

# **INSPECTION REPORT**

## **HAMSTEL JUNIOR SCHOOL**

Southend-on-Sea

LEA area: Essex

Unique reference number: 114770

Headteacher: Mr P Gwilliam

Lead inspector: Mrs S D Morgan

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

Inspection number: 256329

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	471
School address:	Hamstel Road Southend-on-Sea Essex
Postcode:	SS2 4PQ
Telephone number:	01702 468084
Fax number:	01702 602466
Appropriate authority:	The governing body
Name of chair of governors:	Mr B Cole

Date of previous inspection: June 1998

## CHARACTERISTICS OF THE SCHOOL

Hamstel is a large junior school. It has 471 pupils in Years 3 to 6. There are more boys than girls in all year groups and significantly more in Years 3 and 4. A high proportion of pupils (96 per cent) are white British with small numbers from a range of other ethnic groups. Eighteen pupils are at an early stage of learning English and this number has been rising. Pupil mobility is low. The area the school serves has some social deprivation and the number of families claiming free school meals is above average. The attainment of pupils on entry to Year 3 has been below average. The proportion of pupils who have special educational needs, at 25 per cent, is above the national average. Over three per cent of pupils have a statement of special educational need, an above average figure. Pupils' needs mostly relate to learning and or behavioural difficulties and a small number have a physical disability. A significant number of staff changes have occurred during the last two years. The school is involved in initiatives such as an Excellence Cluster, Healthy Schools and has gained recently Investors in People status.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1355	Mrs S Morgan	Lead inspector	Information and communication technology (ICT), design and technology, physical education
9537	Mrs C Marden	Lay inspector	
20948	Mr J Linstead	Team inspector	Mathematics, geography, history, religious education, special educational needs
32367	Ms J Pike	Team inspector	Science, art and design, personal, social and health education (PSHE), citizenship
34160	Mrs A Cameron	Team inspector	English, music
28069	Mr D Mylroie	Team inspector	English as an additional language

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Hamstel Junior School is providing a satisfactory education for its pupils.** The headteacher has a clear vision and this has enabled the school to improve over the last eighteen months. Pupils' achievements are satisfactory overall and standards are improving in a number of subjects. The quality of teaching is satisfactory. Pupils are valued and cared for very well. The school is providing satisfactory value for money.

The school's main strengths and weaknesses are

- Pupils are now achieving well in science, information and communication technology (ICT), art, music and swimming
- Standards have shown improvement but remain below average in some subjects, including English and mathematics
- Monitoring has not been effective in ensuring the quality of teaching and learning is consistent throughout the school
- The school provides a very caring environment in which pupils' views are keenly sought and acted upon and parents feel welcomed
- Procedures for assessing the standard of pupils' work, setting targets for their improvement and tracking progress are unsatisfactory
- The school has been very successful in improving pupils' attendance

**The school has made satisfactory improvement** since the last inspection, with more rapid improvement recently. Weaknesses that were holding the school back, such as the poor attendance of pupils and unsatisfactory ICT and library resources have been dealt with effectively and standards have shown some improvement. However, other aspects of the school's work have not shown sufficient improvement. For example, the quality of teaching and learning is inconsistent and this slows down pupils' learning in some lessons. The school community shares a commitment to further improvement.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	C	C
mathematics	D	D	E	E
science	C	C	D	E

*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.*

**Pupils' achievements are satisfactory.** Pupils' attainment when they start in Year 3 has been below average overall. Results in national tests have shown some fluctuation but have been below average. However, improvement has been broadly in line with that found nationally. In the 2003 national assessments for pupils at the end of Year 6, results varied between subjects. In English, they were average, in science they were below average and in mathematics well below average. The school met the target it set for English and mathematics tests in 2003, at the expected level 4, but not at the higher level 5. Comparing the Year 6 2003 results with those of the same year group when they were in Year 2 shows that pupils achieved as expected in English but much less well than expected in mathematics and science. Overall, current standards remain below the national average. However, in mathematics and science they show improvement. Evidence gathered during the inspection shows that pupils in Year 6

are now achieving satisfactorily in mathematics. Pupils are achieving well in a number of subjects, including science and ICT. This is because in these subjects teaching is planned well, is of consistent quality and covers National Curriculum requirements. Pupils are not achieving as well as they should in geography because they do not complete sufficient work in depth. This means that their knowledge, skills and understanding are underdeveloped.

**Pupils' attitudes, values, behaviour and other personal qualities are good.** They are supported by the good provision for their spiritual, moral, social and cultural development. Attendance has improved significantly and is now average. Pupils' punctuality both to school and lessons is very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.**

**The quality of teaching and learning is satisfactory.** The school has been through a period of significant staff change. This has led to inconsistencies in teaching quality and although monitoring has taken place it has not been sufficiently effective in bringing about improvement in all subjects. Consequently, pupils do not learn enough in some lessons. Teaching is good in subjects such as science and ICT and this enables pupils to make good gains in their learning. A particular strength in teaching is that teachers manage pupils' behaviour well and encourage them to do their best. Where there are weaknesses in teaching the pace of lessons is too slow and work is not always matched well to pupils' needs. The work of support staff makes a significant contribution to pupils' learning in a number of lessons. The quality of assessment and the use of information to plan future work is unsatisfactory overall.

The curriculum provides a satisfactory range of activities and good opportunities for enrichment. The school takes very good care of pupils. It has developed excellent procedures for involving them in its work by asking for and acting on their views on ways of improving school life. The school's partnership with parents is good, as are its links with other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership and management of the school are satisfactory.** The headteacher provides satisfactory leadership. He has created a clear vision in which all share and which has started to move the school forward. The leadership of other key staff and overall management of the school are satisfactory, as is governance. Standards show some improvement, however, inconsistencies in teaching have not been dealt with effectively.

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

Almost all parents who responded to the questionnaire and attended the meeting held prior to the inspection were supportive of the school. They were pleased with what it does for their children and very positive about the changes made since the appointment of the headteacher. Inspectors found that the school works hard to involve all parents in its life and with their children's work. Discussions with pupils reveal high levels of satisfaction with the school and with their teachers.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Improve the effectiveness of the monitoring of teaching and learning to ensure that good practice is shared and areas of weakness are dealt with
- Improve assessment procedures and the use of the information gathered to identify areas of strength and weakness and raise standards

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects and courses

Pupils' achievements, including those who have special needs and those who are learning English as an additional language are satisfactory overall. Current standards are below average.

#### Main strengths and weaknesses

- Pupils are now achieving well in science, ICT, art, music and swimming
- Standards have shown improvement but remain below average in some subjects, including English and mathematics
- In geography pupils are not achieving as well as they should
- In some lessons work is not matched well to pupils needs and they do not always achieve as well as they should

#### Commentary

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

Standards in:	School results	National results
English	27.1 ( 26.1 )	26.8 ( 27.0 )
mathematics	25.5 ( 26.3 )	26.8 ( 26.7 )
science	27.6 ( 29.0 )	28.6 ( 28.3 )

*There were 124 pupils in the year group. Figures in brackets are for the previous year.*

1. Results in Year 6 national tests in English, mathematics and science have been below average in recent years. However, improvement has been broadly in line with the national trend. Pupils' attainment when they start in Year 3 has been below average and they have achieved satisfactorily in relation to this starting point.
2. Overall, results in 2003 were below average when compared to those nationally. Results varied between subjects. In English, they were average, in science they were below average and in mathematics well below average. Comparing the Year 6 2003 results with those of the same year group when they were in Year 2 shows that pupils achieved as expected in English but much less well than expected in mathematics and science. In 2003 the performance of boys was better than that of girls. However, no significant differences in the performance of boys and girls were noted during the inspection. The school met the target it set for English and mathematics tests in 2003, at the expected level 4, but not at the higher level 5.
3. Pupils are now achieving satisfactorily in Years 3 to 6. Current attainment, although below average, shows improvement. Pupils are now achieving satisfactorily in mathematics. This is because the school has checked the quality of teaching and learning, identified areas that required improvement and is taking appropriate action. For example, support and training is being provided for teachers. Pupils are achieving well in a number of subjects including science and ICT. In these subjects the quality of teaching is good and work is planned well. A particular strength in science is that practical activities are made interesting and exciting. Pupils are motivated to work hard and enjoy the challenges set. Pupils are not achieving as well as they should in geography because they do not complete sufficient work in depth. This means that their knowledge, skills and understanding are underdeveloped.
4. Pupils' language and literacy skills are promoted satisfactorily throughout the curriculum. They are given opportunities to develop their speaking and listening skills during whole-class



discussions. For example, through expressing opinions and reflecting on what others have to say. In subjects such as history their written skills are developed through activities such as keeping diaries and describing journeys. Pupils use their mathematical skills satisfactorily in other areas of the curriculum such as science and physical education. Opportunities to use ICT to support pupils' learning across the curriculum are increasing and are satisfactory overall. Pupils use a range of programs to support their learning in a number of subjects. They research information using the Internet in subjects such as science and history.

5. Evidence gathered during the inspection shows that work is not always well matched to pupils' needs. For example, in mathematics the range of attainment in most groups is wide, although the classes are set by ability. However, in most lessons the work planned is the same for all pupils. This results in both higher and lower-attaining pupils not always achieving as well as they should. Pupils with special educational needs make satisfactory progress against specific targets and goals. They are fully included in all school activities and are achieving satisfactorily. Pupils with pronounced difficulties do well when they are supported by teaching assistants.
6. Pupils who have English as an Additional Language make good progress in learning to speak English. In other subjects their achievement is in line with their peers and overall is satisfactory, particularly when they receive targeted support.
7. The school provides some good opportunities for pupils who have been identified as gifted and talented. For example, through a link with a local secondary school pupils take part in challenges to develop their problem solving skills. In lessons their achievement is in line with other pupils and is satisfactory overall.

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

Pupils' attitudes and behaviour are good. Pupils' personal development is good overall. Provision for social and moral development is very good, it is good for spiritual development and satisfactory for cultural development. Pupils, punctuality both to school and lessons is very good.

### **Main strengths and weaknesses**

- The school has been very successful in improving pupils' attendance
- Pupils behave well due to the very good range of strategies employed by the school
- Pupils develop good attitudes to learning
- Within the school community relationships are very good
- The school provides excellent opportunities for pupils to take on responsibilities
- Not enough opportunities are planned for pupils to develop an appreciation of different cultures

### **Commentary**

8. The school's concentrated efforts to improve attendance have been very successful. In the current year (2003-2004) the rate of unauthorised absence has dropped by four fifths and is now half the national average for last year. The number of authorised absences has also decreased. Consequently the attendance of pupils is now broadly in line with the national average. The school has achieved this through introducing first day calling when pupils are absent and rigorously following up all un-notified absences. It is made clear to parents that it is not desirable to take holidays in term time. Pupils are very punctual both to school and to lessons.

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

Authorised absence	
School data	6.3
National data	5.4

Unauthorised absence	
School data	1.0
National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year (2002-2003).*

9. Pupils behave well both in lessons and around the school due to staff having consistent expectations for good behaviour and clear behaviour codes that pupils know. The pupil mentors have significantly improved the behaviour of pupils at lunchtime. All pupils spoken to felt that bullying was not an issue but should any occur staff would swiftly deal with it. The school is rightly proud that there have been no permanent exclusions for seventeen years. There were no temporary exclusions last year.
10. Pupils want to learn and quickly settle down to work. When the work is challenging they are reluctant to stop at the end of the session. They usually listen well and work hard, even when the activity is mundane. Pupils work well together and are keen to share their ideas. This enthusiasm and good behaviour contributes to their satisfactory achievement. Pupils who are learning English as Additional Language have good attitudes to their work and are proud of their achievements.
11. The school places a great emphasis on pupils' personal development and the opportunities for pupils to take on responsibilities within the community are excellent. In particular, the peer mentors have been a resounding success. Their role in befriending, listening to their peers and in conflict resolution is appreciated by pupils, parents and the staff. Nearly 80 pupils applied to be mentors this year. Those that were chosen by interview received comprehensive training for their role. As well as decreasing incidents of inappropriate behaviour at lunchtime it has made a significant contribution to the mentors' personal development. School councillors from all year groups make a good contribution to school life and carry out their responsibilities diligently. The school ethos successfully promotes a strong moral code and pupils are very clear about what is right and wrong. However, opportunities are missed in lessons for pupils to explore moral issues.
12. Staff consistently promote social development arranging for different groups of pupils to work together. Teachers are very good role models in promoting respect and fairness. This contributes to the very good relationships within all parts of the school community and the very high degree of racial harmony.
13. The many ways in which the teachers value pupils' efforts and achievements leads to pupils having increasing self-esteem. Assemblies make a sound contribution to pupils' spiritual development and spiritual moments do occur in lessons although they are not planned for. For example, in an ICT lesson pupils were inspired when a programme translated a plan of a bedroom into a three dimensional representation.
14. Cultural development is satisfactory overall but there are not enough opportunities for pupils to explore other cultures in different subjects. However, where this does occur, for example in religious education lessons pupils show respect and interest.
15. Pupils' behaviour and attitudes to learning have remained good. Pupils' attendance this year is similar to that seen at the last inspection and the rate of unauthorised absence is considerably lower. Provision for moral and spiritual development have been maintained and provision for social; development has improved. Cultural development is not as good as it was at the last inspection.

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

The quality of education provided by the school is satisfactory.

### **Teaching and learning**

The quality of teaching is satisfactory although there are a number of inconsistencies. The assessment of pupils' work has weaknesses and is unsatisfactory overall.

### **Main strengths and weaknesses**

- The quality of teaching and learning is not consistent enough throughout the school
- Teaching in science and ICT is good
- Assessment procedures are unsatisfactory

- Good use is made of knowledgeable support staff in a number of areas of the school's work
- Teachers encourage pupils to do their best and insist on high standards of behaviour
- Very good relationships support pupils' learning well and pupils are keen and enthusiastic

### Commentary

16. The school has worked hard to recruit appropriate staff during a period of significant staff changes. However, some inconsistencies in the quality of teaching that were noted at the time of the previous inspection remain. Strengths that were identified, such as the insistence on high standards of behaviour and positive relationships have been maintained. Weaknesses in the teaching of ICT and investigative skills in mathematics and science have been dealt with effectively. However, some weaknesses remain and work is not always matched well to pupils' needs or covered in sufficient depth. Improvements to assessment procedures are being made but weaknesses remain and the assessment of pupils work is unsatisfactory overall.

#### *Summary of teaching observed during the inspection in 35 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0( 0%)	3 ( 8.5 %)	16( 46 %)	13( 37 %)	3( 8.5 %)	0( 0 %)	0( 0%)

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

17. The quality of teaching and learning was satisfactory or better in all of the subjects inspected in depth. It was good in science and ICT and satisfactory in English, mathematics and religious education.
18. A strength in teaching throughout the school is teachers' encouragement and engagement of pupils. Teachers value what pupils have to say and this ensures that pupils feel confident to respond to questions. This is particularly evident in science lessons where pupils are set challenging tasks but through carefully structured questions teachers encourage pupils to develop the confidence to think for themselves and put forward their ideas. An example of this was also seen in a Year 6 mathematics lesson, where pupils worked with a partner to clarify their thoughts before discussing them with the whole class. This ensured that pupils had considered what they were going to say and felt confident when expressing their ideas. Pupils are motivated by this type of approach, work hard during the lessons and make good gains in their knowledge and understanding.
19. Very good relationships support pupils' learning well. Teachers insist on high standards of behaviour in lessons and manage pupils' behaviour effectively. Pupils are clear about the expectations and respond positively. The behaviour of those pupils with emotional and behavioural difficulties is dealt with well. Staff are consistent in their approach and use a range of strategies to gain pupils' attention and maintain their interest. They often greet pupils at the class door and set short tasks at the start of lessons to settle pupils to work. In the best lessons, teachers show considerable enthusiasm and use humour to good effect. They show effectively the standard of work required, for example, in a Year 5 literacy lesson, the teacher guided pupils through writing a persuasive letter highlighting aspects such as rhetorical questions.
20. Knowledgeable specialist coaches and support staff enable pupils to learn effectively. The school uses a swimming coach to teach all pupils. Pupils' skills are systematically developed and this results in them attaining standards which are above the national expectation. In ICT very good support from a knowledgeable technician ensures that lessons run smoothly and pupils learn effectively. The library/resources area is open outside of school hours and pupils

receive good guidance and support from the member of staff who has responsibility for the area.

21. In lessons which had weaknesses or that were unsatisfactory work was not matched well to pupils' needs. This limited the learning of both the higher and lower-attainers. For example, in a Year 6 mathematics lesson on function machines many pupils found the work too difficult whilst others found it too easy. What is to be learnt is not always shared with pupils so they are not clear about what they have to complete by the end of the lesson. This means that lessons lack sufficient focus, the pace is too slow and pupils do not learn enough. Pupils' books showed too much inconsistency in the amount and quality of work between classes. For example, the scrutiny of work in geography also indicated some weaknesses in teaching over time. Work was not always covered in sufficient depth to enable pupils to develop their knowledge, skills and understanding sufficiently.
22. The teaching of pupils with special educational needs is satisfactory. Pupils are supported in class by teaching assistants who often provide valuable support especially for pupils with pronounced difficulties. There is, though, inconsistency in the way teachers plan for their use. In some instances teaching assistants' roles are not defined sufficiently to support and improve the learning of pupils. Teachers adapt the work prepared for all pupils in literacy and numeracy enabling them to achieve satisfactorily. In other subjects however, pupils are often all given the same work.
23. Appropriate work is planned for pupils who are learning English as an additional language. They make most progress when supported by the teaching assistant who is funded through a Government grant. She has a good understanding of how well the pupils are learning and the progress they are making. She is particularly good at helping them to develop their conversational English. Currently, no monitoring takes place of the teaching of these pupils to help identify and deal with any weaknesses. The quality of marking of work completed by pupils is variable and unsatisfactory overall. In some classes too much is written on pupils' books and long lists of words are expected to be learnt. In others no advice or support is given at all.
24. The assessment of pupils' attainment is unsatisfactory overall. This has been recognised by the school. Areas for improvement have been identified and these are being implemented. Analysis of national tests and other assessments to check that pupils are making satisfactory progress and plan future learning have not been systematic enough. Teachers have not assessed work together regularly to decide on the standards that pupils are attaining. Information to set targets for pupils has not been used consistently by staff and assessment procedures in subjects such as ICT, history and design and technology are not in place. The quality of marking is too variable and unsatisfactory overall. The best marking has notes which clearly indicate how pupils can improve, however, too much takes the form of ticks and is not helpful.
25. The school's assessment procedures for the identification of pupils with special educational needs are satisfactory. Tests and other information are used appropriately to identify pupils needing additional help to meet their needs. All pupils on its 'special needs register' have individual plans outlining targets and the means and activities designed to achieve them. Pupils' progress is recorded but at present assessment is not linked closely enough to the targets and is often related to literacy only. At the moment not enough use is made of pupils' plans, as the targets on them are not updated regularly to reflect pupils' current achievements.

## **The curriculum**

The school provides a satisfactory curriculum which covers all subjects sufficiently. Enrichment opportunities outside lessons are good. Accommodation and staffing are satisfactory, but some of the classrooms lack sufficient space. Resources are good.

### **Main strengths and weaknesses**

- Good opportunities are provided for enrichment, particularly in sport
- The learning centre/library is open outside of school hours and used well by pupils
- The school benefits from an on-site swimming pool which is used by all pupils
- The school makes good use of available accommodation but some classrooms lack sufficient space for practical activities

### **Commentary**

26. The school continues to provide a satisfactory curriculum for its pupils. It is planned to cover all subjects of the National Curriculum sufficiently and meets statutory requirements for religious education and collective worship. The curriculum is appropriately planned to provide breadth and continuity in learning. French is offered to Year 5 pupils as part of the planned curriculum.
27. Support for pupils with special educational needs is good as the school has a high number of teaching assistants. This enables all pupils to access the whole curriculum.
28. An appropriate curriculum is offered to pupils who are learning English as an additional language. They take part in all activities with the rest of the class and feel that they are an integral part of the school. Additional provision is made for these pupils through the provision of dual language books. These books are kept in the library to reinforce the fact to all pupils that all languages are of equal importance. This is good practice.
29. The school provides a good variety of enrichment activities. This includes a wide range of sport taught by professional coaches such as football, rugby, tennis and hockey. The school has taken part in competitions against other schools in football, tag rugby, rounders and the borough sports. The on-site swimming pool means that all pupils have the opportunity to learn to swim. The school aims to have 90 per cent of pupils swimming at least 25 metres by the end of Year 6. After school clubs are well attended by pupils. Clubs include karate, music, ceramics, gardening, ICT and a variety of other sports. A recorder club is offered specifically for Year 3 pupils. The school takes part in the inter-schools music festival. In Year 6 pupils have the opportunity for a residential visit. As well as supporting learning these visits make an important contribution to pupils' personal and social development.
30. The school has worked hard to improve the quality of accommodation and resources. The newly refurbished library/learning centre is well resourced with books as well as computer facilities. It is staffed full time by a librarian and is open before and after school as well as at lunch times. This provides opportunities for pupils to further their learning as well as receiving help from an adult should they need it. All pupils were enthusiastic about the library/learning centre which was used constantly throughout the day.
31. Accommodation is satisfactory overall although some classrooms lack space for practical activities. Resources are good with significant improvement in the range and quality of books and ICT equipment. The school has a sufficient number of qualified staff with a high number of teaching assistants. The outdoor provision is good with a spacious playground as well as a large playing field.
32. Good opportunities for pupils' personal development are provided through for example, "circle time" when they can share feelings and a peer mentoring programme where they can support each other. The school is successful in including and integrating a wide variety of pupils in its work including those who have had difficulty in other schools and pupils with significant special needs.

## **Care guidance and support**

The school takes very good care of its pupils and they are exceptionally well involved in the life of the school. The school provides satisfactory support and guidance to pupils.

### **Main strengths and weaknesses**

- Excellent opportunities are provided for pupils to contribute to the school community
- The school provides very good pastoral support
- Assessment arrangements for the academic monitoring of pupils' progress are unsatisfactory

### **Commentary**

33. The school continues to provide very good pastoral care for pupils.
34. Parents and pupils rightly feel the school provides a very high level of care. Staff have a good understanding of pupils' needs and are very approachable to parents. The school's commitment to caring for its pupils is shown by the time it gives to working with other agencies to support families that are in challenging circumstances. The school has recently appointed a co-ordinator to improve the liaison with these other professionals. The school values every individual and works very successfully with other education establishments to reintegrate pupils into mainstream education.
35. Pupils are confident that not only can they talk to teachers about some problems they may have but, depending on the problem, they might take it to a mentor, teaching assistant or councillor. The school provides a counselling service for those pupils who would benefit from specialised help.
36. Procedures for health and safety, including child protection, are well established. Although there has not been any recent training for staff in relation to child protection issues, staff, including those new to the school, are well aware of what to do if they have any concerns. Provision for first aid is good and there are appropriate arrangements for the administration of medicines.
37. The ethos of valuing the individual means that pupils' views are taken very seriously and are acted upon where possible. For example, the school council wanted locks on the toilets, the canteen improved and a reduction of litter. All these issues have been dealt with. Currently they are investigating the financial feasibility of having a climbing frame. The mentors make an exceptional contribution to school life with pupils talking glowingly about how behaviour has improved and how they ensure pupils do not feel lonely or left out.
38. Good induction procedures are in place for pupils joining the school with a range of visits and meetings with teachers before they start. If it is thought that particular pupils will have problems at playtime a mentor is assigned to them to help them settle in.
39. Pupils with special educational needs are encouraged to give their views on how well they are doing. Those with 'statements' fully contribute to the reviews of their progress by completing a written record. The progress made by pupils learning English as an additional language is not tracked as a specific group. Overall, assessment arrangements for providing support and guidance to pupils on their academic progress are not fully effective and have not improved sufficiently since the last inspection. The school knows that this is an issue that needs to be dealt with.

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

Partnership with parents, other schools and the community are all good.

### **Main strengths and weaknesses**

- The school welcomes parents views
- Parents are involved well in the life of the school
- Very good links with local sports clubs extends the provision of sports coaching
- Good links with local schools helps develop teachers' skills and enhances provision for pupils

- Information to parents about what pupils are studying is unsatisfactory

## **Commentary**

40. The school values parents support and parents appreciate the welcome they get in school. They find staff very approachable and ready to listen to their concerns. The parents association works very hard to raise funds to maintain the swimming pool. Regular newsletters keep parents well informed about events in school and the annual reports on pupils' progress are satisfactory. However, there is very limited information about what pupils are studying and this limits the support that parents can provide at home. A notable exception to this is mathematics where a range of mathematical activities are suggested for parents to do with their children. The school has consulted parents about priorities for the school improvement plan through questionnaires and meetings. In the responses to questionnaires sent out prior to the inspection the areas parents wanted improved included, knowing pupils individual targets and school diaries. The school is issuing new style diaries in September. Individual targets for pupils and the communication of these to parents is a school priority within assessment.
41. Parents are involved well in the provision for pupils with special educational needs. They are invited to attend annual reviews of pupils with statements of special need and are given advice and support in how they can help their children at home.
42. Extensive links have been developed with local sports clubs and schools that have provided coaches for many different sporting activities. For example, students from local colleges studying for the National Sports Diploma have led sessions of netball, cricket and football, while local clubs have run hockey, rugby and tennis. These are appreciated by the pupils with over six out of ten pupils attending an out of school activity. In addition, the school has satisfactory links with local churches and uses the local area to support pupils learning, for example, pupils carrying out a survey of Hamstel Road.
43. The school has recently improved its links with local schools. Very close links have been developed with the feeder infant school that include joint staff meeting to ensure continuity in learning as pupils change school. Good links are also in place with the main receiving secondary school that contributes to a smooth transition into secondary education. In addition, the school works with other local schools to improve provision for pupils. As part of this collaboration gifted and talented pupils have attended problem solving sessions on Saturdays. The school has also received support in delivering French to pupils in Year 5.
44. Partnership with parents and the community have improved and the range of links with other schools has increased since the last inspection.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The headteacher provides satisfactory leadership. The leadership of other key staff and overall management of the school are satisfactory, as is the governance of the school.

### **Main strengths and weaknesses**

- The headteacher has created a clear vision in which all share
- Governors have good knowledge of their linked subject
- The school ensures everyone is valued in school life and pupils are cared for very well
- Monitoring is not regular or rigorous enough to ensure that the quality of teaching and learning is consistent
- Effective management action has driven improvement in mathematics, science and ICT

### **Commentary**

45. On appointment the headteacher consulted all involved in the school, and built a clear vision for the future of the school, in which all could share. He identified relevant key priorities, and the school has made good progress in a number of areas. Strategies to improve attendance have been successful. The improvements in mathematics and science have been as a result of the focus throughout the school on investigating, exploring and questioning. Additionally, the improved provision for ICT has resulted in pupils' achieving well. The headteacher has changed the culture of the school, so that the monitoring of teaching is seen as a useful way of improving practice, particularly in mathematics. However, as yet, monitoring is not sufficiently effective and the process is not rigorous enough to help share good practice, and ensure greater consistency across the school.
46. The school improvement plan is a satisfactory tool for improving the school. Key priorities are identified. It translates the headteacher's vision into action over several years. This is an improvement since the previous inspection. The plan is regularly updated to track progress towards the school's priorities. However, ways of measuring the success of targets in the plan, particularly in raising achievement, are not clear enough.
47. The school is rightly proud of its positive ethos. All staff work together well to include pupils whatever their needs and to value their contribution to school life.
48. The leadership and management of other key staff are satisfactory. The role of the subject leader is developing, and there is a clear description of their responsibilities. Each subject's action plan identifies appropriate priorities, although these are not always costed. Some subject leaders are benefiting from professional development in extending their skills in leadership and management. However, there is not a clear system in place to ensure that subject leaders have regular time to check on teaching and learning in their subjects.
49. The school's provision for special educational needs is led and managed satisfactorily. The school's special needs coordinator manages the large number of teaching assistants well. These assistants' continuing professional development needs are identified and appropriate training provided. Pupils' records are well maintained and the considerable documentation involved is up to date and all statutory requirements are met. At present pupils' individual education plans are not being used properly as working documents because their targets are not updated often enough.
50. Leadership and management for pupils learning English as an additional language is satisfactory overall. There is no identified teacher with overall responsibility. However, the headteacher keeps a watching brief. He has identified the strengths and weaknesses in provision.



51. Performance management is in place for both teaching and non-teaching staff, but is not having a significant impact on improving practice. All staff benefit from opportunities for professional development, identified from performance management or school priority needs. Working towards the Investors in People Award helped the headteacher in creating a culture of improving practice.

52. Financial management is satisfactory. The school follows the principles of best value. Spending is appropriately linked to the school's priorities. Although currently the school has a significant surplus, evidence from the inspection shows that planned projects such as further improvements to the accommodation will be funded from this.
53. Governors are very supportive of the school. They ensure that statutory requirements are met. They are gaining in-depth knowledge about the school by being linked individually with particular subjects and learning about the strengths and weaknesses of each one. The resulting report is a useful document, identifying areas for future development. However, governors are too reliant on information given to them by the school. They do not challenge the school enough by asking searching questions.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	1,340,180
Total expenditure	1,316,495
Expenditure per pupil	2,777

Balances (£)	
Balance from previous year	178,463
Balance carried forward to the next	202,153

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

### **SUBJECTS IN KEY STAGE 2**

#### **English**

Provision in English is satisfactory.

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

- Standards have risen steadily and pupils' achievements are satisfactory
- Pupils have a good attitude towards their work
- Teachers insist on high standards of behaviour
- A variety of teaching styles is used to good effect
- Teaching is not monitored closely enough to ensure that it is of consistently good quality and that work is matched well to pupils' needs

#### **Commentary**

54. Results in national tests have been improving steadily since the last inspection. The results of the 2003 national tests for pupils in Year 6 were in line with the national average. As at the time of the previous inspection there is still a gap between attainment in reading and writing, with writing skills being weaker. Most pupils enter school with below average language skills and the school has a high proportion of pupils with special educational needs. Inspection evidence indicates that current standards are below average. However, in relation to their previous attainment pupils, including those with special educational needs and those learning English as an additional language, are achieving satisfactorily.
55. Pupils listen attentively in class to their teachers as well as each other. Teachers are aware of the need to develop the pupils' spoken language and in some classes, pupils are encouraged to talk to each other before answering questions. This promotes discussion as well as giving them time to think about the answer.
56. Drama is used effectively by some teachers to help pupils better understand a character in a story, in order to improve writing skills. Younger pupils are keen to give opinions and speak out more than older pupils. Overall speaking and listening skills are average.
57. Pupils enjoy reading and are enthusiastic about the new library and resource centre. They express preferences for different authors giving reasons for their choices. Some pupils explain how to use the classification system for finding books. Comprehension skills are less well developed. Many pupils are uncertain as to how to work out the meaning of unknown words or phrases. Pupils are making steady progress with reading. Pupils' achievement is satisfactory and standards are average.
58. Pupils across the school write for different purposes and in a variety of styles. In some cases they evaluate each others work. Although teachers have worked hard to improve the pupils' standards in writing, there is inconsistency in the quality and quantity of work produced in different classes. Standards of spelling are below average. Overall, the standard of writing is below average.
59. The quality of teaching and learning is satisfactory. In lessons, teaching ranged from good to unsatisfactory. The most successful lessons were well planned with learning objectives clearly displayed and discussed with pupils. Teachers expected high standards of behaviour and pupils worked well independently. Good relationships between adults and pupils were evident. In the best lessons there was good demonstration of reading and writing by the teacher, which was often reinforced by the teaching assistant when working with a group of lower-attaining pupils. A variety of teaching styles was used effectively to capture pupils' interest. In those

lessons which were unsatisfactory, the focus of the lesson was unclear which led to confusion for the pupils as to what was expected of them. Consequently they did not learn enough.

60. The use of assessment is not consistent across the school. This can result in lessons where work is not always matched to the needs of the pupils. Marking also varies across the school. Not all marking helps pupils to know what the next steps should be in order to improve their work.
61. Leadership and management of the subject are satisfactory. The library /resource area has been a priority this year for the co-ordinator and this has been very successful for the whole school both in terms of improvement and enjoyment of reading. The co-ordinator is aware of strengths and weaknesses in English and has drawn up an action plan with clear methods of measuring success. Ways of making meaningful links between subjects have been investigated well and, as a result, the school plans to increase the emphasis placed on developing literacy skills across the curriculum. However, monitoring of teaching has not been sufficiently effective because there is variation in the quality of teaching and some groups of pupils are working on tasks which are not matched well to their needs.
62. Standards of reading have shown steady improvement. However, writing continues to be weaker. Teachers now discuss what is to be learnt with pupils at the start of lessons and improvements have been made to resources. Overall, improvement since the last inspection is satisfactory.

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

63. Language and literacy are promoted satisfactorily in other subjects. A focus on developing literacy skills across the curriculum is evident through opportunities for pupils to speak and give opinions in for example, "circle time" when pupils share their ideas in the supportive environment of their classroom. Pupils also decide what sort of language would be suitable if they were writing a letter to a newspaper about conservation work.

## **MATHEMATICS**

The provision for mathematics is satisfactory.

### **Main strengths and weaknesses**

- Standards have improved and pupils' achievement is satisfactory
- The subject is well led and managed and this has led to recent improvement
- Work is not always suitably matched to pupils' abilities
- Pupils generally have good attitudes to mathematics and work well

### **Commentary**

64. The results of the national tests in 2003 showed that by Year 6 pupils reached standards that were well below average, with few reaching the higher levels.
65. Current standards show improvement but remain below the national average. Inspection evidence indicates that pupils are achieving satisfactorily in relation to their varying starting points when they enter the school.
66. In all years, pupils' mental calculations are accurate and they have an appropriate range of strategies which they use. This is an improvement since the last inspection when pupils were too reliant on pencil and paper. Higher-attaining pupils have a good understanding of number which they use well to tackle problems. In Year 6 for example, pupils compute using negative numbers and are forming algebraic equations using their own data. Many pupils however, are not confident in tackling problems or in selecting the right operations to use. The school has recognised this and introduced a range of appropriate measures to improve the situation.

These include training for staff and more focused teaching on the necessary skills within lessons.

67. The quality of teaching and learning is satisfactory overall. The school currently forms classes based on pupils' previous attainment so that teaching can be directed at a common level. However, the number of pupils in these classes is often high with a wide range of ability within each one. In most lessons the work planned is the same for all pupils. In several lessons seen this meant that some pupils struggled while others found the work too easy. In the best lessons teachers are aware of how well pupils are doing and successfully adapt the work enabling all pupils to make good progress. In a Year 6 lesson for example, the teacher quickly assessed who needed support in turning written instructions into number operations. At the same time the teacher recognised that others were confident and so set them individual targets based on the same work. These effective lessons were further characterised by the quality of questioning and the use of pupils' responses to deepen their learning. Some teachers constantly check that pupils understand and provide further examples or extension ideas accordingly. This is not a consistent picture however, and in some lessons insufficient use is made of what pupils say and do to deepen the understanding for all pupils. The quality of marking is also inconsistent. Although some teachers help pupils see what they need to do next to improve, marking often consists only of ticks or crosses and generalised praise. Pupils are generally enthusiastic and keen to learn and when provided with stimulating activities at the right level, become engrossed in their work, trying hard to complete their assignments. This was well illustrated in other Year 6 lessons in which pupils were asked to use different 'function machines' to produce a given result. Although challenging, pupils enjoyed the work and stuck to their tasks and as a result learned well.
68. Both the leadership and management of the subject are good. Through a thorough system of checking on the quality of teaching and learning, the school has identified areas for improvement and is taking appropriate action. It has continued to provide support and training for teachers during a period of considerable staff turnover. Good use has been made of expertise from outside the school and the co-ordinator has produced plans for further improvement. For example, the school hosted a successful 'Maths Week' in which all pupils engaged in a variety of investigations to stimulate interest and heighten the different practical applications of number. Improvement since the last inspection has been satisfactory.

### **Mathematics across the curriculum**

69. Mathematics is promoted satisfactorily in other subjects. In science for example pupils complete graphs and charts as part of their recording of experiments. In geography, pupils have analysed the results of street surveys, while in a games lesson pupils used the running track to estimate simple fractions. Pupils also make appropriate use of computers, for example to construct tessellations and repeating patterns.

### **SCIENCE**

Provision in science is good.

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

- Standards in science have risen and are now in line with the national average
- Pupils learn about science through exciting investigations, and this helps them to achieve well
- Teachers use a variety of strategies to make pupils think about scientific ideas
- Work is not always well matched for pupils with special educational needs and lower-attaining pupils, and they waste time writing rather than thinking
- Assessment of pupils' learning in science is inconsistent, and doesn't always help teachers plan for future learning

- Pupils behave well and have positive attitudes to science because teachers create calm, positive learning environments

### **Commentary**

70. Standards in national tests in 2003 were below the national average, and boys performed better than girls. Standards seen during the inspection showed improvement and were average, with no difference between girls and boys. Pupils of all levels of attainment achieve well. The emphasis on exploring and investigating helps pupils to develop secure skills, so that by Year 6 pupils carry out fair tests and draw conclusions based on evidence. This approach also helps them to gain knowledge and understanding about living things and how they function. They know the properties of solids, liquids and gases and why certain materials are suited to particular purposes. Pupils draw circuit diagrams of simple electrical circuits and explain friction.
71. The quality of teaching and learning is good. Teachers plan and use interesting and exciting investigations, which grip pupils' attention. As a result pupils concentrate for long periods of time, and enjoy the challenge posed by 'being a scientist'. This helps pupils to develop their understanding of new facts through observation and reflection. Teachers make pupils think and reflect about science by their questioning. In a Year 6 lesson about insulation, the teacher used searching questions which led to pupils identifying shortcomings in their method. At the start of new topics, teachers ask pupils to record what they already know, and what they are not sure about. This greatly assists pupils in understanding scientific vocabulary and using it. Pupils' writing skills are promoted through the range of activities they undertake. Higher-attaining pupils benefit from the many opportunities to write their own accounts of topics, such as how muscles work. However, lower-attaining pupils and those with special educational needs, often have to complete the same work as others. This sometimes leads to too much time being spent writing, rather than thinking. Pupils' behaviour and attitudes are good because teachers create calm, purposeful classrooms. Pupils are confident to respond to questions and have a go. Teachers mark pupils' work regularly, but the thoroughness varies. Pupils benefit when errors are well explained, and next steps identified. Occasionally, pupil errors are marked as correct, leading to possible misconceptions. Most pupils have an idea of the level at which they are working, but do not always know the areas they need to improve.
72. The leadership and management of science are good. There are appropriate schemes of work in place, which provide a balanced coverage of topics. The strong focus on developing pupils' knowledge and understanding through investigating and exploring has been successful in raising achievement. This is an improvement since the previous inspection when the science programme was fragmented, and pupils did not have enough opportunities to explore or investigate. Opportunities to use computers are sometimes missed, such as for a Year 6 insulation investigation. Overall, improvement since the last inspection has been good.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

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

- The quality of teaching is good and pupils achieve well
- Pupils are keen and enthusiastic during lessons
- Very good quality technical support helps pupils learn effectively
- The range and quality of resources have been improved substantially
- The use of ICT to control events and sense physical data is limited
- Assessment procedures are unsatisfactory
- Leadership and management are good with a clear focus on further improving standards.

## **Commentary**

73. Standards are average and pupils achieve well throughout the school. This is good improvement since the time of the previous inspection, when standards were below average. Considerable emphasis has been placed on improving the quality and range of equipment, which was judged previously to be unsatisfactory. The school now has a computer suite which is used regularly by each class. This together with a good range of equipment, including laptops, which are available in classrooms, enables pupils to develop their knowledge and skills systematically. These skills are now being used to support their learning in other subjects.
74. The quality of teaching and learning is good. Work is planned carefully and almost all aspects of the National Curriculum are covered well. However, the use of ICT to control events, such as sequencing model traffic lights, and for the sensing of physical data, such as using a sensor to record changes in temperature, is limited. This has been recognised by the school and appropriate plans are in place to develop this aspect of the curriculum. Very good support is provided by a technician who works with pupils and ensures that all of the resources required are available to teaching staff. In all of the lessons observed teachers showed a good understanding of the programs being used. They made work interesting and motivating. For example, pupils in one class were developing their understanding of computer aided design through designing a bedroom. A new program was introduced and the teacher demonstrated its various features. Pupils were enthralled when they saw how two-dimensional views could be translated into a three-dimensional drawing. All of the class went “wow” when the example was shown. By the end of the lesson all of the class had developed a good understanding of how the program could be used and produced bedroom designs of varying complexity.
75. Older pupils are able to apply their knowledge and skills, for example, to produce multi-media presentations. In one class they had researched information about various countries and were developing presentations using effects such as animation. Pupils worked very well in pairs discussing which effects would have the best impact. They showed good levels of concentration throughout the lesson and this enabled them to make good gains in their learning. Towards the end of the lesson the teacher asked some pupils, who had been particularly successful, to show the rest of the class their work. This showed pupils what could be achieved and the quality of work expected. Pupils behave well and enjoy ICT. Provision for pupils of all levels of attainment is good.
76. The subject is led and managed well. Staff confidence and competence have been developed well and this coupled with very good technical support has led to improvement in the quality of teaching. Areas of strength and those that require further development are understood well and a clear vision for future improvement in standards is in place. No formal monitoring of teaching has taken place. However, the co-ordinator has worked with a number of pupils from each year group to check the standard of work. Assessment procedures are currently unsatisfactory. Pupils’ work is not marked systematically so they do not know what they have to do to improve or the level at which they are working. This has been recognised by the school and training for staff is planned.

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

77. The use of ICT to support learning in other subjects is satisfactory. Pupils use graphics programs effectively in their art work. For example, to produce tiling patterns inspired by William Morris and mosaics of Viking ships. Work in mathematics is supported through, for example producing patterns with lines of symmetry and pupils represent data gathered using bar graphs and pie charts. They research information from a variety of sources on the Internet and this is used in subjects such as science. A range of word processed work is produced by pupils including reports, poems and information sheets.

## HUMANITIES

78. It is not possible to make overall judgements on provision in geography and history as only one lesson was observed in each subject.
79. A scrutiny of past work in **geography** indicates that pupils' attainment by Year 6 is below expectations. There is considerable inconsistency between teachers in the amount and nature of work provided in each year group. The quality of pupils' work also varies between classes. Teachers' planning shows that an appropriate curriculum is being followed. However, there is insufficient depth to most of the work pupils undertake so that their knowledge, skills and understanding in geography are underdeveloped.
80. In the **history** lesson observed the standard of teaching and learning was good. This was because the teacher used good subject knowledge and personal experience about the Second World War to generate good, in depth discussions. However, the scrutiny of past work indicates some variance in the quality and depth of work set by different teachers. By Year 6, pupils' attainments are in line with those expected of pupils this age. They have opportunities to learn about the passing of time and how things change. For example, by comparing various Victorian artefacts with their modern day equivalents. The school also provides some good first hand opportunities for pupils to learn. These include visits to places of interest and experiences such as the recent Roman day. This enabled pupils to dress up, 'fight' a Roman centurion, talk with 'Romans' and use Roman numerals. Pupils also have opportunities to practise their literary skills, for example by keeping a diary as a Roman might or describing journeys as though they were a Viking warrior.

## Religious education

Provision for religious education is satisfactory.

## Main strengths and weaknesses

- The school's provision meets the requirements of the locally agreed syllabus
- Pupils have positive attitudes to their work
- Some work is of insufficient depth to enable pupils to develop their knowledge and understanding
- Too little checking takes place on the quality of teaching and learning and the standards pupils are attaining



## Commentary

81. By Year 6, pupils' attainment matches that indicated by the locally agreed syllabus. Overall, pupils' achievements are satisfactory.
82. Pupils know about the basic ideas of other religions, including some of their stories, customs and festivals. Equally, pupils consider moral and social issues, some of which are common to the doctrines of different religions. However, the work is often shallow which limits the extent to which pupils can significantly increase their understanding.
83. The standard of teaching and learning is satisfactory overall. The scrutiny of past work however, shows a considerable variation in teachers' use of resources and the amount and quality of activities provided. In the lessons seen, pupils listen well and carry out their assignments with enthusiasm. In Year 5 for example, they observed a considerable period of perfectly quiet reflection as they began to learn about silence and meditation. In Year 6, pupils acted out small scenes in which someone did a good deed. Although fairly self-conscious they persevered and gradually grew in confidence as the lesson progressed.
84. The leadership and management of the subject are satisfactory. An action plan has been produced identifying areas for improvement. These include increasing the part played by drama and role-play activities. At the moment there is too little checking on the quality of teaching and learning and the standards pupils are attaining. The school is aware of the need to improve resources to help pupils learn more about the world's religions. The assessment of pupils' attainment does not give enough information about standards in the school nor does it help teachers when planning work to meet the varying needs of pupils within their classes. Overall, improvement since the last inspection has been satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. Overall judgements about provision in art and design, design and technology, music and physical education cannot be made. No lessons were observed in art and design and design and technology. Two lessons were observed in both music and physical education.
86. In **art and design**, pupils' work and displays around the school were looked at and discussions with pupils took place. In Year 6, pupils' observational drawing skills show increasing accuracy and some use of tone to show form. They are beginning to use perspective. Pupils make good use of computers in their art work, such as the William Morris inspired tile designs. After school art activities in which two thirds of pupils take part, provide good enrichment opportunities. Year 5 pupils' water colour paintings of flowers are accurately observed and delicately painted. Pupils also have good opportunities to take part in art competitions such as the 'Paint a pelargonium'. Overall, pupils reach average standards and achieve well.
87. In **design and technology** pupils' practical work showed that they design and make artefacts using a range of materials. The use of national guidelines ensures work is planned which covers National Curriculum requirements. Younger pupils have worked on improving the school environment by designing and making litter bins for the playground. They have also worked with food, for example, designing sandwiches. Pupils have developed their understanding of pneumatics by, for example designing "moving monsters" and making moving toys using cams. Older pupils have worked with textiles and designed and made artefacts such as purses, belts and slippers. However, pupils' knowledge and understanding of control technology, for example, to operate models using computers, is limited. This has been recognised by the school and development is planned. Good links have been made with a local supermarket to support pupils' learning. When pupils visit they learn about aspects of

food technology and then use the kitchen facilities to make scones. Pupils have also been successful in the South Essex Design Competition, this year, gaining a bronze award.

88. The lessons seen in **physical education** were well planned and organised. The school benefits from having a swimming pool which is shared with the infant school. All pupils have swimming lesson each week and receive tuition from a qualified instructor. Their swimming skills are consistently developed and this results in standards being above average and pupils achieving well. Pupils were keen and enthusiastic in the lessons observed. Both staff and pupils were dressed appropriately. At the start of lessons clear instructions were given and all necessary resources were available. Teachers discussed and demonstrated particular skills that were to be developed. For example, style and breathing technique in swimming. Pupils in Year 3 working on developing their running and jumping skills worked consistently and encouraged each other. Those who showed good skills in particular activities were used by the teacher to demonstrate to the rest of the class. The school benefits from having a large playing field. A very good range of after school clubs is offered which are well attended. These include, cricket, netball, football, tag rugby and hockey. Some of these activities are run by specialist coaches. The school has been successful in local football and hockey tournaments and hosts a rounders tournament for local schools. Good links have been made with a local college and school. Students studying for a diploma in sports come and work with pupils helping to develop their netball and football skills. An action plan has been written which recognises areas for development such as the need for more systematic monitoring and the development of assessment.
89. **Music** is promoted well throughout the school and pupils' achievements are good overall. A scheme of work is in place to help non-specialist teachers which is helpful. The co-ordinator leads singing lessons for all pupils once a week as well as at assemblies. Pupils enjoy their musical activities and this is reflected in the enthusiastic singing in assemblies. The school has a set of percussion instruments which were used to good effect in the two lessons seen. Opportunities are provided for pupils to have tuition in a variety of instruments from visiting music teachers. Pupils have good opportunities to develop their musical interest and skills through a range of after school clubs. Musical experiences are further extended when the school takes part in the inter-schools Music Festival.

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

90. Personal, social, health and citizenship education was not inspected in depth. As well as discussions with pupils and staff, a few lessons were observed.
91. Pupils are given very good opportunities to develop confidence and responsibility, throughout the school. They relish these opportunities. The school council, peer mentoring and prefects are particularly successful. Pupils value the school council because they know their voice is listened to, and they contribute to the school community. They show maturity and perception in the issues, which they identify. The school has the Healthy Schools Award and through the school council, pupils decided they wanted break snacks to be healthy. The playground mentors manage their role effectively, and their impact has been positive. All these opportunities are good preparation for becoming active citizens in later life.
92. The quality of teaching and learning in lessons observed was inconsistent. Where teaching was good, the focus was clear, and teachers gave pupils plenty of opportunities to reflect and discuss. In a Year 6 lesson, pupils benefited from voicing fears and worries about secondary school. The teacher used well targeted questions to explore feelings. Where lessons were not so successful, pupils had little opportunity to discuss their ideas and there was a lack of focus.
93. At present, a member of the senior management team has temporary responsibility for this area of the curriculum. Development is currently being limited as no subject leader is in post.

However, a new scheme of work is being trialled and the topics to be covered are planned. No monitoring of teaching and learning is in place and this leads to current inconsistencies in lessons.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</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	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	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	4
How well the school seeks and acts on pupils' views	1
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>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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