

# INSPECTION REPORT

## DEAL PAROCHIAL C.E. PRIMARY SCHOOL

Walmer, Deal

LEA area: Kent

Unique reference number: 118746

Headteacher: Mr. G. Chisnell

Lead inspector: Mrs W. Knight

Dates of inspection: December 1<sup>st</sup> – 3<sup>rd</sup> 2003

Inspection number: 255957

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary school
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	197
School address:	Gladstone Road Walmer Deal
Postcode:	CT14 7ER
Telephone number:	01304 374464
Fax number:	01304 370900
Appropriate authority:	The governing body
Name of chair of governors:	Rev. C. Spencer
Date of previous inspection:	October 1998

## CHARACTERISTICS OF THE SCHOOL

Deal Parochial is a voluntary aided Church of England school of broadly average size. An average proportion of pupils are entitled to free school meals. Nearly all of the pupils are white. Most pupils who are admitted in reception remain in the school to the age of 11. The percentage of pupils with English as an additional language is slightly above average and increasing and some extra support is provided to meet their needs. The number of pupils with special educational needs is well below average. The school serves a mixed socio-economic area and is largely chosen by parents because of its religious status. The school is particularly proud of its distinctive Christian ethos and many families have a long association with the school. Although attainment on entry is different for each intake it is broadly average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12172	Wendy Knight	Lead inspector	Mathematics, design and technology, geography, music and English as an additional language
11575	Catherine Fish	Lay inspector	
31029	Peter Thrussell	Team inspector	English, information and communication technology, history physical education and special educational needs
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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school is **effective**. Pupils achieve well overall in English and mathematics. By Year 6 standards are above average in English and mathematics and are average in science. Teaching and learning are good in reception and Years 3 to 6, and sound in Years 1 and 2. The school is well led and managed by the headteacher. It gives good value for money.

The school's main strengths and weaknesses are:

- Pupils are consistently well taught in reception and Years 5 and 6 but although teaching is sound, it is less effective in Years 1 and 2.
- Standards are above average in English and mathematics across the school.
- Although pupils for whom English is an additional language and those with special educational needs achieve satisfactorily, work is not always well enough matched to their specific needs.
- The headteacher has a clear vision for the school and a strong sense of purpose.
- By Year 6 pupils are mature, responsible and perceptive; despite this they are not given enough opportunities to learn independently.
- There are very good and constructive relationships based on the caring Christian ethos.
- Speaking and listening skills are not consistently and actively promoted in lessons in Years 1 to 6.
- The school has well-established links with the local Christian community.

The school has improved satisfactorily since the time of the last inspection. While standards have risen faster than nationally in Year 2, they have not risen as much in Year 6. The teaching is better overall, but is still less effective in Years 1 and 2. Monitoring of teaching is now being used to improve its effectiveness and long-term financial planning is better.

### 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	B	B
mathematics	B	D	C	C
science	B	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.*

**Achievement is good** overall. Most children achieve the goals they are expected to reach by the end of reception and they are all achieving well. Standards are currently above average in reading, writing and mathematics by the end of Year 2 and in English and mathematics in Year 6 and pupils are now achieving well in English and mathematics. Pupils' speaking and listening skills are not as good as they could be. Standards in art, information and communication technology, geography and music are broadly average and pupils achieve satisfactorily in these subjects.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils' attitudes and behaviour are good although a small minority of pupils in Years 1 and 2 sometimes take too long to respond to instructions. Pupils are courteous and friendly. Attendance is also good and pupils arrive punctually. Pupils learn to work together, to know right from wrong and have regular opportunities to pray and reflect but there are limited opportunities to appreciate the diverse cultures within British society.

## **QUALITY OF EDUCATION**

**The overall quality of education is good. Teaching and learning are good overall** but less effective in Years 1 and 2. Because pupils in Years 3 to 6 are expected to work hard they are regularly productive but not enough is expected of Year 1 and 2 pupils in some lessons. Lessons are well planned and interest is stimulated through good use of resources, especially information and communication technology. Although pupils have the skills to work independently, teachers seldom offer opportunities for them to do so. Assessment is very good in reception, where it is used very effectively to plan work for all children. It is satisfactory elsewhere. Information is used to set suitable targets in English and mathematics, which ensures good progress as pupils usually know what they need to learn next and how to improve. It is not always used effectively to meet all the pupils' different needs in other subjects and over the longer term. There is a good range of extra-curricular activities. The care and support given to pupils are very good. The school's partnership with parents is effective, particularly in the arrangements made to seek their views. There are very good links with local churches.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher and the deputy headteacher share a clear vision for the school. The headteacher has identified the most important areas where the school needs to improve and his leadership is purposeful. The headteacher and deputy headteacher are setting good examples in developing the curriculum. The school is inclusive. The work of the governing body is sound. Governors actively support the senior staff, meet all statutory requirements, and are developing ways in which they can monitor the subject co-ordinators' work more effectively. Management is good. Information from monitoring the school's work is being used well to improve provision.

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

Parents are pleased with the school. They are happy that it provides a caring, Christian education and feel their children like the school, are well taught and are expected to work hard. There were a few reservations about the regular setting of homework and inspectors found there was some inconsistency but the parents' group had already raised these issues and the school is responding to their comments. Pupils also show good levels of satisfaction. They like the school and enjoy playing and learning together. They feel they are listened to and are helped by teachers with their work but a significant proportion felt they were not trusted enough to work independently and inspectors agree.

## **IMPROVEMENTS NEEDED**

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

- Improve the teaching so that all lessons are as good as the best.
- Use assessment information to ensure all pupils, including those with special educational needs and English as an additional language, achieve as well as they could at all times.
- Actively promote the speaking and listening skills of pupils in Years 1 to 6.
- Provide regular opportunities for pupils to apply their literacy, numeracy and information and communication technology skills and to learn independently.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is good overall, and standards are above average in English and mathematics in Year 2 and Year 6. Achievement is currently good for pupils in reception, and in Year 2 and Year 6 in English and mathematics.

#### Main strengths and weaknesses

- Pupils achieve well in acquiring skills in reading, writing and mathematics throughout the school.
- Speaking and listening skills are not as good as they could be.
- Pupils do not apply their skills enough, including through independent work.
- When suitable work is planned pupils with special educational needs and English as an additional language achieve well, but tasks are not always sufficiently well matched to their specific needs.

#### Commentary

1. The current standards in reception, after less than a term, are average, but children are achieving well in lessons in response to good teaching. Pupils now in Year 1 reached above average standards in communication, language and literacy, mathematics and creative development at the end of reception and almost all met the early learning goals in physical development.

*The tables shown in this commentary give average points scores for pupils. Each level in the national curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.*

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

Standards in:	School results	National results
reading	16.9 (17.8)	15.9 (15.8)
writing	16.1 (16.0)	14.8 (14.4)
mathematics	18.1 (18.5)	16.4 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

2. The 2003 results for Year 2 were average in reading, above average in writing and well above in mathematics compared with similar schools and well above average in reading, writing and mathematics compared with schools nationally, indicating that achievement was good last year. Teacher assessments in science were broadly average overall. Current standards in Year 2 are above average overall in English and mathematics, but remain average in science. Pupils are still achieving well. Although this good achievement reflects the effective teaching of basic skills seen on the inspection for Years 1 and 2, the lack of opportunities for applying skills across the curriculum slows subsequent progress in Years 3 and 4 and adversely affects standards in Year 6.



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

Standards in:	School results	National results
English	27.6 (26.2)	27.0 (27.0)
mathematics	27.0 (26.4)	27.0 (26.7)
science	28.8 (26.6)	28.8 (28.3)

*There were 38 pupils in the year group. Figures in brackets are for the previous year*

3. Results at the end of Year 6 in 2003 were above average in English and average in mathematics and science compared with schools nationally and when compared to schools in which pupils gained similar scores in Year 2. However, they are below average in English and mathematics and well below average in science compared to schools with similar numbers of pupils on free school meals and the school is not satisfied with these outcomes. The performance of Year 6 pupils leaving in July indicated that achievement was satisfactory overall since their standards were judged to be average on starting school. However, the current Year 6 are achieving well in English and mathematics and are set to reach above average standards in national tests now that targets are being used to check progress regularly and teachers' expectations are higher. Pupils are confident readers and keen writers but their speaking and listening skills, although average, are not as well developed as they could be. In mathematics pupils' mental calculation is still not rapid enough although they are good at doing written calculations.
4. Pupils are achieving satisfactorily in other subjects. They achieve satisfactorily in art, information and communication technology, geography and music lessons, generally, but assessment is not being used effectively in these subjects to meet pupils' different needs. Nearly all work is planned in these subjects is for reaching broadly average standards and there is seldom enough challenge for higher attaining pupils. Opportunities for independently applying the range of skills acquired are limited.
5. Pupils with special educational needs achieve satisfactorily overall. They achieve well when they receive support from adults and are able to complete similar work to their peers, and when they are working on the targets in their individual education plans, but too much of the class work is too difficult when they are not directly helped. Although pupils for whom English is an additional language achieve as well as their peers in most lessons, they also make satisfactory progress over the long term. Their progress in using English is regularly assessed and external support is provided in small groups on the basis of their immediate needs, but their specific needs in terms of conceptual development and the understanding of subtleties and nuances of the English language are not identified and a suitably planned programme of interventions to enable them to make faster progress is not provided even when they are supported in small groups.

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

Pupils' attitudes to school are good. Behaviour in and around the school is good although the behaviour of a small minority of pupils in lessons in Years 1 and 2 is unsatisfactory. Attendance and punctuality are good. Pupils' spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- The school is a caring community in which all adults encourage pupils to respect and care for each other.
- Pupils enjoy school and have positive attitudes to their learning.
- Pupils are courteous, confident, self-assured and relate well to adults and each other.
- A small minority shows a lack of consideration to others in lessons in Years 1 and 2.

## Commentary

6. Children make a very good start in the reception class and their personal development is above average by the end of the year. Pupils are proud of their school and are keen to attend and to learn. Year 6 pupils comment that their teachers listen, are kind, helpful and fair and that the interactive whiteboards are 'great.' They would recommend the school to their friends. Pupils in Year 2 enjoy receiving gold awards for good behaviour because they 'feel proud'. Pupils have many opportunities to co-operate and they work well together, as observed in a dance lesson in Year 5 and when planning an experiment in Year 6. Pupils with special educational needs are well accepted by their peers. They work well with their teaching assistants in classes and are included in all school and class activities
7. Pupils are courteous and helpful. They play well with each other on the playground and all interviewed expressed the view that bullying is not an issue. They have total confidence in all staff, both teaching and non-teaching, with one pupil expressing a commonly held sentiment 'if there is a problem we tell an adult and they quickly sort it out'. Pupils are aware of the sanctions that exist. In Years 1 and 2 a few pupils have very short concentration spans and occasionally disrupt classes by either calling out or talking out of turn.
8. An ethos of care pervades throughout the school and consequently pupils are happy and feel secure. Lunchtime supervisors, who have all received additional training from the headteacher, know the pupils well and have high expectations of behaviour. Pupils respond appropriately both in the dining hall and on the playground. In most classes teaching assistants are proactive in moving to support pupils when required. They often work closely with pupils with special educational needs and those with English as an additional language and are most effective when they enable the pupils to be fully included in the lesson by explaining tasks and encouraging participation in groups, as observed in a history lesson in Year 5.
9. A school council was recently formed and as one pupil said 'I know it's only Year 6 but it's fair because everyone will get a chance and we trust them'. Pupils in other year groups do not have the opportunity to serve on the council but a 'delegate' represents the interests of each class. Current issues being pursued by the pupils are to improve the décor of the toilets and to improve 'play' facilities on the playgrounds at lunchtimes. Older pupils often visit, play with and support younger pupils during playtimes.

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

Authorised absence	
School data	4.7
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

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

10. Attendance and punctuality are good, due to efficient monitoring procedures and very good co-operation from parents. Such regular attendance contributes significantly to the standards achieved.

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>
White – British	198	1
White – any other White background	4	0
Mixed – White and Black African	2	0
Asian or Asian British – Indian	1	0
Black or Black British – African	2	0
Chinese	1	0

*There has been one temporary exclusion from the school in the past year.*

11. Provision for social, moral and spiritual education is good. All staff value pupils' work, much of which is displayed in corridors where a wider audience can see and appreciate it. Staff are also very good role models, praising pupils when they show consideration for others and also when they are penitent. In this way they reinforce the behaviour and attitudes expected in the school. Pupils have a very good understanding of right and wrong and moral development is promoted well through assemblies. There are regular opportunities for prayer and reflection in assembly and during the school day and pupils are encouraged to suggest their own subjects for prayers in class and through a 'prayer tree' which is then used during the weekly prayer meeting attended by staff, governors and friends. Provision for pupils' cultural development is satisfactory. It is enhanced by a wide range of out-of-school visits and by occasional visitors such as artists. Cultural diversity is very well celebrated in a display near the school entrance, but cultural development is not yet planned and embedded securely throughout the curriculum to ensure that pupils fully appreciate the contribution made by people from different cultures represented in Britain.

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

The quality of education provided by the school is good. Teaching and learning are good overall. Although assessment in the reception class is very effective, it is not used well enough elsewhere to match work to different needs. The care given to children is a strength of the provision. Links with parents and the community are good.

#### **Teaching and learning**

Teaching and learning are good in reception and Years 3 to 6 and support staff play an important role in assisting pupils, and satisfactory in Years 1 and 2. Assessment is very good in reception and used satisfactorily overall in the rest of the school for tracking progress and planning work in English and mathematics lessons.

## Main strengths and weaknesses

- Teaching in reception is consistently good and prepares children well for Year 1 and subsequent schooling.
- Expectations are high and lessons proceed at a brisk pace in Years 3, 5 and 6.
- Older pupils are well managed but in Years 1 and 2 teachers do not gain pupils' attention sufficiently well.
- Pupils with special needs are usually well supported but when they are not, work is not always suitable for tackling independently.
- Insufficient attention is given to the specific needs of pupils with English as an additional language.
- In the best lessons questioning promotes pupils' understanding.
- Marking and feedback are useful to pupils but neat handwriting and presentation are not always expected.

## Commentary

### Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (12%)	17 (50%)	11 (32%)	2 (6%)	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.*

12. Teaching has improved overall since the last inspection since a higher proportion of lessons (62 percent compared with 46) are now good or very good and the number of lessons with shortcomings has been reduced. However, some of the same weaknesses persist despite the monitoring done by senior staff, particularly in the expectations of behaviour and levels of work in Years 1 and 2, and the opportunities for older pupils to work independently.
13. Children in reception are taught the daily routines and learn to work together well. There is a strong emphasis on promoting speaking and listening and teaching basic skills of reading, writing and mathematics. Questioning is effective in developing children's understanding and a range of interesting activities based on children's different needs are planned. Children are well prepared for Year 1 and subsequent schooling. Assessment is thorough and information is used to ensure that suitable work is planned for all pupils throughout the school day, with the result that pupils achieve well across the curriculum.
14. In Years 3 to 6 pupils are expected to listen and pay attention throughout their lessons, and they seldom call out or interrupt the lesson so all the time is used effectively for learning. Routines are firmly established and pupils know what is expected of them, and they respond by participating keenly and conscientiously in the tasks set for them. Expectations are higher in classes in Years 3, 5 and 6 and lessons proceed at a brisker pace, which results in pupils working harder and more productively and achieving well. Timely deadlines are set and pupils often work hard to achieve these. In the best lessons teachers question pupils effectively to promote understanding as well as to check recall of knowledge, but teachers do not always provide enough time or guidance to enable pupils to formulate full, reasoned responses. Year 1 and 2 pupils are less well managed and as a result interest and concentration are not always sustained. While pupils usually settle to the tasks they are given, useful preliminary discussion is often limited because a minority of pupils call out or talk amongst themselves and teachers speak over the noise rather than insisting that pupils listen properly to them and to other pupils' contributions. Where the pace of lessons is undemanding once a basic activity is completed there is no requirement to do anything further and pupils make too little effort. At worst pupils are disobedient and certain activities have to be discontinued. However, regular practice at basic skills ensures pupils acquire these and achieve well in national tests.

15. Lessons are planned clearly and pupils are often told what they are going to learn, which involves them well, and in many lessons in Years 3 to 6 teachers usefully refer back to this at the end of lessons. Teachers use a range of resources to stimulate pupils' interest. Information and communication technology is used particularly well in Years 3 to 6 to enliven teaching in mathematics, science, geography, music, dance and history and to record pupils' work in progress. Pupils are able to contribute by adding their ideas or examples and nearly all pupils regard the interactive whiteboards as valuable in helping them to understand better. However, despite pupils' positive attitudes, acquisition of basic skills and readiness to learn, they seldom have the opportunity to work independently. Tasks such as the independent research of mountainous regions in geography in Year 6 are not common, and even when they are set pupils' application of skills is not developed to make subsequent work more effective.
16. Lower attaining pupils and those with special educational needs and English as an additional language are usually well supported in lessons. Teaching assistants are often used well to enable these pupils to complete similar work to their peers during activities and to further explain or break down tasks to make them manageable. In the best lessons these adults also make a significant contribution during whole class sessions by discussing the work during the introductions and summaries and in helping to assess pupils' progress. When not supported, however, pupils' needs are not always met and work planned for them is too hard to be done independently. Similarly, although pupils are given general support to complete the work set, there is insufficient attention to the specific needs of pupils with English as an additional language so they are not always learning the subtleties of the language and developing their use of language for reasoning.
17. Most teachers mark pupils' work carefully and provide useful comments on how the work can be improved as well as what has been successfully achieved. Feedback and praise are also generally well used to give pupils guidance on how they are doing during lessons, although sometimes comments to younger pupils are over effusive. At best pupils are expected to develop their independence by being actively involved in evaluating each other's work and as a result they learn how to judge the accuracy and effectiveness of a contribution. This is not, though, a regular feature of all lessons, even where it is part of the National Curriculum programme of study such as appraising performance in music and physical education. Neat handwriting and presentation are not a regular expectation either and too many of pupils' exercise books contain scribbling out or poorly written work.
18. As the result of initiatives by senior staff, pupils' work is assessed regularly in English and mathematics and the results are used to track progress and to set group targets in Years 3 to 6. Pupils are aware of these targets and find them helpful. Some teachers set individual targets but practice is not consistent. In most other subjects assessment systems are at an early stage of development, so teachers do not have the data to plan work for different groups of pupils in the class and only plan work at broadly one level. Higher attaining pupils are not always sufficiently challenged in lessons other than in English and mathematics and although teaching assistants are used to assist lower attainers, work is often too hard to be done without their support.

## **The curriculum**

The curriculum is satisfactory. The school provides good opportunities for pupils to widen their experiences through extra-curricular activities and visits. The accommodation and resources to support pupils' learning are satisfactory.

## **Main strengths and weaknesses**

- There are some promising recent curriculum developments.
- There are too few opportunities that encourage pupils to become independent learners.
- The use of literacy, numeracy and information and communication technology skills across the curriculum is underdeveloped.
- Good use of visits and events helps to bring the curriculum alive, and is supported by a good range of out of lesson clubs and activities.

## **Commentary**

19. The school ensures all pupils have a suitable range of learning opportunities which meet statutory requirements and ensure progression. The school follows the National Literacy and Numeracy Strategies, and schemes of work are in place for other subjects. Attention has appropriately been given to maintaining and improving standards and achievement in English and mathematics. Rigorous monitoring in history has also identified that some study units were not fully completed and higher attaining pupils were not challenged enough, but in most other subjects the provision has not been monitored sufficiently to identify such weaknesses. Planning does not take sufficient account of the needs of different pupils within the class, such as those with special educational needs and English as an additional language.
20. The school has started to look at the different ways in which pupils learn. Lessons are now planned with visual, auditory and kinaesthetic inputs. This is a positive approach that should help to build up pupils' self-esteem further by recognising that achievement should take account of these different fields, but it is too early to evaluate its impact. The skills that help pupils to become independent learners have not been sufficiently developed. There are not enough opportunities for pupils to research from books, to apply mathematical and information and communication technology skills or to carry out scientific investigations for themselves.
21. The school supports the curriculum well through a good range of educational visits. For example, visits to the Tudor festival at Dover Castle and to Canterbury Cathedral help to raise pupils' enthusiasm for history. Visiting speakers make a useful contribution to personal, social and health education, with talks for older pupils, for example, on smoking awareness. Participation in events such as the book fair and a performance of *A Midsummer Night's Dream* enrich the curricular provision. There is a good range of clubs that support learning in sport and the arts, including football, golf, netball, infant games, Scottish country dancing, choir, recorders and art. The school also provides opportunities for some pupils to learn Latin and Spanish.
22. Provision of support staff is satisfactory and these adults usually make an effective contribution to pupils' learning in lessons. The new accommodation offers satisfactory facilities for pupils' learning. Although planned, there are currently no centralised library facilities and this limits pupils' application of research skills. The computer suite is well equipped but is not fully used. Classrooms are adequately sized; some are equipped with interactive whiteboards that are used effectively in lessons by teachers. The playing field has yet to become fully useable and this restricts facilities for sport.

## **Care, guidance and support**

The school takes very good care of its pupils within a warm, Christian atmosphere. It has very good systems to identify and support pupils' personal development needs, and provides pupils with satisfactory guidance in their academic work. Good new systems are in place to take account of the pupils' views.

## **Main strengths and weaknesses**

- Formal procedures to ensure the health, safety and welfare of the pupils are very well implemented.
- Staff develop good supportive relationships with the pupils, particularly the younger ones.
- There are very good systems in place to help the pupils learn more about themselves.
- The school has recently introduced a school council that effectively seeks pupils' views.

## **Commentary**

23. The school's very good procedures for ensuring the health, safety and protection of its pupils include secure child protection measures and very good staff awareness. Any concerns about the pupils are very effectively recorded in the school's pupil welfare file, which enables the school to pick up quickly any problems and work to resolve them. This might, for example, lead to the inclusion of a pupil in a social skills group. Good procedures to meet the needs of any children in public care are in place; meetings with the relevant outside agencies are arranged as required.
24. The staff all know the pupils well and as a result there are good relationships across the whole school community. Nearly all pupils in reception and Years 1 and 2 say they have an adult to turn to if they have a problem. However, more than a quarter of pupils in Years 3 to 6 are not so sure. When some Year 6 pupils were asked about this, they explained that sometimes they just want someone to listen, not someone who feels they have to do something. They did say, however, that staff, particularly the headteacher, are approachable and willing to help.
25. The headteacher has introduced an innovative system that assesses the pupils' intelligence in a range of areas, from being 'practically smart', 'number smart' or 'word smart' to being 'self smart', where the pupil knows a lot about themselves. Thus the pupils know where their personal strengths and weaknesses are and are able to work to improve them. The results of these assessments provide teachers with individual and class profiles that help them to promote specific areas of development. For example, if a class is identified as being low on 'people smartness', then the skills of discussion and working together are actively developed. The school is beginning to use its academic assessment information to identify, and share with the pupils and their parents, the next step to take to improve. For example, pupils know their next targets for English and mathematics.
26. The school has made a good start in taking the pupils' views into account through a school council. Each class is represented by a pupil from Year 6 with whom they have regular meetings. These are used to discuss what the pupils would like done to improve the school and to inform them of the outcome of council meetings. Recent topics raised include the toilets and markings on the playground; action to improve the latter is already under discussion. The pupils are already familiar with the system and talk about it enthusiastically.

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

There are good links with parents, who are supportive of the school. There are very good links with the local community, particularly the local church community, and appropriate links with other schools.

## **Main strengths and weaknesses**

- Good quality information is provided for parents, supported by well attended meetings.
- Parents are consulted extensively by the school.
- The school is an integral part of the local church community.

## **Commentary**

27. Parents show a good level of support for the school. They feel that their children like school and they are well taught, expected to work hard and are treated fairly. They feel the school provides a good range of activities for their children. A very few raised concerns about the information they receive, but this was judged to be good by the inspectors.
28. Informative newsletters are provided weekly, keeping parents abreast of activities and events; these are also accessible, with other information, on the school's website. Termly letters about class activities and what the pupils are learning are relevant, clear and helpful. Reports sent in the summer term are informative and often give perceptive comments, including some by the headteacher, on each pupil's personal and social development. Parents show a very high level of interest in their children's education and the school works hard to ensure that it makes contact with all parents. As a result, nearly all parents attend termly meetings with teachers to discuss progress. Other meetings about specific topics, such as a recent one on 'guided reading', are also very well attended. The parents of pupils with special educational needs meet with teachers on a regular basis to discuss progress and further support. A significant number of parents actively help in lessons, providing useful additional support for pupils.
29. The Parents Advisory Group, to which all parents are invited, very effectively promotes discussion between parents and the school. It is an open forum at which parents can raise any concerns, or make suggestions; it also gives the headteacher the opportunity to share current initiatives and innovations with parents and ascertain what the school can do to develop a productive partnership with parents. Discussions on homework and information evenings have led to changes in practice by the school to the benefit of all.
30. As a church school, very good relationships have been built up with the local parishes and those further afield over many years. Many parents and grandparents of current pupils attended the school themselves and this has established a strong community. The pupils use the local churches for services, such as at harvest and Christmas times, as well as for looking at architecture and artefacts. Local clergy come weekly to take assemblies in school, and church meetings, including one about children's evangelism, are often held at the school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The leadership of the headteacher is good, and that of subject co-ordinators is satisfactory. Management is good. The governance of the school is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has a clear vision for the school.
- The headteacher and deputy headteacher are setting good examples to other subject co-ordinators; most other co-ordinators have not yet influenced provision.
- Data from monitoring is being used well to improve provision.
- Principles of challenge and comparison are used well to judge the school's success.

## **Commentary**

31. Since taking over the school less than two years ago the headteacher has established a firm commitment by staff to his vision and brought about significant changes to provision. He and the deputy headteacher are working particularly well together to achieve the vision. The headteacher's determination not to accept mediocrity has led to challenging targets in terms of standards, and resulted in improved results in 2003 national tests in Year 6. The headteacher uses information about other schools in the locality and nationwide to challenge the school's work, and has raised expectations of staff and governors as to what the school can achieve. Through a range of consultation arrangements, parents' views are taken into account when



decisions are taken and a forum for pupils to contribute has recently been introduced. Nearly all the areas inspectors report as needing development have already been identified by the school.

32. Where opportunities have arisen the headteacher has made some wise appointments to senior positions, and he and the deputy headteacher set an example for colleagues in the way they lead science and history respectively. Although the co-ordination of other subjects is not yet as well developed, co-ordinators have a good understanding of how they are to develop their work now that they are becoming increasingly responsible. Research into how pupils learn has led to a vision where all pupils are taught according to their talents and preferences and has inspired most teachers to reflect on their practice and successfully refine their planning and approaches. Teamwork has developed well, including team teaching in some classes, and is proving supportive to recently appointed staff, especially those relatively new to the profession. Pupils are valued as individuals, and know this. As a result the school is inclusive. Pupils' self-esteem is high and they have great confidence in their ability to learn and do well not only in school but also beyond. Where teachers have been less quick to respond to the headteacher's enthusiasm and thrust, monitoring of their work has identified their particular strengths and areas for development and targets have been set.
33. The co-ordination of special educational needs is currently sound, the co-ordinator having relatively recently been appointed. Provision for pupils has been appropriately reviewed so that teaching assistants now support pupils in literacy and numeracy lessons in the morning when they most need help and withdrawal for regular work on their individual education plan targets is in the afternoon. The co-ordinator liaises regularly with teaching assistants, who have performance management targets, to discuss their work and any other relevant issues. Individual education plan targets have been made more challenging.
34. The governing body fulfils its statutory duties and is actively supportive of the school through regular visits and involvement in day-to-day work. Developments have recently been instituted to provide more effective monitoring of the school's work by each subject co-ordinator being directly linked with a governor so that co-ordinators' work is regularly reviewed. This has streamlined decision making since new policies and suggested initiatives no longer have to await discussion at a committee meeting before any action can be taken. Governors consider progress data, but some need more training to understand fully and to be effective in working more closely with co-ordinators. Similarly, although the governing body is aware of the school improvement plan and can discuss its elements, governors have not so far been active in deciding the priorities. Governors are firmly in control of the budget, and ensure that finance is administered efficiently. Currently the school is carrying money forward to enable improvements to be made to the building.

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

Income and expenditure (£)	
Total income	457348
Total expenditure	415778
Expenditure per pupil	1933

Balances (£)	
Balance from previous year	55090
Balance carried forward to the next	96660

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

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

Provision for children in the Foundation Stage is good overall, as it was in the last inspection. Foundation Stage provision is well led and managed. All pupils begin school at the beginning of the year in which they are five with the youngest attending part-time in the first instance. Accommodation is suitably organised, provides well for the different areas of learning and the extension into a neighbouring room has created extra space that is used well by the teaching assistant working with small groups. Outdoor provision is currently inadequate and this impacts negatively on children's physical development. The school is aware of this and plans exist to further develop the premises and to provide appropriate outdoor facilities.

Most children attend a pre-school setting and enter the reception class with average attainment. Because of good teaching they achieve well and most attain standards above those expected in reading, speaking and listening, mathematical development, personal and social development and creative development by the time they enter Year 1. The exceptions are in physical development because of the lack of suitable outdoor play activities and in writing where most achieve average standards. Opportunities for the children to explore and practise their writing skills exist but need to be developed further. There was insufficient evidence to make an overall judgement about knowledge and understanding of the world, although children were observed engaged in appropriate activities. The curriculum is broad, balanced and planned well. Care is taken to ensure that children attending part-time have access to a full range of appropriate learning experiences during the morning session when they are in school.

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

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

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

- Children achieve well overall, reaching standards above those expected for their age by the end of the year.
- All adults support pupils well and good teaching ensures that children learn to respect both each other and adults.
- Children learn to accept responsibilities but more opportunities to act independently could be provided.

#### **Commentary**

35. Induction procedures are well established, ensuring that children have a good start to their early learning and that their parents understand how they can best support them. Personal, social and emotional development is well promoted in all areas of the curriculum and children are engaged in a range of activities that hold their interest and attention and encourage them to co-operate and work well with each other. In the 'shop' one child gave her friend a toy and said 'now you must say thank you and give me the money for it.' A group of four took it in turns to sit in the box and 'fly to the moon.' Staff have high expectations of behaviour and are good role models. They correct children gently but firmly if they forget to say 'please' or 'thank you' or are impatient and demand attention. Children help 'clear up' sensibly and know where equipment is stored. However they would have even more opportunities to develop their independence if different work areas had a clearer focus giving children the opportunity to exercise a wider choice to practise skills and take part in role play.

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

Provision in communication, language and literacy is **good**.

## Main strengths and weaknesses

- Many opportunities are provided to promote the children's speaking and listening skills.
- Reading is taught well and children attain above average standards by the time they enter Year 1.
- Children do not always have access to a wide range of writing materials.

## Commentary

36. Standards by the end of the year exceed the goals expected in reading and speaking and listening and children achieve well; they are in line with them in writing and children achieve satisfactorily. The timetable ensures that children receive direct teaching in reading and writing that is then well reinforced by focused activities that enable them to practise with adult supervision. They wrote their own story sequences and were praised for good attempts. This boosted their self-esteem and encouraged them to greater efforts. This was observed when a child listened intently as the teaching assistant repeated the word 'moon' several times. He then wrote the word, making a very good attempt at spelling it, correctly incorporating an 'm' and 'n' at the beginning and end. Children have access to some writing materials but it is not regarded as an attractive option and most observed chose other activities. A wider range of materials and opportunities to write unaided need to be provided. Reading is taught well and is well supported by parents, who regularly record comments in the children's home/school books. Children are developing very positive attitudes to books and reading and speak confidently about books they have read, one exclaiming 'I read a big book about whales the other day!'

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

## Main strengths and weaknesses

- Group tasks are designed well and teaching is good overall.
- Skilful questioning ensures that children of all abilities are supported very well.
- Children need access to a wider range of equipment and apparatus when they are not being taught directly by either the teacher or her assistant.

## Commentary

37. Most children will exceed the expected goals by the time they enter Year 1 and are achieving well. They listened well to instructions and quickly formed a circle, demonstrating that most can count accurately to 20 and many to 30. The teacher then held their attention by singing 'Five Little Teddy Bears'. She repeated appropriate language such as smallest, largest and medium sized, further consolidating the children's understanding. Focused activities enable children to count and compare numbers of plastic bears and to use a tape measure to compare the heights of different bears. Children are taught in broad ability groups and this helps staff ensure that work is well matched to ability. Children were observed handling plastic money in the class shop and a display of 'number fish' encouraged children to count the number of triangular, square and round fish, thereby helping them to identify different shapes. However, an even wider choice of activities related to shape and number would encourage children to practise and consolidate knowledge and understanding taught in the focused sessions.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

It was not possible to make an overall judgement on either provision or standards, however children were observed engaged in appropriate activities. They commented that 'we must wash our hands' before, with the help of a parent, they made pastry and decorated and baked 'teddy bear' cookies.

They used the computers confidently and manipulated the mouse very well as they completed mathematics and language programs. They discussed the clothes that the bears should wear to keep warm or cool, look smart and be safe and then, with adult support, designed a 'pop-up' bear. Photographic evidence showed that they had had the opportunity to use Victorian tools such as a 'washing dolly'.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children control their bodies well when they run and play; they develop appropriate manipulative skills.
- The lack of outdoor facilities limits children in developing a full range of physical skills.

### **Commentary**

38. Children achieve satisfactorily and are likely to achieve the expected goals by the end of the reception year. Children are satisfactorily taught. When playing outside children run and chase, changing direction confidently and adjusting speed as they play chasing games. In the classroom they practise and improve their manipulative skills by cutting accurately, playing with play dough, rolling and cutting out pastry, stacking blocks of various sizes and exercising very fine control as they manipulate the computer mouse. Although no physical education lessons were seen, the timetable shows that an appropriate amount of time is allowed for physical education, normally in the school hall where facilities exist to allow the children to climb, run and crawl or, weather permitting, outside, where facilities are more restricted and where resource provision needs to be improved.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children are provided with an extensive range of activities that develop their skills well.
- Facilities for role-play need to be developed further in order to provide a full range of opportunities to pretend and imagine.

### **Commentary**

39. Teaching is good and children achieve well and are likely to exceed the expected goals by the time they enter Year 1. Children are given ample opportunities to express themselves through painting, drawing, creating collages and printing, using a wide range of materials. An 'art week' on the theme of the sea also enabled them to benefit from intensive adult support and to create models of various sea creatures. One child questioned about the nativity scene she was painting explained 'I know it's supposed to be the baby Jesus but I decided to paint my mummy instead!' They use a full range of tools such as brushes, rollers and sponges. They take part in role-play with boxes of various sizes being transformed into spacecraft for a trip to the moon. However the classroom needs to be developed further to include more areas that will actively encourage role-play to develop pretending and the use of children's imagination.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- By Year 2 and Year 6 standards are above average in reading and writing.
- The quality of teaching and learning is good overall and the majority of pupils achieve well.
- Standards in speaking and listening are average; these skills are not promoted systematically throughout the school.
- Pupils are not sufficiently guided or informed in their choice of reading books.
- Pupils behave well in lessons and have positive attitudes to learning.
- There are insufficient opportunities for pupils to fully apply their literacy skills in other subjects.

#### Commentary

40. Since the last inspection there has been some variation in levels of attainment by Year 2 and Year 6. This has been due to the make up of different year groups and changes to the staffing and leadership and management of the school. The school has started to monitor the progress of individual pupils and to identify where further support is needed. For example, team teaching has been introduced to Years 3 and 6 to help maintain standards and raise achievement further. In the current Year 2 and Year 6 above average standards in reading and writing are similar to those at the time of the last inspection. Although teaching and learning are only satisfactory in Years 1 and 2, basic skills are nevertheless well taught and enable pupils to achieve well. Progress in Years 5 and 6 is accelerated because teaching is stronger. Pupils with special educational needs and those with English as an additional language make satisfactory progress. Pupils with special educational needs now make good progress in meeting the literacy targets in their individual education plans. However, lessons are not adapted sufficiently to take account of their lower levels of attainment to enable them also to achieve well. Pupils with English as an additional language are well supported during lessons but their longer term needs in terms of vocabulary and understanding nuances are not actively met.
41. Overall standards in speaking and listening are average. When talking individually to an adult, most pupils speak clearly and readily discuss what they are doing in lessons. Although all pupils generally listen well during the whole class parts of lessons, opportunities are not always given for pupils of all abilities to respond to appropriate questioning, in order to extend their vocabulary and understanding. Few opportunities were observed for pupils to take part in discussion, to ask questions of each other and form their own ideas, and to develop confidence in speaking. The school recognises this as an area for development. There are some examples of good practice, for instance pupils in Year 5 are preparing to act out their own play script of Romeo and Juliet to the rest of the school, and Year 6 pupils have discussed the effects of tourism in geography.
42. Pupils achieve well in reading because basic skills are well taught. Classes have guided reading sessions where teachers focus on different groups and their developing skills. New resources have been introduced to support this move. Many pupils in Year 2 read fluently and accurately; lower attaining pupils attempt to sound out unknown words and break down larger ones. By Year 6 pupils retell stories in some detail, describing the main characters. Their awareness of different authors and preference for books is satisfactory. The lack of classroom book areas and displays to raise interest in reading does little to improve this. Pupils make only satisfactory use of non-fiction texts. There is no centralised school library and there are insufficient opportunities for individual research. Year 6 pupils commented that they did not use information books in lessons very much.

43. Story planning for Year 2 encourages pupils to think their ideas and stories through before writing them down. The writing produced, particularly by higher attaining pupils, often shows imaginative thought. However, spelling, handwriting and punctuation skills, although systematically taught, are not sufficiently evident in the work produced. By Year 6, pupils' writing is often lively and well structured. Spelling is usually accurate and a full range of punctuation is used. Pupils' writing serves different purposes, such as informative, journalistic and narrative. Although the work set challenges higher attaining pupils well, it is not always appropriate for lower attaining pupils, including those with special educational needs. This results in work that is sometimes inaccurate and lacking in content. Overall, pupils do not apply their handwriting and presentation skills sufficiently.
44. The quality of teaching and learning overall is good. In the very good lesson in Year 5 high expectations, challenge and a lively, stimulating and dramatic introduction involved all pupils and resulted in the development of many new skills and the commitment of pupils. The teaching assistant, although used well, could have been even more effective in giving more group as well individual support to lower attaining pupils. This was also the case in some other lessons where the role of the teaching assistant needed to be more fully and carefully considered. Lessons, however, are generally well planned, prepared and managed. Where they are not so successful, teachers have lower expectations both of the quality and quantity of work produced. Marking is inconsistent; in the best examples pupils are informed of how well they have done and what they need to do to improve. The conclusions to lessons provide opportunities for pupils to report back on what they have done, but do not allow sufficient opportunities for pupils to evaluate their learning. In guided reading sessions, the group reading with the teacher is well catered for; the provision for other pupils, however, needs to be more carefully planned.
45. The subject leaders provide satisfactory leadership and management. They have a clear view of what needs to be improved, and have worked well with staff to put improvement strategies into practice. They have not yet had sufficient time and opportunity to fully monitor work in classrooms. National and optional end-of-year test results are now used to track individual progress and to set targets for teachers to plan for and pupils to work towards.

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

46. Some over-use of worksheets and activities that do not take enough account of pupils' particular literacy skills limits the effectiveness of the opportunities provided in other subjects. At times this leaves higher attaining pupils insufficiently challenged and lower attaining pupils struggling in their work.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Pupils achieve well in terms of basic numeracy skills as the result of effective teaching.
- Higher attaining pupils are regularly challenged in Years 5 and 6.
- Practical tasks are used well for lower attaining pupils and those with special educational needs in Years 1 and 2.
- Mental arithmetic sessions are not brisk enough.
- Plenary sessions are not always planned well enough to summarise key learning or show how the work will develop.

#### **Commentary**

47. There has been an improvement in standards in Year 2 since the last inspection; standards are now above average and pupils achieve well. However, since the last inspection results in Year 6 declined and are only now beginning to return to the levels reported in 1998; these fluctuations are not entirely due to differences in the pupils' abilities. Improved management led to improved standards in 2003. In Year 6 standards are currently above average and pupils achieve well. Pupils in Years 1 and 2 calculate confidently using a range of strategies. Year 2 pupils record data on pictograms and bar charts and higher attaining pupils answer questions by interpreting the data. By Year 6 higher and average attaining pupils have a good understanding of place value, calculate reliably and use fractions and percentages confidently. Lower attaining peers are not as secure with place value or percentages. Pupils recognise pattern in number sequences and extend these to the 'nth' term. Higher attaining pupils express their sequences algebraically. However, pupils' mental recall is not always swift enough.
48. Mathematics is soundly taught in Years 1 and 2 and well taught overall in Years 3 to 6, which is an improvement since the last inspection, particularly in terms of the clarity of planning. Even in the better lessons mental sessions are not brisk enough, though, and not all concluding sessions develop learning further. Because higher attaining pupils are given demanding work in Years 5 and 6 they achieve well, but younger higher attainers are not always challenged, especially in Years 1 and 2. In Years 1 and 2 the practical tasks provided for lower attainers and pupils with special educational needs ensure that they understand the work and achieve success but some lower attaining pupils in Years 5 and 6 struggle to complete the work set because it is very difficult for them. When supported by adults these pupils do overcome their difficulties, but the effort is sometimes too great for them when they do not have immediate help available. The National Numeracy Strategy is used well to enable pupils to use a variety of methods for calculation and explain what they have done; interactive whiteboards are used effectively in Years 3 to 6. Pupils' targets are overtly shared with them and are recorded when they reach them, so pupils know what they need to learn next. In the best lessons pupils are told what they need to do to achieve the appropriate level on the National Curriculum. Although information and communication technology is used by teachers and selected pupils during introductions and plenary sessions in Years 3 to 6, pupils seldom use the computer to conduct their individual tasks.
49. The leadership of the subject is currently the shared responsibility of two teachers. Their leadership is sound because, although they are appropriately involved in overseeing provision, they have only recently begun to analyse and evaluate results and have not yet taken active steps to bring about developments. Under the leadership of the headteacher, challenging targets are now set for pupils and their progress is regularly tracked; achievement is improving as a result.

### **Mathematics across the curriculum**

50. Mathematics is sometimes used to record data in science and geography, and measurements are occasionally applied in design and technology and geography. While such instances provide some appropriate practice, especially in using scales and understanding the significance of data, they are not part of a planned programme of applications to reinforce work taught in numeracy lessons and to illustrate the relevance of mathematics to daily life.

### **SCIENCE**

Provision in science is **satisfactory**.

## Main strengths and weaknesses

- Lessons observed indicate that the underachievement in Years 3 to 6 is being addressed successfully.
- Pupils enjoy science and have very positive attitudes toward the subject.
- Scrutiny shows that lessons are over directed and work is not always matched to the needs of the pupils.
- There are too few opportunities to encourage pupils to work independently and apply the skills they have learned.

## Commentary

51. Teaching in Years 1 and 2 is good and pupils achieve well. Pupils talk enthusiastically about their work on electricity and circuits and are keen to explain that 'you can't make a circuit with plastic'. In the only lesson observed in Year 2, resources were well organised and pupils, well supported in two groups, investigated the impact of adding weight to a vehicle being rolled down a ramp. Teaching observed in Years 3 to 6 was good. In Year 6 pupils were actively engaged in designing their own experiment to investigate whether it is possible to predict how fast micro-organisms will cause decay in leaves. This encouraged them to use and apply skills already taught and in doing so they demonstrated that they understood about the concept of a 'fair test' and that they must only 'change one variable at a time'. In Years 3 and 5 good teaching also ensured that resources were well prepared and that pupils collaborated well to solve the problems set. In Year 3 the teacher made very good use of the interactive whiteboard to convert findings into bar charts, thereby enabling the pupils to evaluate their results with greater ease.
52. National test results indicate that whilst pupils in Years 1 and 2 achieve well, pupils in Year 6 are underachieving although standards are average. The school recognises this and effective action to improve achievement for older pupils is being taken. The above average standards of work observed in lessons are not reflected in pupils' books. Scrutiny indicates over-direction by teachers and not enough account taken of the differing abilities of pupils. Consequently higher attaining pupils are not always challenged sufficiently and lower attaining pupils will sometimes find the work difficult to complete. This situation is similar to that reported at the time of the last inspection. Pupils are given too few opportunities to apply the skills they have learned and to show initiative in planning their work and drawing and recording conclusions.
53. The subject is very well led by the headteacher. He has identified the underachievement in Years 3 to 6 and made the improvement of science teaching a priority in the school development plan. Lessons observed indicate that this is making a difference and pupils are responding well to the additional opportunities offered.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

## Main strengths and weaknesses

- By Year 6 pupils achieve average standards.
- There are good resources and accommodation for teaching the subject.
- There has not been sufficient monitoring of the subject.

## Commentary

54. There was insufficient evidence to make a judgement on standards and achievement by Year 2. A discussion with some Year 2 pupils indicated that they had not done much work and that what they had done was not particularly challenging, showing insufficient expectation by



teachers. A discussion with some Year 5 and 6 pupils, along with their work displayed on computers, shows that by Year 6 standards are broadly average and that pupils achieve satisfactorily, as at the time of the last inspection. The lack of assessment procedures means that teachers are not yet fully identifying and challenging higher attaining pupils or providing further support where it is needed. In consequence, standards and achievement are unlikely to improve. This was apparent in one of the lessons seen, where pupils worked in mixed ability pairs, providing neither challenge for the higher attainers nor appropriate support for the less able.

55. The overall quality of teaching and learning is generally satisfactory although shortcomings in pupils' behaviour and lack of preparation meant that pupils made very little progress in lessons during the inspection. The teacher asked pupils to go to different web sites without previously checking whether they could be downloaded and information accessed. Computers are used in a limited number of lessons for word-processing; teaching of this was satisfactory. Information and communication technology was used well in a Year 6 literacy lesson where a pupil with special educational needs was made to feel an important member of a group when entering the group's suggestions onto a laptop.
56. The school uses a scheme of work, based on national guidelines, that provides much of the software needed in teaching, and the computer suite provides good facilities for teaching the subject. However, although each class is timetabled for a weekly session of information and communication technology skills, limited use is made of the suite at other times to use these skills in teaching and learning in other subjects. The co-ordinator manages the subject satisfactorily by evaluating samples of pupils' work, but does not fully monitor the provision with a view to improving the quality of teaching and learning and raising standards.

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

57. The 'interactive whiteboards' are used well by teachers in the classrooms in Years 3 to 6 to display ongoing work, and as a resource such as a number line in mathematics and for displaying data in science. Pupils confidently participate in presenting or amending such information but do not regularly use computers independently as a part of their own day-to-day work. Lessons in the computer suite do build on the curriculum taught in other subjects.

## **HUMANITIES**

*Geography was inspected individually and is reported in full below. Inspectors also saw two lessons in history.*

Not much **history** has yet been covered in Years 1 and 2, so it is not possible to make a judgement on standards by Year 2. From the work in books pupils achieve satisfactorily, and by Year 6 standards are broadly average. Much of the work is descriptive and does not show any pupils working at a higher level. There is nothing recorded, for example, to show that pupils consider how historical events have wider effects. In the one lesson seen in Year 2, unsatisfactory management led to a slow pace for learning. Low expectations and the lack of a clear focus resulted in little progress being made by pupils. In a very good lesson in Year 5, though, pupils were helped to understand different points of view through role-play as key Spaniards and Britons in the events of the Spanish Armada. The subject is well led and managed. The co-ordinator's approach to his role is seen as a good model for others to follow. He has reviewed the scheme of work and introduced thorough, yet manageable, skills-based assessment procedures. These are already helping teachers when planning new units of study. Some rigorous work sampling has been carried out, showing where teachers have not fully covered units of study, and where pupils have not been sufficiently challenged.

### **Geography**

Provision in geography is **satisfactory**.

## Main strengths and weaknesses

- Teaching was good in the lessons observed.
- Coverage is limited in depth and breadth and specific work to meet the different needs of higher and lower attainers is seldom planned.

## Commentary

58. Standards in Year 2 and Year 6 are broadly average and achievement is generally satisfactory although most work covered is the same for all pupils, and higher attaining pupils are rarely challenged except through occasional tasks that give them the chance to undertake independent research. Pupils with special educational needs are expected to complete the same work as peers, which sometimes limits their understanding of geographical principles. Year 2 pupils know about some features of islands and record these on maps as well as noting the differences between life on the island of Struay and their own experiences in Deal. Year 6 pupils recognise some features of deserts, forests, glaciers and mountains. They know the locations of important mountain ranges and name some human activities that take place on mountains. The work in pupils' exercise books covers the topics required by the National Curriculum but it is often only superficial and at worst consists of worksheets that only require the completion of single word answers or maps to be coloured. Although standards overall are similar to the those at the time of the last inspection, the above average standards then evident in some year groups were not seen this time.
59. No teaching was observed in Years 1 and 2 but the two lessons in Years 3 and 4 seen during the inspection were good. Essential information was provided, and usefully recapitulated, relevant vocabulary introduced and questioning effectively helped pupils to apply their knowledge. Resources, including information and communication technology, were used well to illustrate the main points of the exposition and activities were useful in assisting pupils to understand. Over the long term teaching is generally satisfactory, though, because worksheets limit pupils' responses, little guidance is given on how pupils can improve their work and the needs of different pupils are not met sufficiently well.
60. The co-ordinator has only recently taken responsibility for the subject and has made a sound start in reviewing planning, sampling pupils' work and auditing resources in order to establish an overview of the provision. Guidance on how to proceed is being provided by the deputy headteacher, whose developments in the co-ordination of history are being used as an exemplar.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Music was inspected fully and is reported on below but in art and design and physical education there was not enough evidence to judge achievement. However, work was sampled. Work in **design and technology** was not inspected.*

No lessons were observed in **art and design** but pupils' previous work was examined and this indicates that standards overall are average. Art and design work on display throughout the school indicates that pupils have applied a broad range of skills and techniques. In Year 1 they mix watercolours satisfactorily to match skin tone and in Year 2 pupils have made sound pencil drawings of Barnaby the travelling bear. Displays in Years 3 to 6 show a satisfactory progression of skills with occasional evaluative comments from pupils that indicate attempts to improve standards further; for example 'I was pleased with the second self portrait', 'I preferred the shape of the face and mouth'. A multicultural display in the entrance hall used a combination of photographs, textiles and artefacts to reflect very well 'our multicultural school', but there was no other evidence of celebrating artists from other cultures.

One **physical education** lesson in Year 3 was very good because it was well planned and prepared. Pupils' very good behaviour and positive attitudes contributed to effective learning as they worked hard to practise and develop dance routines based on the theme of Noah's Ark. The unsatisfactory behaviour of pupils in a Year 2 lesson resulted in little progress being made. They were not able to apply sufficient co-ordination and control to their movements. A good range of extra-curricular sports and games activities adds to the provision for the subject.

## Music

Provision in music is **satisfactory**.

### Main strengths and weaknesses

- The curriculum is enhanced by extra-curricular activities and instrument tuition.
- Opportunities for creativity are not a regular feature of lessons.
- The teaching is rarely better than satisfactory.

### Commentary

61. Standards are average in Year 2 and Year 6 and achievement is generally satisfactory, but there is limited provision in lessons for higher attaining pupils to develop their skills and talents and additional support for pupils with special educational needs is usually only provided through help from other pupils. The above average standards in Year 6 reported at the last inspection have not been maintained. Pupils generally sing satisfactorily but with limited awareness of dynamics and diction. Year 6 pupils know there are different styles of music and apply their knowledge of blues songs to writing some suitable lyrics. Year 2 pupils keep the pulse satisfactorily, and many also mark the rhythm but few maintain their part when rhythm and pulse are performed together. Year 2 pupils also recognise changes in pitch. In Years 1 and 2 pupils are given too few opportunities to play instruments as they are not provided with an instrument each, and as a result by Year 4 some pupils still do not know how to hold and play them correctly.
62. The teaching is satisfactory overall. Most of the music lessons in the school follow a published scheme of work. The requirements of the National Curriculum are covered by this work, but it results in predictable lessons and limited opportunities for creativity. Basic information is taught and pupils perform regularly to recorded tracks, practising relevant exercises. While more confident teachers develop ideas in the scheme and provide useful feedback to pupils as the work proceeds, those teachers who are less confident fail to give guidance on how performance can be improved. Only pupils in Year 6 are given any opportunities to appraise their own performance, and these are limited. Most work is done by the whole class, so there is limited scope for independent learning as well as challenge for higher attainers. Teachers in Years 1 and 2 do not always manage pupils effectively with the result that time is wasted restoring their attention and this reduces productive lesson time.
63. Even though the subject has not been a priority for the school, the leadership of the co-ordinator is not satisfactory, as there is little active promotion of music. Although music is played before and after assembly, for instance, no mention is made about the chosen pieces, and there is little to stimulate interest through displays. Extra-curricular activities do enhance provision for pupils who are interested, however. There is a choir and a recorder club, as well as peripatetic music tuition in woodwind and brass. The curriculum is also enhanced by visiting musicians and opportunities to perform in the community.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There was not enough evidence to report on this area in detail, but one lesson, *circle time* in Year 1, was sampled. The teaching was satisfactory, as were learning and achievement as pupils considered how to seek the approval of others through their actions. Pupils' learning styles and

strengths are assessed by the school, and their awareness of these aspects has a positive effect on their self-esteem, especially when they are chosen to fulfil certain tasks or roles on the basis of their talents. Assemblies seen during the inspection also made a good contribution to this curriculum area.

## 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	3
How the school's effectiveness has changed since its last inspection	4
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	3
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	4
How well the curriculum meets pupils needs	4
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	2
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	2
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	4
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).*