

# INSPECTION REPORT

**ANNECY RC PRIMARY SCHOOL**

Seaford

LEA area: East Sussex

Unique reference number: 114571

Headteacher: Mrs Margaret Slattery

Reporting inspector: Mrs D Wilkinson  
23048

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> November 2002

Inspection number: 247477

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Sutton Avenue Seaford East Sussex
Postcode:	BN25 4LF
Telephone number:	01323 894892
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jean McCapra
Date of previous inspection:	28 <sup>th</sup> April – 2 <sup>nd</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23048	Mrs D Wilkinson	Registered inspector	Foundation Stage Science History Music Educational inclusion, including race equality	What sort of school is it? The school's results and pupils' achievements How well pupils are taught? What should the school do to improve further?
9537	Mrs C Marden	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 parents?
31421	Mrs S Rogers	Team inspector	English Art Geography Physical Education English as an additional language	How well is the school led and managed
10226	Mrs S Senior	Team inspector	Mathematics Design and technology Information and communication technology Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

**e-Qualitas Limited**, Langshaw, Pastens Road, Limpsfield Chart, Oxted, Surrey. RH8 0RE

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

### **INFORMATION ABOUT THE SCHOOL**

Annecy RC Primary School has 181 full-time pupils (105 boys and 76 girls) in seven classes from Year R to 6. There are also six boys and six girls attending part-time in the reception class. Organised on two sites, it is about the same size as other primary schools. Over the past two years there has been a high level of long-term sickness amongst senior members of staff. The proportion of pupils (19.7 per cent) with special educational needs is slightly below the national average. Three pupils (an average number) have a specific statement for physical or behavioural need. About 20 per cent of pupils come from different ethnic backgrounds, of whom five speak English as an additional language (EAL). The proportion of pupils known to be eligible for free school meals varies from year to year and currently is around eight per cent. A significant number of pupils come from outside the immediate area and the majority come from an average socio-economic background. The prior attainment of pupils entering the reception class varies from year to year, but overall it is around that expected for their age.

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

The successful leadership of the headteacher and governors through a period of staffing difficulties has ensured that the school provides a sound standard of education overall and gives satisfactory value for money. It is a very caring school and provides well for pupils' personal development. Most pupils achieve satisfactorily and overall standards at the end of both Years 2 and 6 match the national average. Teaching is satisfactory and good in the lower part of the school. Teaching is not as good in Years 3 to 6, mainly because of the long-term absence of several members of staff, some in management positions. The curriculum is appropriate for the younger pupils, but there are weaknesses in that for Years 3 to 6 where staff absences have affected the quality of monitoring and development in some subjects resulting in weaknesses not being identified.

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

- Standards in reading are above average in both Years 2 and 6.
- The well-planned curriculum and very good teaching in the reception class ensure that children get a very good start in the school.
- Teaching in Years 1 and 2 is good.
- The provision for pupils' personal development is good and very good for their moral development. As a result, pupils' relationships are very good. They have positive attitudes to their work and behave well.
- The school's caring ethos is effectively supporting pupils' welfare, health and safety.
- Governors have a very good understanding of the strengths and weaknesses of the school. During the absence of staff in management positions they have provided very good support in helping to monitor and evaluate the work of the school.

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

- Pupils in Years 2 and 6 do not achieve well enough in information and communication technology (ICT) or geography and standards are below average. Standards in science are also below the national average in Year 6.
- Whilst the headteacher is successfully leading the work of the school, staff absence has led to leadership and management in some subjects being unsatisfactory. This has contributed to some of the weaknesses in the curriculum and teaching.
- The quality and range of the curriculum, especially for pupils in Years 3 to 6, is unsatisfactory and the statutory requirements for ICT and geography are not fully met.
- Some of the higher attaining pupils and those with special educational needs do not achieve satisfactorily in mathematics and science because teachers do not take enough account of their existing attainment when planning for the next stage in learning.
- The procedures for assessing pupils' progress in nearly all the Foundation Subjects are unsatisfactory.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory improvement overall since the last inspection in 1997. The long-term sickness of staff in management positions has been a major factor limiting greater improvement, especially over the last two years. Despite this, standards have improved satisfactorily over the last four years and are continuing to do so. Both the teaching and curriculum for children in the reception class have improved very well and the quality of teaching in Years 1 and 2 is still good. Whilst some good teaching was seen in Years 3 to 6, the overall quality is not as good as in 1997, partly due to unsatisfactory lessons taught by temporary staff. Satisfactory improvement has been made to the procedures for planning and monitoring the curriculum, which had been identified as weaknesses. However, the lack of effective leadership and management in some subjects has meant monitoring is still weak in these areas and some pupils are not set challenging enough work. Financial management has improved well and is now good.

## 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
	2000	2001	2002	2002
English	B	C	C	C
Mathematics	E	E	C	C
Science	C	C	D	D

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

Overall achievement is satisfactory. Most pupils reach the expected standards by the time they leave the school. Due to very good provision, children in the reception class make very good progress in lessons and achieve well over time. The majority currently in the class are likely to exceed the standards expected by the time they enter Year 1. Results in both the Year 2 and Year 6 tests vary from year to year, but overall are improving at the same rate as in most schools. The school's performance in the 2002 Year 2 tests in reading and writing matched the national average and also the average of similar schools, but was below average in mathematics. Teacher assessments show standards in science to be average. Standards are better in the current Year 2, where pupils are now reaching average standards overall in English, mathematics and science, and above average standards in reading.

The table shows the school's performance in the Year 6 tests matched the national average and also the average of similar schools in English and mathematics although the school did not reach the challenging targets

it had set. Its performance was below average in science. Other data shows these pupils had not made the expected progress since taking the tests at the end of Year 2. This is mainly because they had been taught by a number of temporary teachers, due to absence of permanent staff. Standards in the current Year 6 are average overall in English and mathematics, but still below average in science. However, there has been some improvement. Standards in reading are now above average and more pupils are reaching Level 4 in science than did in the 2002 tests. The school is more likely to reach its targets in 2003. Standards in science, both in the tests in 2002 and for pupils currently in the class, are adversely affected by the fact that not enough pupils are achieving the higher Level 5. This is mainly because the higher attaining pupils are not always set challenging enough work, especially in Years 3 to 6. Pupils with SEN achieve appropriately because of the satisfactory support they receive. Very good provision for pupils with EAL helps them to achieve very well. Achievement is satisfactory in most other subjects, with pupils in Years 2 and 6 reaching the expected standards. Year 2 pupils achieve well in physical education and reach standards above the national expectation. Weaknesses in the curriculum have meant that pupils' achievement is unsatisfactory in ICT and geography. Standards are below expectations in geography in Years 2 and 6 and in ICT in Year 6. There is not enough evidence to make an overall judgement about standards in ICT in Year 2.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good and this helps pupils to concentrate and work hard in most lessons.
Behaviour, in and out of classrooms	Pupils show a good care and concern for others and behave well both in class and around the school. The very good relationships they have with teachers and their self-discipline ensure that they try to learn well even in weaker lessons.
Personal development and relationships	Pupils are courteous and helpful and willingly take responsibility. They show good levels of consideration and concern for others. Relationships throughout the school are very good.
Attendance	Attendance is well below the national average largely because, despite the school's discouragement, a high number of parents take holidays in term time.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Satisfactory

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

Taking into account evidence from the scrutiny of pupils' work, as well as lesson observations, teaching is satisfactory overall and meets the needs of most pupils, and all pupils in the reception, Year 1 and Year 2 classes. However, the table above shows that there is a significant variation between the quality of teaching in different parts of the school. The strongest feature of teaching seen throughout the school is because the relationships teachers have with pupils are very good and result in most classes being well organised and managed. This, together with pupils' good behaviour and attitudes to their work, helps them to make satisfactory progress in nearly all lessons. The very best teaching was seen in the reception class where it was of a uniformly high quality and sometimes excellent. As a result, all children are achieving well over time and very well when working directly with adults. Teaching is good in the Years 1 and 2, where literacy and numeracy skills are taught well and teachers explain things clearly. However, there are occasions, such as in scientific investigations, when Years 1 and 2 pupils are not given enough opportunity to plan and organise their own work. In Years 3 to 6, teaching is satisfactory overall and some good and very good teaching was observed. However, these classes have been most affected by the long-time staff sickness and three



unsatisfactory lessons were observed, two being taught by a temporary member of staff. In most lessons in Years 3 to 6, new skills and knowledge were introduced effectively and literacy and numeracy were satisfactorily taught. However, teaching is not as good as in the rest of the school, partly because much of the work set does not take enough account of the prior attainment of pupils. In particular, this has meant that some of the higher attaining pupils are not set challenging enough work. In the less successful lessons, the teacher did not explain things clearly enough and the pace was too slow. These weaknesses are limiting better achievement by pupils. The teaching of pupils with SEN is generally satisfactory, although, in mathematics lessons in Years 3 to 6, teachers rely too much on providing these pupils with extra adult support rather than giving them work well matched to the stage at which they are working. The teaching of pupils with EAL is very good because of the quality of the Local Education Authority language support service and also that provided by the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for children in the reception class. Satisfactory overall and improving for pupils in Years 1 and 2. Unsatisfactory for pupils in Year 3 to 6 where geography is not taught in enough depth. Throughout the school, some aspects of ICT are not being taught.
Provision for pupils with special educational needs	Satisfactory overall. Pupils receive appropriate support for their needs. Children with SEN are supported especially well in the reception class.
Provision for pupils with English as an additional language	Very good support is given by staff from the Local Education Authority in helping pupils to become fluent in English. The school's support is also very effective and these pupils are included well in all that it has to offer.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and very good for moral development. As a result, pupils are achieving well in their personal development. Pupils are gaining a good awareness of their own culture and are effectively prepared for life in a multi-cultural society.
How well the school cares for its pupils	It cares very effectively for their welfare, health and safety. Good procedures help to monitor and support good behaviour. Information from assessment is not used well enough when planning the next stage in pupils' learning.

The extra curricular activities are good, as is the curriculum for pupils' personal, social and health education, and the school benefits from links with other schools. Statutory requirements are not met for the curriculum for ICT or geography. There is a satisfactory partnership with parents and they are supportive of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher has carried a heavy load in the last two years without an experienced management team, partly because of the lack of a permanent deputy headteacher. Curriculum leadership is weak in some subjects, as the contribution of key staff is unsatisfactory in a context where delegation has been difficult.
How well the governors fulfil their responsibilities	Governors give very good support to the school, helping to ensure that it has managed to provide a satisfactory level of provision in difficult circumstances. They fulfil the vast majority of their statutory responsibilities very well, although curriculum weaknesses have meant that it is unsatisfactory in this aspect.
The school's evaluation of its performance	Due to the effective work of the headteacher and governors, this is satisfactory. However, subject co-ordinators are not contributing well enough to this aspect.
The strategic use of resources	Staff, finance and resources are appropriately used to support learning. The school applies the principles of best value satisfactorily.

The number and effectiveness of teachers and classroom assistants is satisfactory overall. The accommodation, whilst satisfactory, is currently on two sites, which makes it difficult for the school to maintain good liaison amongst staff and pupils. The level of resources and their use to support learning is satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The level of care which the school shows for their children.</li> <li>• The good teaching.</li> <li>• Their children are expected to work hard and do their best.</li> <li>• Children are well behaved and helped to become mature and responsible.</li> <li>• The leadership and management are good.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about their children's progress.</li> <li>• The school working more closely with them.</li> <li>• The extra-curricular activities.</li> </ul>

Inspectors mainly agree with parents' positive views. The care for pupils' welfare, health and safety is good. Children behave well and are helped to develop maturity and responsibility. Much teaching is good, although it is not so good in Years 3 to 6, partly as the result of the long-term absence of staff. Both the headteacher and governors have successfully led the school through a difficult period although there are weaknesses in some areas of management. The school has a satisfactory partnership with its parents and gives them sufficient, accurate information about their child's progress. The level and range of extra-curricular activities are good.

## **PART B: COMMENTARY**

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

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

1. Overall, the majority of pupils are making satisfactory progress in relation to their prior attainment as they move through the school and they achieve appropriately.

#### **Strengths**

- Children in the reception class achieve well.
- Pupils in Years 1 to 6 achieve well in reading and reach above average standards at the end of Years 2 and 6.
- Pupils in Years 1 and 2 achieve well in physical education (PE) and reach standards above the national expectation.
- The achievement of pupils who speak English as an additional language (EAL) is very good.

#### **Areas for development**

- Higher attaining pupils do not achieve satisfactorily in mathematics and science.
  - Pupils with SEN do not achieve appropriately in mathematics in Years 3 to 6.
  - Across the school, pupils do not achieve satisfactorily in ICT and standards at the end of Year 6 are below expectations.
  - Achievement is unsatisfactory in geography in all year groups and pupils in Years 2 and 6 do not reach the expected standards in this subject.
2. Children in reception are achieving well because of the very good teaching and curriculum. Those currently in the class are likely to reach standards well above expectations in their personal, social and emotional development and in mathematics. Standards in communication, language and literacy, knowledge and understanding of the world and physical development are above expectations. Children have very good attitudes to school and are excited about what they are learning. They are confident, take pride in their work and show a care and concern for others. Very nearly all children can accurately count to six, with a significant minority counting to 20. They can organise a set of objects, showing increasing size, and recognise many properties of two-dimensional shapes. Most children speak and listen well and can build up simple words using letter sounds. The majority are developing their handwriting and spelling skills well. Children are interested in the world around them and are finding out things, which have happened in the past in their own families. They are developing a good understanding of families from different cultures. Children enjoy discovering scientific concepts such as how shadows are formed, and are confidently gaining skills in operating computers. Their fine motor skills are developing effectively and the majority of children hold and control a pencil or paintbrush well. Most children have a good imagination and this shows in their role-play and art and craft activities.
  3. Across the school, reading is taught well and pupils achieve well in this aspect of English. Standards are improving, and pupils currently in Years 2 and 6 are likely to reach above average standards. By the end of Year 2, pupils read fluently and expressively and with good understanding and interest. Year 6 pupils maintain their enthusiasm and are increasingly competent in reading a range of texts.
  4. In Years 1 and 2, pupils achieve well in PE. This is because they are well taught. As a result of the very good teaching of new skills and the high expectations teachers have, pupils make effective progress in developing their gymnastic skills. They have exceptionally good control and balance and an awareness of

space. Achievement in dance is also good, with Year 2 pupils creating their own movements in a dance sequence.

5. Pupils who speak English as an additional language (EAL) are very effectively supported. They make very good progress in their learning, especially in their acquisition of English and achieve very well in terms of their prior attainment. A major reason for this is the very good support they receive from the Local Education Authority language service. In addition, the school's provision is also very good because of its very effective commitment to racial equality. As a result, these pupils are quickly able to learn effectively in the full range of National Curriculum subjects.
6. The school's results in the Year 6 national tests in 2002 were adversely affected by the fact that fewer pupils reached the higher Level 5 in science than is seen nationally. This was the main reason for the school's performance in science being below average. The major reason for this weakness is the fact that, in many lessons, pupils of different prior attainment are given the same work. On these occasions, the higher attaining pupils waste time going over things they can already do and so their achievement is limited. Staff shortages and changes in subject management have meant that subject co-ordinators have not identified the lack of appropriate challenge as a weakness.
7. A similar weakness was seen in some mathematics lessons where all pupils followed the same activities. On these occasions, the higher attaining pupils wasted time going over what they could already do and the lower attaining pupils and those with SEN found the tasks too difficult and became discouraged. There has been some improvement this term for the lower attaining pupils, especially when they are supported in lessons by very effective classroom assistants. However, the lack of mathematics targets on individual education plans has limited teachers' ability to plan for the specific needs of pupils with SEN.
8. In Years 1 to 6, pupils are not achieving satisfactorily in ICT. This is because they are not being taught the skills and knowledge from the full range of the National Curriculum Programmes of Study for ICT. There is not enough evidence to make a judgement about overall standards in Year 2; however, pupils are reaching the expected standards in word processing and controlling robotic toys. Standards are not so good in using ICT to organise and classify information. Standards in Year 6 are below national expectations. They are in line with expectations in word processing and working with information obtained from a CD-ROM. However, they are below expectations in using ICT for monitoring and control.
9. Achievement is not satisfactory in geography in Years 1 to 6, and standards are below those expected because the time allocated has not allowed the subject to be taught in enough depth. In addition, the time that elapses between geography topics means that too often pupils forget what they have learnt. When interviewed during the inspection, few pupils in Years 2 and 6 could remember what they had learnt in geography last year.

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

### **Strengths**

- Pupils' have good attitudes to school and they work hard.
- Pupils behave well in and out of lessons.
- Pupils' personal development is good.
- There are very good relationships between pupils and with the staff.

### **Area for development**

- Attendance is well below the national average.

10. Pupils enjoy school and respond enthusiastically to the tasks teachers give them. For example, in a Year 5 dance lesson, all the pupils worked hard to master a new step. The teacher's choice of music added to their enjoyment and the strong beat helped them to keep in time with the music. Pupils' positive attitudes and good behaviour in lessons significantly support their learning as they try their best even when the task is uninteresting or not at the right level for them.
11. Pupils are very courteous and helpful to each other and visitors. For example, at lunchtime, a pupil asked if he could take the visitor's plate. Pupils play very well together. They move sensibly around the school and sit quietly in assembly. This all contributes to a harmonious school community. During the inspection there was no evidence of any oppressive behaviour and pupils feel that bullying is very rare. There were no exclusions last year. Pupils with SEN and EAL share the good attitudes and behaviour seen in other pupils in the school. They are well integrated and are supported very well by other pupils.
12. As pupils move through the school they take on responsibilities such as reading with reception children. As the result of the very good provision for this aspect, pupils develop a good understanding of moral issues and are able to explain their views well. They clearly understand what is right and wrong. The good provision for pupils' social development results in pupils becoming self-confident. Pupils develop well spiritually within the Catholic ethos of the school. As well as using prayer to ask God to help other people, they develop an awareness of how other people might feel in difficult circumstances. For example, how new immigrants to Britain may feel.
13. The very good relationships are evident in the commendably high level of racial harmony. Pupils of all ages and from different ethnic groups all get on well together. Pupils respect their teachers and are confident that the teachers will help them if they have a problem. The respect pupils have for each other results in them listening attentively to other pupils' views and responding to them thoughtfully.
14. Attendance was well below the national average for the year 2000-2001 and decreased again last year. The main reason for pupils' low attendance is that there are an unacceptably high number of parents taking holidays in term time, this is despite the school discouraging it. However, there is not significant evidence that this is having an adverse affect on standards. The level of unauthorised absence is very low.

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

15. Overall, teaching is satisfactory and meets the needs of most pupils. Nine out of ten lessons observed were at least satisfactory and nearly six out of ten were good or better. However, there is a significant variation in the quality of teaching in different phases in the school. The three unsatisfactory lessons observed were all in Years 3 to 6 and a temporary member of staff taught two of these.

### **Strengths**

- As the result of the very good relationships teachers have with pupils, classes are nearly always well organised and managed.
- Pupils' good attitudes to school mean that they work hard and try to do their best.
- Teaching and learning for children in the reception class are very good.
- Teaching and learning are good for pupils in Years 1 and 2.
- The learning of pupils with EAL is very good as the result of the very good provision.

## Areas for development

There is a need to improve the consistency and quality of teaching in Years 3 to 6 where the main weaknesses are:-

- Lesson planning does not take full account of the outcomes from marking and assessment;
- Teachers do not always plan sufficiently challenging work for the higher attaining pupils, particularly in mathematics and science, and this limits the learning and achievement of these pupils.
- Marking in some classes does not help pupils to improve their work.
- The activities for pupils with SEN in some mathematics lessons do not support their learning.

16. The most effective element in teaching seen throughout the school is based on the very good relationships between staff and pupils. As a result, classes are well organised and managed. For example, the organisation of teaching and learning in the reception class is a significant strength. Here, very careful thought has gone in to grouping children, and effective work habits are established well, with the teacher having very high expectations of behaviour and concentration. These expectations are also effectively promoted in Years 1 and 2 where learning is interesting and the teachers engage pupils' attention. Some good and very good examples were also seen in Years 3 to 6. In a good literacy lesson in Year 3, the very good organisation and management of the class meant that very little time was wasted moving from one activity to another. Likewise, in a very good Year 6 history lesson observed, the supportive, but firm management of pupils meant that they were able to work on group activities very responsibly and with the minimum of supervision.
17. The very good relationships pupils have with their teachers encourage the pupils to try to do well. In addition, pupils' good attitudes to school ensure that they make an effort to do what their teacher wants, even when the activities are not very interesting or the teacher has not explained things clearly enough. Children try very hard in the reception class, partly because the teacher makes sure that they are fully aware of the learning objective for the lesson, so they are very clear about what they have to do.
18. The quality of teaching seen in the reception class is very good and sometimes excellent. There are many strengths in the teaching in addition to the management of pupils noted above. The teacher has a clear understanding of the curriculum for these children. She plans very effectively, basing new work especially well on what all children, including those with SEN and EAL and the gifted and talented, already understand and can do. The teacher has very high expectations of children and the activities are very challenging, encouraging children to make good progress in their learning and very good progress when working under the supervision of an adult. Children are very interested in their activities and concentrate hard, often working for a long time without the direct supervision of an adult. The basic skills of literacy, numeracy and early science investigation are especially well taught and this helps children to achieve well and reach standards above expectations in these aspects. In particular, new work is explained especially well and adults demonstrate new skills such as handwriting very effectively. This results in children making very good progress in developing them. The very good knowledge adults have of individual children means that all, whatever their prior attainment or needs, are encouraged to take part in discussions and sensitively supported when they find things difficult. The school's caring ethos is clearly evident to the children, they know adults want them to do well and respond positively. Classroom assistants receive especially good guidance from the teacher, and the contribution of the regular classroom assistant is of a very high quality. In many adult-led activities there is good assessment of children's achievement and this is recorded on very good quality assessment proforma, which help to plan effectively for the next stages of learning.
19. Teaching in Years 1 and 2 is good overall and never less than satisfactory. Lessons are well planned and pupils are provided with appropriately challenging activities, which motivate them well, encouraging good effort and concentration. Literacy and numeracy are taught well, particularly for reading where pupils



are achieving well and making good gains in developing their skills so that they are reaching above average standards. The methods teachers use in explaining or demonstrating new work and in effectively and probing and questioning pupils to help them understand are good. For example, in a very good Year 2 numeracy lesson seen, the teacher interacted very well with pupils so that they were making very good gains in learning to count forwards and backwards in ones and tens from different starting points. Classroom assistants are also giving effective support to learning. This ensures that, when pupils work on group activities, they are well supported, as was observed in a Year 1 science lesson, which allowed the pupils to make good gains in their understanding of different types of materials.

20. The teaching of pupils with EAL is very good. There is a clear understanding of their needs, which are addressed especially well. This is because of the high quality assessment and monitoring of their achievement undertaken by the support service. This helps teachers to plan well to meet their needs, both in the acquisition of English and also learning in other subjects.
21. The long-term absence of three key members of staff over the last two years and the need to employ temporary teachers has significantly disrupted the continuity of teaching and learning in Years 3 to 6. During the inspection, one class was being taught by a temporary teacher. In addition, a temporary member of staff was also teaching the acting deputy headteacher's class for part of the week so that she could fulfil her management responsibilities. As well as this, several changes of temporary leadership for this phase of the school have resulted in some areas not being developed as well as in the other year groups. Whilst teaching is satisfactory overall, there are some elements that are, on occasions, restricting the learning and achievement of a minority of pupils.
22. In the unsatisfactory lessons seen, there was often a lack of subject knowledge. For example, in a science lesson observed, the planned activities were much too difficult for the vast majority of pupils who were floundering. In other lessons, the tasks were not explained clearly enough and resources were not used to help pupils understand, so they were not sure what they had to do and wasted time trying to find out. In several lessons, the classroom assistants were not given enough guidance on how to support pupils and this affected the learning in some groups, especially for pupils with SEN.
23. The major weakness in teaching in these year groups is that little account is taken of the information gained from marking and assessment of pupils' work when planning the next stages in learning. Lesson planning tends to be based mainly on what the majority of pupils in the class can do and so some activities are not well matched to the stage at which individual pupils are working. In particular, the higher attaining pupils are not set sufficiently challenging work in mathematics and science and often waste time working on things they already know and can do. This is having a negative impact on their achievement.
24. Although good marking was seen in Year 3 and sometimes in Year 6, too often elsewhere work is just ticked or the comment "good" or "well done" is written. This does not give pupils enough advice about why their achievement is good so that they can apply this in other work. In addition, few errors are commented on, nor is advice given as what pupils need to do to correct them and to improve.
25. Weaknesses in the teaching of pupils with SEN in mathematics lessons are also associated with the insufficient use of marking and assessment information in future planning. However, this situation is also made worse by the fact that these pupils' individual education plans do not contain targets for mathematical development. Too often, therefore, they are expected to do the same activity as other pupils in the class. When they are working directly under the supervision of experienced classroom assistants their needs are met and they achieve satisfactorily. However, in some lessons, the classroom assistants were giving too much direction and pupils were not gaining the skills and knowledge for themselves.



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

26. Since the last inspection, the school has successfully introduced the National Literacy and Numeracy strategies and greatly improved the provision for children in the reception class. Following national guidance, schemes of work are now in place for all subjects. However, there are some weaknesses in curriculum coverage and the overall provision is unsatisfactory because the statutory requirements for ICT and geography are not fully met.

### **Strengths**

- The curriculum for children in the reception class is very good.
- That for pupils in Years 1 and 2 is improving.
- The quality and range of extra-curricular activities are good.
- The provision for pupils' personal, social and health education is good.
- Good partnerships with other schools support curriculum development well.

### **Areas for development**

- There is a curriculum imbalance resulting in some aspects of the statutory curriculum in ICT not being taught
  - In Years 3 to 6, both geography and history are only taught in one term each year. The long time between topics makes it more difficult for pupils to satisfactorily build on and extend their skills and knowledge. In addition, this limited time allocation has resulted in geography not being taught in enough depth.
  - In one class, science was not being taught regularly enough throughout the year for pupils to easily build on and extend their skills and knowledge.
  - Work is not planned to address the needs of pupils with different prior attainment in some subjects.
27. The Foundation Stage curriculum for children in the reception class is very good. It effectively addresses all areas of learning, sometimes in integrated activities. An exceptional feature of planning is the extremely good use of assessment information, including that from the Baseline assessment to move children on from the stage at which they are working. As a result, all children are making good, and often very good, progress in acquiring new skills and knowledge and their achievement is consistently good. Staff have a particularly good knowledge of the needs of children with SEN and EAL, as well as the higher attaining and gifted children, and so these are effectively planned for.
28. The curriculum for pupils in Years 1 and 2 is improving. Here, there is a sound knowledge of how to plan appropriate activities for the higher and lower attaining pupils, as well as those with SEN and EAL. This is being achieved through the increased effectiveness of teaching assistants.
29. The curriculum for pupils' personal, social and health education is good. There is an effective and detailed Education and Personal Relationships policy, which is used well by staff to promote this aspect of the school's work. Much good work is undertaken through "Circle Times" and these contribute well to pupils' development.
30. The curriculum is enriched by a wide range of extra-curricular activities, including French, musical activities and a full range of sports clubs. The latter covers gymnastics, netball, table tennis, cricket, football, basketball and athletics. These are well attended and enhance the school's provision for physical education.

31. The school has established good relations with other schools and educational institutions in the local area which benefit the pupils and teachers of Annecy. For example, the science group is providing good support and advice to Annecy's science co-ordinator. This has helped her to refine planning this term to meet the needs of the lower attaining pupils more effectively and is one reason why standards are improving. Students from local colleges also help in school, which benefits pupils' learning.
32. Weaknesses in the leadership and management of ICT, particularly in monitoring, have meant some aspects of the subject are not being adequately covered. Therefore pupils are not achieving as well as they should because they are not being taught some of the skills and knowledge set out in the National Curriculum Programmes of Study.
33. Currently there are fewer pupils reaching the higher levels in the National Tests. This is having a negative effect on standards, especially in mathematics and science. One reason for this is that lesson planning is not providing sufficiently differentiated activities for either the higher or lower attaining pupils, and those with SEN. When they are working under the supervision of an experienced classroom assistant, the lower attainers and pupils with SEN achieve satisfactorily. These pupils are also achieving better in science this term due to improved planning. However, the work given to the higher attainers is not challenging enough and so they do not achieve as well as they should.
34. As is common in many schools, Annecy plans a rolling topic programme resulting in subjects like geography and history, and design and technology (DT) and art being taught alternately. However, a major weakness for geography and history is that these subjects are only taught in one term out of the three in each academic year. This has a negative effect on pupils' progress, as they often need to revise skills they have already learnt before they can start new work. In addition, staff have not received sufficient guidance in organizing when and for how long each topic should be taught. This has resulted in an imbalance, especially between history and geography and has meant that the National Curriculum Programmes of Study for geography are not covered in sufficient depth. As a result, throughout the school, pupils' achievement in geography is unsatisfactory and they do not reach the expected standards. Good quality teaching and pupils' great enjoyment in history has meant there has not been such a negative effect on standards and achievement in this subject. The lack of guidance has also meant that, in one class in Years 3 to 6, science is not regularly taught throughout the year. At the time of the inspection, the pupils in this class were just starting their first science topic in four months. This long time has meant that pupils have forgotten some of their skills and concepts and some lessons have had to be allocated to revising these. This is having a negative impact on the rate of progress pupils are making and therefore the standards they reach. Also, at the moment, pupils in Years 1 and 2 are taught PE, once a week, for a long period of time. It would be more beneficial for them to have more frequent and shorter periods of PE.
35. The school has maintained the quality of its provision for pupils' spiritual, moral, social and cultural development seen at the last inspection and it is good overall.

### **Strengths**

- Very good provision for pupils' moral development.
- Good provision for pupils' spiritual, social and cultural development.

### **Area for development**

- There are not enough opportunities to encourage pupils to develop independent learning skills in Years 3 to 6.

36. Provision for all aspects of pupils' personal development is underpinned by the school's strong Catholic ethos. Teachers provide effective role models promoting good moral and social behaviour. They treat pupils fairly and give them the self-confidence to explore new ideas and to contribute to class activities. Pupils explore moral issues in lessons and in assemblies. For example, the teacher challenged pupils in a Year 1 and 2 assembly as to whether it is right to cut down the rainforest and pollute God's World. Pupils develop an awareness of their responsibility in the wider world through raising money for many different charities.
37. Spirituality is at the heart of the school. Both assemblies and lessons contribute well to pupils' spiritual development. There are many opportunities for pupils to pray and to reflect upon aspects of God's creation and this helps them to appreciate the wonder of the world around them. During the inspection, one class discussed the conditions Anne Frank had to live in and how they would cope in such a situation. This gives pupils a good understanding of their response to their own beliefs. The religious education curriculum includes opportunities for pupils to learn about other faiths and the celebrations and traditions of worship found in the multi-cultural society of the United Kingdom today.
38. The school effectively promotes social development by giving older pupils the opportunity to take responsibility within the school community. Year 6 pupils hear younger pupils read and help organise games in the Years 1 and 2 playground. The residential visit contributes to developing pupils' self-esteem and helps to give them the skills to work as a team. Circle Times also develop pupils' understanding of the needs of others. However, pupils' ability to take responsibility for their own learning is limited by the few opportunities they are given to plan their own activities or to develop their research skills.
39. The school successfully prepares pupils for living in a multi-cultural society, giving them insights into different cultures, for example, through the work of the charity Cafod. Displays around the school value the different ethnic groups pupils come from and the languages they speak. In a history lesson, Year 6 pupils gained a particularly good understanding of the multi-cultural nature of British society today when they studied the effect of immigration after World War II. Visitors to the school also support pupils' cultural development well. For example pupils take part in drama workshops about Ancient Romans and Egyptians.

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

40. The school has maintained the good level of care for its pupils since the last inspection.

### **Strengths**

- There are good procedures for monitoring and promoting good behaviour which help pupils to behave well.
- The school cares well for the health, safety and welfare of pupils.

### **Area for development**

- The new procedures for promoting good attendance are satisfactory but are too new to have had an effect on the high level of authorised absence.

41. There are effective procedures for promoting good behaviour that are firmly anchored in the Catholic Faith of respecting and caring for others. Golden rules are displayed in the classrooms and staff promote good behaviour through praising pupils who behave well.

42. Health and safety procedures are very good, with the governing body taking an active interest in monitoring the safety of the site. The new site manager is also well aware of health and safety regulations. Child protection procedures are appropriate and in place. The school has good procedures to deal with any incidents of bullying, although these are very rare. Pupils and parents feel that the school would deal with any such incidents quickly and effectively.
43. This term the school has introduced new letters for parents to fill in requesting holidays in term time. These letters make it clear that parents need to request this type of absence in order for it to be authorised. This procedure is too new to evaluate its effectiveness in bringing down the unacceptably high level of absence due to holidays.
44. The school meets the statutory requirements for assessment, including in the national testing of pupils in Years 2 and 6. In the majority of cases the quality of its procedures are similar to when the school was last inspected. However, since then the amount of assessment expected in schools and the way in which the results are used to help future planning have changed. This has meant that some of the school's procedures are now too informal, and assessment is not being used sufficiently well to provide satisfactory educational support and guidance for pupils. This is one reason why, although standards are improving at the same rate as in most schools, they are not better.

### **Strengths in assessment**

- The very good assessment procedures and their use in the reception class.
- The very good assessment and monitoring of the progress made by pupils with EAL.

### **Satisfactory aspects of assessment**

- The use of test results and other tracking information by the headteacher to help plan for improvements in the provision in order to raise standards.
- The procedures for assessing pupils' achievement and attainment in the key skills and knowledge in English, mathematics and science.
- The assessment of the progress made by pupils with SEN towards the targets set out in their Individual Education Plans (IEPs).

### **Areas for development in assessment**

- There are no formal procedures for assessing achievement or attainment in ICT and the Foundation Subjects such as art or history.
  - Some assessment information is not used effectively to help plan for the next stages in learning.
45. The attainment of pupils in the reception class is effectively assessed within the first half of the September term. The class teacher then uses this especially well to set up the long-term planning in all the areas of learning. She has devised very good procedures for assessing individual children's on-going achievement and attainment. This is regularly carried out by all adults who work in the class. The information is then used very effectively to help plan for the next stages in learning. As a result of these significant strengths, both the curriculum and teaching for the reception class is very good and children are achieving well.
  46. Progress in the acquisition of English of pupils with EAL is very carefully tracked by staff from the Local Education Authority language support service. The information obtained is then effectively used by teachers in termly reviews. Plans are then rewritten to cater for pupils' changing needs. The very good procedures are one reason why these pupils' achieve especially well.

47. Despite the considerable problems posed by the long-term sickness of staff and the inadequate evaluation of pupils' achievement by some subject co-ordinators, the headteacher has managed to maintain a secure overview of the achievement of pupils. This is largely because she has made satisfactory use of national assessment data to monitor their rate of progress. Good use has also been made of the Local Education Authority tracking information, which helps to show how well the school is performing against all schools in East Sussex and also schools of a similar size. The headteacher's secure analysis and subsequent advice to staff is the main reason why, in spite of the major weaknesses in the use of assessment, standards have risen to match the national average and the achievement of pupils is satisfactory.
48. A good end of year assessment sheet, indicating the level which pupils have reached in English, mathematics and science, helps their new class teacher to plan effectively long-term. Throughout the year, in these subjects, teachers complete a suitable record to show the stage at which pupils are working. This also helps them identify whether pupils' achievement is satisfactory. However, this information is not used well enough to help plan for the next stages in learning and is a major reason why achievement, particularly that of the higher attaining pupils is limited. In too many lessons, all pupils are expected to do the same activity. On some occasions, pupils with SEN and EAL are well supported and the higher attaining pupils are provided with extra tasks. When this happens, the majority of pupils' achievement is satisfactory. However, there are occasions when the lower attaining pupils find the work too hard and get discouraged, or the higher attainers find it too easy and become bored. In these lessons, their achievement is not satisfactory.
49. In ICT and other subjects, little formal assessment takes place throughout the year so future planning is not as effective as it should be. This is because most lessons provide the same activities for all pupils, whatever their prior attainment.

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

50. The school has maintained the strengths in its partnership with parents seen at the last inspection. Overall provision is satisfactory because:
- The school gives satisfactory information to parents about the topics their children will be studying and what their children have learnt in the last year.
  - Parents have a satisfactory impact on the work of the school, including through their role as parent governors.

### **Strengths**

- Parents are supportive of the school.
- The information that helps parents prepare their children for joining the school in the reception class is very good.
- There are good links with parents of children with SEN and EAL.

### **Area for development**

- Targets in the annual reports of pupils' progress are not always specific enough to be helpful.

51. The school gives parents a very clear picture of what their children will be doing when they join the reception class. In addition, the booklet "Preparing your child for Annecy Catholic Primary School" includes advice on how parents can prepare their children for life at school. For example, by tidying up

their own things and being able to undress and dress themselves. These good features help children prepare for school well.

52. Parents value the education the school provides and in turn provide valuable support through the Parent Teacher Association (PTA) and as parent governors. The PTA works hard to provide extra resources for the school and is currently raising funds to contribute towards the new building. The parent governors play a full role in the governing body and contribute well to the strategic management of the school.
53. The school ensures that parents of children with SEN received good information about their achievement. These parents are also invited to the yearly reviews and receive a copy of their child's Individual Education Plan. During parent consultation evenings they are able to discuss their child's progress with the special educational needs co-ordinator (SENCO), as well as the class teacher.
54. The school maintains very good liaison with parents of children with EAL. The teachers concerned set up individual parent interviews when the pupils are first assessed and keep parents regularly updated on pupil progress.
55. Information the school provides for parents about the progress their children are making is satisfactory. The annual reports contain good examples of what pupils know and understand in English and mathematics, with satisfactory information about the other subjects. Most reports contain a target to help pupils improve their work in English and mathematics. In a few reports, the targets are too vague to be useful. For example, "To learn when not to talk and to continue with her impressive work". The school provides an opportunity in the spring term for parents to discuss their children's progress with the class teacher and parents can request an appointment to discuss the annual report in the summer term if they wish. The school encourages parents to make appointments to see teachers throughout the year if they have any concerns, and most parents report that staff are approachable and willingly listen to their concerns.
56. The school holds meetings at the beginning of the school year to explain to parents what their children will be studying over the year. Teachers also provide a written handout at the meeting as a reminder for parents and these are also sent to those parents who were unable to attend the meeting.

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

57. Overall leadership and management of the school are satisfactory as they were at the time of the last inspection. Two major factors have limited improvement. Most importantly, there has been significant long-term absence of senior staff, including the former deputy headteacher. This has placed a greater burden on the headteacher and other staff. Secondly, both the headteacher and governors have had to allocate a great deal of time to the planning of a new school building. These difficulties have had a significant impact on the management of the school. Despite this, both the headteacher and governors have worked very hard to maintain a satisfactory level of management.

### **Strengths**

- The headteacher and governors are effectively promoting the school's Catholic ethos, and pupils' learning is supported by a caring and happy environment.
- The headteacher has led the school successfully through a very difficult period and has satisfactorily carried a very heavy management role.
- Governors have made a very good contribution to the overall leadership and management of the school.



- There is very good leadership and management of the provision for children in the Foundation Stage (reception class) and for pupils with EAL.
- Financial monitoring and control are good.

## Areas for development

- The contribution of staff at senior management level.
  - The unsatisfactory leadership and management of some subjects.
  - Some aspects of the monitoring and evaluation of teaching and learning and pupils' achievement are unsatisfactory.
58. The headteacher is extremely conscientious and has had to undertake much of the work at senior management level by herself. During a very difficult period for the school, she has managed to maintain staff morale and a commitment to improvement, which has seen standards rising at the same rate as in most schools. She has also played a major role in the good improvement in standards in mathematics this year. Her vision for the school as a caring and happy learning environment is shared by staff and governors who have worked hard to ensure that this has been maintained. This aspect of the school's work is valued by pupils and their parents.
59. The governing body has given the headteacher and the school very good support during this difficult time. Governors visit often and help to promote the caring ethos of the school. Their strong links with the community mean that they know the school, parents and pupils extremely well. They are very committed and hard working. In particular, the Chair and Vice-chair have used their considerable expertise to help support the headteacher, particularly in monitoring and evaluating the work of the school. The Chair visits the school very regularly and there is a good programme of both formal and informal visits by other governors. This gives governors a very good knowledge of what is happening in the school and allows them to make good decisions about priorities for future development.
60. The reception class teacher is managing the provision for children in the Foundation Stage especially well. In particular, she has promoted very good teamwork amongst all adults who work in the class. This is a major reason for the very good provision in this stage. The organisation and management of the provision for pupils with EAL is also very good. Undertaken by the Local Education Authority support service, it is very effective and makes an especially strong contribution to these pupils' achievement.
61. Financial procures are good. The bursar is knowledgeable and makes good use of technology in the school office. The school improvement plan indicates resource requirements and, although they are not costed, the headteacher and governors take these priorities fully into account when setting their budgets. Rising standards in mathematics are one example of the successful allocation of resources. A considerable amount of careful planning has been undertaken in order to bring about improvements to the accommodation, and building is due to start shortly.
62. The role of deputy headteacher was especially affected by the long-term sickness of the previous post-holder. Subsequently, there has been no permanent deputy headteacher for two years, although the school has endeavoured to recruit one as quickly as possible. In addition, it has been difficult to appoint an acting deputy headteacher and three members of staff have, on different occasions, fulfilled this role. Consequently, the headteacher has had to undertake much of the senior management work herself. This she has done satisfactorily, as well as sensitively dealing with an especially difficult staffing situation. However these pressures have meant that some systems have not been applied rigorously enough to bring about greater improvement.
63. As well as difficulties in appointing a deputy headteacher, the school has also had problems in finding staff to take on the role of subject managers, partly because of the number of staff changes and temporary appointments. For example, there have been several changes in the leadership and management of English over the last few years. Under these circumstances the school has done well to improve English standards over this time. Currently, the leadership and management of history,

geography, ICT and design and technology (DT) are unsatisfactory and this was a contributory factor in the unsatisfactory curriculum and below average standards seen in ICT and geography.

64. Although some aspects of the school's monitoring and evaluation procedures are satisfactory, there are some weaknesses. The headteacher has observed lessons and sampled workbooks. In this she has been satisfactorily supported by subject co-ordinators who have carried out observations of English and mathematics lessons. She also tracks pupil progress, analysing test data and setting individual targets for the coming year. This information is used effectively in long-term planning for each academic year and helps to ensure that the majority of pupils are making satisfactory progress as they move through the school so that they achieve appropriately. However, partly because of weaknesses in subject leadership, some monitoring information drawn from lesson observations and assessment throughout the year is not evaluated effectively enough. In particular, much of the feedback given to staff is verbal and is not collated or analysed rigorously. For example, not enough emphasis is given to focusing on what is needed to promote the achievement of individual or groups of pupils, such as the higher or lower attainers. This weakness also makes it more difficult for the school to measure specific improvement in order to change or adjust strategies.
65. Another problem, which has arisen because of the lack of experienced subject leaders, is that some of the weaknesses in the curriculum for Foundation subjects have not been identified. For example, the fact that some areas of the curriculum for ICT were not being covered and that geography was not being taught in enough depth had not been identified.

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

66. The school has made satisfactory improvement since it was last inspected. In order to improve further and to raise the standards and achievement of pupils, the headteacher, staff and governors should:-
- (1) Improve the quality of the provision and raise standards of attainment in information and communication technology by:-
    - implementing a scheme of work which covers all aspects of the subject and meets statutory requirements;
    - providing resources which fully support learning;
    - improving the quality of teaching further by increasing teachers' expertise and confidence.  
*(Paragraphs 8, 26, 32, 63, 121-123 and 125)*  
*The school has already identified these weaknesses and planned to address them in the current school improvement plan.*
  - (2) Further raise standards and achievement through providing appropriately challenging learning activities for all pupils by:-
    - establishing a whole school procedure for the marking of pupils' work which clearly indicates what they already know, understand and can do and identifies what they need to do to improve;
    - ensuring that teachers use all available assessment information and have high enough expectations of what pupils can achieve when planning the next stages in learning;
    - developing more formal procedures for assessing pupils' standards and progress in the Foundation Subjects.  
*(Paragraphs 6, 7, 21-25, 33, 44, 48, 49, 64, 82, 84, 89, 90, 94-97, 100, 101, 107, 111, 120, 125, 129 and 134)*

*The school has already identified the need to improve the planning in mathematics so that it more closely meets the needs of individual pupils. This is a priority for development in the current school improvement plan.*

- (3) Review the overall curriculum and ensure that all statutory requirements are met by:-
- ensuring that geography and history are taught more regularly throughout the year, and that teachers allocate enough time to allow the Programmes of Study in geography to be covered in sufficient depth for pupils to reach the expected standards;
  - ensuring that science is regularly taught throughout the year in all classes so that pupils can more effectively build on and extend their skills and knowledge in the full range of topics covered by the National Curriculum Programmes of Study.  
(Paragraphs 9, 26, 34, 63, 101 and 111-113)
- (4) Ensure that key staff are making an effective contribution to the leadership and management of the school by:-
- increasing their skills in the systematic evaluation of teaching and the analysis of test data and other assessment results to identify where further improvement in the curriculum and teaching is needed;
  - developing the curriculum co-ordinators' knowledge of the requirements for their subject across the full primary age range;
  - making sure that the co-ordinators provide more effective support for staff who are new to the school, based on a specific analysis of those areas which need development;
  - endeavouring to ensure that curriculum co-ordinators spend long enough in the post to be able to make an effective contribution to the subject's development.  
(Paragraphs 6, 32, 62-64, 84, 86, 108, 125 and 135)

**Minor areas for consideration within the action plan include:**

1. Continue to promote strategies to help raise standards in writing to the same level as those in reading.  
(Paragraphs 76, 80, 82 and 86)
2. Setting mathematics targets on the Individual Education Plans for pupils with special educational needs.  
(Paragraphs 7, 22, 25 and 94)
3. Provide opportunities for pupils to plan and work independently, especially in problem- solving activities and investigative work in mathematics and science, and in research topics.  
(See paragraphs 38, 92 and 94)
4. Continue to implement effective procedures to encourage attendance.  
(Paragraphs 13 and 43)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	28

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	4	16	13	3	0	0
Percentage	5	11	42	34	8	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 around three percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	187
Number of full-time pupils known to be eligible for free school meals	13

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	30

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	5

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	16

### *Attendance*

<b>Authorised absence</b>	%
School data	92.3
National comparative data	94.1

<b>Unauthorised absence</b>	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	16
	Girls	9	11	11
	Total	25	28	27
Percentage of pupils at NC level 2 or above	School	86 (81)	97 (88)	93 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	9	9	11
	Total	26	25	28
Percentage of pupils at NC level 2 or above	School	90 (78)	86 (78)	97 (72)
	National	85 (85)	89 (89)	89 (89)

*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
	2002	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	12	11	14
	Total	25	23	28
Percentage of pupils at NC level 4 or above	School	78 (79)	72 (54)	88 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	10	13
	Girls	10	10	14
	Total	24	20	27
Percentage of pupils at NC level 4 or above	School	75 (75)	63 (57)	84 (82)
	National	73 (72)	74 (74)	82 (82)

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

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	22.6
Average class size	27.4

#### Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	128

### *Financial information*

Financial year	2001/2
	£
Total income	494,217
Total expenditure	492,948
Expenditure per pupil	2,515
Balance brought forward from previous year	1,269
Balance carried forward to next year	13,314

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

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1.4
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.*

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

#### **Questionnaire return rate**

Number of questionnaires sent out

187

Number of questionnaires returned

50

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	18	10	2	0
My child is making good progress in school.	52	40	8	0	0
Behaviour in the school is good.	47	49	2	0	2
My child gets the right amount of work to do at home.	33	54	13	0	0
The teaching is good.	48	44	2	2	4
I am kept well informed about how my child is getting on.	34	43	19	2	2
I would feel comfortable about approaching the school with questions or a problem.	60	30	6	4	0
The school expects my child to work hard and achieve his or her best.	54	42	4	0	0
The school works closely with parents.	49	35	12	4	0
The school is well led and managed.	52	40	2	2	4
The school is helping my child become mature and responsible.	58	35	4	0	2
The school provides an interesting range of activities outside lessons.	23	46	17	0	15



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

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

67. All children start school in the September term of the academic year in which they have their fifth birthday. Children who are five in the autumn term start full-time, the others part-time. Children become full-time in the term in which they are five. Good arrangements are made to help the children settle in to school. An especially informative booklet helps parents to prepare their children for school as well as giving very useful information. In addition, the church community also administers a private nursery on the same site and the nursery children and full-time reception children spend two afternoons sharing in the same activities. These very effective arrangements help children to settle in well in the reception class.
68. The assessments made soon after children start school show that the overall attainment varies from year to year, ranging from below to above that expected for children's age. It is also difficult to make comparisons due to the fact that the numbers entering reception vary by up to a third each year. Taking these factors into account, children's prior attainment is around that expected for their age, although it usually above this in their personal, social and emotional development. For children currently in the class, their prior attainment is above expectations.
69. Very good improvement has been made in the school's provision since the last inspection. Both the teaching and curriculum are very good in all areas of learning. The class teacher and her experienced assistant support children especially well. In the lessons seen during the inspection, all children, including those with SEN and EAL, as well as the higher attaining and gifted children, were making very good progress and achieving especially well. However, because many children are part-time, learning in the morning sessions is very intense and the teacher rightly provides more activities in the afternoon in which children can choose and work at their own pace. Overall, achievement is good.

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

70. Children achieve well in this aspect of their learning and the vast majority will reach the early learning goals well before they enter Year 1. By the time they enter Year 1, most children are likely to reach standards which are well above those expected for their age. Children are excited about what they are learning and this is because the activities are interesting and motivate learning especially well. The school's caring ethos is helping children to develop an understanding of the needs of others. An especially good example of this was seen in a prayer circle when all the children confidently prayed for their friends and family. The very good relationships seen throughout the school also support children's development well. Children are confident and know when they do well, taking pride in their own work and also that of other children.

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

71. Children are achieving well in this aspect of their learning and the majority are likely to reach the expected standard before they enter Year 1. Most children speak confidently and clearly, both in group and in whole class work. The very interesting explanations and discussions organised by adults encourage children's listening skills well. Children are making good progress in learning letter sounds. Many can build up simple three letter words and the higher attaining children have a very good understanding of rhyming words. For example, in an excellent literacy lesson seen, children were making up rhyming sentences such as "The cat was flat". Good arrangements for group reading are helping most children to recognise and begin to read simple, common words. There is also a very good focus on

increasing children's vocabulary and this is helping both their speaking and reading skills. A significant minority of children are already reading at a level well beyond expectations. Over the last year, the school has introduced a new handwriting scheme, which is having a very positive effect on children's handwriting and spelling, and these aspects of writing are above expectations. Most children are attempting to copy sentences and the higher attainers write their own.

### **Mathematical development**

72. Children are achieving well in this aspect of their development and most will reach the early learning goals well before they enter Year 1. Very nearly all children can accurately count to six, and a significant minority count accurately to 20. The higher attaining children are beginning to work out simple addition and subtraction sums. The majority of children can put a set of objects in order according to size. Most children recognise simple common shapes, can say how many corners and sides they have and whether the sides are curved or straight. Children were achieving very well in a numeracy lesson where they were learning about three-dimensional shapes and recognised that a pyramid has a square base and four triangular sides.

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

73. Children achieve well and are beginning to develop a good understanding of the world around them and most will exceed expectations by the time they enter Year 1. Children are interested in things that happen in their own lives and talk knowledgeably about their own families. Children use a computer program to identify their own characteristics and also members of their family. The effective religious education syllabus used by the school is helping children to learn about how people from different faiths celebrate festivals, such as Christmas and Diwali. They know the importance of some Rites of Passage, such as baptism. A very good contribution by a parent, who read a "Kipper" story in both French and English, also helps children to gain a good understanding of different countries and cultures. Scientific skills are also promoted well and most children know how shadows are formed and enjoy using their stick puppets to demonstrate this. Good use is made of computers, and children already have good skills, which enable them to be independent in this aspect. For example, during the inspection, two children were confidently operating a program telling the story while they read the books.

### **Physical development**

74. Partly due to bad weather, it was not possible to see many activities in this area of learning during the inspection. Therefore, no judgement can be made about children's physical education or gross motor skills. However, in the other areas of physical development children achieve well and exceed the standards expected for their age. Children are taught to control pencils, crayons and brushes well. This helps them to reach standards above expectations in their writing and drawing skills. Children are effective in shaping and modelling malleable materials and in joining construction equipment. Their cutting, sticking and joining skills in modelling are at the level expected.

### **Creative development**

75. Standards are in line with expectations overall. However, children have a good imagination and love acting out stories or taking part in role-play at the shop or workshop and in the "Ice Cave". Their paintings and other art and craft work is of the level expected, although these are always carefully finished, for example in the stick puppets and silhouettes children made. Musical skills are also at the level expected for the children's age. About two-thirds of the children can copy a simple pattern clapped by their teacher and are beginning to learn the names of percussion instruments.

## ENGLISH

### Strengths

- Standards are gradually improving.
- Pupils achieve well in reading.
- Pupils learning English as an additional language make very good progress.

### Weaknesses

- Marking is inconsistent and does not give pupils enough guidance on how to improve their work.
- Assessment is not rigorous enough, so teachers do not know enough about the precise levels at which pupils should be working.
- Pupils do not have enough opportunities to practice writing and spelling in well structured independent writing tasks.

76. There has been a very gradual upward trend in English test results over the last few years. In 2002, slightly more pupils reached the expected Level 2 in reading and around a third reached the higher Level 3, although the overall results were around average. In writing, a much higher proportion reached the expected Level 2 than is seen nationally. However, the fact that no pupils reached Level 3 meant the school's performance matched the national average overall. Test results for Year 6 followed a similar pattern, being around average, although, as for Year 2, reading was better than writing.
77. Although improved, current standards are not as good as when the school was last inspected. One reason for this is that the prior attainment of pupils entering Year 1 does vary from year to year. Overall it is average and the achievement of pupils is mainly satisfactory as they move through the school. It was not so good for Year 6 pupils who left the school last July because their learning had been adversely affected by a high number of staff changes.
78. Speaking and listening skills are particularly variable between year groups, although pupils achieve satisfactorily. Year 2 pupils have average speaking and listening skills. They are confident in responding to questions and in speaking to adults. They co-operate well when working in the classroom and discuss their work sensibly with their friends, generally listening attentively. By the end of Year 6, speaking and listening skills are above average. Pupils listen very well in the classroom and are confident speakers. For example, they talk very maturely to the reception children in paired reading sessions, encouraging good progress. Year 6 pupils also show a good understanding of using more formal language, being interested and polite when talking to adults.
79. Pupils' achievement in reading is good and standards at both the end of Year 2 and Year 6 are above average. By the end of Year 2, pupils read fluently and expressively. They show a good understanding of what they are reading and are enthusiastic about their books. Throughout the school, good use is made of guided opportunities to teach a wide range of reading skills. As they move on through Years 3 to 6, pupils continue to make good progress. Year 6 pupils maintain their enthusiasm and are increasingly competent at reading and understanding a range of texts. They tend to talk more about fiction than non-fiction, suggesting that they could be encouraged to read still more widely. However, pupils know how to use the numbered classification systems and are competent in finding out information from reference books. The higher attaining pupils are effective at deducing information from clues in the story. For example, in a Year 6 lesson, where pupils were reading 'The Diary of Ann Frank', this helped these pupils to show genuine empathy with Ann.

80. Writing is less well developed than reading, but achievement across the school is still satisfactory. Some opportunities to encourage independent writing are missed. For example, pupils in Years 1 and 2 sometimes copy words when they could be constructing their own sentences. Nevertheless, pupils reach average levels in story writing by the end of Year 2. Spelling is variable, but is average overall, and handwriting is above average. This is because pupils are taught joined script from the reception class onwards and presentation is good throughout the school. By the time they reach Year 6, pupils have been able to write for a range of purposes and audiences. There are a number of effective opportunities for extended writing and for writing in different styles. Good whole class teaching has ensured that pupils have a comparatively wide vocabulary. They have a good grasp of conventions, and standards in handwriting are above average. Story plotting and punctuation are comparatively weaker.
81. The National Literacy Strategy has been well adapted to suit the school and the teaching of English is generally satisfactory. Teachers have good expertise in English and this helps them to promote reading and vocabulary skills well. The very good relationships teachers have with pupils encourage the latter to concentrate and behave well in lessons. Guided reading sessions are well-organised and effectively used to support pupils' learning. These sessions capture pupils' enthusiasm and encourage good attitudes to reading. Teachers also promote pupils' vocabulary development in most other subjects, which supports this aspect of their learning well, especially for pupils with EAL. Based on a good scheme, handwriting is consistently well demonstrated and taught throughout the school.
82. Although no unsatisfactory teaching was observed, there are some weaker elements. In particular, the main weakness is that marking is inconsistent and does not show pupils what they have achieved, nor does it give advice on how to improve. This limits greater achievement. There is sometimes an over-reliance on textbooks and worksheets and, as a result, some writing and spelling tasks do not give enough opportunities for independent writing. Less emphasis is paid to encouraging pupils to write in different styles, which limits their achievement in this aspect.
83. The curriculum is satisfactory and provides appropriate activities for pupils of different prior attainment. However, although standards in speaking and listening are above average by Year 6, there are insufficient structured opportunities for the development of speaking skills. Cross-curricular links are still developing although, currently, insufficient thought has been given to planning opportunities for writing in subjects such as history and geography.
84. The whole school format for medium or short-term planning is not uniform and this makes it more difficult to monitor teaching and learning. In addition, not enough emphasis has been placed on evaluating the effectiveness of teaching or curriculum planning in order to bring about improvement in both the provision and pupils' achievement. Useful assessment systems track pupils' progress in English as they move from year to year and this is helping to ensure that overall achievement is satisfactory. Teachers use their own systems for assessing the standards pupils attain throughout the year and they are satisfactory. However, the information from these is not used effectively enough to judge whether individual pupils are achieving satisfactorily, nor to help plan what they should be doing next.
85. English resources are satisfactory. The library is well organized, but it is difficult to access with a class because of its current dual role as a computer suite.
86. Leadership and management are unsatisfactory. This is mainly because of staffing difficulties, which have led to the subject being co-ordinated by a number of staff over recent years. As a result, there has been no continuity of approach and this is one reason why improvement in the provision and standards has not been greater. In addition, the monitoring and evaluation of teaching and the curriculum, and their impact on achievement lacks rigour. Lessons have been observed and books sampled, but findings are not recorded and fed back consistently to teachers. The current subject co-ordinator only took over in

September. Previously the headteacher was managing English as part of her very heavy workload and development in English has necessarily taken second place to mathematics where improvement in standards was a priority. The headteacher and co-ordinator are clear about priorities in developing writing, and English has rightly been given prominence in the new school improvement plan.

## MATHEMATICS

### Strengths

- Pupils behave well in lessons.
- Pupils have good working relationships with each other.
- Teaching and learning in Years 1 and 2 are good.
- Mental and oral sessions successfully develop computational skills.
- There is a good use of key questions.

### Weaknesses

- The higher attaining pupils and those with SEN do not achieve satisfactorily in Years 3 to 6.
- Assessment does not directly link into planning for each group of pupils.
- There is a lack of independence in solving problems.
- There is insufficient use of ICT to support learning.

87. Standards fell immediately after the last inspection. However, during the past three years, the school's results have gradually improved, in line with national trends.
88. Inspection evidence shows that the standard of work attained at this stage in Year 2 is higher than last year. Last year, the school's performance in the Year 2 national tests was below the average of all and also similar schools, mainly because not enough pupils reached the higher Level 3. Currently, standards are in line with the national average. This is the result of more effective teaching, including better challenge for the higher attaining pupils. Standards are best in pupils' use and application of their mathematical skills and knowledge and mental calculations, where they can describe different ways of finding the correct answer. Most pupils work confidently with numbers above ten and count accurately in steps of two, five and ten. They can identify the value of different coins and use non-standard measures, such as straws or gingerbread men for measuring. They have a sound understanding of mathematical vocabulary, such as tallest, longest, and shortest for comparing length. Pupils are less successful in recording their work without support.
89. The scrutiny of pupils' work and lessons seen during the inspection show standards in Year 6 are in line with the national expectation at this stage. This is similar to the standards in the tests in May 2002, where the proportion of pupils reaching the higher Level 5 in the tests was close to the national average. However, there are still weaknesses in the provision for higher attaining pupils which means they do not always achieve as well as they should. Most pupils have a sound understanding of place value so, for example, Year 4 pupils understand place value up to a thousand and Year 6 pupils up to a million. Mental calculations are well taught so that most pupils, including those with SEN, can count forwards and backwards from any given number. Pupils progress from counting in steps of five and ten to more varied steps, which include the use of negative numbers. The higher attaining pupils successfully count forward in steps of 0.25, starting from any whole number. In their shape work, most pupils recognise a wide range of two-dimensional shapes, describing them using terms such as "vertices" and "faces" and they have a good understanding of reflective symmetry. However, their use of mathematical knowledge in solving problems is weaker.
90. All pupils' achievement in Years 1 and 2 is satisfactory because learning activities are appropriately matched to the stage at which individual pupils are working. In Years 3 to 6, some pupils' achievement is unsatisfactory. The lack of the use of assessment information to effectively plan for the next stage of learning means that the higher attaining pupils and those with SEN do not always have work set which matches their prior attainment.

91. Throughout the school, pupils' numeracy skills are average, and above this in their mental calculation. They use and develop their numeracy skills effectively in some subjects. For example, in a design and technology lesson, Year 1 pupils weighed ingredients for making gingerbread men. This involved skills in using scales. During a Year 6 history lesson, a group of pupils produced accurately scaled time-lines whilst others used bar charts to compare the size of households and life expectancy in the 1940s. However, the use and development of numeracy skills in other subjects is incidental rather than planned.
92. In all year groups, pupils' attitudes to learning are good and they respond well in lessons. Most work well independently and co-operate in pairs. Teaching in Years 1 and 2 is good. The teachers' good questioning and positive feedback during oral starter activities encourage pupils to concentrate well and try hard. Lessons have a brisk pace and successfully build on what has already been learnt. Teachers now have higher expectations of pupils and are planning more effectively for the prior attainment of different groups of pupils. For example in Year 2, pupils working with money had to choose the least number of coins needed to buy items. This involved a good knowledge of coin values and the ability to use higher denomination coins. Some pupils coped well, whilst others found this challenging. In the individual work which followed, each group was set a task which closely matched their stage of learning. Pupils with SEN worked with pence, and the higher attaining pupils worked with pounds. As a result of this good teaching, all pupils were able to learn at their own level and experience success. The methods teachers expect pupils to use in recording their work limits their achievement. This is because pupils use too many work sheets and structured layouts, which do not make it easy for them to show the extent of what they know and understand.
93. The quality of teaching is satisfactory overall in Years 3 to 6 although, in the lessons seen, there were some strong features. The better teaching has a pace and urgency, which interests pupils and encourages them to work hard. All teachers explain new concepts and tasks clearly and ensure that basic skills are consolidated successfully. On a minority of occasions, explanations are too long and interfere with the pace of the lesson so that pupils are less attentive. Teachers use key questions effectively to check and extend pupils' understanding and specific mathematical vocabulary is promoted well. For example, in a good lesson where pupils were learning how to plot shapes, the teacher's effective use of mathematical language increased pupils' understanding of the different axes, co-ordinates and quadrants of a graph.
94. The weaknesses in teaching are in the lack of opportunities for pupils' independence in solving written problems and the fact that all pupils are expected to do similar work in spite of their different prior attainment. Pupils with SEN receive some support from classroom assistants, but this is not always successfully targeted to their level of understanding so that they make less progress than they should. This is partly because targets are not identified on their Individual Education Plans. The higher attaining pupils are restricted in their mathematical development because they are insufficiently challenged and, sometimes, restricted from using their more advanced skills. No enough use is made of pupils' ICT skills to support their learning.
95. The management of the subject is satisfactory and the co-ordinator and headteacher have worked hard to ensure there has been an improvement in mathematics results over the past three years. However, there is still a lack of a cohesive whole school overview. Not enough use is made of assessment information to guide planning in order for it to meet the needs of pupils of different prior attainment. However, there is an awareness of this need. The current subject action plan identifies support for pupils with SEN, challenge for higher attainers and the increased use of ICT as areas for development. As a result, the school is well placed to consolidate and build on whole school improvement.

## SCIENCE

### Strengths

- Many lessons provide investigation and experimental activities for pupils and when this happens they make good progress.
- Pupils in Years 1 and 2 are achieving well.
- Throughout the school, pupils enjoy their work and behave well.
- Good opportunities for group work are helping pupils to work well co-operatively.

### Areas for development

- Teachers do not use assessment information well enough when planning for the next stage of pupils' learning and this has meant that the higher attaining pupils are not achieving as well as they should in Years 3 to 6.
- Some teachers in Years 3 to 6 do not explain things clearly enough and this makes it more difficult for pupils to gain new skills and knowledge.

96. After the last inspection, standards fell, but they then began rising again. In the teacher assessments at the end of Year 2 this year, overall standards were average. This is because, although very nearly all pupils reached the expected Level 2, none reached the higher Level 3. Standards are also average for current Year 2 pupils although the higher attaining pupils are now achieving better. In the Year 6 tests, the school's overall results were below average, with fewer pupils getting to the average or higher standards than in most schools. For current Year 6 pupils, standards have improved. An average number of pupils are likely to reach the expected Level 4, although few above this. This means that overall standards of pupils in Year 6 are still below average. Across the school, although the majority of pupils, including those with SEN and EAL, are achieving satisfactorily, the higher attaining pupils in Years 3 to 6 do not achieve as well as they should. This is because the results of assessments are not used effectively enough in planning for the next stages in learning and these pupils are not set challenging enough work.
97. Most Year 2 pupils can use simple equipment to carry out the tests their teacher has planned. When prompted to do so, they can compare different objects or phenomena and are beginning to use scientific language appropriately. Most use the worksheet provided by the teacher to record what they have discovered. Year 1 pupils can accurately sort materials, referring to some of their properties. Year 2 pupils are beginning to understand how simple electrical circuits work. For example, they know batteries have to be placed a certain way and that there has to be a connection between a switch and the power supply. In the lesson observed during the inspection, the majority of Year 2 pupils were achieving well. Most pupils' investigation skills and knowledge and understanding of scientific concepts are now being built on satisfactorily as pupils move through Years 3 to 6. Younger pupils are beginning to understand the effects of some magnetic materials and that some sounds travel through solid materials as the result of their experimental work. Older pupils know that some materials can be changed by heating or cooling as the result of their experimental work. They also carried out an investigation into the evaporation rate of water placed in different locations in the classroom. Pupils can also classify living things and recognise some of the conditions for these to survive. Achievement for the majority of Year 6 pupils is satisfactory and, in the lesson observed during the inspection, achievement by the average and lower attainers was good. There is little evidence that any Year 6 pupils are acquiring the investigative skills or knowledge and understanding of concepts at the higher levels and so the achievement of the higher attaining pupils is unsatisfactory.
98. Most pupils enjoy their scientific investigations and work purposefully in lessons. Good opportunities for group work are effective because of the very good relationships seen between pupils, which support



their learning. The good attitudes and behaviour of pupils are significantly helping learning, especially in those lessons where the pace was slow and the activity was not challenging.

99. Across the school, teaching and learning are satisfactory overall, although some good teaching was observed. A temporary member of staff taught the one unsatisfactory lesson seen. The strengths seen in the best lessons are the very good awareness teachers have of the needs of pupils with SEN and EAL, ensuring that they receive good support. Activities are based on an investigative approach and resources are well prepared and used effectively to help pupils learn. For example, in a good Year 2 lesson, the teacher had carefully ensured pupils could investigate a range of types and size of batteries in their electricity experiments. Lessons are interesting, and proceed at a brisk pace, ensuring pupils are fully involved and listen well. Pupils are given good encouragement and positive and helpful feedback, as was seen in a good lesson in Year 6.
100. Teaching is less successful when planning does not meet the specific needs of some pupils and they all do the same work. When this happens it is often too hard for the lower attaining pupils or too easy for the higher attainers so they do not achieve well. Some teachers do not have a secure subject knowledge and, on occasions, they do not explain things clearly so some pupils find it difficult to understand. These weaknesses contributed to the one unsatisfactory lesson seen in Years 3 to 6.
101. The curriculum, based on a national scheme of work, satisfactorily covers the topics identified in the National Curriculum Programmes of Study. However, in one class, science is not regularly taught throughout the year and at the time of the inspection pupils in this class had not had any science lessons for four months. This meant the teacher had to spend longer re-visiting and reinforcing skills and concepts already learnt, which was limiting the pupils' achievement. Assessment of the key learning skills and concepts is satisfactory. However, the information from this is not used well enough to help plan for future work. In too many lessons all pupils are expected to carry out the same activities and this limits the achievement of the lower and higher attainers.
102. The subject co-ordinator is satisfactorily leading and managing the subject. She has made an effective analysis of some of the reasons for the lower Year 6 results last year and has already planned to address the weaknesses in provision. Resources are of an appropriate level and quality and are used effectively to support learning in most lessons.

## **ART AND DESIGN and DESIGN AND TECHNOLOGY**

103. These subjects are taught alternately as part of a rolling topic programme. During the inspection, art was the topic being taught in all the Year 1 to 6 classes.
104. Standards in art and design at the end of both Year 2 and Year 6 are in line with national expectations and this maintains the standards seen at the last inspection. Pupils use sketchbooks to experiment, record and refine their skills. Experiences in Years 1 and 2 have included first-hand observational drawing such as sketches of bicycles in Year 2. Pupils have investigated colour mixing and used a variety of media including pastel, paint and pencil. Printing has been thoroughly explored. Textile studies have been included, through teaching of a variety of stitches on samplers, and modelling material has been used to create star-shaped gifts, so developing three-dimensional work. A good range of activities in different media are provided in Years 1 and 2, but development of individual creativity and choice of materials is more limited.
105. Good cross-curricular links provide useful opportunities to teach art in Years 3 to 6. By the end of Year 6, pupils have experienced a wide range of activities in both two- and three-dimensional work. For example, they have made mosaics and created simple pots as part of a topic on The Romans. Pupils

have improved in their skills in printing and are adept at figurative drawing, producing accurate drawings of people in motion. Sketchbooks are used inconsistently in Years 3 to 6 and, as no lessons were observed, judgements are based on the scrutiny of work including that on display, as well as talking to pupils and looking at planning.

106. Overall, achievement in art is satisfactory, but it is stronger in Years 1 and 2 than in Years 3 to 6. Only one lesson was observed. This was in a Year 1 class, and teaching was satisfactory. Pupils had made good progress over a series of lessons in understanding different types of printing. They were combining their skills to make tile prints of Fire of London scenes on a screen print background. Miro style symbols were also incorporated. Pupils were enjoying looking at Miro's works, but the explanation of the technique was not comprehensive enough for pupils to make more than satisfactory progress.
107. There is a clear art and design policy and a relevant scheme of work has been adopted. However, planning in the subject does not have a consistent format and sometimes the objectives are not clear enough. A major weakness is the lack of formal assessment, which limits the effectiveness of planning. This has meant that future learning activities are not based well enough on the current stage at which pupils are working.
108. The management of art and design is satisfactory, but is not as good as previously, mainly due to staff changes. In addition, the current co-ordinator has other areas of responsibility, which have had to take priority. The lack of monitoring of teaching and learning in Years 3 to 6 has led to the current weaknesses not being identified.
109. There is insufficient evidence to make an overall judgement on standards or achievement in design and technology (DT) at this time in either Years 2 or 6. This is mainly because the subject was not being taught during the inspection. In addition, the inspection took place close to the beginning of the academic year, so little work had been produced. Conversations with pupils show that the design-make-evaluate process is successfully taught. In Years 3 to 6, pupils take account of fitness for purpose when designing, and they are developing skills such as sewing appropriately. However, the limited time available does make it difficult for pupils to develop the full range of expected skills.
110. As no lessons were observed, it is not possible to make an overall judgement about teaching and learning. The work on display and evidence from interviews indicate DT is taught at an appropriate level. Year 2 pupils talk confidently about food technology and using construction kits. These pupils are clear that they have to plan a design and follow this when making their model, although they have limited experiences of working with tools independently. Pupils in Years 3 to 6 use annotated sketches for their designs and try out their ideas before making the actual model. However, time limits have meant that work is often completed as part of homework. This restricts the teachers' opportunities to provide helpful advice and therefore the progress pupils are able to make. The co-ordinator has only just taken over responsibility for the subject and has not yet had an impact on the provision or standards in the subject.

## **GEOGRAPHY and HISTORY**

111. Geography and history are also taught alternately as part of the rolling topic programme. At the time of the inspection, history was being taught throughout the school. A weakness of this organization is that geography and history are only taught in one term each year, which means that pupils go for a very long time without learning in these subjects. This has a negative impact on the progress they make in developing their skills and knowledge, especially in geography. One reason for the weakness is that lack of leadership and management in the subjects has led to unsatisfactory monitoring of the provision and standards. The new subject co-ordinator has already identified some weaknesses and suggested ways to

improve them. However, he has not had long enough to have an impact on the provision. Another weakness is the lack of formal assessment procedures in the subject which limit the effectiveness of future planning

112. As geography had not been taught this academic year, no work in this subject was available for inspectors to scrutinise. Evidence is based on looking at planning and interviews with pupils in Years 2 and 6. Few pupils could easily recall what they had learnt in the last year and expressed very little interest in the subject. Pupils' knowledge of the different topics and themes, which planning showed they had been taught, was below the level expected. In addition, pupils' could not describe or explain skills they might use, such as in map reading. Therefore pupils' achievement is unsatisfactory and they do not reach standards in line with the national expectation in either Year 2 or Year 6. Standards are not as good as at the time of the last inspection, where they were in line with national expectations in both Years 2 and 6.
113. It is not possible to make any judgement about the standard of teaching in geography. However, pupils' unsatisfactory achievement, together with the limited time allocation show that the National Curriculum Programmes of Study are not being covered in enough depth, so statutory requirements for the subject are not met.
114. Despite being part of the same rolling topic programme, there are not the same weaknesses in either the provision or pupils' achievement in history. This is partly because teachers are giving more time to the history topics. In addition, the teaching seen during the inspection was good. Lessons were interesting and pupils were enjoying their learning very much, resulting in good progress being made, so that achievement over the year is satisfactory.
115. At the end of both Years 2 and 6, pupils reach standards in history in line with national expectations and all pupils, including those with SEN and EAL and the higher attaining pupils, achieve satisfactorily. However, standards are not as good as at the time of the last inspection. This is partly due to the lack of subject leadership in the past few years and also the school's promotion of the literacy and numeracy strategies, limiting the time spent on the Foundation subjects.
116. By the end of Year 2, pupils have acquired the historical skills and knowledge expected. Year 1 pupils are introduced to topics related to things they see in the world around them. For example, during the inspection, they were finding out about different homes. Year 2 pupils had been learning about famous people in history. Pupils' written work showed good understanding of these people's impact on society then, and the legacy they gave to future generations. For example, pupils learnt about the work of Louis Braille and talked about how important his inventions are for blind people today. Some good work on display showed letters cut out of material, which could be "read" through touch.
117. There is a suitable range of opportunities for pupils in Years 3 to 6 to extend their knowledge about different eras identified in the National Curriculum Programmes of Study. For example, Year 4 pupils have a sound knowledge of the Roman occupation of Britain. They know the important facts about the invasion and settlement, including the wars with the Celts and the building of Roman towns. They also know how Rome defended its Empire and what life was like for a Roman soldier. By the time they leave the school, pupils have a secure knowledge of where to look for historical facts. For example, during the inspection, pupils were investigating life in Britain over the last half-century, using books, pictures and photographs as well as artefacts from this period.
118. Pupils are very enthusiastic about their learning. For example, Year 2 pupils sat enthralled whilst their teacher talked about The Great Fire of London. Year 6 pupils worked very enthusiastically in pairs researching the different features of life in Britain since 1950. There are satisfactory opportunities for pupils to use their literacy and numeracy skills in the subject. For example, in writing accounts of life in the past, such as what it was like for a soldier in the hospital in Scutari. Some good use of measurement was seen in the Year 6 class, where pupils were drawing timelines to scale. Older pupils use the Internet

to research topics at home, but this way of accessing information has not been promoted well enough in school.

119. The work seen in pupils' books shows that teaching is always at least satisfactory and, during the inspection, teaching was good overall, with one very good lesson being observed. Teaching and learning is good because teachers have an effective knowledge of the subject. Lessons are well prepared, with interesting activities which motivate pupils well. Teachers make very good use of different resources including videos and artefacts and this helps pupils to develop their history enquiry skills effectively, as well as their knowledge. In the lessons seen, pupils were achieving well. However, the time spent on the subject does not allow pupils to do as well over the course of a year as in individual lessons, so overall achievement is satisfactory.
120. The curriculum is based on a national scheme of work and is satisfactory overall. However, assessment is unsatisfactory because there are no formal procedures. This weakness also prevents future planning being effectively based on the stage at which pupils are working. The new co-ordinator has a good understanding of how the subject should be managed and the areas for future development. However, he has not had enough time to make an impact on improving the provision and standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. Pupils do not achieve satisfactorily in the subject because they are not being taught the full range of ICT topics from the National Curriculum Programmes of Study.
122. There is not enough evidence to make a judgement about overall standards at the end of Year 2. However, in the aspects seen, Year 2 pupils achieve satisfactorily and reach the expected standards in their use of word processing, and in making robotic toys move. Their achievement in using ICT programs to organise and classify information is unsatisfactory. Standards at this stage in Year 6 are below national expectations overall. However, they are in line with expectations in word processing where the majority of pupils edit, change and move text, as well as adding illustrations. The higher attaining pupils are able to combine text and graphics and consider the impact of their work on their audience. Most pupils can access information from a CD-ROM. Pupils' skills and knowledge are weakest in the use of ICT for monitoring and control where standards are below expectations.
123. Standards are not as good as at the time of the last inspection. This is because staff are less confident in teaching skills from areas of recent development in the subject. When teachers are less confident, often the tasks set are too easy and pupils do not make sufficient progress in developing new skills.
124. It is not possible to make a judgement about the quality of teaching and learning in Years 1 and 2 as no lessons were observed. In the few lessons seen in Years 3 to 6, teaching was satisfactory. Teachers plan carefully for lessons and share their learning intentions with the class, often before entering the computer suite. Time management is generally good, allowing pupils to complete the task and save to disk before leaving the suite. Teachers' clear explanations and effective questioning ensure pupils understand the task they have to complete. For example, in a Year 3 lesson, pupils were successfully manipulating text in order to produce a poster to advertise the Christmas Fair. They could explain the purpose of the task and demonstrate the stages in the process, justifying the layout, bearing in mind their audience.
125. Provision in the subject has been adversely affected by the long-term sickness of some staff and by the reluctance of others to take on responsibility for the subject. Currently there is a temporary co-ordinator who has not had sufficient time to ensure that all aspects of the subject are being taught. Another weakness caused by the lack of satisfactory management is that the current scheme of work has not been modified to closely match the needs of pupils. The school has improved the accommodation and

resources since the last inspection by creating a computer suite. However, weaknesses in the design and layout of the suite are having a negative impact upon learning. In particular, it is not possible for the teacher to demonstrate new skills or programs to the whole class and time is wasted doing this on an individual basis. Assessment is still at an early stage and, in some of the assessments seen, the lack of teachers' subject knowledge led to incorrect levelling of work.

## **MUSIC**

126. Standards at the end of both Years 2 and 6 are in line with national expectations. Most pupils, including those with SEN and EAL, achieve satisfactorily in terms of their prior attainment. Standards are not as high as at the last inspection. This is mainly because, at that time, the subject was taught by a specialist teacher. However, standards in singing remain above average. Since the beginning of this term, a part time specialist teacher has been employed and teaches all year groups from Reception to Year 3. The Year 5 teacher teaches Years 4 to 6. These new arrangements are having a positive impact on pupils' achievement, which was good in the lessons seen during the inspection.
127. Pupils in Year 2 sing tunefully and enthusiastically. Standards in this aspect are good and pupils sang a call and response song well. They are developing a sound understanding of the difference between rhythm and pulse, and can copy a simple rhythm clapped by their teacher. They know how to play a range of percussion instruments and are beginning to use technical terms such as "dynamics". These skills are built on effectively as pupils move on through Years 3 to 6. In an assembly, pupils sang in two-part harmony at a good standard. Pupils are developing a greater understanding of how music is organised and are beginning to identify what it is that makes a piece of music effective. In a good Year 5 lesson seen, pupils were appraising music in terms of the number and type of instruments used. About a quarter of the pupils already use the terms "crescendo and diminuendo", and others are learning these.
128. Pupils enjoy their lessons and all participate enthusiastically. In the two lessons seen during the inspection, teaching and learning were good. Teachers' subject knowledge is good and they explain things clearly and this helps pupils understand. Lessons proceed at a good pace, and pupils remain involved throughout. As a result, in these lessons, pupils were making good progress in developing their musical skills and knowledge.
129. The curriculum is well-planned to cover all aspects of the subject, including playing and composing. It is enriched by the many opportunities offered to pupils to learn to play an instrument. All pupils have the chance to learn the recorder and also the guitar, violin or keyboard from peripatetic staff. Pupils also have good opportunities for singing and playing to an audience, both in school and in district events. A weakness in the otherwise effective planning is the lack of formal assessment procedures to help plan for the next stages in learning. However, the teachers' effective subject expertise and the good knowledge they have of the pupils has helped to ensure that planning for future progress in learning is generally satisfactory. The subject is well-resourced overall, with an effective number of keyboards and instruments, and good attention has been given to introducing pupils to instruments from different cultures, such as steel drums from the Caribbean tradition.

## **PHYSICAL EDUCATION**

130. Standards in physical education are currently above national expectations at the end of Year 2 and in line with expectations at the end of Year 6. Standards in Year 2 are the result of the good teaching in Years 1 and 2, which helps pupils to achieve well. This is an improvement since the last inspection. Teaching in Years 3 to 6 is satisfactory and standards at Year 6 are unchanged, with pupils achieving appropriately.

131. Year 1 pupils displayed exceptionally good control and awareness of space as they moved round the hall. They were observed learning to balance with different parts of their body in contact with the floor and so they are making good progress in gymnastics. The Year 2 class wove their own movements into a Celtic sequence as they learned to create a dance to lively music. Pupils are also beginning to evaluate and improve their own performance, but this skill is relatively undeveloped.
132. Pupils in Years 3 to 6 follow a programme of dance, gymnastic and games, supplemented by swimming. In addition, there is a residential visit, where outdoor and adventurous activities are included. These pupils also display good control and enthusiasm for their lessons. Year 3 pupils, for example, were encouraged to produce high quality extended balances in a gymnastics lesson seen.
133. In the few lessons observed, the best teaching resulted in good progress being made in learning because of very well made teaching points, high expectations and good relationships. Consequently, pupils' movement skills improved well, although sometimes too much time was spent in consolidating the same skill. Teachers effectively evaluate pupils' performance and are beginning to encourage pupils to evaluate their own. Good attention is paid to explaining about health and safety, and the reasons for warming up and cooling down.
134. Compared to the amount of time spent on teaching PE in most schools, the time allocation is low. Each class has only one lesson a week. This is timetabled for over an hour, which is longer than seen in most schools for pupils in Years 1 and 2. The pace of the lesson is therefore necessarily slow, so that pupils do not get tired. As a result, progress is slower than it would be if the lessons were shorter, but more frequent. In addition, this means that pupils do not have enough regular opportunities for aerobic exercise. The school follows a national scheme of work that helps to ensure that pupils satisfactorily build on and extend their skills. However, the lack of the systematic assessment of pupils' achievement does limit the effectiveness of planning. The curriculum is also effectively supplemented by extra-curricular activities. A gymnastics club is run regularly and games clubs in football, netball and athletics also take place depending on the season.
135. There is a new subject co-ordinator who has already made a satisfactory start by attending support meetings with other schools and planning for a new scheme of work and subject policy. She has also correctly identified the need for more small equipment and new storage facilities in order to make the limited hall space more accessible. However, she has not yet had the opportunity to monitoring teaching and learning, which remains a weakness. The new building, which is due to be started shortly, will have a larger area of hall space and provide a much needed purpose built equipment store.