

# INSPECTION REPORT

**COOPERSALE AND THEYDON GARNON CHURCH  
OF ENGLAND PRIMARY SCHOOL**

LEA area: Essex

Unique reference number 115095

Headteacher: Mrs S Miller

Lead inspector: Mr J Bald

Dates of inspection: 6 to 8 October 2003

Inspection number: 255879

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 controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	151
School address:	Brickfield Road Coopersale Common
Postcode:	CM16 7QX
Telephone number:	01992 574890
Fax number:	01992 561216
Appropriate authority:	The governing body
Name of chair of governors:	Mr I Hull
Date of previous inspection:	June 1999

## CHARACTERISTICS OF THE SCHOOL

Coopersale and Theydon Garnon Primary School serves an Essex village on the outskirts of greater London. It is a small voluntary controlled Church of England school, with 151 pupils aged four to eleven. Most pupils are white, with a very small number from minority ethnic backgrounds. There are nine traveller pupils. Two pupils have English as an additional language but are not in the early stages of learning English. Most pupils have reached average standards for their age when they join the school, but a small number have had interruptions to their education. The proportion of pupils with special educational needs is broadly average; most have learning difficulties, and a small number have behavioural difficulties. Pupils have a wide range of backgrounds: the social and economic circumstances of the school are broadly average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17932	John Bald	Lead inspector	English History Information and communication technology (ICT)
9835	Glenda Spencer	Lay inspector	
18356	David Sassoon	Team inspector	Mathematics Science Design and technology Geography Physical education
8139	Barbara Johnstone	Team inspector	Foundation stage Art and design Music Religious education

The inspection contractor was:

Open Book Inspections

6 East Point  
High Street Seal  
Sevenoaks  
TN15 OEG

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is unsatisfactory.** Nevertheless, the school is managed well, and, a result of very recent improvements, it is now providing satisfactory education. Standards are rising, though they are still well below average in writing, and achievement is not yet satisfactory. The school takes very good care of its pupils, and ensures that all are fully involved in its life and work. Value for money is unsatisfactory but is improving.

The school's main strengths and weaknesses are:

- Standards in Year 6 are broadly average in mathematics, science, reading, religious education and information and communication technology (ICT). They are good in physical education.
- Standards and achievement in writing are unsatisfactory.
- The headteacher's very good leadership and management, with good support from the local education authority, have built strong teamwork among staff and won the support of parents.
- The best teaching is very good, and teaching assistants are very effective.
- Higher-attaining pupils are fully challenged in some, but not all lessons.
- Pupils develop good attitudes to work, behave well and are actively involved in all activities.

Standards fell sharply after the last inspection. They have begun to recover following strong action by the headteacher, who took over a year before this inspection, and achievement is now satisfactory in most subjects. There has, however, been too little improvement in the teaching of writing, and, because of this, overall improvement is unsatisfactory. The school is well placed to improve further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A*	D	D	E
mathematics	C	E	D	D
science	C	E	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. Results need to be treated with caution as the number of pupils in each year group is small. A\* indicates that this result was in the top 5% of schools nationally.*

**Achievement is unsatisfactory.** Standards are below average at the end of Years 2 and 6. Standards in mathematics during the inspection showed improvement on the 2003 test results, and were broadly average in Years 2 and 6. Standards in science are also broadly average throughout the school. Standards in English are below average in Year 6, and well below average at the end of Year 2, because of very low standards and slow progress in the early stages of writing. This is the reason why overall achievement in the school remains unsatisfactory.

Standards in other subjects are broadly average overall in Years 2 and 6. They are below average in history, but above average in design and technology, and pupils are making rapid progress in ICT, where standards are well up to the expected level and rising, particularly in multimedia presentations. Standards in reading are broadly average overall in Years 2 and 6, though standards throughout the school range from well above to well below average. The achievement of higher-attaining pupils and those with special educational needs is satisfactory overall. Pupils with special educational needs receive close personal support, but are not always challenged to work independently. Higher-

attaining pupils often reach above the expected levels in national tests in Years 2 and 6, including writing tests, but are not working to full capacity in all lessons. Standards at the end of the foundation stage are broadly average and achievement is satisfactory. Most children in the reception class reach the goals they are expected to reach, and do well in their personal development and in applying their mathematical skills. Children with special educational needs do very well at this stage.

Provision for developing **pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory.** They have good attitudes and behave well. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school and the quality of teaching are satisfactory.** Teachers and teaching assistants know their subjects well, create a purposeful working atmosphere in lessons, and plan interesting activities for pupils, particularly in practical work. The very wide range of learning needs in classes makes planning difficult, but teachers take care to involve all pupils in lessons. This leads to a consistent pattern of learning across the school, and to a pattern of rising standards by Year 6. While teaching is not yet making the necessary impact on weaknesses in writing, particularly in Years 1 to 3, it is satisfactory in Years 5 and 6. The small amount of unsatisfactory teaching during the inspection was caused by a poorly designed writing task, and by a lack of challenge in history. Marking and assessment, however, are not used consistently enough to plan work and give pupils guidance on improvement.

Arrangements for the care and welfare of pupils are very good, and there is very effective support for traveller pupils. Overall provision for pupils' spiritual, moral and social development is satisfactory, and has good features. The school provides an attractive and welcoming environment, with a beautiful walled garden. A new computer suite and accommodation have been very well designed, but the library has too few books to support study and wider reading. There is a good range of sporting and other activities after school and at lunchtime, and boys and girls take part in these with enthusiasm. The school has a good working partnership with parents.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides a strong and clear lead. She receives good support from key staff and the local education authority. The governors' work is satisfactory and includes good financial planning and support for the development of the site. This teamwork has addressed most of the weaknesses that have arisen since the last inspection, and has put the school in a good position to deal with those that remain.

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

Most parents see the school as approachable, well led, and improving. Many expressed strong approval of the work of the headteacher and of their relationships with teachers. Some parents have recently moved their children to other schools, but have said this is to obtain a wider choice of secondary school. Pupils are happy with their school, and enjoy their work and activities outside lessons. There is a happy atmosphere at the beginning and end of each school day.

## **IMPROVEMENTS NEEDED**

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

- Ensure satisfactory teaching, learning and standards in writing throughout the school.
- Improve marking and assessment, and their use to plan work and guide pupils.
- Ensure that gifted and talented pupils work to the full extent of their ability in all lessons.
- Develop the library to support learning and private reading.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

By Year 6, overall standards are broadly average in most subjects, but below average overall because standards in writing are significantly lower than they should be. Standards in Year 2 are broadly average in reading, mathematics and science, but well below average in writing; they are broadly average in other subjects. Children in the foundation stage reach broadly average overall standards. Overall, achievement is satisfactory in the foundation stage, but unsatisfactory in Years 2 and 6 because of the weaknesses in writing.

#### Main strengths and weaknesses

- Standards in Year 6 are below average in English, because of weaknesses in writing.
- 2003 test results in writing were well below average in Year 6 and Year 2.
- Standards in Year 6 and Year 2 are now broadly average in science and mathematics.
- Higher-attaining pupils are fully extended in some lessons, but not in all.

#### Commentary

1. Standards among pupils joining the reception class range from well above to well below average, and are broadly average overall. Most pupils joining at later stages have reached well below average standards for their age, and some have missed a lot of school. Standards in Year 6 are also affected by the recent trend of higher-attaining pupils leaving to obtain a wider choice of secondary schools.

#### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	25.7 (26.5)	27.0 (27.0)
mathematics	26.1 (23.6)	27.0 (26.7)
science	27.4 (26.3)	28.8 (28.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

2. There was a steep fall in standards immediately after the last inspection, and 2002 test results in Year 6 were very low overall in comparison with similar schools. 2003 results improved in mathematics and science, but fell in English. They were average overall in science. An average proportion of pupils reached the expected level in mathematics, but overall standards were below average because too few did better than this. In English, test scores were broadly average in reading, but well below average in writing. The standard of work seen during the inspection was broadly average in mathematics, science, reading and ICT, but remained below average in writing. Work seen in other subjects was above average in physical education and design and technology, but below average in history. It was broadly average overall. The most recent test results, and work seen during the inspection in Years 5 and 6, indicate that standards are improving, but they have not yet recovered to the levels seen during the last inspection.
3. Achievement in Year 6 is improving as a result of the headteacher's action and improved teaching, but it is not yet satisfactory. While pupils are making satisfactory, and sometimes good, progress in writing in Years 5 and 6, many in Year 6 still have weaknesses in organising work and in dealing with punctuation and spelling. These affect their achievement whenever they have to write. Higher-attaining pupils are working to above average levels in some, but not in all subjects. There are examples of very good progress in English, but these pupils need



more challenge in history, and in some lessons in mathematics and science. The achievements of lower-attaining pupils, including those with special educational needs, are satisfactory. These pupils often do well in response to effective close support from teachers and teaching assistants, but some older pupils could achieve more, despite their very low starting points.

**Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	14.2 (16.5)	15.9 (15.8)
writing	12.8 (15.4)	14.8 (14.4)
mathematics	15.5 (16.2)	16.4 (16.5)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

- Year 2 test results in 2003 were lower than in 2002. They were well below average overall, in comparison with both national average levels and the results of schools with similar proportions of pupils entitled to free school meals. Scores were particularly low in writing, but better than other subjects in mathematics. Standards in Year 2 during the inspection were broadly average in reading and mathematics, but showed no improvement in writing. They were broadly average in other subjects. Achievement in Year 2 is therefore unsatisfactory, and the trend in results over time remains negative.
- Standards at the end of the foundation stage are broadly average overall, and there are good features in children’s ability to apply their mathematical knowledge and in their personal development. Pupils with special educational needs in the reception class make very good progress, particularly in concentration and personal development. Overall, achievement in the foundation stage is satisfactory.

**Pupils’ attitudes, values and other personal qualities**

Pupils develop good attitudes to work, behave well and make friends. The school helps them develop a sense of responsibility to the community, and makes satisfactory overall provision for their spiritual, moral, social and cultural development.

**Main strengths and weaknesses**

- The headteacher inspires and values all members of the school community.
- The school promotes personal development well in lessons and assemblies.
- Pupils appreciate the school’s well organised provision for breaks and lunchtimes.
- The beautiful ‘Secret Garden’ promotes calm and reflection among all pupils.
- There is good additional support for pupils who need it, particularly from teaching assistants.
- Pupils’ awareness of cultural issues beyond their community could be developed further.

**Commentary**

- Pupils told inspectors that they were happy with their school. They come to school interested in what it has to offer, almost always behave well, and form happy relationships with adults and with other pupils. The only exception to this was in Year 3, where pupils took time to settle with a new teacher during the inspection; behaviour in this class improved significantly by the middle of the inspection week. Playtimes are friendly and well supervised. Pupils with behavioural difficulties make good progress as a result of clear planning and close support from teachers, and particularly from teaching assistants. Outstanding provision for these pupils in the reception class helps them to focus on their work as well as extending their awareness of others, and benefits from very good advice from the local education authority support services.

Traveller pupils are effectively involved in all aspects of the school's work, though some of these pupils have poor attendance records. There have been no exclusions in the past year.

7. Provision for social, spiritual and moral development are good. Pupils learn to understand and respect the views of others and develop a sense of community. Assemblies and the personal, social and health education programme give them insights into the experience of others, both in relationships, and in wider issues such as world poverty. Pupils are encouraged to think, and their views are valued. Older pupils learn to help younger ones, and pupils are quick to volunteer for posts of responsibility. The 'Secret Garden', converted from a disused swimming pool, allows pupils to relax, enjoy flowers and plants and read quietly, while others have space for more lively games. Provision for cultural development, including the promotion of pupils' knowledge and understanding of the range of cultures in modern Britain, is satisfactory, but could be made more systematic. The headteacher's strong personal influence on pupils' personal development was clear throughout the inspection, and was praised by pupils and parents.

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.7
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.*

8. Attendance is broadly average, but unauthorised absence is above average. The vast majority of pupils have high levels of attendance, but a small number attend erratically. A small minority of parents take holidays in term time. The school does all it can to encourage attendance, including very effective personal involvement of the headteacher. Punctuality is satisfactory.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education is satisfactory. While writing remains a significant weakness, other aspects of provision are satisfactory with good features, including teaching that is well planned and well organised. This is reflected in improving standards in Year 6. The school takes very good care of pupils, and helps them develop a sense of responsibility for their own work and to the community.

**Teaching and learning**

The overall quality of teaching and learning is satisfactory, and is improving in response to the headteacher's monitoring and guidance. It is leading to improving standards in Year 6, particularly in mathematics, science and ICT, but steps to improve the teaching of writing have not yet made an impact on weaknesses in Years 1 to 3. Assessment procedures are in place, but teachers are not yet taking full account of information from them when they plan work.

**Main strengths and weaknesses**

- Teaching is of good overall quality in mathematics, science, ICT and physical education.
- The teaching of writing is unsatisfactory in Years 1 to 3.
- Pupils work hard in lessons, and form a good working partnership with teachers.
- Teaching assistants are well informed and consistently effective.
- Teachers do not make enough use of marking and assessment to guide and challenge pupils.
- Some pupils with special educational needs need to develop more independence.

**Commentary**

**Summary of teaching observed during the inspection in 29 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	7	15	2	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.*

9. Teachers throughout the school have sound understanding of the subjects they teach, and plan lessons carefully, with clear learning goals. They manage classes well and form good relationships with pupils, engaging their interest and achieving, in most lessons, a good pace of work. Teachers use question and answer and discussion sessions well to develop pupils' speaking and listening skills, and summarise learning well at the end of most lessons. Where the teaching is very good, work is pitched at a challenging level that fully extends all pupils in the class, and there are examples of particularly good organisation, including carefully designed ICT lessons that allow a whole class to learn effectively from just two computers. Practical activities are used well, and there is much good teaching in design and technology, physical education and science. Pupils contribute to learning by concentrating well and co-operating well when working in groups. Teaching assistants are well-briefed and have very good knowledge of patterns of learning among pupils they support. They work equally well with groups and individual pupils, and play a key role in providing equal opportunities for all pupils, including travellers and those with special educational needs. The use of homework is satisfactory, but it is not always matched to the needs of individual pupils.
  
10. On the other hand, teachers sometimes stick too closely to a recommended scheme of work, and do not use what they know from their assessment systems to match work to the needs of all pupils. This is the root cause of the continuing weakness in writing, where some tasks for pupils are too easy, and others too abstract for them to understand fully. Some marking gives good guidance, both on the overall structure of the work and on points of detail, but some allows writing that does not make sense to go uncorrected, so that pupils do not clearly understand what they need to improve. The teaching of writing is satisfactory, with good features, in Years 5 and 6, but the school has not yet adapted its approach sufficiently to meet the needs of those pupils in Years 3 and 4, who are still in the very early stages of learning to write. Systematic use of the National Numeracy Strategy ensures satisfactory learning of number work, but teachers in other subjects do not re-inforce this consistently. There is satisfactory use of reading in subjects other than English, though research skills and wider reading of fiction are held back by the lack of good books in the library. Writing in subjects other than English is not systematically developed, or co-ordinated with writing in literacy lessons. The use of ICT to promote learning is also underdeveloped, but the school is taking effective steps to address this through its improved facilities. All of these factors limit the effectiveness of the strengths in the teaching.
  
11. The overall outcome is learning that is satisfactory overall, and capable of further improvement. Nevertheless, the present satisfactory quality of teaching and learning reflects energetic and effective monitoring by the headteacher and local education authority backed by support and training, and re-inforced by action where teaching remained unsatisfactory after these measures. The school has timetabled extra time for writing, and is in a good position to take the further steps needed to improve it.
  
12. Teaching in the foundation stage is consistently satisfactory, with good features in mathematics, personal development, and provision for children with special educational needs. There are suitable assessment procedures, and the outcome of assessment is used well in planning. Children have a suitable range of learning activities, including a good selection of ICT materials.

## **The curriculum**

The curriculum meets legal requirements, but is not doing enough to tackle weaknesses in writing that continue to hold back achievement. There is a good range of activities outside lessons.

## **Main strengths and weaknesses**

- Provision for teaching writing is not effective, particularly in Years 1 to 3.
- There is an effective programme for personal, social and health education.
- There is good provision for learning and sport outside lessons.
- The library is not equipped to support learning and wide reading across subjects.

## **Commentary**

13. The curriculum meets legal requirements for the National Curriculum and for personal, social and health education, which includes sex and drugs education and a good citizenship element. Religious education is taught in line with the local agreed syllabus, and there is a good daily act of collective worship.
14. However, the curriculum is not meeting the needs of all pupils effectively. The school's recent move to classes with single year-groups of pupils in Years 3 to 6 has not yet been followed up by effective use of assessment to match work to individual needs, particularly for higher-attaining pupils. Provision for numeracy is satisfactory because of the effectiveness of teaching in mathematics lessons, but mathematical skills are not applied and developed systematically in other subjects. Provision for literacy is satisfactory in reading, but is not addressing a long-term legacy of weakness in writing that is still affecting achievement, particularly in Years 1 to 3. This is the most important weakness the school still needs to address. ICT is also under-used to support learning, but there are good plans to address this through the new computer suite. Provision for pupils with special educational needs is satisfactory, with good features, including detailed assessment and close personal support. In some cases, however, this support does not challenge pupils to do enough for themselves, and it does not make enough use of ICT for pupils with the most serious learning difficulties.
15. Teachers, teaching assistants and parents combine to give pupils a good range of activities outside lessons. There is strong provision for sport and pupils take part in competitive sports with other schools. There is to be an arts festival for older pupils, which will include projects involving art, dance and music.
16. The school has sufficient qualified teachers, and is well staffed with experienced teaching assistants. Accommodation is adequate, with good outdoor facilities for sport and recreation. Plans for its future development are very good, and building work was in progress during the inspection. The school has sufficient resources for learning in most subjects, but there are too few resources for history and geography. Many outdated books have been removed from the library, but some remain, and there are too few books to support learning and wide reading across the school.

## **Care, guidance and support**

Pupils are well cared for and supported. Very good attention is given to their welfare, health and safety, and they receive good support and advice. Pupils' achievements and personal development are thoroughly monitored.

## **Main strengths and weaknesses**

- The school enables pupils to feel secure and confident.
- There is very good support for pupils with special educational needs.
- Procedures for monitoring pupils' academic and personal development are very good.
- Reward systems are used well to guide pupils towards good work and behaviour.
- The school council and class councils involve all pupils and are taken seriously.

## **Commentary**

17. The school takes good care of its pupils. Teachers know and respect individual pupils and respond to their needs. Pupils told inspectors that they could confidently share concerns with the head teacher or any member of staff. Pupils are well supported by the good induction programmes when they join the school, and by arrangements to prepare them for transfer to secondary school. Appropriate child protection procedures are understood and practised by all staff, and there are good medical arrangements. Pupils are very well supervised at playtimes and at midday. Several pupils who had left in the previous year returned to see the headteacher and staff in the early stages of the new term.
18. The school has satisfactory arrangements to monitor academic achievement, but does not use these consistently enough to pitch work at the right level for pupils. As a result, some is too easy, and some too difficult to ensure consistent learning. Marking is sometimes used well to guide pupils on their work, but there are also significant gaps in marking, even in classes where other aspects of provision for writing are good. Pupils have satisfactory personal targets, though some need to be more detailed. Their personal development and attendance are effectively monitored, and the school reinforces its guidance by tailoring its reward systems to qualities it is seeking to promote.
19. The headteacher and staff consult pupils, through questionnaires as well as the school and class councils. This promotes a sense of responsibility among pupils, who know that they are listened to with respect and that good ideas will be used for the benefit of the community.

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

The school has a good working relationship with parents, who support its work and have high levels of confidence in the headteacher. There are good links with other schools and satisfactory and growing links with the community.

### **Main strengths and weaknesses**

- Parents have confidence in the school, and particularly in the headteacher.
- There is a happy atmosphere at the beginning and end of each school day.
- Parents are increasingly involved in the governing body.
- The school works well in partnership with parents and keeps them well informed.
- There are good relationships with parents from all backgrounds, including traveller parents.
- Links with local schools are good.

### **Commentary**

20. Parents at the pre-inspection meeting and in responses to the questionnaire expressed high levels of confidence in the school. They found the headteacher and staff approachable, helpful and committed to raising standards. Parents support the school, and help whenever they can. There is much informal communication and mutual support between parents and teachers at the beginning and end of each school day. There are effective relationships with parents from all social backgrounds. Teachers, and particularly the headteacher, take effective additional steps to build links with traveller pupils and their families.
21. Annual reports to parents on pupils' work and progress focus well on what pupils know, understand and can do, and identify clearly what pupils need to improve. Termly parents' meetings are well supported and there have been effective workshops to explain the national strategies for literacy, numeracy and to give information on SATs. These, however, have been less well attended. Parents are kept in close touch with the school through newsletters, and above all through personal contact.

22. There are good opportunities for parents to contribute to learning, and many help the staff run after-school clubs. The Friends of the school are very effective, and played a key role in setting up the 'Secret Garden', with the help of a lottery grant. There are satisfactory links with the local community, and good links with the Church of England, which contribute to learning in history and religious education. Links with other schools are good. The school works closely with the local pre-school, and shares resources with them. It co-operates effectively with local secondary schools on the transfer of pupils and in some areas of the curriculum.

## **LEADERSHIP AND MANAGEMENT**

Good leadership and management have put the school on the path of recovery after the fall in standards following the last inspection. The headteacher and governors have a clear vision for the school, backed up by practical action, and have won the support of parents. Standards have begun to rise, and there are good arrangements to promote race equality and equal opportunities for all pupils. Nevertheless, the school is not yet as effective as it needs to be, chiefly because of the continuing weakness in writing. Value for money is therefore not yet satisfactory.

### **Main strengths and weaknesses**

- The headteacher has established a strong sense of teamwork and clear management systems.
- Standards in Years 2 and 6 need further improvement, particularly in writing.
- There is effective co-operation with the local education authority, closely focused on standards.
- New staff have been carefully recruited and effectively introduced to the school.
- New building work is planned very well to meet the needs of all pupils.
- The school works hard to ensure that all pupils are fully involved in its work.
- Work in some subjects, notably history and geography, is not yet effectively co-ordinated.

### **Commentary**

23. At the time of the inspection, the headteacher had been at the school for a little over a year. She had identified weaknesses in standards, teaching and learning, and had taken effective action to improve staffing, including dealing with unsatisfactory teaching and recruiting new teachers. With the support of the governors, she had commissioned a thorough and critical review of all aspects of the school's work from the local education authority, and established a thorough plan for the school's long-term development as well as for tackling immediate difficulties. The effect of these changes by the time of the inspection had been to raise standards in mathematics, science and ICT to broadly average levels by Year 6, and to create a strong sense of community and teamwork among staff, governors, pupils and parents. Steps to tackle weaknesses in writing, however, have not taken account of the full extent of the problem, particularly in Years 1 to 3, where a significant number of pupils are stuck in the early stages of learning to write. Arrangements to assess and track progress have been improved, but are still not used consistently to challenge the highest-attaining pupils, who are not achieving their full potential in some subjects. Further improvement is needed in these areas for the school to achieve satisfactory effectiveness.
24. Other key staff make an effective contribution to management. The senior management team is compact and well organised, and co-operates well with local education authority advisers to promote work in all subjects. The deputy headteacher is fully involved in management, but her responsibility for issues affecting the whole school is limited, and the school has plans to extend it. A particularly effective development plan for information and communication technology (ICT) has helped the school to extract full value from its limited existing resources as well as to plan for the future. In giving priority to work in English, mathematics, science, information and communication technology (ICT) and religious education, however, the school has not yet been able to address weaknesses in co-ordination in history and geography, that are limiting these subjects' contribution to literacy and numeracy skills. Performance

management is used effectively to identify weaknesses and to develop teachers' skills. Teaching assistants are fully involved in the school's professional development programmes.

25. The governors' overall contribution to the direction of the school is satisfactory, with good features in financial planning and the design of new building. Policies, including those for race equality, special educational needs and equal opportunities, have satisfactory statements of principle, but some are too long and need to be more clearly worded. Governors and the headteacher use good analysis of data to compare the school's achievements with those of similar schools, and have good arrangements to consult parents and pupils about the school. Competitive tendering is used where appropriate, and the school takes a challenging and critical approach to all aspects of its work. These features ensure that the principles of giving and obtaining best value are central to the school's management.

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

Income and expenditure (£)		Balances (£)	
Total income	420,241	Balance from previous year	79,207
Total expenditure	416,688	Balance carried forward to the next	82,760
Expenditure per pupil	2,671		

26. The school manages its finances well, and grants from the national lottery and a local charitable trust have been used imaginatively. The balance was being used very effectively at the time of the inspection to finance new building, to include a computer suite and a small teaching room for pupils who need extra support. These had been carefully planned by the governors and headteacher to promote high standards and equal learning opportunities for all pupils.
27. The main barrier to improving standards further is the trend of parents moving children to other schools in order to have a wider choice of secondary schools. This issue is beyond the school's control. The main aid to raising achievement is the sense of community and common purpose that the headteacher, governors and parents have established together.

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

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

Provision and overall achievement are satisfactory. Good liaison arrangements before children enter school enable them to settle quickly into the routines of the classroom. At the time of the inspection there were eight full-time reception children and two who attended on a part-time basis. Reception children are taught in a class with Year 1 pupils.

Children join with average standards for their age and make sound progress, so that most are on track to reach the nationally expected goals by the end of the reception year. This is due to careful planning, good teamwork between the teacher and teaching assistants, and the provision of a range of appropriate activities that are well matched to individual children's abilities. Children with special educational needs make very good progress and are fully involved in all activities. Higher-attaining children make good progress in all aspects of the curriculum. The school has maintained the quality of provision since the last inspection.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for personal, social and emotional development is **good**.

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

- A caring and supportive atmosphere enables children to feel secure.
- Activities are planned so that children share, take turns and work together.
- Children learn to focus clearly on a task, and develop good independence.
- There is very effective provision for pupils with difficulties in their personal development.

#### **Commentary.**

28. Most children are on course to reach the nationally expected standards by the end of the reception year. Children enjoy being in school and working with each other. The teacher and learning support assistants provide a caring atmosphere in which each child is valued and supported well. There is good provision for promoting children's self-esteem. Children take turns to be the 'Star of the Day' and other children say positive things about them. They learn the importance of teamwork, and that each member of a team is important. Teaching is satisfactory, with some good features, particularly in encouraging children to concentrate on their work, so that they want to do their best.
29. Relationships between adults and children are very good and children respond in a positive way. They are friendly and enjoy talking to each other. The well-organised classroom ensures that children are confident in finding what they need for their work. Daily routines are used well to develop co-operation and help children to take responsibility for their own learning, for example, by coming in and settling quickly to a prepared task. Close co-operation with the local education authority advisory service results in highly effective planning for pupils with special educational needs in this area, leading to improved independence, concentration and consideration for others. The teaching assistant makes an outstanding contribution to this work.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **satisfactory**.

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



- The teacher has good knowledge of this area of learning.
- Learning support assistants provide effective support.
- The co-ordinator is aware that a few of the reading books need to be replaced.

### **Commentary**

30. Most children are set to meet nationally expected standards by the end of the year. They make satisfactory progress in speaking and listening skills. They listen well to stories and to instructions, but a few children occasionally lack confidence when speaking to the class. Children enjoy looking at books and sharing them together, and some make good progress in early reading. They read simple texts confidently and understand what they read. Frequent opportunity is provided for children to write, and many begin to use correct letter shapes and write their first names accurately, showing good pencil control. A few other children are at the early stages of writing.
31. Teaching is satisfactory overall, and has good features. Effective storytelling enables children to develop their imaginations. The teacher used expression well to tell a story about a giant. This resulted in children pretending to be in a giant's castle. They acted out their own version of the story and gained confidence in creating their own script. Careful annotation of children's written work leads to accurate assessments and suitable targets for each child. Learning support assistants make a good contribution to the development of children's work.

### **Mathematical development**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- The teacher makes mathematics a fun activity for children.
- The teacher has good knowledge of the subject and of patterns of learning.
- Children make good progress, and apply their counting skills in different contexts.
- There is detailed assessment of children's work.

### **Commentary**

32. Most children are on course to reach national learning goals by the end of the year. Many count confidently to ten and beyond. They recognise different numbers and begin to write them accurately. They take turns at writing answers to sums on the board and explain what they do. Many children show confidence when working out simple calculations, and show skill at calculating one more or one less. They fill different shaped bottles with water and make predictions about the amount of water they will need. The teacher plans a range of interesting activities which are well-matched to children's needs. A variety of resources are used well to aid learning. Good use is made of mathematical vocabulary, and children occasionally use this in response to questions.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision for knowledge and understanding of the world is **satisfactory**.

### **Main strengths and weaknesses**

- Effective displays in the classroom celebrate children's achievement.
- Children show good skills when using the computer.

## Commentary

33. Most children are on course to reach national learning goals by the end of the reception year. They have good opportunities to become involved in a range of learning experiences. Children watch the hyacinths growing in the classroom and compare their size. They think about the different houses and cars in the locality and record what they find. They look at pictures of people from other countries and talk about the food they eat. They use the computer mouse and keyboard confidently to explore different programs. Teaching is satisfactory, and makes good use of learning resources. There is good provision for children to use the computer and many children, including those with special educational needs, operate simple programs confidently.

## PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- Children gain confidence in riding tricycles and scooters in the playground.
- Plans are in place to develop the outside area.

## Commentary

34. Most children are set to reach national learning goals by the end of the year. Many show good control when moving their bodies in different ways. For example, when asked to think of ways of moving along a bench, they walked, jumped, crawled and moved on their tummies. The teacher gave careful instructions about the movements required. Teaching is satisfactory and lessons are well-prepared. The teacher and learning support assistants ensure that children work in a safe environment. Children enjoy playing outside. They show skill at using the playground equipment and are always careful when playing near each other.

## CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

### Main strengths and weaknesses

- Children enjoy their work.
- The provision of resources is good.
- The co-ordinator is aware of the need to develop the role play area.

## Commentary

35. Most children are on course to meet national learning goals by the end of the year. During the inspection, children used different paints well to make a picture of a giant's house. They talked about the shape of the windows and door and what else they might add to make the house look real. They felt the thickness of different paints and decided which colour to choose for their hand-prints. Teaching is satisfactory. The teacher provides frequent opportunities for singing activities and many children remember simple rhymes and number songs well. The teacher sings with an accurate sense of pitch and children follow her good modelling. Occasionally children sing to themselves when working.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **unsatisfactory**.

#### Main strengths and weaknesses

- Standards in writing are too low, and the teaching of writing is unsatisfactory in Years 1 to 3.
- Teaching and learning in other aspects of English are satisfactory overall.
- Test results in 2003 were better than in the previous year, and good in reading.
- The contribution of work in other subjects to literacy skills is underdeveloped.
- Teaching assistants provide effective support for pupils with special educational needs.

#### Commentary

36. Standards in English dipped sharply shortly after the last inspection. By Year 6, they have made satisfactory recovery in reading and in speaking and listening, where they are broadly average, but not in writing. Results in national tests in 2003 were well below those of comparable schools, chiefly because of this weakness – almost twice as many pupils reached the nationally expected standard in reading as in writing. Standards in writing in Year 6 during the inspection were a little better than these test results, but were still below average. Standards in Year 2 are well below average in writing, and below average overall in reading because of the good standards reached by higher-attaining pupils. While work during the inspection showed evidence of improvement in Years 5 and 6, overall achievement in English remains unsatisfactory, and there has been inadequate improvement since the last inspection. This is the most important issue for the school to address.
37. Teaching and learning are unsatisfactory because of weaknesses in teaching writing, particularly in Years 1 to 3. Some writing tasks are too difficult, leaving pupils confused and unable to complete their work. In some classes, there are too many short tasks. Assessment and marking do not give pupils enough guidance, particularly when they are not making sense, do not encourage them to pay attention to detail in spelling and punctuation, and are not used effectively in planning. This seriously limits the effectiveness of teaching for pupils who are still in the early stages of learning to write, and restricts opportunities for the highest-attaining pupils. The result is that teaching is not making enough impact on a backlog of writing difficulties that are still causing problems for teachers in Years 3 and 4. There is, however, good teaching of writing in Year 5, where work is consistently well planned, both in English and in other subjects, leading to significant improvements in pupils' fluency and organisation.
38. Other aspects of teaching are satisfactory, and have good features. Teachers know the National Curriculum well, and plan effectively, using the basic framework of the literacy hour. Relationships are good, and classes are well managed, so that pupils respect their teachers and try hard. Pupils in Year 6 make good progress in reading, analysing texts well and evaluating information. The use of homework is satisfactory, though it does not always match the full range of learning needs in the class. Teachers during the inspection were making good use of ICT to present work and to develop editing techniques. Teaching assistants have good knowledge and understanding of pupils' learning needs, and work equally well with individual pupils and groups.
39. Good leadership has created a strong sense of teamwork among teachers and teaching assistants. Management is satisfactory. The headteacher and the newly-appointed co-ordinator have a clear idea of the school's strengths and weaknesses, and have begun to address them, both by taking action where teaching has been unsatisfactory, and by extending provision for writing. Data are effectively analysed, and there is constructive co-operation with the local education authority. However, management has not yet established an effective

programme of teaching writing across the school, or a systematic and effective approach to assessment. Resources for English are adequate in lessons, but the library needs much additional development, both for pupils with reading difficulties, and for higher-attaining pupils.

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

40. Teachers introduce new vocabulary well, and make good use of discussion and question and answer sessions. They make satisfactory use of reading, though the range of reading for higher-attaining pupils needs to be extended in both fiction and in the use of reading for study. The use and development of writing in subjects other than English is underdeveloped. In Year 5, writing tasks contribute well to learning in all subjects. This improves pupils' fluency, and their writing gives the teacher a clear idea of what they have and have not understood. Elsewhere, the contribution of writing tasks both to the subject and to literacy is not planned in sufficient detail. This is holding back the work that is needed to address serious weaknesses in writing in Years 2 and 3, and attention is sometimes diverted from writing by allowing pupils to draw. Writing is closely marked in some classes, but in others marking does not draw enough attention to basic errors, and does not do enough to encourage pupils to pay attention to detail either in meaning or in spelling and punctuation.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Standards in Year 6 are now broadly average, and show improvement on 2003 national test results.
- Thorough and effective planning lead to good teaching and rising standards.
- Higher-achieving pupils are fully stretched in some, but not all lessons.
- Well-briefed teaching assistants ensure that all pupils are fully focused on their work.
- The subject is led and managed well, and the action plan is based on detailed analysis of data.
- Work on mathematics in other subjects is underdeveloped.

### **Commentary**

41. Pupils in Year 2 and Year 6 during the inspection were reaching broadly average standards in all areas of mathematics. This represents a significant improvement on the most recent national test results for both year groups. Higher-attaining pupils could achieve more by Year 6 if they were more consistently stretched, but pupils with special educational needs make good progress as a result of the partnership formed by teachers and teaching assistants. Overall, achievement in mathematics is now satisfactory, and standards have recovered from the fall that occurred after the last inspection.
42. By Year 2, pupils can group and order numbers, continue them in particular sequences, compute numbers and explain their place values up to 100. They can use simple measures like straws and centimetres to compare the heights and lengths of different objects. Some can solve problems in more than one way. They know the properties of two-dimensional shapes. By Year 6, pupils work out calculations in their heads, understand fractions, carry out long multiplications using the grid method, solve practical problems based on these and know how to interpret data.
43. The quality of teaching overall is good and never less than satisfactory. Teachers' planning is good, and based on a secure knowledge of what the pupils know and understand. They move lessons forward at a good pace, plan interesting activities for pupils, and give clear explanations that reflect their excitement for the subject. Assessment is effective, and most lessons end with effective reviews of what has been learned. There are very limited opportunities for

teachers to use ICT at present, and it is not making the contribution it should to the subject. The contribution of mathematics to literacy needs to be more fully explored.

44. The subject is well led and managed. The recently appointed co-ordinator has a clear vision of what needs to be done, and is setting a firm direction for the subject based on a robust assessment of the standards pupils achieved in the last academic year. This assessment has provided the school with a basis for understanding pupils' strengths and weaknesses and matching the work to meet different needs. Teachers are familiar with the National Numeracy Strategy, using it wisely and not slavishly.

### **Mathematics across the curriculum**

45. There are some examples of the application of mathematics in other subjects, such as measuring and estimating in design and technology. However, these are not planned and co-ordinated. As a result, work in other subjects of the curriculum is not doing enough to promote mathematical skills.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- There are very good opportunities for scientific investigation in Years 3 to 6.
- Higher-achieving pupils need to be further challenged in some lessons.
- There are good resources for learning, and the subject is managed well.
- More attention is needed to work on materials and their properties.

### **Commentary**

46. Standards in Year 6 have improved to broadly average overall levels, both in national tests and in work seen during the inspection. Analysis of pupils' work in Year 2 also indicated broadly average standards, with some evidence of above average work from higher-attaining pupils. This represents satisfactory overall achievement.
47. In Year 2, pupils know about how animals and human beings change over time. They are able to construct questionnaires for adults to elicit from them their understanding of how toddlers are different from babies. One pupil compared herself to and contrasted herself with a toddler. She predicted that, with the passage of time, she would become a vet. By Year 6, pupils carry out and record experiments accurately, and understand the requirements of fair tests. There are some imaginative features in their writing – for example, in recording observations about an experiment on reflection, one pupil wrote that light 'bounces off (the surface) like a snooker ball'.
48. The quality of teaching is good overall, and the following are particular strengths:
  - The revised scheme of work introduced a year ago, and new resources, have given the subject a clear focus and contribute to lively teaching.
  - Teachers use a variety of strategies to add spice to lessons – whole class teaching, collaborative group and individual work, thought-provoking questions and experimentation.
  - Teachers organise their lessons and the resources to go with them, so that time is effectively spent and the pace of learning is brisk.
49. Suitable assessment is in place, but it is not used to ensure that all pupils, particularly those capable of above average standards, are fully extended in all lessons. ICT is under-used at present but there is some good application of mathematical skills in the design of experiments.

Literacy skills are applied and developed well in Year 5, but some written work is copied, and this does not give the teacher a clear idea of what pupils have and have not understood.

50. Leadership and management are satisfactory. The co-ordinator analyses patterns and results and the reasons for these well, and has taken action to improve resources and develop the scheme of work. This has led to a recovery in standards in Year 6. Monitoring is, however, not yet ensuring a consistent approach to literacy, numeracy and ICT skills in science lessons, or that higher-attaining pupils work consistently to the highest standards of which they are capable.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 6 are broadly average.
- Teachers make very effective use of computers in their classrooms.
- Pupils use and discuss ICT confidently, and want to show their work.
- The new computer suite is well designed to meet the needs of the school.
- The subject is led and managed well, with good forward planning.

### **Commentary**

51. A new computer suite was being built during the inspection, and it was not possible to observe sufficient work to make a judgement on standards in Year 2. By Year 6, standards are broadly average, and achievement is satisfactory. Pupils during the inspection had a broad range of skills, and were making good progress through the early stages of designing and animating multimedia presentations.
52. Teaching and learning are good, and in some lessons very good. Teachers have very clear learning goals for each lesson, and plan ingeniously, presenting work well and ensuring that pupils are fully prepared for their time working at the computer. This enables teachers to maximise the use of computers in their classrooms, and encourages pupils to work independently. Pupils take a pride in their developing learning and skills in ICT, and gave clear explanations to inspectors. Good arrangements to assess and track progress ensure consistent learning among all pupils.
53. Good leadership and management have enabled the school to get the best from its existing resources and to plan well for the future. Governors and the local education authority have played a full part in this work.

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

54. Partly as a result of the high demands on existing computers for the National Curriculum programmes of study, there is too little use of ICT in other subjects. The school has suitable plans to address this issue.

## HUMANITIES

Religious education was inspected, and history was inspected in Years 3 to 6. There was too little evidence on which to base a judgement on **geography** throughout the school, or on history in Years 1 and 2.

### Religious education

Provision in religious education is **satisfactory**.

#### Main strengths and weaknesses

- Teachers provide satisfactory opportunities for pupils to express their own ideas.
- Pupils show good attitudes toward the subject.
- School assemblies make a good contribution to the provision for pupils' religious education.
- Very occasionally, insufficient time is given to re-enforcing pupils' learning at the end of lessons.

#### Commentary

55. Standards match the requirements of the local agreed syllabus by the end of Years 2 and 6, and achievement is satisfactory among all groups of pupils. Throughout the school, pupils develop sound understanding of Christianity and of the principles of other major religions. They learn to understand why religious issues are important, and to respect different views.
56. Teaching and learning are satisfactory. Teachers use questioning effectively to extend pupils' understanding, and enable pupils to relate the stories that they hear to their own lives. Provision for developing literacy skills is satisfactory, and there are frequent opportunities for pupils to read out loud and to write in lessons. The subject does not yet use ICT.
57. Leadership and management are satisfactory. Provision is regularly monitored to ensure that the requirements of the locally agreed syllabus are met. Good links are established with St. Alban's Church, and the vicar makes a significant contribution to school assemblies. Assessment is in the early stages of development. There has been a good improvement in the quality of provision since the last inspection. The standard of pupils' work in Years 3 to 6 is now satisfactory, and pupils' attitudes and behaviour have improved.

### History

Provision in history is **unsatisfactory**.

#### Main strengths and weaknesses

- Standards are below average in Year 6.
- Work is not challenging enough, particularly for higher-attaining pupils.
- History is not making the contribution it should to literacy skills.
- There are some weaknesses in the curriculum and in the use of time.

#### Commentary

58. By Year 6, pupils have a basic knowledge and understanding of issues in topics they study. However, their work does not show the levels of detail and analytic skills that are expected for their age, and no pupils during the inspection were working at higher levels in the National Curriculum. Written work is often basic, and pupils sometimes spend too much time illustrating it rather than analysing material. Overall, achievement is unsatisfactory.

59. Classes are well managed, with good relationships, but planning does not address higher National Curriculum levels systematically, and all pupils often work from the same material, leaving no consistent challenge for higher-attaining and gifted and talented pupils. Lessons are timetabled for the whole of an afternoon, and this leads to some loss of pace in teaching and learning. Higher-attaining pupils do not read widely enough, and there are too few challenging books in the library. ICT is under-used, and work does not require pupils to apply their numeracy skills. Assessment is not used effectively to ensure that activities and tasks for pupils engage them at a fully demanding level. There is some imaginative historical writing in Year 5, but some pupils in other classes tend to copy from texts, or to draw.
60. Leadership and management of history are not ensuring consistently challenging work for pupils across the school, and need to be improved.

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

**Music** and **art and design** were sampled by observing the lessons that took place during the inspection and by analysing displays of pupils' work. This sample indicated that teaching and learning are satisfactory in both subjects, and that standards are broadly average, with good standards in drawing by Year 6, particularly in conveying movement. The overall quality of work is similar to that at the time of the last inspection.

Provision in **design and technology** was sampled by observing a lesson and analysing samples of pupils' work. This evidence indicated that standards are broadly average in Year 2, but above average in Years 3 to 6, with good features in designing, making and evaluating work. Pupils enjoy their lessons, can explain reasons for what they do, and take a pride in practical work. While the evidence is limited, it indicates good improvement since the last inspection.

### **Physical education**

Provision for physical education is **good**.

### **Main strengths and weaknesses**

- Teaching, learning and achievement are good, especially at Key Stage 2.
- All aspects of planning are thorough and effective.
- Pupils' attitudes to physical education are good.
- There is a good range of clubs and other sporting activity outside lessons.
- The subject is very well led and effectively managed.

### **Commentary**

61. By Year 6, standards are above average and pupils have good skills in gymnastics and ball games. They use apparatus safely, and show good control in floor exercises, carrying out sequences of exercises with good variation in speed, level and direction. They develop good skills and tactical sense in ball games, both in lessons and in after-school clubs. There is a high level of participation in sports, and overall achievement is good among all groups of pupils. Standards in Year 6, the quality of teaching and the range of activities for pupils all represent good improvement since the last inspection
62. Teachers have high expectations of all pupils. They plan their work thoroughly, give clear instructions and demonstrations, with additional demonstrations by capable pupils to assist those who lack skills. Teachers' assessment of what pupils can do challenges them to attempt more difficult tasks. Pupils constantly review what they have done and learn from one another. Teachers and pupils share great enthusiasm for the subject. This promotes good behaviour and sportsmanship and contributes much to pupils' moral and social development. Pupils



know about the effects exercises have in promoting good health. Teachers always start their lessons with warm-up activities, before launching into the main lesson.

63. The co-ordinator provides very good leadership and effective management, even though he has been in this position for a short time. He has developed an action plan to enhance standards across the school, and made good links with a local secondary school. Resources and facilities are good, and are used well. Provision is enhanced by aerobics, football and tennis coaching, which are organised by teachers, teaching assistants and parents. There is a very positive and friendly atmosphere in these clubs, and boys and girls work very well together.

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

Provision in personal, social and health education was sampled through the observation of a lesson in Year 6 and discussions with pupils. Pupils showed above average understanding for their age of issues relating to responsibility and caring for others. Teaching and learning in the lesson seen were good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENT

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
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	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	2
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).*