

# INSPECTION REPORT

## **BROOMGROVE JUNIOR SCHOOL**

Wivenhoe, Colchester

LEA area: Essex

Unique reference number: 114759

Headteacher: Mrs K James

Lead inspector: Bob Cross

Dates of inspection: 29<sup>th</sup> September to 1<sup>st</sup> October

Inspection number: 255637

Inspection carried out under section 10 of the School Inspections Act 1996

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll;	218
School address:	Broome Grove Wivenhoe Colchester
Postcode:	CO7 9QB
Telephone number:	01206 822893
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Appropriate authority:	The governing body, Broomgrove Junior School
Name of chair of governors:	Mrs L Margetts
Date of previous inspection:	June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Broomgrove Junior School is broadly the same size as most other schools of the same type. The number of pupils on roll is about the same as when the school was last inspected. The school has 36 pupils on its register of special educational needs, which is below the level of the national average. One pupil has statements of special educational need which is also below the national average. Pupils with social, emotional and behavioural difficulties are the largest group amongst those with special educational needs. The school has ten more boys than girls on roll and some year groups have a significant imbalance in the numbers of boys and girls. About 15 per cent of the pupils are from minority ethnic backgrounds which is higher than in most schools. Eighteen of the school's pupils who speak English as an additional language are in the early stages of learning to speak the language. The total number of pupils with English as an additional language is high compared with most schools and fluctuates significantly. This is because many of the parents of these children are post graduate students at the nearby Essex University. Arabic is the most common language spoken by these children. About 12 per cent of the pupils are entitled to free school meals, which is below the national average. During the last school year, 49 pupils entered the school other than at the usual time of first admission and 38 left it at times which were not those of the normal leaving or transfer for most pupils. This is a very high rate of mobility. In the last two years, the full time equivalent of 2.4 teachers have left the school and 3.3 have been appointed. This is a high rate of turnover. Although the school serves a mixed area, economic circumstances are largely favourable. Pupils in the current Year 6 entered the school at below average levels of attainment. The evidence indicates that other year groups showed improving standards on entry particularly in mathematics. When the school was last inspected, attainment on entry was above average. The school is involved in the Leadership Development Strategy in Primary schools initiative and is working with a local "Beacon" school to raise standards in writing and mathematics.

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## INFORMATION ABOUT THE INSPECTION TEAM

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9977	Fran Luke	Lay inspector	
10808	Alan Britton	Team inspector	Mathematics, geography, history, religious education, special educational needs
27644	John Tate	Team inspector	English, art, design and technology, music, personal, social and health education (PSHE)

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Teaching and learning and the management and leadership of the school are good. As a result, the pupils achieve well and reach good standards. However, standards in some subjects, for example, mathematics, are not high enough. Pupils with special educational needs (SEN) progress well but the more able and some of those for whom English is an additional language (EAL) do not achieve well enough. The high level of mobility amongst this last group of pupils is a significant barrier to improvement. The school gives good value for money.

The school's main strengths and weaknesses are:

- The school is well led and managed and high standards and improvement are fostered well.
- Teaching and learning are good and promote overall good achievement and high standards in music, English, science and history.
- The pupils' attitudes to learning are very good.
- The good provision for pupils with SEN.
- The pupils are well cared for.
- Curricular planning is good.
- Pupils in the early stages of learning to speak EAL and more able pupils do not always reach high enough standards.
- The average standards identified in the report, for example, in mathematics, information and communication technology (ICT), and religious education (RE) do not represent the pupils' full potential.
- Literacy and ICT skills are not used well enough to promote the pupils' learning across the curriculum.

The school has made a good improvement since it was inspected in 1999. Raising standards in writing and ICT, two of the key issues for action from the school's last inspection, have been well addressed. Standards in ICT were well below average in 1999. The third issue, ensuring a high level of challenge in all lessons, has been satisfactorily dealt with although more able pupils are not always set sufficiently difficult work. In 1999, the management and efficiency of the school and the quality of education it provided were judged to require some improvement. All of these areas are now judged to be good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	C	B	B
mathematics	C	C	C	C
science	C	C	C	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is good.** Current standards in science in Year 6 are judged to be above average. Achievement is good in Years 3 to 6. Pupils in the current Year 6 entered the school at below average standards.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Pupils have very good attitudes to learning and their behaviour is good in class and around the school. Attendance and punctuality are good. Pupils are interested in their work and relate well to adults and too each other. Their understanding of the multicultural nature of British society is not developed well enough.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The quality of teaching is good.**

Teachers have high expectations of the pupils and, as a result, pupils have very good attitudes towards their work. Teachers also have very good control of the pupils and ensure that they behave well. Because of this, relationships are good, no time is wasted and learning takes place in a productive atmosphere. This all results in good learning and achievement. Provision for pupils with SEN is good. The quality of teaching, learning and achievement for pupils who are in the early stages of learning to speak EAL are variable. These pupils do not always have enough support to understand the lessons. There are good assessment procedures in English, mathematics and science although assessment is less well developed in other subjects. They are very effective in raising standards in English and science but less successful in mathematics as pupils, particularly the more able, are not always fully extended by the work they are given. This is also true in ICT, speaking, listening and RE. Additional important strengths are the provision for the pupils' care and guidance, the planning of the curriculum and the headteacher's leadership and management. Links with parents are good and those with the community and other schools are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher ensures that the school focuses on raising standards and improvement effectively. Key staff support the leadership of the school well. The school improvement plan clearly reflects the school's main priorities. Self evaluation procedures are rigorous and effective. Barriers to improvement have been successfully addressed. The leadership and management of the school's provision for pupils with SEN are good. The management and development of the curriculum are strong. There is a strong commitment to the professional development of staff. The governance of the school has strengths such as a secure understanding of the school's strengths and weaknesses. However, it does not sufficiently influence strategic planning. The management of provision for pupils in the early stages of learning EAL has not ensured consistently good provision. The role of subject co-ordinators, particularly in respect of monitoring and developing teaching, is variable.

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

Parents are very satisfied with the school. They particularly like the quality of the teaching and the expectations that the staff have of their children. Some did not feel well enough informed about their children's progress or that the school sought their views frequently enough. The findings of the inspection support these views.

Pupils are also very satisfied with the school. They also liked the quality of the teaching and particularly appreciated the help adults give them if they are worried. Some felt that lessons were not always interesting enough.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve provision for pupils in the early stages of learning to speak EAL and for more able pupils.
- Raise the average standards in speaking and listening, mathematics, ICT, RE and PSHE.
- Improve the use of the pupils' literacy and ICT skills in other subjects.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall, achievement is good. Boys and girls achieve equally well. The achievement of pupils with SEN is good. Achievement for pupils with EAL and for gifted and talented pupils is satisfactory. Standards are above average in English and science and average in mathematics, ICT and RE.

#### Main strengths and weaknesses

- Pupils do very well in music and well in English, science and history.
- Although standards are average in speaking, listening, mathematics, ICT, RE and PSHE pupils, especially the more able, do not do as well as they are capable of doing.
- Pupils with SEN reach good standards for their capabilities.
- There are strengths and weaknesses in the achievement of pupils in the early stages of learning to speak EAL and of more able pupils.
- The pupils' literacy and ICT skills do not help their learning in other subjects well enough.

#### Commentary

##### *Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	27.9 (26.8)	27 (27)
mathematics	27.4 (26.6)	26.7 (26.6)
science	28.6 (28.3)	28.3 (28.3)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

1. Standards in the end of Year 6 national tests in 2002 were above average in English and average in mathematics and science compared with all schools and similar schools. Standards show an upward trend similar to the national trend.
2. The findings of the inspection are that standards are well above average in music, and above average in English, science and history. Achievement is very good in music and good in the other subjects mentioned. This is principally because of the nature of the teaching and learning in these subjects, but it is also due to the quality of curricular planning and the successful emphasis of the school's leadership on raising standards. Standards in music, English and history have improved since the school was last inspected whilst those in science remain unchanged at above average. Within English, standards in writing have improved from below average to above average because of the school's concentration on this aspect of the pupils' work. This means that this key issue for action from the school's previous inspection has been well addressed. However, standards in speaking and listening are now average rather than above average as the school does not analyse and develop these skills as well as it does reading and writing. The teaching of spelling is not well structured.
3. Standards in mathematics, ICT, RE and PSHE are average. Standards in mathematics and RE have fallen from above average since the school was last inspected. PSHE was not judged in 1999. Nevertheless, pupils achieve well in mathematics. This is because standards on entry to the school in the current Year 6 were below average rather than above average as they were in 1999. In ICT, standards have risen from well below average in 1999 to average. This also represents good achievement and means that another key issue for action has been well addressed. The good achievement in mathematics and ICT is underpinned by the good quality of teaching and learning in these subjects. Although achievement in mathematics and ICT is good it is not as high as it could be as more able pupils are not always fully extended. Standards in RE have fallen from above

average to average since 1999 and achievement in this subject is satisfactory. This is because the subject is no longer taught as a specialist subject by a single well qualified teacher but is taught by each class teacher. Achievement in PSHE is satisfactory largely because curricular progression is not planned well enough. There was insufficient evidence to make judgements about standards and achievement in art and design, design and technology (DT), geography or physical education (PE).

4. The pupils' literacy and ICT skills are used to support their learning in other subjects. Writing skills are used in most subjects but the work produced does not generally reflect the above average standards reached in writing in English. ICT is also used in other areas of the curriculum such as DT. However, this work is not extensive or well developed.

5. Pupils who have SEN make good progress towards the targets set for them. The targets in their individual education plans are appropriate to their needs and are achievable. The care and support offered by the adults that work with them ensure this good achievement.

6. The school has identified pupils who are gifted and talented and has made good provision for them in a number of subject areas such as music, English and science. In these areas, their work is usually well matched to their needs and they achieve well. However, in other subject areas where assessment procedures are less well developed or used, work is not always challenging enough to extend these pupils. This was particularly evident during the inspection in mathematics, ICT and RE. The key issue for action from the school's 1999 inspection has, therefore, been addressed satisfactorily.

7. The achievement of pupils who speak EAL is satisfactory. Those who are fluent in the language, although it is not their home language, have the same good achievement as their peers in the school. Those pupils who speak enough English to understand much of what is said to them and, where necessary, help each other, generally achieve satisfactorily although their achievement is good when they receive additional support. The achievement of pupils who are in the early stages of learning to speak EAL is also good when they get extra help. However, when this does not happen, their achievement is unsatisfactory. A particular problem related to these pupils is that their limited English often restricts their achievement in other subjects. For example, pupils who are good at mathematics work at a very basic level in this subject because of their lack of understanding of English. The high degree of mobility amongst these pupils adversely affects their achievement. The school has not found a way to address this problem successfully.

8. The school has made a good improvement in its standards since it was last inspected. The current Year 6 entered the school at below average standards. Their achievement is good in all subjects where judgements can be made except in RE and PSHE where it is satisfactory. The achievement of pupils with SEN is good and that of pupils who have EAL and the more able is satisfactory. Two of the key issues for action regarding standards have been well addressed and the third has been addressed satisfactorily.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. Their attendance is good. Pupils' spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- Pupils show a high level of interest in their school and they behave very well in lessons and around the school.
- Relationships between pupils, and between pupils and adults are very good and there is high degree of racial harmony.
- Pupils have a good awareness of right and wrong and show respect for others' feelings and beliefs.
- Pupils' appreciation of multi cultural diversity is too limited.

## Commentary

9. Behaviour is good throughout the school, in lessons, around the school and on the playground. Pupils are all aware of the school and class rules and fully understand the difference between right and wrong. Good racial harmony is evident in every class. Pupils' moral development is good. The pre-inspection parents' questionnaire showed that the vast majority of parents felt that behaviour was good and that their children were not bullied or harassed. All pupils show a desire to learn and there is a high level of attendance at school and for after school clubs. There was one fixed period exclusion in the school year prior to the inspection.

10. Pupils show good levels of confidence and self esteem. They like the school. In interviews, they were confident, articulate and understood what was being asked of them and gave mature responses. They put their points forward with understanding. There are good opportunities for pupils to take on additional responsibility, through membership of the School Forum and, in Year 6 by opting to become monitors. Pupils respond well to these opportunities, which they value.

11. Pupils have a good level of respect for the feelings and values of others and are given opportunity to reflect on these feelings. They are given the opportunity to think about moral values through RE and in assembly. They are encouraged to think of others by raising money for charities such as the local children's hospice. Pupils' social development is good. Relationships between pupils and with all the staff are very good. Pupils get on well together and work together well collaboratively. They share well as seen in a mathematics lesson where they worked in pairs using lap top computers. On the playground, they are boisterous, but play well together. Pupils have a sound understanding of their own culture but there is little opportunity for them to experience or have an understanding of life within a multi-cultural society as it is not deliberately planned throughout the curriculum.

12. Pupils who have SEN show interest in their work. They are able to maintain concentration as a result of well planned activities, teaching and good support both in and out of classes. They behave well and are settled in all classes. The attitude to learning of these pupils is very good.

13. The school's attendance is above the level of the national average. Its rate of unauthorised absence is below that average. This is due to the good steps that the school takes to promote attendance and to the support it receives from the parents in its efforts. Punctuality is good.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data:	4.3	School data:	0.4
National data:	5.4	National data:	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## Exclusions

### **Ethnic background of pupils**

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

#### **Categories used in the Annual School Census**

White – British	176	1	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	2	0	0
Chinese	2	0	0
Any other ethnic group	10	0	0
No ethnic group recorded	7	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

14. The quality of education provided by the school is good. The strongest features are the pupils' overall achievement and their attitudes to work both of which are fostered by the teaching and learning found in the school. Additional important strengths are the provision for the pupils' care, the planning of the curriculum and the headteacher's leadership and management. The area most needing improvement is provision for pupils in the early stages of learning to speak EAL. The average standards pupils reach in speaking and listening, mathematics, ICT, RE and PSHE and provision for more able pupils also require improvement.

### **Teaching and learning**

The quality of teaching, learning and assessment is good.

### **Main strengths and weaknesses**

- Teachers' high expectations and knowledge in English, science, history and music.
- The teachers' very firm insistence on good behaviour.
- The pupils' very good attitudes and application.
- The good use of assessment information in English and science is weaker in other subjects.
- The good teaching and learning of pupils with SEN including the support provided by teaching assistants.
- Provision for pupils in the early stages of learning EAL and more able pupils is variable.
- Standards in speaking, listening, mathematics, ICT, RE and PSHE do not represent the pupils' full capacity.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 32 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (6%)	21 (66%)	9 (28%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

15. Teachers expect the pupils to reach good standards. This is because of their own high expectations and because the leadership and management of the school are focused on reaching high and improving standards. As a result, pupils have very good attitudes and work hard. Only three per cent of the pupils surveyed thought that they never had to work hard. Due to these factors, and the teachers' good knowledge and understanding, standards are well above average in music, and above average in English, science and history. These features were evident in a Year 4 music lesson. The pupils initially learned to recognise the beat of a familiar tune and then they identified short and long beats in different sequences. They then experimented with these ideas using percussion instruments which they performed to each other. Additional challenging work was provided to extend all pupils.

16. Teachers have very good control of the pupils and make the standards they expect very clear to the pupils. As a result, the pupils behave well. Discipline, although firm, is natural and fair. Ninety five per cent of the pupils and 93 per cent of the parents, surveyed felt that pupils were treated fairly. Because of this, relationships are good, no time is wasted and learning takes place in a productive atmosphere. Teaching and learning are good in all classes. Some very good teaching and learning were seen in Years 3 and 5.

17. The quality of teaching and learning for pupils with SEN is good. All are included well in all aspects of class lessons and extra-curricular activities. They are given work that is appropriate for their needs and levels of ability, and they receive good support from the teachers and assistants, who work very well together as a team.

18. The quality of teaching and learning for pupils who are in the early stages of learning to speak EAL is variable. When these pupils have got used to the school, their ability to speak English is carefully assessed and recorded. At times when the pupils receive additional help this information is well used to plan their work and their needs are well met and teaching and learning are good. This was seen in a good one-to-one session where the pupil showed a good knowledge of Henry VIII. However, where teachers have no additional assistance, the needs of these pupils are often not catered for. For example, in an English lesson, a pupil with EAL was not involved at all and played with his pencil quietly for the whole of the lesson. In these cases, teaching and learning are unsatisfactory.

19. There are good assessment procedures in English, mathematics and science although assessment is less well developed in other subjects. In English and mathematics, the progress of each pupil is tracked and targets for improvement agreed between the child and the teacher. Sample of pupils' work are maintained and the pupil is aware of standards that he or she achieves. They are also made aware of how to improve their work when it is marked or discussed. Ninety nine per cent of the pupils surveyed felt that they were told how to make their work better. This is very effective in raising standards in English and science but less successful in mathematics as pupils, particularly the more able, are not always fully extended by the work they are given. As a result, the average standards reached in mathematics do not represent the pupils' full potential particularly in the case of the more able. This is also true in ICT, speaking, listening and RE. For example, in a Year 3 RE lesson all pupils were required to copy a simple piece of writing. Furthermore, discussion with pupils about their work in ICT and with a different group of more able pupils, showed every pupil felt that much of the work did not extend them. In many lessons, extension work for the more able is planned and available. However, they normally complete the same work as the rest of the class before undertaking the harder work and frequently do not have enough time to attempt it effectively. In PSHE, standards are average and achievement satisfactory largely because the teachers' planning for progression in the subject is not sufficiently well structured.

## **The curriculum**

Curricular provision is good. The school supports the pupils' learning outside the school day and develops the range of their interests well. Its accommodation and resources are good.

## **Main strengths and weaknesses**

- The curriculum co-ordinator is a very experienced and knowledgeable teacher
- The full range of statutory curriculum opportunities is available and is supported by a good variety of extra-curricular activities, many of which are over-subscribed.
- The school plans the curriculum well and adjusts it successfully in order to cater for the changing needs of pupils and national requirements.
- Provision for pupils with SEN supports good achievement.
- The school's accommodation, resources and staffing assist the teaching of the curriculum well.
- Overall, equality of opportunity is satisfactory although the provision for pupils learning EAL does not always meet individual needs. The gifted and talented pupils are likewise not always sufficiently extended.
- The provision for PSHE has strengths and weaknesses.
- Literacy and ICT skills are not used sufficiently across the curriculum.

## **Commentary**

20. A broad and balanced curriculum has been established which meets the needs of all pupils

well. A full range of planning documents, covering every subject in every year, has been produced. These are largely based on published scheme material adapted to fit the needs of the pupils and the school. All this material has been stored on computer where it can be updated and modified as required. All the staff, led by the curriculum co-ordinator, have been involved in this process to ensure that pupils make progress in a continuous and challenging way. The school's provision for PSHE meets national requirements. However, the school is introducing a published scheme of work to improve its structure.

21. There is evidence of the use of both literacy and ICT skills in other subjects of the curriculum. For example, pupils use their writing skills in most subjects. However, the quality of their work does not reflect the above average standards found in the subject in most cases. Similarly, ICT is used in a range of subjects such as history. However, this is clearly a developing area which has been hindered by the school's limited resources until the recent introduction of the laptop computer suite.

22. The school supports the curriculum very well through a good range of visitors and educational visits. Colchester, with its long and varied history, is well used as a resource and pupils make regular visits as part of their work in history and geography. In addition, the school has a strong musical tradition and gives performances for the parents and local community. Some pupils receive tuition in a range of musical instruments and reach good standards. There is an extensive choice of after-school clubs covering sport, music and indoor activities such as chess. The gardening club is presently well over-subscribed. All the teachers make a contribution towards these activities.

23. Provision for pupils with SEN leads to good achievement. Targets are well matched to pupils' educational needs. These are seen in the individual education plans concerning, English, mathematics, behaviour and social development. They are given work that is pitched at appropriate levels for their development and are fully included into the school's curriculum, both in and out of the school.

24. For the most part, the teachers have been in the school for a number of years and are very experienced. Their skills and numbers support the implementation of the curriculum well. The accommodation is pleasant and the atmosphere welcoming and supports the implementation of the curriculum well. The headteacher has successfully brought about improvements to the learning environment. The quality and quantity of learning resources are generally good. However, resources for pupils with EAL are inadequate and too little use is made of ICT to help these pupils or those with SEN.

25. The support staff give strong and positive support to the teachers in the classrooms. However, during the inspection it was apparent that some pupils who speak EAL do not always receive the help they need. Where the school provides help it is effective. However, too few staff are trained in teaching EAL. This means that professional linguistic support is not sufficiently available when a pupil who speaks little English arrives in the school. Additionally, in conversations with higher attaining pupils, there was a clear indication that the level of challenge in work is not always sufficiently rigorous. This was supported by observations in some lessons and by the analysis of pupils' work.

### **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is good.

### **Main strengths and weaknesses**

- There are good procedures for health and safety, child protection and first aid.
- Adults know pupils well and provide good levels of care for their well-being.
- The care, support and guidance of pupils with SEN are good.

- There are weaknesses in the guidance received by pupils in the early stages of learning EAL.

## **Commentary**

26. The school has good health and safety procedures in place. Governors and staff make regular health and safety checks and the outcomes of these checks are reported to governors and issues prioritised. Regular checks are made to grounds, buildings and equipment. The headteacher is the nominated officer for child protection procedures and she works closely with the school secretary, who has also been trained. Through regular discussion, all staff are kept aware of the need to inform the headteacher should they have any concerns. The school now has a formal Child Protection policy which it did not have when last inspected. Arrangements for the administration of first aid and for the care of children who are unwell are good and this helps them to feel safe and secure at school.

27. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide good role models for behaviour. In their responses to the pre-inspection parents' questionnaire, parents confirmed that they were confident that pupils felt they had an adult to turn to and this was confirmed in conversation with pupils. There are good procedures for the school to take account of pupils' views through the School Forum. Pupils spoken to confirmed that, even if they were not members of the Forum, they were happy that their views would be considered. The outcomes of any discussions are always reported back to them by their elected spokesmen in the Friday assemblies.

28. Assessment information is used well to guide and advise the pupils in English and science but less well in mathematics and other subjects. Children's books show good systems of target setting, pupils refer to these targets when they are working and discuss them with the class teacher before they move on. Pupils feel that this advice and guidance is good, meaningful and followed up by staff.

29. Pupils with SEN receive good levels of care, support and guidance. They are given focused support in groups whether working in the classroom or in an activity area. Outside agencies visit the school as required to work with individual pupils or small groups. Pupils' progress is monitored carefully as they move through the school by class teachers and the special educational needs co-ordinator

30. The school assesses the ability of pupils learning to speak EAL in the subject well shortly after they enter the school. However, this information is not always well used to ensure that those in the early stages of learning to speak the language are fully supported in their progress.

## **Partnership with parents, other schools and the community**

The school's links with parents are good. There are sound links with other schools and with the local community.

## **Main strengths and weaknesses**

- Parents have positive views of the school.
- The school provides parents with good information about the curriculum and how to help their children at home.
- There are good links with parents whose children who have EAL.
- Links with parents of pupils with SEN are good.
- Written reports on pupils' progress do not always show parents clearly how well their children are progressing.
- Curricular links with the infant school have both strengths and weaknesses.

## **Commentary**

31. Parents and carers have very positive views of the school. The school works well with parents, encouraging them to support the school through the Broomgrove Schools Association and also to help their children with homework.

32. The school provides a range of information for parents about what is happening in school as well as information about the curriculum and how they can help their children at home. The school web site contains a wide range of information for parents. This includes information about the rewards given to pupils in the weekly Friday Assemblies as well as copies of all the recent information sent out to parents. In addition, a notice board at the school entrance displays all recent letters to parents.

33. There are good opportunities for parents to meet staff formally and informally to discuss their children's progress. Written annual reports for parents are satisfactory. They inform parents what their children, know, understand and can do, and give areas for development. Reports seen did not inform parents where their children are in relation to national expectations.

34. There are sound links with the local infant school with which the school shares a site. The schools are working closely together to improve the already satisfactory curricular links between them. There are some good curricular links for the more able pupils with a local "Beacon" school and the local secondary school. There are appropriate 'taster' days and discussion with staff before pupils transfer to secondary schools. This enables pupils to adjust to the changes more readily.

35. The school has sound links with the local community. A number of community groups use the school facilities in the evenings and the school participates in local events. The Vicar of the local church comes into school regularly to take assembly.

36. The school has good links with the parents of children who speak EAL. These parents are confident about approaching the school. They make significant use of the building for a variety of educational purposes. The parents are very appreciative of the school's efforts to work with them and have acknowledged this, for example, in letters of thanks.

37. Parents of all pupils who have SEN have good links with the school. Nearly all of these parents are involved in planning and reviewing their children's targets and individual education plans. There is good contact with the staff responsible for pupils with SEN in both the infant school and secondary school. This ensures a smooth transition when pupils move to the next school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The leadership of the headteacher and other staff is good. The school is well managed. The school's governance is satisfactory.

### **Main strengths and weaknesses**

- The headteacher ensures that the school focuses on raising standards and improvement effectively.
- Key staff support the leadership of the school well.
- The school improvement plan clearly reflects the school's main priorities.
- Self evaluation procedures are rigorous and effective.
- Barriers to improvement have been successfully addressed.
- The leadership and management of the school's provision for pupils with SEN are good.
- The leadership and development of the curriculum are strong.
- There is a strong commitment to the professional development of staff.
- Financial planning and monitoring are good.

- The governance of the school has strengths but does not sufficiently impact on strategic planning.
- The management of provision for pupils in the early stages of learning EAL has not ensured consistently good provision.
- The role of subject co-ordinators, particularly in respect of monitoring and developing teaching, is variable.

## Commentary

38. The good leadership of the school by the headteacher, who is well supported by staff and governors, ensures that the school has a clear and effective purpose which results in good achievement by the pupils. This has enabled it to overcome the significant barrier to improvement caused by a fall in the standards reached by pupils entering the school. There is a strong team spirit in the school and all staff work together well. The leadership of curricular development is particularly effective and supportive. The good quality leadership has resulted in good relationships in the school and a commitment to including everyone in it in all aspects of its work. The school is successful in this commitment apart from the case of pupils in the earliest stages of learning EAL and more able pupils. The school improvement plan has a clear focus on raising standards and spells out quite clearly how success will be objectively measured. The plan also specifies further development of the senior management team and linking the work of the governors to the school's priorities. The governors are very supportive of the school and have a secure understanding of its strengths and weaknesses. However, although they visit the school regularly, the visits do not always have a suitable focus. Furthermore, the governors are not sufficiently involved in the earliest stages of school improvement and budget planning.

39. Effective and rigorous self evaluation underpin the good management of this school. The self evaluation completed by the school before this inspection was similar in all respects but one to the findings of the inspection. In addition, meticulous analysis of test data is undertaken, including not only the national end of Year 6 test results, but also the optional tests administered at the end of each year. Strengths and weaknesses are identified objectively by the school and effective action to bring about improvement is put into place. A relative weakness in the school's evaluative procedures is the role of some co-ordinators in monitoring and developing teaching. The headteacher carries this process out very effectively as, for example, does the literacy co-ordinator. However, in most other instances, this is an under developed facet of the subject managers' role. The school's involvement in the Leadership Development Strategy in Primary schools initiative is too recent to make any comments on its effectiveness.

40. Performance management is effective. There is a very strong link between performance management and staff development. Individual training needs are decided during the process of performance management and the headteacher monitors the action plans produced by this work. The training needs of subject areas and the school are also carefully built into this development in a planning week during which staff agree these priorities. Most of the teachers are very experienced and have worked in the school for some years. There has been a higher than usual turnover of teachers in the last two years. This has been well managed and the school has appointed teachers to develop its areas of weakness, for example, in ICT.

41. Financial planning is well related to the school's educational needs as they are set out in its school improvement plan. Expenditure is checked carefully and rigorously and financial reserves are projected as being close to the recommended 5 per cent at the end of the financial year. The school's funds are well used as they promote good achievement for the pupils. The school is concerned to get good value for the money it spends. However, it has not compared its costs with those of similar schools and does not undertake formal consultation with parents about major planned developments.

42. The leadership and management of the provision for SEN are good. Although, the co-ordinator is a part time teacher she is responsible for all SEN, including administration, in the school. She also has an active teaching role in supporting and teaching 'booster' mathematics classes in

Year 6. She leads a strong team of teaching assistants who provide clearly focused and appropriate work for all pupils with SEN. Performance management and targets are due to be introduced into the team in the near future. Any designated funds for SEN are used appropriately and well to ensure good achievement by these pupils.

43. The leadership and management of the school's provision for pupils with EAL are satisfactory. Its strengths include the quality of the assessment of the pupil's capability in English when they have settled into the school and the commitment of all those involved in this provision. The school faces significant barriers to managing the teaching of pupils with EAL notably the high levels of mobility amongst these pupils and the fact that many only stay in the school for relatively short periods. It has yet to address these barriers successfully. Too few members of staff have received training in the needs of these pupils and resources to support their learning are inadequate. Insufficient attention has been paid to ensuring the best use of available staff to meet the needs of pupils in the early stages of learning to speak English. The school receives some specialist support from the Local Education Authority. This was not observed during the inspection but the school values it highly. From comments made by the school, it was clear that it is receiving expert advice from this source, for example, about making use of the pupils' home language.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)		Balances (£)	
Total income	568,463	Balance from previous year	36,655
Total expenditure	539,687	Balance carried forward to the next	28,776
Expenditure per pupil	2,645		

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **SUBJECTS IN KEY STAGES 1 and 2**

#### **ENGLISH**

##### **English**

Provision in English is **good**.

##### **Main strengths and weaknesses**

- The school achieves above average standards in English.
- Detailed analysis and evaluation of pupils' achievement has led to a clear focus on raising standards in reading and writing.
- There has been a continuing improvement in the number of pupils achieving above average standards in writing over the past three years.
- The quality of marking is effective in the raising of standards.
- The standard of speaking and listening skills hinders further improvement in English.
- The teaching of spelling is varied and uneven.
- Pupils in the early stages of learning to speak EAL are not always effectively supported.

##### **Commentary**

44. Standards in reading are good in Year 6, which is a similar judgement to that made in the last report. Trends over time show rising standards. These above average standards were reflected in the pupils' work, in the lessons seen and in discussions with pupils about their reading. More able pupils in Year 6 read a variety of texts fluently and accurately. They read independently and use a range of appropriate strategies confidently. Pupils show a good understanding of the main points in a story and are able to explain why they enjoy particular books and authors. Similarly, average attaining pupils read accurately with improving expression. They initiate discussion about the stories willingly and display very positive attitudes. The majority of the less able pupils are on the brink of success. Good teaching and learning and regular practice have encouraged them to read more regularly and make progress towards greater fluency and expression.

45. There are a number of reasons for the improvement in reading standards. Pupils at all levels of attainment are given books to read that match their capabilities and are suitably challenging without being too difficult. The school has also developed good co-operation with parents, who give strong support to pupils. The well planned whole class and group reading opportunities enable pupils to practise and improve their skills more frequently than in the past.

46. Standards in writing are above average and have improved considerably. The measures introduced by the school since the last inspection and its work with its partner "Beacon" school have had a real impact particularly in terms of the number of pupils reaching above average levels. The most important features introduced have been higher expectations of the quality, quantity and presentation of pupils' work and the numerous opportunities for them to write for a variety of different purposes. The use teachers make of marking the pupils' work also helps the pupils to progress. During a Year 5 lesson, pupils were concentrating on the opening paragraph of an imaginative story. Several produced bright, stimulating work full of exciting vocabulary using word processors. Almost without exception, pupils made full use of appropriate punctuation and grammar. Pupils choose and use words effectively to create mood and they use increasingly complex grammatical structures as they progress. Their grasp of spelling patterns is also good.

47. It was noted that, in several classes, some minority ethnic pupils found difficulty in lessons

because of their lack of spoken English. The teachers and their assistants were helpful and supportive but, in some instances, this was not enough and, occasionally, pupils were marginalised in the lesson and not participating at all.

48. Standards in speaking and listening in Year 6 are average. During the lessons seen, all pupils listened carefully to the teachers and responded well during question and answer sessions. Sound listening skills ensure that pupils know what to do in group activities and are able to settle to their work. Most pupils speak clearly and audibly and are developing an appropriately varied vocabulary. However, the improvement in standards witnessed in reading and writing has not taken place in speaking and listening. This is because the school has not rigorously analysed and developed these skills in the same way as it has reading and writing. The school is aware of this and planning is already underway.

49. Overall, the quality of teaching and learning in English is good and, promotes good overall achievement from below average standards on entry. This represents an improvement since the last inspection when teaching was judged to be satisfactory. Lessons are now well planned, the National Literacy Strategy is firmly established and the methods for assessing individual progress are well honed and effective. The work of pupils in each year group reflected the same good quality provision. Underlying the good teaching is the teachers' understanding of the National Literacy Strategy and the importance of making effective links between reading and writing. For example, in Year 6, pupils were studying the text of 'Pigeon Summer' by Ann Turnbull. They were introduced to the concept of prejudice and the effect which this negative attribute has on the main character in the story. Having also watched a video of the story, more able pupils compared this with the written version and subsequently gave an opinion about which format was the more effective. Across the school, teachers make full use of their talents to make English a humorous and exciting subject to learn. They put a special effort into story-telling. Spelling is taught in one form or another by all the teachers but this is a disparate process which does not represent an agreed policy.

50. The subject leader manages the subject well. She has carried out a detailed analysis of pupils' achievement, measuring their progress against their attainment when they joined the school. This analysis has led to a clear focus throughout the school on raising attainment, particularly in writing. The subject leader has built up individual samples of pupils' work, all related directly to national norms. Monitoring of standards of teaching and learning takes place regularly and there is an excellent system for tracking pupils' progress in reading and writing linked to the setting of targets for individual pupils. There has been a good improvement in English since the school was last inspected.

### **Language and literacy across the curriculum**

51. The development of literacy across the curriculum is satisfactory. Writing for different purposes, for example, in science, is evident. However, the evidence of the use of literacy skills in other subjects does not reflect the above average standards found in English.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses;**

- Teaching and learning overall, are good.
- Support for pupils who have SEN is good.
- Pupils' attitudes to the subject are very good.
- Teachers manage and control classes well, resulting in good behaviour by the pupils.
- Leadership and management of mathematics is good, leading to better than average achievement by most pupils.
- Standards in mathematics, although average, are below English and science.

- Some homework is unsatisfactory and needs to be more structured and an extension to work in the class lessons.
- Use of ICT in mathematics is under-developed.
- Extension tasks for more able pupils are not always used to fully extend them.
- Pupils with little or no English language make slower progress if they do not receive bi-lingual support.

## Commentary

52. Standards of achievement in mathematics are average in the current Year 6. This is similar to the unofficial 2003 results. However, compared with similar schools standards have risen to above average and a generally upward trend is evident over the last five years. Pupils' achievement, which takes into account their capabilities and previous levels of attainment, is good.

53. The quality of teaching and learning is generally good. In the lessons observed, three were good, one very good and two satisfactory. In all lessons, teachers provided activities that were well suited to pupils' needs. For example, pupils in Year 6 gained a sound knowledge and understanding of fractions by finding various fractions of numbers and quantities. Their mental agility was developed well in initial sessions due to challenging, well paced questions.

54. Teachers use resources appropriately to give pupils 'hands on' experience of mathematics. In a very good Year 3 lesson the teacher used pupils and a row of chairs to illustrate to the class the principle of 'adding on'. Computers were used well in this lesson to support the learning of pupils with SEN and those who speak EAL. However, in other year groups, there was little evidence of the use of ICT in mathematical work.

55. In all the lessons seen, pupils who have SEN were given good levels of support, both from teachers and teaching assistants. Classes are organised so that pupils are grouped according to their levels of attainment. The special educational needs co-ordinator teaches 'booster' groups in Year 6 in order to raise standards in that year group. Pupils are taught by team teaching in Year 5 to enable them to be formed into four groups for their mathematics lessons. Most pupils, of all abilities, react well to this organisation and are given appropriate work. However, extension tasks for more able pupils are not always used at the appropriate time to extend these pupils. Those who have SEN or who speak EAL are included fully in all activities and most make good progress because of the good support. However, the few pupils who possess little or no knowledge of English make slow progress unless they are supported by a bi-lingual teacher or assistant. Pupils who have SEN make good progress towards their targets.

56. All teachers have established good classroom routines and have high expectations for pupils' performance which is apparent in all mental activities at the beginning of lessons. As a result, pupils behave well, remain on task and are keen and interested in mathematics. Evidence of this was seen in a Year 4 lesson when pupils worked in pairs to discuss the amount of television they watched in a day, week, month and year as an introduction to measurement.

57. Weaknesses in teaching include the setting of homework which is erratic in the various year groups and is not always a continuation of work carried out in the current lessons. In addition, extension tasks for more able pupils are not always used to the best advantage. The school's co-operation with its partner "Beacon" school is not influencing its work sufficiently in these respects.

58. Leadership and management in the subject are good. The subject co-ordinator is experienced and well qualified and is aware of the weaknesses in mathematics. 'Booster' groups have been introduced in the Year 6 classes in order to raise the standards in mathematics in line with English and science. She is also aware that the use of ICT in mathematics is under-developed and attended a course on the subject during the inspection. Individual pupil target tracking has been used for many years and this is used well to identify pupils of above average ability and those who need extra support.

59. Standards in mathematics at the time of the last inspection were reported as above average. However, the present Year 6 classes contain a higher than average number of pupils with SEN and EAL. A significant minority of these pupils entered the school with below average standards in the national tests and accordingly there has been a satisfactory improvement since the last inspection.

### **Mathematics across the curriculum**

60. Several examples of the use of mathematics in other curriculum subjects were observed during the inspection. These included DT when pupils used their mathematical skills to design a Tudor house. In geography work from last year, pupils used their mathematical skills for orienteering and a cross section of a stream. Various graphs were evident from displays in all year groups when pupils used their data handling skills.

## **SCIENCE**

Provision in science is **good**

### **Main strengths and weaknesses**

- The pupils achieve well.
- The subject is well managed.
- Curricular provision is good and well planned.
- Assessment procedures are good and well used.
- The pupils' understanding of investigative science is not as strong as their understanding of other aspects of the subject.
- Pupils in the early stages of learning EAL are not always appropriately catered for when they do not have additional support.
- There is only limited evidence of the use of ICT.

### **Commentary**

61. Standards in science are above average in Year 6. This judgement is the same as that made by the school's last inspection. However, at that time, pupils were judged to enter the school at above average standards whereas they now enter at below average standards. The current judgement, therefore, represents good achievement and a significant improvement compared with the findings of the school's previous inspection. The good achievement is promoted by consistently good quality of teaching and learning in the subject. The above average judgement of standards also differs from the school's 2002 end of Key Stage 2 national test results which were average. It is, however, the same as the school's provisional results for the 2003 tests. The improvement is due to the school's effective efforts to raise standards.

62. The subject is well managed. The school's comprehensive curricular planning and work in the pupils' books show that all aspects of science are well taught. Discussions with pupils and analysis of their work showed that good use has been made of the school's environmental area in their work on life processes and living things. All of the pupils spoken to in a group discussion said that they enjoyed investigative work best. They mentioned, for example, testing the resistance of air and how location affected evaporation. However, the school's analysis of assessment information provided by the national tests shows that the pupils do relatively less well in this aspect of the subject when tested. The evidence of the inspection indicates that this is because of an element of over direction by teachers in investigative science. In addition, the pupils' scientific vocabulary is a weaker element of their understanding and their written work is often very structured.

63. Apart from the strong analysis of national tests, assessment information is, in most cases, well used to match the work to the pupils' needs and to give the pupils a clear understanding of how to improve. The marking of pupils' work is largely praise. However, those spoken to said categorically that when they were tested they were told clearly how they could have reached a higher

National Curriculum level – particularly if they had not done as well as expected. This emphasis on promoting the highest standards possible for individual pupils caters well for most pupils, especially the more able. The effective use of assessment information was seen in a good Year 5 lesson about materials. Pupils were given tasks at three levels of difficulty according to their needs so that they all achieved well. In this lesson, the more able used ICT to record their findings. However, in general, the use of ICT in science was not very evident.

64. Provision for pupils with EAL is variable in the case of those in the early stages of learning to speak the language. Where specialist support is provided, these pupils achieve well. This was evident in a science lesson where the task planned by the teacher was too difficult and the teaching assistant adjusted it well to meet their needs. However, in another science lesson where the teacher had no additional support, these pupils copied the actions of other pupils but had no understanding of what the lesson was about.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**

### **Main strengths and weaknesses**

- The improved standards reached by the pupils.
- Wide curricular coverage.
- The pupils' confidence and attitudes to their work.
- The strong management of the subject.
- Underdeveloped assessment procedures.
- The pupils' lack of understanding of the nature of ICT and its application.
- The use of ICT in other subjects is not extensive.

### **Commentary**

65. Standards in ICT are average and the pupils' achievement is good. At the time of the school's last inspection, standards were well below average and had shown no improvement. The key issue for action from that inspection has thus been very well addressed. Additionally, when the school was inspected in 1999, the ICT curriculum did not meet National Curriculum requirements. These requirements are now fully met and curricular provision is broad and well structured to help the pupils to progress. Improvement since the school was last inspected has, therefore, been very good. This has been brought about by good management and good quality teaching and learning. In 1999, the management of the subject was judged to be poor and too little teaching was seen to make a judgement about its quality. The teachers' knowledge of the subject has also improved considerably since the school was last inspected although the need for continuing training is recognised in the school improvement plan.

66. The pupils show great confidence and very good attitudes to their work. This was very evident when talking to them about ICT and in lessons. For example, in a good Year 6 lesson, pupils worked together very well in pairs as they used their laptop computers to search the Internet for information about children in World War II, particularly evacuees. In conversation, they happily discussed their work and showed particular knowledge of word processing and its associated skills and of the technical vocabulary associated with the subject. However, they had a very limited view of the range of ICT beyond the use of computers or of possible more appropriate alternatives to using ICT in some situations.

67. The school has recently introduced a comprehensive assessment system which indicates that, although most pupils are doing well, many are not reaching their full potential. This view was given some support during discussion with a group of pupils all of whom felt that most of the work they did in ICT in school was too easy. They expressed the view that they did much harder work on

their computers at home. It was also evident that ICT was not fully exploited to meet the needs of pupils in the early stages of learning EAL or of those with SEN.

68. The school is now well resourced in terms of its ratio of pupils to computers. However, it lacks some of the more sophisticated equipment commonly seen in many schools. Additionally, as the laptop computer suite is very new its use is not always maximised. This was seen in a lesson in which the pupils did not use the machines until about half way through it. This meant that they could not repeat the teacher's demonstration in a "hands on" fashion which slowed their progress. The school has also established a very good website which is kept up-to-date by one of the teaching assistants.

### **Information and communication technology across the curriculum**

69. There is good use of ICT in English where the pupils, for example, frequently word process a variety of types of work. During the inspection, evidence was also seen of the subject's use in DT, history, art and design, and, to some extent, in mathematics. For example, in a Year 5 lesson, pupils designed Tudor houses – some being drawn to scale – and were well supported by the teachers and the teaching assistants. However, the broader range of evidence indicated that until the school's recently acquired laptop suite had come into use, cross curricular use of ICT, apart from in English, was limited. This was, to some extent, confirmed by the pupils, most of whom said they largely used ICT for their English work. With its improved resources, the school has a good basis from which to expand the use of ICT in other subjects. The evidence indicates that this has already started.

## **HUMANITIES**

No geography lessons were seen during the inspection due to an alternate timetable with history. Inspectors observed two history and three RE lessons. Inspectors also spoke to groups of pupils, scrutinised teachers' planning documents and held discussions with subject leaders. In geography there was insufficient evidence to make definitive judgements.

### **Geography**

70. Evidence from last year included examples of work on links with pupils' holidays and the location of Colchester on a map of the south east. In their work on rivers pupils made an outside visit and drew a cross section of a stream using some of their mathematical skills. Orienteering was introduced to the younger children using the school environment, including the grounds. Another mathematics link was made when pupils compiled a tally chart and graph illustrating the amount and type of traffic passing the school. The limited evidence indicated average standards.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Pupils' standards and achievement in history are good.
- Teaching and learning are good.
- Pupils are very keen and interested in history.
- Resources for the subject are good.
- Good leadership and management.
- Planning for pupils to use ICT more frequently for independent research.
- Extra support is needed for pupils with very little understanding of English when teaching assistants are not available.

## Commentary

71. Pupils' attainment is above average. This represents good achievement by the vast majority of pupils. The quality of teaching and learning seen in the lessons observed during the inspection was good and underpins the pupils' good achievement. This is also an improvement on the judgement of the previous inspection when teaching and learning were overall satisfactory.

72. The good quality of the teaching and learning was demonstrated in a Year 4 lesson observed. Pupils had to identify the characteristics of a Roman soldier and to learn about Roman army life. The lesson was well linked to geography as pupils were asked to identify the span of the Roman Empire on a globe. Pupils' DT skills were to be used later in the week when they made a Roman shield. All pupils achieved well due to the teacher organising a playground session when pupils were formed into a 'cuneum' (wedge) and 'testudo' (tortoise) ready for battle. Orders were given in Latin, further extending their knowledge of Roman times. In Year 6, pupils' good achievement was promoted as they used a variety of sources, including a short excerpt from a video film. This enabled them to reach above average standards as they understood the reasons for the evacuation of children at the beginning of the Second World War. However, overall, the use of ICT is under-developed for research in the subject.

73. Good links with pupils' social and moral development were evident as they discussed the mixed feelings and emotions that parents and children would have felt when they parted. Pupils' writing skills were extended when they were encouraged to write an imaginative piece of writing on being an evacuee. However, a pupil with little understanding of English was only really interested in the video clip and consequently under-achieved during the lesson due to little support. Teachers have a good knowledge and understanding of the various history topics and their enthusiasm for the subject is transferred well to pupils, encouraging good achievement by nearly all.

74. The leadership of history is good, and the effective management in the subject leads to above average performance by most pupils. The school has a good collection of artefacts and the various classroom displays were evidence of this. Pupils of different year groups make regular visits to places of interest especially in the Colchester area in their study of the Romans. The quality of provision has improved since the last inspection when it was considered to be satisfactory.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Pupils' good attitudes to the subject.
- The contribution to pupils' moral and social development.
- The subject leader's good role model for other staff and pupils.
- The quality of provision has fallen since the last inspection.
- Pupils' standards and achievement have fallen since the last inspection.
- Too little use is made of ICT.
- Pupils with very little command of English under-achieve because of lack of support.

## Commentary

75. Pupils' attainment is average. The overall quality of teaching and learning seen in the lessons observed during the inspection was satisfactory. In the Year 5 lesson observed, the subject matter related to Chad Varah and the introduction of the Samaritans. This related well to pupils' moral and social development. Pupils were encouraged to talk about experiences when they had been listened to. 'Who has listened to you?' asked the teacher and pupils mentioned Childline, God, parents and teachers. The link between talking and listening and 'compassion' was acknowledged by the majority of pupils. Main elements of the Christian Year were discussed in the Year 3 lesson on the

Harvest. The subject was well linked to science and pupils discussed the relationship between an acorn, growth and God. A link to history and literacy was also made by contrasting harvest time now and a hundred years ago. Pupils' knowledge and understanding of Judaism were enhanced in a Year 4 lesson on Abraham and the significance of the Covenant to Jewish people. Most teachers planned different and appropriate tasks for pupils, including those with SEN, but the few pupils understanding very little English were generally un-supported in RE lessons and under-achieved. Very little evidence was found of the planned use of ICT for research in the subject.

76. The time allocated to RE through the year is appropriate to meet the requirements of the locally agreed syllabus. Planning documents, a scrutiny of pupils' work and discussion with pupils indicate that topics include the Christian Year, Judaism and Buddhism. In discussion with pupils, it was evident that they enjoyed their RE lessons, although their knowledge of aspects of other religions was sketchy. They talked about the school's role in raising money and gifts for various charities and could understand how this linked with Christian beliefs like tolerance and compassion.

77. A comparison with the last inspection indicates that pupils' standards and achievement have fallen. This is because at the time of the last inspection the head-teacher, a Local Education Authority RE advisor, taught all classes in the subject achieving a very high standard. However, pupils' standards and achievement remain at least satisfactory. The subject co-ordinator, a part time teacher, has a genuine interest in the subject and is a good role model for pupils and staff. Management of the subject is satisfactory.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Three lessons were seen in music and one in PE. No lessons were observed in art and design or DT although inspectors looked at a sample of pupils' work in these subjects. Inspectors also examined a record of musical activities in which pupils had participated during the previous year. However, there was insufficient evidence to make definitive judgements in art and design, DT or physical education.

### **Art**

78. In art, Year 6 pupils had drawn still-life portraits of each other in pencil and charcoal. These were of a very good quality and indicated a careful appreciation of face and features. Year 4 pupils were producing shields as part of their history topic and had researched heraldry from books and other sources. An analysis of work from the last year and examination of the many attractive displays around the school showed good quality paintings in the style of Vincent Van Gogh. These, together with above average standard paintings of Tudor monarchs in Year 5, were accompanied by suitable written descriptions of the subject matter.

### **Design and technology**

79. The main DT topic in Year 5 for the term, Tudor buildings, is well linked into the history topic. Pupils access the internet to find details of a variety of dwellings and subsequently use their mathematical skills to draw scale models. Evidence from last year included examples of slippers made by Year 6 pupils which were of a significantly better design and finished product than is usually found at this age.

### **Physical education**

80. In the Year 6 PE lesson observed, pupils reached average standards in gymnastics. The pupils performed a variety of jumps with satisfactory co-ordination but although the teacher emphasised the quality of landing this was often a weaker feature of their work. The teacher's control was quiet and effective and her questioning skills were strong. These features led to a good class discussion of how the pupils could increase the length or height of their jumps. The pupils showed sound control and imagination when linking movements including jumping and rolling on mats and small apparatus. This gave them the opportunity to apply their skills in their own way.

There was a good emphasis on the development of technical language, for example, the types of jump, and on safety. This was important as the hall was small for the number of Year 6 pupils involved in the lesson. Appropriate use was made of demonstrations of their work by the pupils but most of the evaluation of work was directed by the teacher rather than coming from the pupils. The lesson generally proceeded at a good pace. However, putting out the apparatus was slow for children of this age and this reduced the time available for working. The lesson was well structured with an appropriate warm up exercise, good development of the main activity and a cooling down exercise. However, there was no discussion of why warming up was necessary or of the effects of exercise on the body. Overall, teaching, learning and achievement in this lesson were satisfactory.

## **Music**

Provision in music is **very good**.

### **Main strengths**

- Standards are well above average.
- The quality of teaching and learning is very good.
- Very good curricular planning and strong leadership enable all aspects of the subject to be taught effectively.
- The enjoyment, pleasure and stimulation derived from this work spread throughout the life of the school.
- Pupils with talent are given the opportunity to develop their skills.
- The curriculum is enhanced by extra-curricular musical activities.
- The school regularly participates in community events.

### **Commentary**

81. Standards are well above average in Year 6. This judgement represents an improvement on the good standards reported at the last inspection. Pupils throughout the school sing a wide range of songs with great enthusiasm, particularly during school assemblies. Regardless of age, pupils take part with gusto. They demonstrate a good grasp of melody, maintain the beat well and sing with expression and obvious enjoyment. Discussions with pupils confirm how popular music is.

82. The quality of teaching and learning is very good and promotes very good achievement. Strengths in teaching include very good control of the pupils, detailed planning and a good understanding and knowledge of the subject. These qualities were evident in two of the lessons observed: one in Year 6 and one in Year 4. In Year 4, pupils were introduced to ostinato or repeating patterns. Initially, they were learning to internalise sound, repeating a beat in time to a familiar song - in this case 'Row, row, row the boat', first of all with the tune and then during short sections when the sound was withdrawn. Having established how important the beat was, pupils were then introduced to ostinato patterns, short and long beats in different sequences. Finally, pupils were given untuned and tuned percussion instruments on which to work out the patterns and perform for each other. Good extension work enabled all pupils to work at their varying levels of ability.

83. In Year 6, pupils were using their existing knowledge of ostinato to find out and to sing working songs, in particular 'Zum Gali Gali', accompanied by various percussion instruments. The teacher used correct vocabulary to explain how the sequences were to develop and it was clear that pupils had received good tuition previously. Towards the end, the class sang the song in parts maintaining a firm rhythm to support their singing. Good teaching, combined with plenty of opportunity for pupils to innovate and explore, extended pupils' knowledge and understanding of ostinato.

84. The co-ordinator has very good knowledge of the subject and provides very good leadership

and very good support for teachers. She has run workshops for staff on different aspects of music and has devised good planning documents based partly on published schemes of work. The progression in the teaching of knowledge and skills is carefully monitored. The school takes part in numerous local shows and puts on shows such as 'Alice in Wonderland'. Several more able pupils receive peripatetic tuition in instruments which include keyboard, violin, flute and drums. After school clubs include opportunities for the pupils to develop their musical skills.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Two lessons in PSHE were seen. The school's documentation and the pupils' work were analysed and discussions were held with staff and pupils.

### **Personal, social and health education**

Provision in personal, social and health education is **satisfactory**.

### **Main strengths and weaknesses**

- Provision is not sufficiently well structured.

### **Commentary**

85. The quality of teaching and learning is satisfactory and promotes average standards and satisfactory achievement. Year 6 was observed discussing gender stereotypes in 'circle' time. This was a good lesson in which careful prompting by the teacher encouraged pupils to discuss why one sex might be better at something than another, an argument often countered by someone with a contrary point of view. The pupils were refreshingly open-minded about the topic and treated opinions in a fair and reasonable way. There was a strong link with literacy and pupils offered worthwhile contributions and did not find this issue difficult to deal with. It also reinforced the good attitudes and relationships which were generally evident during the inspection.

86. Management of the subject is satisfactory. The programme for PSHE has evolved over a number of years and now incorporates all those statutory features which are expected in this type of school. An experienced teacher, who is also responsible for PE, has been involved throughout the subject's development and has incorporated good practice as it has been recommended. A new published scheme of work is being introduced to enable teachers to plan topics and activities in a more structured way. The school's previous inspection report did not contain comments on PSHE and so improvement since that inspection cannot be judged.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*