

# INSPECTION REPORT

## **DOVER PARK PRIMARY SCHOOL**

Ryde

LEA area: Isle of Wight

Unique reference number: 118179

Headteacher: Mrs J Leigh

Lead inspector: Mr J Sorsby

Dates of inspection: 5<sup>th</sup> – 7<sup>th</sup> July 2004

Inspection number: 255986

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:             | Community                             |
| Age range of pupils:         | 3 to 9                                |
| Gender of pupils:            | Mixed                                 |
| Number on roll:              | 320                                   |
| School address:              | Dover Street<br>Ryde<br>Isle of Wight |
| Postcode:                    | PO33 2BN                              |
| Telephone number:            | 01983 562617                          |
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| Appropriate authority:       | The Governing Body                    |
| Name of chair of governors:  | Mrs H Wilks                           |
| Date of previous inspection: | 27 <sup>th</sup> April 1998           |

## CHARACTERISTICS OF THE SCHOOL

Dover Park Primary School is a large primary school with 320 pupils in classes from Nursery to Year 4. Pupils with special educational needs form over 23 per cent of the pupils attending the school, which is above the national average. There are 9 pupils with a statement of special need, which is 2.8 per cent and is above the national average. A wide range of need is identified.

The large majority of pupils are from white British backgrounds. A relatively small number are from other ethnic backgrounds. Four pupils are at an early stage of learning English. The school draws its pupils from socio-economic backgrounds which are well below average overall.

Children's attainment on joining the school varies significantly from year to year and is presently well below that commonly found for their age. Twenty per cent of pupils join the school at times other than normal, also often with standards that are well below average. The high proportion of pupils with special educational needs and mobility of pupils are characteristics of the school that have a significant effect on its work and on pupils' achievements.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |             |                | Subject responsibilities   |
|--------------------------------|-------------|----------------|--|
| 14042                          | J Sorsby    | Lead inspector |  |
| 14324                          | M Hudson    | Lay inspector  |  |
| 30997                          | J Considine | Team inspector | Areas of learning for children in the foundation stage<br>Science<br>History<br>Religious education  |
| 10678                          | M Paull     | Team inspector | Mathematics<br>Information and communication technology<br>Design and technology<br>Music  |
| 22778                          | A Shannon   | Team inspector | English<br>Art and design<br>Geography<br>Physical education<br>Provision for pupils with special educational needs<br>Provision for pupils with English as an additional language |

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This is a good school with many very good features.** Pupils achieve well as a consequence of good teaching. Very good leadership and management by governors, the headteacher, assistant headteachers, senior management and subject co-ordinators support and encourage the strong learning and caring ethos. The needs of all pupils are met, including the higher than average number with special educational need, higher attaining pupils and the small number for whom English is an additional language. The school is providing a good quality of education. Pupils and parents are happy with the school, which provides **good value for money**.

The school's main strengths and weaknesses are:

- Pupils achieve well. Those who attend regularly and who are with the school from nursery to Year 4 often achieve very well.
- Teaching is good, pupils learn well, and standards are rising.
- Pupils enjoy the good quality accommodation and learning resources, particularly the excellent accommodation and very good resources in nursery and reception.
- The school cares very deeply about, and provides very well for the needs of individuals, notably those who are disabled.
- The school provides particularly well for children in nursery and reception.
- This is an efficient and hard working school, very well led by the headteacher, senior colleagues and governors, who are very well supported by the strong, unified staff team.
- The curriculum includes insufficient opportunities for pupils to practice extended writing, and there is insufficient emphasis on the presentation of work.
- Cross curricular use of information and communications technology (ICT) is a significant strength of the school.
- Despite strenuous efforts by the school, some parents fail to send their children to school regularly and the attendance rate is well below average.

From an already good position, the school has improved well since the last inspection. Gifted and talented pupils are better provided for. The role of subject co-ordinators has been developed well, and significant progress has been made in the development of effective assessment procedures. The quality of provision in the foundation stage has improved as has provision for pupils with special educational needs. The curriculum has also improved. Pupils are achieving better in English, mathematics and science and much better in ICT and art and design.

## STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 2, compared with: | All schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| reading   | E           | D    | E    | E               |
| writing   | E           | C    | E    | E               |
| mathematics   | E           | D    | E    | E               |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Overall, pupils achieve well.** Children join the nursery with standards that are well below those expected for their age. Their standards in language and literacy are very poor. These are significantly lower than at the time of the last inspection because of changes in the local population. In the national tests for pupils in Year 2 in 2003, standards were well below average in reading, writing and mathematics. This represents overall good achievement in the development of their language skills and satisfactory achievement in mathematics, considering pupils' starting point. Standards of the

current Year 2 pupils are below average in reading, writing and mathematics, representing very good achievement in reading and writing and satisfactory achievement in mathematics.

Pupils now in Year 4 are achieving average standards in English, mathematics, science, religious education, and in their personal and social development. They have achieved well. In ICT and art, in which they have achieved very well, their standards are well above average.

All pupils, including those with special educational needs, those for whom English is an additional language and higher attaining pupils achieve as well as all other pupils. There are no differences between the achievement of boys or girls or the small number of pupils from different ethnic backgrounds.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have good attitudes to learning; they behave well. Attendance rates are poor but punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The school provides a good education. The quality of teaching is good overall.** All aspects of teaching are very good in foundation stage. Overall, restricted by their very limited language and communications skills on entry to nursery, pupils learn well. In Years 1 to 4, teachers motivate pupils well by making lessons fun. The well enriched curriculum interests pupils. Most teachers have high expectations of pupils' behaviour and pupils respond well. However, a small number of lessons suffer from unacceptable behaviour by a minority of pupils as a result of inconsistent implementation of the behaviour management strategy. Almost all lessons are calm, with pupils trying their best. Teachers assess well what their pupils know, understand and can do and usually make satisfactory use of this information to adapt their lesson plans to meet individual pupils' needs. In a minority of lessons insufficient use is made of this data, and planning does not take account of the needs of each individual. Very good provision is made for pupils who have special educational needs. Parents support their children's education very well although a small minority do not ensure that their children attend regularly. Good links exist with other schools and the community, which enhance pupils' learning. The school has an appropriate number of qualified and experienced teachers and a good number of support staff. Resources and accommodation are excellent and very good respectively in the foundation stage and good in all other year groups. They contribute well to pupils' enjoyment of learning and their achievements.

## **LEADERSHIP AND MANAGEMENT**

**The leadership of the school by the headteacher, assistant headteachers, senior managers and subject co-ordinators is very good. This, coupled with strong management contributes well to pupils' achievements** highlighting and addressing weaknesses, improving the quality of education and driving up standards. Governors are very well informed, provide very good leadership, participate fully in setting the school's direction and carry out all their statutory responsibilities very well. Staff are a very strong and unified team with a shared objective of providing as well as they can for their pupils.

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

Parents are overwhelmingly supportive of the school. They appreciate its achievements in the educational and personal development of their children, and the nature of their relationship with the school. Pupils like the school very much and enjoy their lessons.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- Continue the development of the curriculum to ensure that pupils have more opportunities to develop their skills in extended writing, and that their presentation of work is improved.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

**Overall, pupils achieve well**, an improvement since the last inspection. This is a consequence of the improved quality of provision in the foundation stage, which provides a firm basis on which the school's good teaching can build.

#### Main strengths and weaknesses

- Starting from a very low base, pupils achieve well overall, and very well in art and design and ICT.
- By the end of Year 4 standards in English, mathematics and science are average, despite high mobility and poor attendance by some. Standards in art and design and ICT are well above average.
- Pupils for whom English is an additional language, higher attaining pupils, those with special educational needs and those from different ethnic groups achieve similarly well.

#### Commentary

1. Children's standards on entry to nursery are well below those expected for their age. They have very poorly developed use of language. The following table demonstrates that when they participated in the national tests for Year 2 pupils in 2003, their results were significantly lower than average and significantly worse than those who sat the tests 2002. Records demonstrate that this was a particularly needy group of pupils. Nevertheless, these pupils achieved well in reading and writing, raising their standards from very poor to well below average. They achieved satisfactorily in mathematics.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 13.6 (15.1)    | 15.7 (15.8)      |
| Writing       | 12.4 (14.6)    | 14.6 (14.4)      |
| Mathematics   | 13.9 (15.9)    | 16.3 (16.5)      |

*There were 51 pupils in the year group. Figures in brackets are for the previous year*

2. Pupils currently in Year 4 have achieved well reaching average standards in English, mathematics, science, religious education and in their personal and social education. They have achieved very well in art and design and ICT, their standards being well above average. This is a consequence of continued good teaching in Years 3 and 4 and pupils' own enthusiasm for learning.

3. All children with special educational needs make good progress in relation to the targets set for them in their individual education plans and some make very good progress. Consequently, having achieved their targets, they are taken off the register of special educational needs.

### PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES



Pupils' attitudes, behaviour and relationships are good overall; very good in the foundation stage. Provision for pupils' spiritual, moral, social and cultural development is good. Attendance is well below average and punctuality is average.

## Main strengths and weaknesses

- Overall, pupils' attitudes and behaviour are good. In the foundation stage they are very good. The behaviour of a small number of pupils is unsatisfactory.
- Relationships between pupils are good and bullying or harassment rarely occurs.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.
- The rate of attendance is well below average.

## Commentary

4. All pupils, including those with special educational needs, display good attitudes to school and to learning. They settle quickly in lessons and respond well to challenge. They are well motivated, show commitment and remain focussed on set tasks, working effectively on their own and in groups. Pupils take pride in their efforts and are keen to share their pleasure in achievement. They offer constructive ideas, listen to what others have to say, and their contributions to discussions are thoughtful and imaginative. The attitudes of pupils in the foundation stage are particularly good.

5. Most pupils' behaviour is good. They understand school and class rules and most respond willingly to what is expected of them. The atmosphere in school is calm, orderly and purposeful. Many older pupils exercise self-discipline well, requiring little guidance. However, the behaviour of a small number of pupils is sometimes disruptive. Pupils are polite and pleasantly inquisitive with visitors. During the inspection there were no signs of abuse, harassment or aggression. Two pupils were excluded in the last school year.

6. Relationships between pupils are good. Friendships are strong and interactions harmonious. Pupils are caring and considerate when others are hurt or upset. During lessons and play times boys and girls from all age groups co-operate easily.

7. Provision for pupils' spiritual development is satisfactory and properly reflects the school's values. Provision for pupils' moral development is good. The school's aims, values and rules of behaviour together with good role models presented by staff and well chosen opportunities to discuss moral issues in class promote a clear moral understanding. Pupils know that any incidents of unacceptable behaviour will be dealt with firmly.

8. Provision for pupils' social development is good and they enjoy responsibility. Classroom tasks improve their self-esteem, while whole-school duties enhance corporate commitment. Discussions of issues such as conservation broaden pupils' social awareness and emphasise the importance of collective action. Social development is further strengthened by good community links, after-school clubs, residential visits and fund raising for charitable causes. Provision for pupils' cultural development is very good. Pupils have a clear understanding of the Christian faith and a broadening awareness of non-Christian beliefs and values. They learn about national and local culture through topics, educational visits and community events. They gain a good appreciation of international and multi cultural traditions through discussions, guest speakers and many imaginative displays. Pupils have a very good knowledge of the diversity and richness of multi-cultural Britain.

9. There have been no changes since the time of the last inspection.

## Attendance

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

| Authorised absence |     |
|--------------------|-----|
| School data:       | 6.6 |
| National data:     | 5.4 |

| Unauthorised absence |     |
|----------------------|-----|
| School data :        | 0.6 |
| National data:       | 0.4 |

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

10. The rate of attendance in the last reported year was well below average. The number of holidays taken by pupils in term time is high because parents employed in the holiday industry work during school holidays. An outbreak of chicken pox exacerbated the attendance figures. Unauthorised absence is unsatisfactory. Some parents either do not understand or ignore the importance of children’s regular attendance at school. School procedures are being revised to improve attendance. Punctuality is satisfactory.

**Exclusions**

*Ethnic background of pupils*

*Exclusions in the last school year*

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British                             | 166                  | 2                                 | 0                              |
| White – any other White background          | 4                    | 0                                 | 0                              |
| Mixed – White and Black Caribbean           | 1                    | 0                                 | 0                              |
| Mixed – White and Asian                     | 3                    | 0                                 | 0                              |
| Any other ethnic group                      | 1                    | 0                                 | 0                              |
| No ethnic group recorded                    | 56                   | 0                                 | 0                              |

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school is providing a good quality of education. Although remaining good overall, the quality of teaching has improved since the last inspection with much more very good teaching taking place. Pupils learn well. The curriculum meets statutory requirements and motivates pupils well. A good range of extra-curricular activities further meet pupils’ needs and interests.

**TEACHING AND LEARNING**

The quality of teaching and learning are good, very good in the Foundation Stage. Assessment is satisfactory, except for the Foundation Stage where it is very good.

**Main strengths and weaknesses**

- The quality of teaching is good with a significant proportion of very good teaching. In a small minority of lessons, unsatisfactory behaviour management results in insufficient learning taking place. In the foundation stage, teaching is consistently very good.
- Pupils are happy and motivated, enjoy lessons and achieve well.
- There is good assessment in ICT and improving assessment in other subjects. Assessment information is used satisfactorily in planning subsequent lessons.
- Some pupils have an insufficient understanding of what they must do to improve.

**Commentary**

*Summary of teaching observed during the inspection in 27 lessons*

|           |           |      |              |                |      |           |
|-----------|-----------|------|--------------|----------------|------|-----------|
| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | 8 | 8 | 9 | 1 | 0 | 0 |
|---|---|---|---|---|---|---|

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

11. Only 27 lessons were observed during the inspection. Observations were limited by the length of the inspection and by end of school year activities such as Year 4 pupils visiting their next schools and other pupils visiting the classes they will enter in September. Judgements on the quality of teaching are based on these observations, a scrutiny of pupils' written work during the past year, and on discussions with pupils.

12. The key to the school's success in raising standards has been the work of the headteacher, assistant headteachers and subject co-ordinators in improving the quality of teaching. At the time of the last inspection six per cent of teaching was very good or better. Now it is 33 per cent.

13. The main improvement in teaching has been better use of assessment data to accurately plan lessons that meet pupils' needs. This is now good in ICT and satisfactory in all other subjects inspected. There remains further work to be done in most subjects of the curriculum to bring the quality of the use of assessment data up to that in ICT. Presently, not all lessons meet the individual needs of every pupil and there is evidence in pupils' written work of higher attaining pupils sometimes doing the same work as average pupils. While this does not prevent them from producing work at a higher standard, it runs the risk of not every higher attaining pupil finding every lesson sufficiently challenging. However, great care is taken to ensure that pupils who are particularly gifted or talented in a particular area of learning are given challenging tasks to carry out. Most pupils tell of how much they enjoy school; this is in no small measure because they enjoy lessons and are highly motivated. Because they are happy and motivated, they are achieving well.

14. Behaviour in lessons is characteristically good and often very good, reflecting pupils' high level of motivation and their personal development. In a small minority of lessons a small number of pupils are apt to misbehave, and this is not always consistently managed. Most teachers are very effective at carrying out the school's behaviour management policy, reinforcing the merits of good behaviour. A small number of teachers occasionally lapse into a more negative approach and a few pupils take advantage of this inconsistency.

15. One relative weakness in teaching is the extent to which teachers inform pupils how to improve their work. While support in lessons is good and teachers tell pupils how to improve their written work after it has been marked, the limitations on teachers' time are such that such guidance cannot be given to every pupil after every piece of written work has been scrutinised. It is therefore important for marking to include comments on quality and how to improve it. Such comments are the exception rather than the rule.

16. Pupils with special educational needs are given very good support by the special educational needs co-ordinator, the behaviour support assistant and the learning support assistants. The learning support assistants play a vital role in managing pupils and guiding them in activities. All have very good relationships with pupils and they offer unobtrusive but effective support, and as a result pupils make good progress.

## **THE CURRICULUM**

The curriculum is satisfactory overall and is enriched by a good range of extra-curricular activities. The accommodation and resources are good overall. They are excellent and very good respectively in the foundation stage.

### **Main strengths and weaknesses**

- The curriculum in the foundation stage is very good and meets children's needs very well.
- The learning environment is enhanced by the availability of a range of specialist rooms and a very good library.

- Pupils' achievements are celebrated very well through displays and in particular, the high quality of art displayed throughout the school.
- Very good use is made of ICT in teaching and learning other subjects.
- Good opportunities are developed for the enrichment of the curriculum both within the school day and through extra-curricular activities.
- Provision for pupils with special educational needs is very good.
- Insufficient opportunities for extended writing result in some higher attaining pupils not achieving as well as they might in English, or in science where there is insufficient opportunity to record the outcome of investigations other than on prepared worksheets.

## Commentary

17. The curriculum is broad and balanced. It has been reviewed and improved since the last inspection and provision for higher attaining pupils and those who are gifted and talented is now good. Good emphasis is placed on the reinforcement of basic skills such as literacy, numeracy and ICT in the teaching and learning of other subjects. For example, planning emphasises the use of ICT in other subjects and the reinforcement of literacy and mathematics in all other subjects is satisfactory. However, some opportunities are missed for pupils to practice their writing skills in other subjects.

18. A large number of extra-curricular activities are provided. These are appreciated by pupils and parents, and provide a variety of good experiences for pupils in the arts and in sport. There is a comprehensive programme of visits that support learning. Pupils enjoy, for example, residential visits, visits to art galleries and museums as well as local visits to places of worship. There are clubs run after school to support academic and other interests. Many pupils are involved in the frequent school productions.

19. The school makes very good provision for children with special educational needs, and organises provision very well. The requirements of the new Code of Practice for special educational needs are fully met. The special educational needs co-ordinator works very effectively with all members of staff, organises the support for pupils and ensures that they have full access to the curriculum. Nine children have a statement of special educational need and the school has ensured that their needs, as specified in the statement, are fully met. The school also ensures that provision matches the individual pupil's education plan. Pupils' progress is carefully tracked and if targets are not met the special educational needs co-ordinator investigates the reason and new targets are set. There are many initiatives used to support pupils for example the additional literacy strategy.

20. The very small number of pupils for whom English is an additional language derive particular benefit from the curriculum because they are well supported in class by teaching assistants. This enables them to participate fully in lessons. In addition, those at an early stage of language acquisition are regularly withdrawn from lessons for well planned, short, dedicated lessons with specialist teachers.

21. Accommodation is good overall and excellent in the nursery and reception classes. The walls of many rooms are decorated with examples of the pupils' work and other materials and posters to support current learning. Corridor wall space is well used to display recent good work and pupils are encouraged to produce work of a high quality so it can be displayed. Of particular merit is the celebration of pupils' art throughout the school. Accommodation is very well organised, with space made available for a range of specialist rooms, notably the mezzanine with an attractive library that encourages the reading of books, and many large tables where pupils can work away from their classrooms. Learning resources are very good in the foundation stage, with a wide range of books and equipment to encourage children's educational and physical development. Resources in the rest of the school are good, with, for example, easy access to computers both in the ICT suite and in classrooms.

22. Teachers and support staff work very well together to support the curriculum. Careful planning and deployment of support staff by teachers ensure that pupils are well provided for in

lessons. The timetable gives pupils access to a full range of subjects. ICT is used to support learning in most areas of the curriculum.

## **CARE, GUIDANCE AND SUPPORT**

Pupils' are cared for well and their welfare is given a high priority. In the foundation stage the care and welfare of children is very good. Health and safety procedures are good. The provision of support, advice and guidance for pupils is good overall. Pupils' involvement in the organisation of their school is satisfactory and their views are valued.

### **Main strengths and weaknesses**

- Health and safety procedures including medical arrangements are good.
- Pupils' are cared for well and their welfare is given a high priority.
- Pastoral care in the foundation stage is very good.
- Pupils receive very good personal and social support, advice and guidance.
- Induction arrangements for pupils are very good.

### **Commentary**

23. Child protection procedures are in place and known to staff. Arrangements for dealing with accidents or illness and the dispensing of medicines are good. The school has a designated medical room and sufficient staff have up-to-date first aid qualifications.

24. Health and safety procedures are good. All equipment inspections are up-to-date. Cleanliness and hygiene is very good and hazardous substances are well managed. Representatives of the emergency services talk to pupils regularly and emergency procedures are practised. Regular risk inspections are carried out.

25. Support, advice and guidance for pupils are good overall, that for their personal and social development being very good. Staff know pupils very well and pastoral care, especially in the foundation stage, has a very high priority. Pupils feel nurtured and secure. Pupils who have personal or social difficulties are closely monitored and given very good additional support as they progress through the school. Relationships between pupils and staff are very good and pupils trust their teachers and confide in them when they are worried or upset. The lunch club and playground friends provide further help.

26. Pupils with special educational needs are given very good support. The school identifies them at a very early stage and makes appropriate provision. Individual education plans contain appropriate targets, which are informed by detailed assessment of pupil's difficulties. This information is used effectively to plan appropriate work and has a positive effect on pupils' progress. Individual education plans are reviewed at least termly and where needed more frequently. The special educational needs co-ordinator regularly meets with class teachers to assess whether targets have been met and if not, to plan appropriate action. The school works closely with the local education authority's support services, for example speech and language therapy and an educational psychologist. In addition to the learning support assistants the school employs a behaviour support assistant. She is responsible for organising a range of support activities for pupils with behavioural problems.

27. Induction arrangements for new pupils are very good. The nursery has very close links with local pre-schools and educational advisers. Staff and advisers meet regularly to discuss academic and social issues affecting induction. Before their children enter the nursery parents make several visits to talk to staff and attend events. Parents receive a very helpful induction pack and are strongly encouraged to stay with their children until they settle into nursery life. Induction of pupils who join the school in older year groups is well supported through a mentor system.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

Parental links are good. The school's efforts to involve parents in school life and the contribution parents make to pupils' learning are good. Information to parents is satisfactory. Community links are good. Links with other schools and colleges are good and transfer arrangements for pupils to middle schools are very good.

### **Main strengths and weaknesses**

- The school consults parents well and their views are valued. Parental complaints are dealt with effectively.
- Parents make a good contribution to pupils' learning.
- Some parents do not comply with their undertaking about children's attendance.
- The school is well integrated into the local community.
- Educational links are good and transfer arrangements for pupils very good.
- School reports do not include targets for improvement or clearly stated attendance figures.

### **Commentary**

28. Overall, the quality of information the school provides for parents is satisfactory. Very informative newsletters are distributed weekly and teachers are readily available to speak to parents after school. There are two formal parents' evenings each year. A relative weakness in the school's communications is the quality of annual academic reports, which are satisfactory. They provide a succinct resume of pupils' progress during the year, but do not include individual improvement targets. The school uses reading records, but not home-school diaries. The prospectus and governors' annual report to parents are clear, well-structured documents that meet statutory requirements.

29. The school works closely with parents whose children have special educational needs. The parents' views are sought and are considered when drawing up targets for the child to achieve. The special educational needs co-ordinator meets with parents to explain and discuss the targets, and how parents can help their child to achieve them. A recent, very helpful innovation has been the establishment of parent support groups by the behaviour support assistant with the aim of involving parents more fully in their children's learning and school life.

30. The school seeks parents' views through discussions and meetings, and by canvassing the views of parent governors and helpers. Parental views are given due consideration when developing school policies and practices. Concerns and complaints are dealt with quickly and appropriately.

31. The contribution parents make to pupils' learning is good overall. The school values the part parents play in pupils' education and encourages their interest in all aspects of school life. Family learning days are held. Many parents help with educational visits and after-school clubs. Parents are supportive of projects such as the establishment of the library and out of school events such as the pirate treasure hunt. Celebratory assemblies are well attended. The home school association is active and runs a variety of successful fund-raising events. Despite overall good parental support and involvement, some parents do not comply with their undertaking in the home school agreement to ensure their children regularly attend school.

32. Community links are good and local people are supportive of the school. Speakers from the Baptist Church and welfare organisations lead assemblies and pupils attend Harvest Festival and Christmas services at the church. The school takes part in the town carnival and there are strong links with the ice hockey team. Music and dance groups visit the school. Pupils donate to national charities and local appeals such as Women's Refuge. Educational visits into the community enrich the curriculum.

33. Links with other schools and colleges are good. College students undertake school placements and there are developing links with a school in the Midlands. The transfer arrangements for pupils to middle schools are very good and ensure continuity in pupils' education. The school receives academic and sporting help across the year and staff visits are exchanged.



## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. All levels of leadership and management perform very well, as part of a strong and unified team. Governance is **very good**.

### Main strengths and weaknesses

- The headteacher, assistant headteachers, senior management team and the majority of subject leaders lead the school very well and the effectiveness of management is good.
- The very well informed governing body provide very good leadership to the school and perform all their statutory duties very well.
- All staff work as a strong team, focusing on the school's very clear educational direction and making every effort to further raise standards.

### Commentary

34. The quality of leadership and management of the school has improved since the last inspection and is now very good. A particular strength is the manner in which the headteacher has created a very strong team who all share the school's dual objectives of helping all pupils to achieve their best and to develop into mature and responsible young people in a caring and supportive environment. This is a significant improvement since the last inspection, at which time the role of subject co-ordinators was under-developed.

35. The governing body is very well informed about the school and has a very good understanding of its strengths and those areas that require further development. They participate very well in helping to set the direction for the school, and in ensuring that resources are well used to help raise pupils' standards. Governors carry out all of their statutory responsibilities very well.

36. The school employs the principles of best value well. Performance data is carefully scrutinised and compared to the results obtained by pupils in other schools. Decisions made by governors are challenged to ensure that they will produce the best possible results with the lowest possible cost. The governing body is very supportive of the professional leadership and staff and share their objectives. They work very well together for the benefit of pupils.

37. The improvements that have been achieved in the quality of teaching and in pupils' achievements, set against a background of lower standards on entry and many pupils having significant educational and personal difficulties, has been the result of hard work by all. The staff are a very strong and unified team and hold the headteacher in high regard.

38. The school is pro-active in obtaining early help and support from the local education authority for those pupils with English as an additional language.

39. The management of special educational needs is very good, and has improved since the last inspection. The special educational needs co-ordinator is very experienced and committed to seeing that all pupils fulfil their potential. She is committed to introducing strategies, which will further improve the provision made by the school. The school's approach is very well organised and designated funds are used appropriately. All of the established support staff are experienced and well qualified. All staff work closely with the co-ordinator who ensures that they are all aware of the procedures. Parents are kept well informed and are invited to all reviews. The school is fortunate to have as a designated governor responsible for overseeing special needs, someone who is very experienced with working with pupils who have special educational needs and she plays an active role. She meets regularly with the special needs co-ordinator and reports back to the governing body.

## Financial information

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

| Income and expenditure (£) |        | Balances (£)                        |       |
|----------------------------|--------|-------------------------------------|-------|
| Total income               | 910878 | Balance from previous year          | 44140 |
| Total expenditure          | 916552 | Balance carried forward to the next | 38466 |
| Expenditure per pupil      | 2802   |                                     |       |

40. The school improvement plan is closely linked to its finances. This ensures that the extent to which all pupils benefit from targeted spending in the curriculum is closely monitored. Given the good quality of teaching and learning, pupils' good achievement and the range of matters in which there has been good improvement, the school is continuing to provide good value for money.

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

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

### **Main strengths and weaknesses**

- Teaching is very good in the nursery and the reception classes.
- The quality of curriculum planning is very good so that there is a good balance between child initiated activities and teacher led activities.
- The leadership is very good and has led to a high level of teamwork in which all adults work closely to meet the needs of all children.
- Very good use is made of accommodation and resources to organise a wide range of activities for the children to take part in.
- Both the nursery and the reception classes have well resourced secure outdoor areas which enriches the planned curriculum.
- Links with parents are very good.

41. Provision for children in the Foundation Stage is very good. Children's attainment on entry is well below that expected for their age and very poor in their communication, language and literacy skills. Most children are in line to achieve the expected standards in their creative and social development and to exceed targets in their physical development. In their mathematical development and their knowledge and understanding of the world, children's standards remain below expectations at the end of reception, while in their communication, language and literacy skills, they are well below expectations. Nevertheless, in each area of learning, standards improve and children achieve well because the teaching is very good and the curriculum is very well planned to meet their needs and interests. Children achieve well as opposed to very well because of their very low standards on entry in their communications, language and literacy. It takes some time for these skills to become good enough for them to benefit fully from the rest of the curriculum. Very good use is made of assessment information to monitor children's progress and to plan a wide range of interesting and challenging activities. Leadership of the Foundation Stage is very good. The accommodation is excellent and resources are very good and provide a stimulating learning environment for the children. Improvement since the last inspection has been good.

42. Although the nursery and reception classes are not physically linked, the teachers plan closely together so that the learning experiences build on each other and avoid repetition. There is a strong team of committed practitioners who are enthusiastic and have a very good understanding of the learning needs of young children. The vision of the teachers has ensured that when children move from the nursery to the reception classes, they are able to further develop and build on their skills and understanding. All adults have excellent relationships with children and work hard to create a safe, secure and happy experience for children. Relationships with parents are very good. Parents are encouraged to stay with their child in the nursery until the child has settled well into the new routines. Parents are also encouraged to accompany their child on induction visits to the reception classes when they transfer to the main school building.

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

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

### **Main strengths and weaknesses**

- Children achieve very well and exceed expected standards by the end of the reception year.

- Well established routines and expectations help children to learn about appropriate behaviour.
- Opportunities for choice enable children to develop independence and to learn to take responsibility for their actions.
- The caring and stimulating atmosphere enables children to feel happy, safe and secure.
- Relationships between adults and children are very good.

### **Commentary**

43. There is a lively and busy atmosphere in both the nursery and the reception classes. Children are clear about the routines and expectations and they quickly settle to activities. Most co-operate well with each other and actively take part in groups or individual activities. The school day is well structured and organised with well developed routines so that children are able to take full advantage of the learning experiences offered. There is a good ratio of adults to children, which means that the children are well supervised and well looked after. Adults ask skilful questions which extend the child's thinking and offer good models of spoken language. They create the right balance of intervention and observation to allow the children to develop their social and personal skills. Children enjoy the wide range of activities offered and most are able to share and take turns by the beginning of the reception class. Most children are able to deal with their own needs, including personal hygiene, and are able to dress themselves without help.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Very good teaching ensures that most children's standards improve from very poor to well below expectations by the end of the reception year.
- Teachers have high expectations for what pupils can achieve.
- Assessment information is thoroughly used to make sure that work and activities are well matched to the needs of the children.
- Adults provide good role models for language development.
- Strong teamwork between the nursery and the reception class ensures smooth transfer of children.

### **Commentary**

44. Many children start school with very limited language and communication skills, and their attainment on entry to the nursery is very poor. During their time in the Foundation Stage, they make good progress but their standards remain well below expectations by the time they enter Year 1. Teaching is very good with a strong focus on language and literacy skills, particularly speaking and listening. Staff work hard to model spoken language, talk with children, question children and encourage them to develop their vocabulary and their confidence. For example, a teaching assistant was challenging children who were experimenting with mixing paints by asking questions about the colours, shapes and textures they were making. Other adults were intervening in role play activities by encouraging children to talk about what they were doing and providing opportunities for children to talk to each other imaginatively.

45. Some children in the nursery can write their name and some simple words and phrases. Children enjoy books and can "read" the story. They know that print conveys meaning and that books are read from left to right. They have good opportunities to develop their knowledge of letter sounds through games and songs. Children in reception are able to sequence events in a story and are developing their writing skills. Assessment data is very well used to plan learning to match the needs of the children.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Achievement in this area is good because of the very good teaching.
- Adults create many opportunities to develop children's mathematical skills.

### **Commentary**

46. Children learn and achieve well as a consequence of very good teaching. By the end of the reception year children are confident in using numbers up to ten and many can count further than this. Opportunities are used to develop number skills through rhymes. For example in one session the children were singing "Five Fat Sausages" and were learning to count to five and subtract from 5. They are extending their understanding of shape and space through using plastic construction equipment, and are encouraged to use correct vocabulary to describe shapes such as squares, triangles and circles.

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

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Children make good progress in their knowledge and understanding of the world.
- The curriculum is well planned.
- The quality of resources to support development is very good.
- A wide range of learning experiences is provided.

### **Commentary**

47. Very little direct teaching was observed but evidence from planned activities and recorded work indicates that most pupils are make good progress by the time they reach the end of the reception year. Teaching in the nursery follows half termly topics such as "transport and holidays" and children are given a range of experiences to develop their concepts of travel, other places and other times. Both in the nursery and the reception classes the quality of the environment including the outdoor areas are very good and are used to very good effect to provide stimulating learning experiences for children. For example in the nursery where children are studying transport and travel, the role play area has been designed as a station platform. In the reception classes children are learning about other countries. For example during the inspection pupils experienced a lesson on India. They tasted Indian food and located the country on a world map.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Teachers make very good use of both the outdoor and indoor facilities
- The range of activities is well balanced between those that are child generated and more formal lessons.
- The outdoor areas are well resourced with a wide range of equipment.

## Commentary

48. Children learn and achieve well as a consequence of very good teaching. Their standards on entry to the nursery are in line with expectations. They confidently move around showing very good co-ordination and control. The outdoor area is an extension of the classroom and children move from one area to the other according to the activity. There is a wide range of resources including large wheeled toys such as prams and bikes and there is an indoor climbing frame. Children work well together; when riding bikes, knowing when to take turns and when to share a toy. They are able to use small apparatus and equipment with confidence and happily use tools to carry out role play activities such as building a “car engine” The very good outdoor areas provide very good opportunities to extend learning beyond the classroom.

## CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

### Main strengths and weaknesses

- Children make good progress in their creative development.
- The curriculum is well planned.
- The quality of resources to support development is very good.
- A wide range of learning experiences is provided.

## Commentary

49. Very little direct teaching was observed but evidence from planned activities and recorded work indicates that most pupils are make good progress during their time in nursery and reception. The quality of the environment including the outdoor areas is very good and is used to very good effect to provide stimulating learning experiences for children. The curriculum is very well organised to allow children to participate in a wide range of activities that develop their creativity. Both the nursery and reception classes are very well resourced, further enabling children to experiment with a range of media and construction activities.

# SUBJECTS IN KEY STAGES 1 AND 2

## ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Development of speaking and listening skills is good.
- Very good support is provided for pupils with special educational needs.
- Pupils achieve well as a consequence of good teaching.
- The leadership and management of English are good.
- Pupils have insufficient opportunity to practise extended writing.

### Commentary

50. Standards in Year 2 were well below the national average in reading in the national tests in 2003. Although a majority of pupils reached the expected Level 2 in reading a large proportion of pupils did not. No pupils reached the higher Level 3. There were well above average numbers of pupils with special educational needs in the year group, which explains the poor results. The unconfirmed test results for 2004 show a marked increase in the number of pupils gaining Level 3, which is an improvement. It was a similar picture for writing. Only one pupil attained the higher Level 3 in 2003, and overall standards in writing were well below average. There has also been an improvement in writing in the 2004 national tests. Pupils enter Year 1 with well below average standards in reading and writing and speaking and listening skills and by the end of Year 2 achievement has been good although pupils are still attaining below the national average. By the end of Year 4 pupils have made sufficient progress to bring standards into line with expectations for their age.

51. Throughout the school, having received specific training, staff work hard to ensure that pupils have many opportunities to develop their skills of speaking and listening. As a result pupils' skills are improving. The governor with responsibility for language has been involved with this initiative and her contribution has also had an impact. Most pupils are attentive and listen well in class. The majority of pupils become confident and articulate speakers. This is evident in their ability to ask and answer questions and in the quality of discussion. They talk meaningfully about their work and things which interest them, with each other and with adults.

52. Standards in reading are now similar to national averages by the end of Year 2. The reading programme and daily opportunities to read to themselves, and the recently improved Guided Reading sessions, where small groups of pupils work with an adult studying the same text, are being implemented across the school. The adults responsible for these sessions are keeping secure records that track the individual's progress. The resources in classrooms are used well and contribute well to pupils' enjoyment of reading. Pupils have a home/school reading record but many parents do not support their child's reading at home. The library is in a central position in the school and has been the centre of a recent make over that has made it a most attractive and exciting place for both individuals and whole classes to work.

53. Attainment in writing by the end of Year 2 is well below the national average. Standards have fluctuated since the previous inspection and are now below the level of attainment then. The reason for this is that pupils' attainment when they start school is not as high as it was then. Although pupils develop a handwriting script, presentation of work is not always as careful as it should be and many teachers accept untidy work. Spellings are given to learn as homework but most pupils do not use this knowledge in their writing. Areas for development have been identified. New whole school targets have been set for the coming year and the new tracking system identifies areas or pupils for focussed support. By the end of Year 4 pupils have acquired sound skills in writing but they do not

have sufficient opportunities for using these skills in extended writing so that higher attaining pupils are not achieving as well as they should be. Inspection findings are that attainment is in line with national averages by the end of Year 4.

54. ICT is used to further develop pupils' literacy skills. Pupils listen to stories on CD-ROMs and use word processing packages to present their work. Pupils have internet access to use in research.

55. Teaching during the inspection was good overall. Planning had clear learning intentions and identified how the learning of different groups of pupils would be assessed, although not all planning showed this. Good relationships between the teacher and pupils contributed to learning. In good lessons teachers' high expectations of pupils' behaviour and effort created a good working environment that contributed to the good learning. Marking is not consistent across the school. Where marking is good, it shows the pupil how well they have achieved the task and what needs to be done to improve. Pupils with special educational needs and those whose first language is not English are given clear well-focused targets that help them to improve. These pupils are very well supported in lessons by experienced teaching assistants. This raises their achievement. The subject contributes well to pupils' spiritual, moral, social and cultural development through the study of well-chosen texts and through visits and visitors that enhance the English curriculum.

56. At the time of the previous inspection, the role of co-ordinators was not developed. There has been improvement in this respect and the leadership and management of the subject are now good. The co-ordinator has an overview of the whole school and has used the available data to identify where there are weaknesses in teaching and learning. She has introduced a programme of tracking the progress of pupils of different abilities in order to raise standards in writing.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

57. The use of literacy skills in other subjects is satisfactory. There are, however, missed opportunities for pupils to practise their writing skills, for example in science, where work is recorded using work sheets that require one word answers to be filled in.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' achievement is satisfactory in Years 1 and 2, and good by the end of Year 4.
- Most lessons are taught well, and work is varied and interesting.
- Older pupils use ICT in mathematics very well.
- Assessment is satisfactory, with good planning, although written presentation and marking could be used to greater effect to promote learning.

### **Commentary**

58. Although standards are below average by Year 2, they have risen to a satisfactory level by the end of Year 4, and pupils are achieving well as a consequence of good teaching. This is a significant achievement as pupils begin Year 1 with standards that are below average, and many pupils' learning is hindered by difficult personal circumstances. The friendly and welcoming learning environment provided by the school, in which pupils are offered a wide and interesting range of learning opportunities, contribute well to the good achievement made by pupils by the end of Year 4. This applies to pupils with special educational needs as well as all the others, and learning is further enhanced by the very good support given by teaching assistants. However, assessment to inform day to day teaching and extend learning by all individuals could be more rigorously applied. Some



pupils are given work that under-extends them so that they do not all attain the standards of which they are capable on a day to day basis.

59. Most lessons are interesting and effective. These are often based on a variety of ways to learn, which keeps pupils motivated and enthusiastic in a happy learning atmosphere. Noise levels are sometimes over high among younger pupils, but this mainly relates to their interest in the tasks they have been set and are doing. Teachers are making use now of technological aids such as computer driven whiteboards, and pupils are increasingly confident in their use and control of computers to learn about numbers and mathematical principles, and apply them in different ways that are meaningful in their lives. Year 3 and 4 pupils produce very attractive books of computer-generated number work, graphs, shapes and angles. In the best lessons pupils of all ages retain their interest for long periods of time, and are engrossed in their work, and are eager and impatient to learn.

60. Planning is generally strong and this contributes well to the judgement that almost all lessons seen were at least satisfactory and often good or very good. Pupils' written work is often rather scrappy or untidy, and as a result it does not reflect or contribute as well to their learning as it might otherwise do. Their workbooks do not always indicate that they have consolidated their learning after errors occur, and marking is variable in this respect although feedback and encouragement in some marking is good, especially for younger pupils.

61. There has been significant improvement in pupils' achievement in mathematics. Although standards at the end of Year 4 are similar to those reported at the time of the last inspection, pupils start school with much lower standards.

## **MATHEMATICS ACROSS THE CURRICULUM**

62. Mathematics is used satisfactorily to support work in other subjects, and teachers create opportunities to encourage pupils to count or use mathematics in different contexts. In turn, other subjects contribute to mathematics, especially data handling and presentation through ICT skills. Other examples of the use of mathematics skills are work on co-ordinates or directionality, which makes a sound contribution to learning in geography, graphical recording in science and drawing of shapes in design.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- The school places good emphasis on developing pupils' skills of scientific enquiry and investigation throughout the school.
- Science features prominently in displays of pupils work in classrooms and throughout the school.
- There is a need to develop more opportunities for pupils to plan and design investigations themselves and to record their work in different ways.

### **Commentary**

63. Pupils' attainment in science is average at the end of Years 2 and 4. The percentage of pupils who reached Level 2 in the national assessment tasks increased in 2004 but the percentage of pupils reaching the higher Level 3 was not as high as in the previous year. Overall, pupils achieve satisfactorily in Years 1 to 4.

64. Teaching is satisfactory overall. In the better lessons, teachers showed good subject knowledge and made good provision for pupils who have special educational needs. Resources,

including the use of video to compare the similarities and differences between different species of animals, are carefully selected to meet the needs and interests of the pupils. Good use is made of visits such as to Branstom Farm to enhance curriculum provision. In one lesson, the teacher used careful questioning to explore the concept of “transparent” “translucent” and “opaque” by showing pupils samples of materials. Pupils were able to comment and refer to examples in their own homes, such as translucent windows in the bathroom. Teachers provide opportunities for pupils to investigate and experiment but these are planned and directed by the teacher. Pupils do not yet have opportunities to plan and design their own investigations and this limits the progress of more able pupils.

65. Pupils enjoy science and are able to talk about the various topics they have studied with enthusiasm and interest. Numerous displays throughout the school celebrate pupils’ work in science and provide information about aspects of the curriculum, enhancing learning. Pupils are able to comment on reasons why some animals live in certain habitats, the key differences between different animal groups and the reasons why some objects are made of certain materials. For example, they could talk about wooden shelves but knew that metal was also a suitable material. Scrutiny of pupils work shows that progress is satisfactory throughout the school. Most pupils record their work on templates prepared by the teacher and this limits the opportunities for pupils to learn more by writing extended answers to questions. Marking of pupils work is sometimes superficial and gives pupils little indication about how well they have done and what they need to do further to improve. This means that pupils do not always make the progress they are capable of. Leadership of science is satisfactory. The co-ordinator has an overview of science throughout the school and is keen to improve standards further. She has identified appropriate priorities for development including further staff training, developing cross curricular links and further opportunities for monitoring the quality of science throughout the school.

66. Pupils are achieving better in science than at the time of the last inspection. Although standards in Years 2 and 4 are largely unchanged, pupils start school with much lower standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well and sometimes very well.
- Improvement since the last inspection is very good.
- ICT supports pupils’ learning well in other subjects.
- Resources are good.

### **Commentary**

67. Standards are above average at the end of Year 2, and well above average by the end of Year 4, demonstrating how successfully the school has developed the teaching and learning of ICT since the last inspection. Examination of samples of pupils’ past work shows them to be of a consistently good standard, and there to be clear progression in pupils’ achievement in ICT from Year 1 through to Year 4. This is a testament not only to the hard work and interest of the pupils but also to the way in which ICT skills have become established in the curriculum, enriching the learning of other subjects. From their first days in school, pupils develop their knowledge and understanding of computer technology within a range of uses that are interesting and meaningful to them. There is a wealth of evidence of pupils using their ICT skills in a wide variety of ways, for text, graphics, drawing, number work, shapes, annotation, and many other different applications. The effect is stimulating and exciting, and enables pupils who may have poor writing or presentation skills to produce their work in other curriculum subjects in clear and visually attractive ways that they can be proud of.

68. ICT is well taught and consequently pupils learn well. Teachers' planning is good, and even if a lesson is not quite as successful as intended, as in a very lively Year 1 class, the range of experiences that the teachers make available to the pupils is wide. This captured their interest so that they were learning about control of machines and switches for directionality, route finding, and many other basic technology applications through play, and this forms a strong base for more formalised ICT learning in later years. During a Year 2 lesson pupils discussed their work with each other and also showed good capability for working independently, even on quite challenging tasks where they had to experiment and persist to work their way towards their goal. Boys and girls show equal keenness, and pupils with special educational needs are also developing their skills well. Although no ICT lessons were seen in Years 3 and 4, some very good lessons were seen using ICT in mathematics for example, where the interactive whiteboard was also put to good use. The quality of ICT work in the samples of older pupils' mathematics was also highly impressive.

## **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

69. There are two computers, and printers in each classroom, and the cross-curricular use of ICT is a significant strength of the school. Teachers and support staff are confident in their own use of computers, both within the class and when working with individual pupils who may be using a computer to access their curriculum learning. The co-ordinator arranges in-service training for staff when new resources arrive, and there is a good range of software. Problems with old computers have caused difficulties with the network and accessing the internet, which should now be resolved with the recent arrival of new computers. The competence of ICT management is evident in the positive effect the subject is having across the curriculum.

## **HUMANITIES**

**History** was not a focus of the inspection. Work was sampled in **geography** and part of two lessons were seen. It is not possible to make a judgement about provision from these observations. There were very few samples of pupils' past work to examine or work displayed. The two lessons observed were satisfactory. In the Year 3 lesson the pupils showed interest in their work; this built successfully on their previous learning.

## **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- A wide range of resources, artefacts and visits are used to support teaching.
- Assessment is not used sufficiently to modify planning to meet individual pupils' needs.
- Marking seldom informs pupils how to improve their work.

### **Commentary**

70. Standards at the end of Year 2 and at the end of Year 4 are average. All pupils including those with special educational needs make satisfactory progress throughout the school. Teaching and learning is satisfactory overall. Pupils have some knowledge and understanding about Christianity, Judaism and Islam but work seen shows limited opportunities for pupils to reflect on the different faiths. In one excellent lesson seen, pupils were asked to reflect on what a lighted candle meant to them. One pupil responded with, "It helps me to clear out my memories". This lesson involved all pupils, including a Muslim boy who was asked to talk about the mosque he attended but this good practice is not seen in every class. Pupils are able to re-tell stories such as "The Good Samaritan" but there are limited opportunities to follow this by reflecting on why some people are good and other people are unwilling to help.

71. Scrutiny of pupils work showed that the locally agreed syllabus is being covered but that the learning activities given to pupils are limited. For example in Years 3 and 4 most pupils have to copy and complete passages, putting in the missing word. Marking is often superficial and gives pupils little idea how well they have done and what they needed to do to improve their work. There is little evidence that planning is matched to the different learning needs of pupils and as a result, the learning needs of the most able pupils are not always met. There are limited opportunities for pupils to record work independently and to develop their understanding of the essence of religion beyond the stories.

72. Leadership of religious education is satisfactory. The co-ordinator ensures that the school meets the requirements of the locally agreed syllabus. Resources to support the teaching of the subject are good. The school has purchased artefacts and uses local places of worship to increase pupils understanding of different faiths. For example, staff recently visited a local mosque to establish links and a member of the local Baptist Church (also a school governor) has spoken to the pupils on what her faith means to her. The priorities for the school are to broaden the teachers' expertise and to implement a programme of monitoring teaching and pupils work.

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

There was insufficient evidence to make a secure judgement about the quality of provision in **design and technology**. One lesson was observed, with Year 3 pupils, and this was very good. The lesson objectives were clearly set out, and pupils were keen to show their previous learning and ideas about the design of a stable structure, in this case a photograph frame. The results for a parallel lesson with a different class were also observed, with good outcomes in both cases. Pupils showed flair and imagination in their designs as well as taking account of the demands that the frame be strong enough to stand alone with a balance support. Pupils recorded their investigations and ideas in a systematic and organised way to ensure that their designs would be easier to follow and carry out when making the finished article. Work examples available for scrutiny were limited, but pupils in Year 2 were able to design and make a paper or cloth doll or puppet, according to their capabilities, and Year 4 pupils wrote a good text menu of their plan and design for an object or container, and then make it in a variety of ways.

The co-ordinator has carried out an initial audit for the subject, and is in the process of reviewing some aspects regarding consistency, progression of skills and the use of tools throughout the school, in order to match these more appropriately to the needs of pupils. Food technology was not observed, although wall displays demonstrate the process of making breads and their fillings, and teachers try to teach the subject in ways that are cross curricular as well as meaningful to the lives of the pupils in this particular school.

There was insufficient evidence during the inspection to make a judgement about provision in **music**. No lessons were seen, and there were only limited examples of pupils' past work. Of this, there were examples of Year 2 pupils' drawings of instruments made of wood, and charts with symbols for making music, for example, stamp, cluck, click, etc. Some Year 3 work samples showed musical appreciation and composition in a variety of styles, classical and modern, pop and jazz. Cross-curricular aspects of music are evident in pupils' composition of musical stories about dinosaurs. Music is, however, evident around the school, and there are some good displays including one of various bongo drums and instruments. There are two trolleys of instruments, one on each floor, and these are freely accessible. Pupils' singing during assemblies was tuneful and pleasant to hear, indicating that they practise well, and the rehearsals for the forthcoming festival contained music and dance with a Japanese theme, where pupils showed good musical appreciation as they kept in rhythm and step with the Japanese music and songs as they processed in line. Cross-curricular elements of music are also present in other lessons, as exemplified by the use of keyboards and audiotapes during an ICT lesson with younger pupils.

**Physical education** was not a focus of the inspection.

## ART AND DESIGN

Provision in art and design is **very good**.

## **Main strengths and weaknesses**

- The quality of teaching is very good.
- The curriculum and planning have improved.
- Standards have improved.

## **Commentary**

73. One art and design lesson was seen during the inspection in a Year 1 class. Pupils' past work and the numerous displays of very good quality artwork around the school were also examined. These and discussion with the subject manager form the basis for the judgement that provision for art and design is very good and that standards have risen and are now well above national expectations by the end of Year 4. This is an improvement since the last inspection.

74. The subject features strongly in the school's curriculum and with cross-curricular themes being pursued wherever this is realistic. For example, Year 4 pupils study the Tudor period of English history and some of their artwork is based on this. They have used charcoal to great effect to draw portraits of each other as Tudor characters. Year 2 pupils selected materials to create a feeling of heat for a collage depicting The Great Fire of London. They also used an ICT program and digital camera to portray themselves as Samuel Pepys. This work, which is of a very good standard, is prominently displayed in their classrooms and in the corridors.

75. In addition to studying the work of major western artists pupils also look at works from other cultures and periods. The whole school has looked at traditional Japanese art to make costumes and artefacts for the forthcoming town carnival. They have extended this to look at Japanese Haiku poetry and Year 3 pupils have written their own Haiku poems that are displayed on eye-catching Japanese fans made by pupils. The library area is decked out with huge artificial Japanese flowers that have been made with parents' help, and other items for the carnival, which give the mezzanine area of the school an attractive and exciting feeling.

76. To ensure that pupils are being introduced to a wide range of skills, a clear programme of work has been planned that ensures all pupils, including pupils with special educational needs and those with English as an additional language, make steady progress in acquiring skills in drawing, painting, using textiles and three dimensional art. Pupils also study the art of other cultures such as Aborigine art and have had the curriculum enhanced by the visit of an Aborigine who talked about and demonstrated the art of his culture. Pupils also study the work of a range of artists from the traditional such as John Constable to the more modern such as the paintings of Mark Rothko. Visits to art galleries and links with the National Gallery and local artists enhance the provision for the subject. There is a successful art club and an annual Big Arts Week, which is very popular with pupils and parents. The art and design programme of work forms part of the school's good provision for pupils' spiritual, moral, social and cultural development.

77. The quality of pupils' displayed work and past work indicates that teaching is very good. The one lesson seen during the inspection was very well taught, building on pupils' previous knowledge and understanding. There was very good use of a painting to introduce the lesson, extending pupils' understanding of the use of colour. Classroom management and use of teaching assistants and voluntary help was good, enabling pupils to achieve very well.

78. The leadership and management of art and design are very good and have led to a rise in standards since the last inspection. The subject manager has written a clear policy with clear objectives for developing pupils' skills. The scheme of work covers all strands of the National Curriculum programme of study and links well with other subjects. An assessment system is being established which records the achievement of pupils after the completion of a project.

79. The school takes part in competitions and has a good success rate. Some pupils have had their work displayed in local art galleries and reports of their work appear in the local press.

80. Overall, there has been good improvement in art and design since the last inspection.

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

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

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

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

- Pupils enjoy circle time which is well used to give pupils the opportunity to discuss issues of concern.
- The personal, social and health education policy has yet to be developed.
- The school council has yet to be developed.

#### **Commentary**

81. Personal, social and health education is a high priority within the school. It makes a valuable contribution to establishing good relationships between everyone in school. The school has yet to develop a policy for the subject but is planning to introduce one based on the national Healthy Schools Award, which covers all aspects of personal, social and health education. The school is also planning to establish a school council to give pupils the opportunity to take a wider role in the school community. Circle time, which gives pupils opportunities to discuss issues of concern, is timetabled in all classes. In one good lesson seen, pupils discussed their feelings on moving to the next phase of their education. All pupils actively listened and were able to comment on each others' views in a sensitive and caring way. Sex education is taught within the guidelines of the governors' policy and is appropriate to the pupils' age and stage of development. In discussions with pupils, they feel that they can discuss problems with adults in school, as they will always be listened to.

## 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  | 2            |
| How the school's effectiveness has changed since its last inspection | 3            |
| Value for money provided by the school                               | 3            |
| <b>Overall standards achieved</b>                                    | <b>4</b>     |
| Pupils' achievement  | 3            |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>3</b>     |
| Attendance   | 6            |
| 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  | 3            |
| Pupils' care, welfare, health and safety                             | 3            |
| Support, advice and guidance for pupils                              | 3            |
| How well the school seeks and acts on pupils' views                  | 4            |
| The effectiveness of the school's links with parents                 | 3            |
| The quality of the school's links with the community                 | 3            |
| The school's links with other schools and colleges                   | 3            |
| <b>The leadership and management of the school</b>                   | <b>2</b>     |
| The governance of the school   | 2            |
| The leadership of the headteacher                                    | 2            |
| The leadership of other key staff                                    | 2            |
| 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).*