the reception class. As at the time of the last inspection, the headteacher provides a very strong personal lead, but is now supported by very effective contributions from senior staff. This has set a trend of continuous improvements in standards and the quality of education, and the school has received national

awards for improved performance in each of the last two years. It is very well placed to improve further.

## STANDARDS

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

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

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

Test results in Year 6 have been rising at an above-average rate. Standards during the inspection were similar to those of the test results overall, and had improved further in science, particularly in experimental work. Pupils organise their writing well, and achieve above-average levels of accuracy. The main strengths in older pupils' work are in English, mathematics and science, but inspectors also saw well above average standards in art and design and above-average standards in religious education and music. Boys achieve broadly similar results to girls.

Results in national tests for Year 2 in 2001 were below average in reading and mathematics, and average in writing. These standards had begun to improve by the time of the inspection, and were broadly average overall. Higher-attaining pupils read with good expression, and pupils with statements of special educational need do particularly well. Pupils during the inspection were reaching well above average standards in art and design and physical education.

The standard of work in Year 6 represents very good achievement, particularly in view of the proportion of pupils with statements of special educational need, and the above-average numbers of pupils joining and leaving the school part-way through their primary education. The school sets demanding targets for improvement for pupils in each class, as well as for test results in Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are very willing to learn, to co-operate and to accept responsibility, but others need a strong lead from the teacher in order to learn. A very small minority do not show proper respect for teachers.
Behaviour, in and out of classrooms	Good. Very good from almost all pupils, but some are slow to do as they are asked. Behaviour at break and lunchtimes is very good.
Personal development and relationships	Very good. Pupils develop a sense of community, partnership and responsibility as they move through the school.
Attendance	Well below average, mostly because of poor attendance from a small minority of pupils. Some pupils are too often late in the morning.

Provision for pupils new to the school, and for those with social and behavioural difficulties, is excellent. However, the behaviour of a minority of pupils makes much extra work for teachers.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Excellent	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.*

Teaching in the reception class is exceptionally well organised, and consistently well matched to the learning needs of all of the pupils. It leads to excellent learning and personal development.

Teachers in the main school manage pupils very well, even when classes are large, and create an interesting range of learning activities. The teaching of mathematics, including number work, is good, and very good in some classes. In English, reading is taught well throughout the school, and pupils' speaking and listening skills are consistently well developed. Writing is very well taught in Years 5 and 6 in all subjects, with very careful marking. The teaching of writing to younger pupils is satisfactory, but is not always matched closely enough to what pupils most need to learn. The teaching of science is very good, particularly in experimental work, and information and communication technology is taught well. Learning in some other subjects could be improved by closer attention to the detail of National Curriculum, both for higher-attaining and lower-attaining pupils. Teaching assistants are well informed and contribute very effectively to teaching. During the inspection, teaching was excellent in physical education in Years 1 and 2, and very good throughout the school in art and design and music.

Teaching meets the needs of all pupils well, and of some pupils very well. It enables all to take part in education, values their achievements, and prepares them well for their later education.

## OTHER ASPECTS OF THE SCHOOL



Aspect	Comment
The quality and range of the curriculum	Excellent in the reception class. The curriculum in the main school is satisfactory, with strengths in mathematics and science.
Provision for pupils with special educational needs	Good provision for pupils with literacy problems, very good for those with behavioural difficulties.
Provision for pupils with English as an additional language	The pupil in the school during the inspection was receiving effective teaching and learning well alongside the others in her class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school helps pupils develop a strong sense of community, of right and wrong, and of responsibility for themselves and for others. They develop broad understanding of their own and of other cultures, and have many opportunities for reflection.
How well the school cares for its pupils	Very good. Pupils receive exceptionally good personal support and very effective guidance on improving their work.

The school has a very good relationship with parents. They value its work, and contribute generously to equipment and facilities. A very small number do not give their children the support they need.

There is very good provision for writing for older pupils, but the teaching of writing to younger pupils needs further development. Manhood Community College provides effective help and support with information and communication technology. Time in the school day could be better organised to provide more variety in learning, and assemblies do not always include an act of worship. Care for pupils with problems outside school is exceptionally good. The school site offers extensive learning opportunities outside lessons, particularly to learn about and care for animals.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall, with excellent features, particularly in the personal leadership of the headteacher and key staff. Very clear priorities in development planning are helping to raise standards.
How well the governors fulfil their responsibilities	Very well. Governors understand the school and its circumstances, and have an excellent working partnership with the headteacher and staff.
The school's evaluation of its performance	Very good. The school uses all sources of information well, and takes consistent and effective action to raise standards.
The strategic use of resources	Very good. All aspects of staffing and expenditure are very carefully considered so that they contribute to the school's priorities.

The school has sufficient, well-qualified teachers and support staff. Learning resources and accommodation are adequate, and the school uses them very well. The design of the school site is excellent, constantly engaging pupils and inviting them to learn. The outdoor play area for the reception class is particularly well designed both for learning and to meet local weather conditions.

Leadership and management foster a strong sense of teamwork among all connected with the school, with a commitment to constant improvement in all aspects of its work. Key staff manage their subjects very well. They have contributed to many recent improvements, notably in science and to the quality of teaching in the reception class and in Years 1 and 2. Arrangements to include all pupils in school life without allowing those with behavioural difficulties to interfere with others' learning are very well managed. The school applies the principles of best value very well, both in spending and in evaluating its work.

### **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>• Children are expected to work hard and do their best.</li> <li>• The school is approachable.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• Activities outside lessons.</li> </ul>

Almost all parents expressed very positive views about the school, and inspectors agreed with them. It was not possible to assess the quality of homework fully during the short inspection, but homework seen was satisfactory. Inspectors found that the school provided an extensive range of opportunities for learning outside lessons, with excellent provision during breaks and at lunchtime.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards rise from below average in the reception class, to above average in Year 6.**

1. Most pupils joining the school have reached below-average standards for their age. There are particular weaknesses in social skills, and in physical skills, such as controlling a pencil. Standards in communication, language and literacy are very low. Only a small number of children each year join with above-average standards for their age, while many have very limited speaking skills and little experience of books and stories. The excellent organisation of the reception class, with highly skilled and focused teaching from the two teachers, enables all children to make excellent progress, and higher-attaining children have good scope to develop their more advanced skills in reading, writing and number work. Provision for creative work is particularly effective, and some sculptures of foods are exceptionally realistic. However, standards are still below average by the time children move to Year 1, particularly in writing.
2. Results in the National Curriculum tests in Year 2 in 2001 were below average in reading and mathematics, and average in writing. Teachers' assessments showed well below average standards in speaking and listening. A new team of teachers for Years 1 and 2 joined the school in September, and have begun to raise these standards. By the time of the inspection, standards in Year 1 were below average, but pupils in Year 2 were reaching broadly average standards in mathematics, reading and writing. Standards in science are now above average, with particularly good experimental work. In most subjects, teachers have adapted work well to the needs of the pupils, but more needs to be done to raise standards in writing, particularly for the lowest-attaining pupils. Pupils with special educational needs, including some with very serious behavioural difficulties, make excellent progress in focussing their attention on their work, and in self-control. One pupil with autism, for example, took his turn in reading with the other pupils, read accurately, and could discuss with the teacher when he needed 'time out'. There was further evidence during the short inspection of well above average standards in art and design and in physical education.
3. Standards in Years 5 and 6 during the inspection were above average in English, mathematics, including number work, and science. This represents some improvement on the results of the most recent national tests in science. The standards reached by a small number of pupils, mostly boys, are held back by behavioural difficulties. The school, however, is successful in including these pupils in its work without allowing them to interfere with other pupils' learning. In English, the school enables a very high proportion of pupils to reach the standard expected nationally, and higher-attaining pupils to exceed it. Achievement in writing is particularly good, because of very careful use and development of writing skills across all subjects in Years 5 and 6, and boys reach very similar standards to girls. In mathematics, pupils tackle complex number problems with confidence, and they reach very good standards in experimental work in science, where standards also benefit from the school's insistence, from Year 2 onwards, that pupils write up their own notes.

4. Pupils are reaching average standards in information and communication technology, but recent improvements in provision, including very good co-operation with the nearby secondary school, are bringing about significant improvements in the range of pupils' skills. Pupils in Year 5 during the inspection, for example, were beginning to construct multi-media presentations. Standards in other subjects sampled during the inspection were well above average in art and design, and broadly average in history.
5. Overall, standards in Year 6 represent very good long-term achievement from the standards reached by most pupils joining the school, particularly in view of the number with additional learning needs and serious behavioural difficulties. All of the school's strengths contribute to this outcome. The headteacher, teachers and teaching assistants expect pupils to do their best at all times, and offer a high level of professional skill and personal support to enable them to do so. The headteacher and governors have very clear understanding of the strengths in teaching and of those aspects that could be improved further. This concerted effort has established a strong trend of rising standards, which the school is very well placed to extend.

**Leadership is excellent, and the school is very effectively managed.**

6. The headteacher, senior management team and governors have created a strong sense of teamwork, involving teachers, pupils and parents. The headteacher gives an outstanding but quiet personal lead, working directly with pupils wherever possible, and carrying out consultations with colleagues either before pupils arrive in the morning or after they have left. This gives the school a very clear sense of purpose, and fosters very good relationships with pupils. The school's aims have a very good balance of emphasis between raising standards and the personal development of all pupils, including those with learning and behavioural difficulties. These aims provide a strong common sense of purpose for everyone connected with the school.
7. The school has broadened and extended its management team since the last inspection, particularly by developing the management role of key staff, including the deputy headteacher and subject co-ordinators. This provides a close focus on standards in English, mathematics, science and information and communication technology, and has led to excellent improvements in the work of the reception class, which is fully up to date with current national guidelines. There are very clear targets for raising standards for pupils in each year, and these are supported by regular monitoring of pupils' work. The headteacher and governors have taken particular care in appointing new staff with the skills needed to tackle the weaknesses they have identified in teaching and standards. Two of these teachers had joined the senior management team in September, and had already made substantial improvements in their subjects and other areas of responsibility by the time of the inspection.
8. Arrangements for performance management and for the development of professional skills are very good, and pitched at the right level for all staff. For example, the deputy headteacher is part of a national working party on raising standards in boys' writing, based at Cambridge University, and teaching assistants take part in closely focused training organised by the headteacher. The organisation of the school development plan is excellent. It brings together all aspects of management, professional development and target setting in a single document, with clear programmes for action, supported by clear allocation of funds and systems for assessing their effectiveness. Money is very well managed, so that the school has funds available for costly capital projects, such as improving toilets, and also takes advantage of all opportunities for earning additional money and sponsorship. The ducks that were being bred during the inspection, for

example, were of a valuable breed, and the school is on track to make a profit when the ducklings are sold on.

9. The overall effect of the school's leadership and management is to create a dynamic and purposeful learning community, brimming with opportunities and encouragement for the pupils. This was strongly reflected in comments by parents to inspectors.

**Teaching is good, and some aspects of it are outstanding.**

10. The quality of teaching is a key strength of the school. Teaching has outstanding features, and was very good or better in just over half of the lessons seen during the inspection. In a fifth, it was excellent. Teaching in almost all of the remaining lessons was satisfactory, and the school's programme of continuous improvement in teaching puts it in very good position to make further improvements. There have been very significant improvements in teaching since the last inspection.
11. Teaching in the reception class is excellent, and has shown the strongest overall improvement since the last inspection. The two teachers and teaching assistants working in the reception class have planned a broad and exciting range of learning experiences for the children, and support these with excellent personal feedback. Children learn to focus their attention on their work, to work in groups, and to set up their own work. Higher-attaining children are taught very effectively to write independently, and to use all available strategies in reading. The basic skills of lower-attaining children are developed carefully, with very high expectations of progress. Learning is excellent in all the areas set out in national guidelines, and benefits from the outstanding design of the classroom and display area. All children are very happy in school, and teachers build up their social skills systematically.
12. The teaching in Years 1 and 2 also has outstanding features. In almost all subjects, teachers match work very well to the broad range of learning needs of pupils in each class, although further work is needed on planning for writing. Teachers plan very well to enable higher-attaining pupils to make good progress, and adapt work exceptionally well to include pupils with serious behavioural difficulties without disturbing the learning of others. Relationships and the management of pupils are very good, and often excellent. Teaching is particularly successful in reading, where older pupils learn to read with good expression, in mathematics, where pupils develop good basic number skills, and in science, where they receive an excellent introduction to the principles of investigation and experiment, including the concept of a fair test. Excellent teaching took place during the inspection in physical education. This included an exceptionally close focus on developing pupils' skills in gymnastics and indoor hockey, with very effective arrangements for them to reflect on and improve their performance. Teaching in Years 1 and 2 is improving at a very good rate, and the work of the new teachers is already having a very positive impact on standards.
13. Teaching in Years 3 and 4 is made difficult by the low standards reached by pupils in Year 2 over the past two years. Most of the teaching meets pupils' needs to a satisfactory standard, and some is very good. However, in some lessons, mostly related to writing, but also to subjects taught in the afternoon, planning needs to be improved to take account of the full range of learning needs in each class. The overall quality of teaching in Years 5 and 6 is very good, with particular strengths in English, mathematics and science. Writing is very well taught in these classes, and a very good range of writing tasks in all subjects provides very effective re-inforcement of skills, and encourages pupils to write about a broad range of topics. This makes writing a very effective tool for learning in subjects ranging from science to religious education. The

national strategies for literacy and numeracy are very well used in these classes, and time is well managed. In Year 5, for example, pupils prepared a scientific experiment in one lesson and carried it out in the next, a procedure that allowed ample time for initial thinking, reflection and practical work. Marking and assessment in Years 5 and 6 are used very well to give pupils encouragement and guidance, and to promote high standards.

14. Wherever possible, the school works with pupils in small groups, sometimes taught by a teaching assistant or learning support teacher, sometimes by the headteacher. This system is particularly effective in developing reading skills, and helps reduce the problems caused by classes of well over 30 pupils in Years 3 to 6. Teaching assistants have extensive experience of working with children, and some have developed specialised teaching skills. The headteacher takes personal responsibility for their training. They know the pupils well and work flexibly, often moving from one class to another to be where they are most needed. Computers are used to promote learning to some extent in each subject, but this could be made more systematic. Throughout the school, the teaching of art and design is outstanding, and is celebrated in attractive displays. All teachers and teaching assistants work very well as a team, and strive constantly to promote interest and enjoyment in learning. One of the best examples of this during the inspection was at break-time on a wet and windy day, when every teacher and assistant was fully involved with groups of pupils, using all of the resources the school to make it an interesting learning experience.

**Provision for pupils' personal development is very good, with some excellent features.**

15. The school is a learning community in which all members support each other. This is supported by careful planning. From the time they start in the reception class, children's personal development is carefully assessed, and lessons are planned to help them to think about and improve aspects that need to be developed. In the reception class, children learn to choose their own activities, with suitable guidance, to work with others and to make friends. Throughout the main school, teachers constantly work to develop a consistent sense of right and wrong and of personal responsibility, setting pupils an excellent example of kindness, friendliness and consideration for others. This contributes to the good standards achieved in Year 6, and builds wherever possible on the values pupils bring from home.
16. A significant proportion of pupils join the school with weak personal and social skills, including some whose lives outside school are very unsettled. Teachers and teaching assistants work very effectively to include these pupils in school life and to develop positive attitudes. They praise good behaviour systematically, and encourage the pupils to take an interest in their work. Governors allocate additional funds to support the behaviour of pupils with the most serious problems, for example to ensure that a pupil with autism always has additional support, but the personal efforts made by teachers often go well beyond what could reasonably be expected of them.

17. Opportunities for pupils to take responsibility are carefully thought out and always make good use of their time. In one class for young pupils, for example, the teacher was grateful for help from a girl in Year 6 in tidying up after a lesson, as it freed her to give additional feedback to pupils in her class. The school makes exceptional provision for pupils to learn about animals, plants and the environment, and groups of pupils willingly accept responsibility for looking after them. Fourteen ducklings, hatched immediately before the inspection, received great care and attention from all pupils and adults, but pupils are equally careful in carrying out less glamorous tasks, such as cleaning out the rabbit hutch. Opportunities for pupils to learn outside lessons are carefully planned, and displays throughout the school engage pupils' interest, for example by giving them constant access to a computerised microscope.
18. All adults engage pupils in constructive conversations, both about good work and about points they need to improve, such as not running in the corridor. This helps pupils' confidence in speaking to adults, and contributes to standards in English. Provision for cultural development has been significantly extended since the last inspection, so that pupils develop broad understanding of their own culture, with particularly emphasis on local maritime and seaside culture, and of other cultures. The quality of reflection on matters of principle in world religions, and of comparison between Christian and other religious beliefs and practices, is particularly good.

**There is excellent provision in the reception class.**

19. All aspects of education for children in the reception class are provided to an excellent standard. The organisation of the classroom and outdoor play area provide an outstandingly effective learning environment, which is complemented by the high quality of the rest of the site. The range of learning activities is very well designed to meet the full range of learning needs among the children, and national guidelines and assessment of pupils' individual needs are used effectively in planning. Teaching is focused and flexible, promoting high standards, for example in doubling numbers, among pupils who are ready to move on to the National Curriculum, and building up the skills of the larger number of lower-attaining pupils. At the time of the last inspection, there were significant weaknesses in this provision, and they have all been very effectively rectified.

**There is an effective working partnership between pupils, parents and teachers.**

20. The school has maintained its very effective work in this area since the last inspection, and has extended and developed particular skills in helping pupils new to the school to settle in quickly.
21. The headteacher, teachers and teaching assistants work very consistently to provide broad and interesting educational opportunities for the pupils, both in and outside lessons. They track progress in pupils' work and in their personal development closely, and give very effective personal guidance. Parents greatly appreciate the quality of this work, and the percentage of positive responses to the pre-inspection questionnaire was unusually high. All parents who completed the questionnaire said that their children were expected to work hard and to do their best, and there were high levels of praise for almost all other aspects of the school's work, including teaching and the school's willingness to help with problems. The vast majority of pupils also appreciate the hard work of teachers and teaching assistants on their behalf, enjoy the learning opportunities they are given and do all they can to help.

## **The school buildings and grounds make an excellent contribution to learning.**

22. The school site is adequate for the number of pupils it has, but space is rather cramped, particularly for the large classes in Years 3 to 6. The school has responded by careful planning that makes the best use of the space it has. Tables are set up in corridors and in spaces outside classrooms to create computer workstations and to display books and work. Spaces outside classrooms are used to create extra space for art and for small teaching groups. The hall is used very flexibly, with tables set up for small teaching groups and then taken out so that it can be used for physical education. A large alcove has been set up as a library, with further computing facilities. The chair of governors accurately describes the arrangement as 'the learning spine' of the school.
23. The design of the school grounds is exceptionally good. Play facilities for children in the reception class give them secure access to the outdoor area, which has a play hut and plenty of large equipment, but also a sheltered area which allows them to go outside even when the weather is less than ideal. The narrow area around the school is landscaped with a most attractive seaside theme, with a boat and other seaside material salvaged from the beach, and there are extensive, well-tended gardens, including a small vegetable garden. There is a compact, well-designed environmental area, with a pond and homes for animals and birds. All of this has been achieved without taking away space for play or for sitting quietly and reading. Parents told the inspectors that young children passing the school immediately wanted to go there, and that those in the reception class were disappointed when they could not go to school at weekends. During the inspection, the headteacher and pupils were installing a 1:20 scale model railway. This is large enough to make an interesting outdoor display, while the scale lends itself to work on mathematics and technology. The school grounds are an important achievement in their own right, and make a very good contribution to the environment of the community.

## **WHAT COULD BE IMPROVED**

### **In a minority of lessons, work needs to be more closely matched to pupils' learning needs.**

24. Despite their excellent start in the reception class, most pupils' progress in writing in Years 1 and 2 is affected by the low standards with which they join the school, and pupils in Year 3 had reached very low standards in national tests in 2001. The school has very good procedures for assessing and tracking progress in writing, and some of these pupils' weaknesses, particularly in spelling, were being addressed very well in literacy hour lessons during the inspection. However, planning does not ensure that written work is matched closely enough to what these pupils can already do and to what they most need to learn. Some work is too difficult, drawn from aspects of the National Literacy Strategy that pupils are not yet able to understand, and some does not have enough structure to enable pupils to write independently. Occasionally, work that is pitched at the right level for most of the class does not fully extend higher-attaining pupils.
25. Planning for some lessons in Years 3 to 6, in history, geography, design and technology and religious education, provides a satisfactory framework for learning, but leaves groups of pupils within the class learning less than they could. In a geography lesson for younger pupils, a task of matching Ordnance Survey symbols to coastal features was too difficult for the lower-attaining pupils in the class. In a history lesson for older pupils, the skills of the highest-attaining pupils could have been extended further if they had used a greater variety of source materials. In both of these lessons, information



and communication technology could have been used either to extend or to support learning, and was not. Occasionally, the choice of topic for a lesson is based on the theme of a series of lessons, rather than on the National Curriculum provisions for a subject. While this leads to some very successful lessons, for example on textures and shades of blue in art and design, in a small minority of lessons it leads to work that does not provide a practical basis for the learning that is intended.

**The organisation and use of time during the school day could be improved.**

26. Throughout the school, teaching in the morning is predominantly concerned with literacy and numeracy. This often involves sessions of 75 minutes, such as a spelling or reading lesson, followed by the literacy hour. Most other subjects have to be taught in the two hours of the afternoon. This pattern often obliges pupils to concentrate for too long on similar learning activities, and places too great a demand on the concentration of some younger and lower-attaining pupils, particularly towards the end of the morning. The timetable also causes pressure on the afternoon sessions, which is increased when lessons either do not start promptly or overrun. While some very good and excellent teaching took place in the afternoon during the inspection, the overall organisation of time was having a noticeable effect on learning in some classes, as well as restricting the number of topics that could be covered in some subjects.

**The school could do more to promote good attendance and punctuality.**

27. While attendance is well above 90 per cent, it is well below average for primary schools, and there is more unauthorised absence than in most schools. Most pupils attend school regularly and arrive in good time to take part in activities before registration. Several parents told inspectors that their children enjoyed coming to school so much that they were reluctant to stay at home even if they were ill. The school's outstanding arrangements to include all pupils in its work ensure high rates of attendance among pupils with behavioural difficulties. However, a small number of pupils have poor attendance records, and their parents are not fulfilling their legal responsibility to ensure that their children attend as they should. This is the main reason for the low overall attendance figure. A very small but significant number of pupils are also consistently late.
28. The school has satisfactory arrangements to follow up absence, including co-operation with the Education Welfare Officer, but these are triggered by a high absence rate, and there is no systematic use of targets or incentives to promote attendance and punctuality. Absence and lateness could be detected at an earlier stage, and the range of measures to promote good attendance and punctuality could be extended.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to develop further the strong trend of improvement they have established, the headteacher and governors should take the following steps. There are no points for improvement in the reception class.

- (1) Improve the consistency of lesson planning, by:
  - using information from assessment and National Curriculum level descriptions when planning lessons;
  - ensuring that tasks for different groups of pupils in lessons give a good balance of challenge and support;
  - adapting the National Literacy Strategy more closely to the needs of pupils whose writing is weak.  
(Paragraphs 24-5).
  
- (2) Improve the organisation of time in the school day, by:
  - planning work so that pupils do not have to concentrate on the same type of activity for too long;
  - providing more variety in subjects studied in the morning;
  - ensuring that lessons do not overrun.  
(Paragraph 26).
  
- (3) Improve arrangements to promote good attendance and punctuality, by:
  - taking action at an earlier point when attendance begins to be poor;
  - setting attendance targets for pupils, and monitoring progress towards them;
  - setting targets and providing incentives to improve punctuality.  
(Paragraphs 27-28).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	7	5	4	1	0	0
Percentage	19	33	24	19	5	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	229
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	62

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	12

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	6.5
National comparative data	5.6

School data	0.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	14	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	11
	Girls	16	15	16
	Total	26	24	27
Percentage of pupils at NC level 2 or above	School	84 (88)	77 (88)	87 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	10
	Girls	15	16	15
	Total	25	28	25
Percentage of pupils at NC level 2 or above	School	81 (82)	90 (85)	81 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	13	14	14
	Total	28	29	31
Percentage of pupils at NC level 4 or above	School	85 (79)	88 (85)	94 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	12	13	14
	Total	27	28	31
Percentage of pupils at NC level 4 or above	School	82 (76)	85 (85)	94 (90)
	National	72 (70)	74 (72)	82 (79)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	225
Any other minority ethnic group	3

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

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

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

Total number of qualified teachers (FTE)	9.96
Number of pupils per qualified teacher	23.1
Average class size	29

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

Total number of education support staff	13
Total aggregate hours worked per week	195.83

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

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	5.95
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

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

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

### ***Financial information***

Financial year	2000-2001
	£
Total income	438500
Total expenditure	441969
Expenditure per pupil	1973
Balance brought forward from previous year	13449

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	72

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	6	0	0
My child is making good progress in school.	54	43	3	0	0
Behaviour in the school is good.	53	39	1	1	6
My child gets the right amount of work to do at home.	49	39	10	1	0
The teaching is good.	69	29	1	0	0
I am kept well informed about how my child is getting on.	69	24	1	4	3
I would feel comfortable about approaching the school with questions or a problem.	68	31	0	0	1
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	53	36	6	1	4
The school is well led and managed.	61	35	1	0	3
The school is helping my child become mature and responsible.	62	32	0	0	6
The school provides an interesting range of activities outside lessons.	33	43	12	1	10