

# INSPECTION REPORT

## **HAYWARD'S PRIMARY SCHOOL**

Crediton

LEA area: Devon

Unique reference number: 113069

Headteacher: Mrs Gill Winston

Lead inspector: Mrs Christine Huard

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> February 2004

Inspection number: 256372

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:	4-11
Gender of pupils:	Mixed
Number on roll:	269
School address:	Dean Street Credton Devon
Postcode:	EX17 3AX
Telephone number:	01363 772970
Fax number:	01363 777731
Appropriate authority:	The governing body
Name of chair of governors:	Mr Gerald Conyngham
Date of previous inspection:	4 <sup>th</sup> February 2002

## CHARACTERISTICS OF THE SCHOOL

Hayward's is a large primary school close to the centre of Credton. It caters for pupils between the ages of four and eleven and, although most attend from the local area, the school draws children from a wide area. Pupils are from a range of backgrounds, although there is a quite high degree of rural deprivation in the area, which was badly hit by the foot and mouth epidemic two years ago. There are 269 pupils on roll and broadly similar numbers of boys and girls. Boys and girls are fairly evenly spread amongst classes but there are considerably more boys than girls in Year 2. Children join the Reception class in the year they are five, with the eldest starting in September and the rest joining the school in January. Most children have attended some form of pre-school activity. When children join the school their attainment is below average. The number of pupils attending the school has fallen in the last two years; this is something common to all schools in the area. The school has a very small percentage of pupils from ethnic minority groups, mostly of mixed parentage, and only one pupil is at an early stage of learning English. The percentage of pupils eligible for free school meals is broadly in line with the national average. About 22 per cent of pupils have been identified as having special educational needs, which is above average. Five pupils, just under two per cent, have a statement of special educational needs. The statements relate to autism and moderate learning difficulties. Extra support is provided for pupils who have difficulties with learning, speech and communication.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27290	Mrs Christine Huard	Lead inspector	Science Art and design Design and technology Religious education
31754	Mrs Charlotte Roberson	Lay inspector	
20846	Mr Alan Wilson	Team inspector	English Information and communication technology Geography History Personal, social and health education Special educational needs English as an additional language
22856	Mrs Kath Campbell	Team inspector	Mathematics Music Physical education The Foundation Stage curriculum

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**Hayward's Primary School provides a good education for its pupils** and gives sound value for money. The results of 2003 national tests show that, although standards are below average, they are rising and this trend is confirmed by the pupils' work seen during inspection. The quality of teaching and learning are good overall and this ensures that pupils achieve well. The leadership and management of the school are good overall, with a strong emphasis on identifying and taking positive action on areas needing improvement.

The school's main strengths and weaknesses<sup>1</sup> are:

- The leadership of the headteacher is excellent.
- Standards in English and mathematics are still below average, although they are improving across the school.
- Teaching and learning are good overall.
- Pupils with learning difficulties receive very good support.
- Standards in art and design are above average.
- Pupils have good attitudes towards their work and are eager to learn.
- The behaviour of a small, but significant, minority of pupils is occasionally unacceptable.
- The school shows high standards of care for its pupils and monitors their personal and academic achievements well.
- Some of the non-core subjects<sup>2</sup> are not covered in sufficient depth to ensure the development of pupils' knowledge and understanding.

The school has improved substantially since the last inspection. It was last inspected in February 2002 when it was judged to have serious weaknesses; this is no longer the case. Since the appointment of the current headteacher, just over a year ago, it has made good progress. Although it suffered severe disruption for over a year due to major building works, all the issues from the previous inspection have been successfully addressed. However, the higher standards found are not yet reflected in the results of national tests, largely because of the disruption last summer, but also because some of the older pupils have to catch up on work they had not learned previously. The quality of teaching has improved significantly. Teachers expect far more of their pupils than previously in terms of quality, and quantity; work is now well matched to pupils' capabilities. The leadership and management of the school have improved considerably. The work of the school is now supported by rigorous monitoring. The governors play an active part in this and they have a good knowledge of the school's strengths and weaknesses.

## STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is satisfactory overall.** Overall, standards in Year 6 are below those found nationally and also below those of schools where pupils achieved similar results at the end of Year 2. Standards in art and design however, are above those expected. When Her Majesty's Inspectors

<sup>1</sup> The strengths and weaknesses are listed in order of significance.

<sup>2</sup> The non-core subjects are those other than English, mathematics and science.

visited in 2003 they found standards to have improved and to be close to the average, but this trend was not reflected in the tests in the summer. This was due mainly to the major building works in progress at the time, which had a detrimental effect on the environment. Inspection evidence shows that standards in English and mathematics are just below average at the end of Year 6, but close to average in Years 3 to 5. Standards in science have improved significantly and are broadly average. Children join the Reception class with below average attainment and make a sound start to their education, although most are unlikely to achieve the goals expected nationally in communication, language and literacy, or mathematical development by the time they move into Year 1. However, they achieve well in their personal, social and physical development. In Years 1 and 2, although standards are below average in writing, and average in reading and mathematics, pupils achieve satisfactorily.

**Pupils' personal qualities and spiritual, moral, social and cultural development are good.**

Pupils' attitudes towards their work are very good, they are eager to learn and responsive to their teachers. Their behaviour in class is always at least good. However, there is a small minority of pupils whose behaviour is not as good as it should be around the school, in assemblies and in the playground. Relationships with adults and between pupils are good. Pupils have a good awareness of the cultural diversity of the society in which they are growing up. Pupils' attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The school provides its pupils with a good quality of education. Teaching is good overall.**

Children in the Reception class learn satisfactorily. However, the amount of support provided for the teachers is too little to enable children to achieve well, because their time has to be divided between too many of them. Teaching and learning in the rest of the school are good. The pupils achieve well because they eagerly respond to the challenges with which they are presented and are interested in the work they are given. The quality of marking and assessment is particularly good and this enables teachers to plan work which is carefully matched to the needs of all pupils. Pupils with special educational needs achieve well because they receive good, targeted support. Good support is provided for the pupil who has little command of the English language, and this has enabled her to settle quickly into school. The curriculum is satisfactory overall. All subjects are adequately covered and teachers make good links between subjects. There is a wide range of interesting extra-curricular activities which further enriches pupils' learning. The school cares very well for its pupils. Relationships with parents and the local community are good and benefit pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The leadership of the headteacher is excellent. She has high expectations of what the school can achieve and a very good understanding of the areas where improvement is necessary. Actions taken to bring about improvement are having a positive effect on the school, although there is still more to be done in ensuring that all subjects receive effective coverage. The governors challenge the school effectively and fulfil their statutory duties. Spending is suitably focused on actions taken to raise standards. The co-ordinators for English, mathematics and science manage their subjects very well and the managers of other subjects have a good understanding of their roles and have developed appropriate and realistic action plans for development.

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

The parents are very supportive of the school and are pleased with the information they receive. The pupils enjoy school. They like the new library and information and communication technology suite, and they feel their views are listened to and taken into account when decisions are being made.

## **IMPROVEMENTS NEEDED**

The areas identified for improvement by the inspection team are already priorities in the current school improvement plan. The most important things the school should do to improve are:

- raise standards in English and mathematics;
- ensure that sufficient time is spent on the non-core subjects to enable pupils to develop essential skills in order to refine their knowledge and understanding;
- take steps to improve the behaviour of some of the pupils by ensuring that the behaviour policy is consistently applied at all times.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement overall is now satisfactory. There is evidence that it has been better than this over the last year. However, because older pupils had underachieved in previous years they have had to spend time catching up. Pupils achieve satisfactorily in English and mathematics although standards are below average overall. Standards are rising in these subjects because work is well matched to pupils' needs. In science, pupils achieve well and standards are in line with the national average.

#### Main strengths and weaknesses

- Standards and performance have shown good improvement since the last inspection.
- Standards are still below average in English at the end of Years 2 and 6, and below average in writing at the end of Year 2.
- Achievement, although satisfactory overall, has been good over the last year.
- Pupils achieve well in science and information and communication technology, where standards are well in line with those expected, and they achieve particularly well in art and design.
- Pupils with learning difficulties achieve well.

#### Commentary

1. Since the last inspection in February 2002, standards have improved significantly. Although this has not yet become apparent in the national tests in English and mathematics it is evident in the quality of work produced by the pupils across the school. This is because better teaching led to pupils learning more effectively and catching up with what they had failed to learn in earlier years. In English, the percentage of pupils attaining the expected level 4 was close to the average, and an improved proportion achieved level 5. In science, the percentages of pupils attaining the average level 4 and the above-average level 5 were slightly above that seen nationally, illustrating very good improvement. However in mathematics there was a decline in the percentage of pupils reaching the expected level 4.

#### *Standards in national tests at the end of Year 6 – average point scores<sup>3</sup> in 2003*

Standards in:	School results	National results
English	25.9 (25.9)	26.8 (27.0)
Mathematics	24.9 (25.9)	26.8 (26.7)
Science	29.2 (27.3)	28.6 (28.3)

*There were 56 pupils in the year group. Figures in brackets are for the previous year.*

2. Results of tests at the end of Year 2 indicate that standards in reading and mathematics showed good improvement in 2003 mainly because of the increased proportion of pupils achieving the higher level 3. The improvement recorded in 2002 was maintained in writing; for the same reason. The percentage of pupils reaching the expected level 2 declined, largely because of the disruption during last year. Inspection evidence showed that standards are rising in both Years 1 and 2. This is because the teaching has improved. Teachers match work closely to pupils' capabilities and provide plenty of challenge in the tasks they set. As a result, standards in speaking, listening, reading and science are broadly in line with those expected. In mathematics, most pupils are achieving at the level expected for their age, but few pupils are

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<sup>3</sup> **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

attaining the higher levels, this is mainly because they do not spend enough time on investigational and practical activities designed to improve their knowledge and understanding. Although most pupils produce writing at an appropriate level, a significant minority need support in order to produce writing at the expected level for their age.

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

Standards in:	School results	National results
Reading	14.5 (14.1)	15.7 (15.8)
Writing	13.5 (13.5)	14.6 (14.4)
Mathematics	15.8 (15.5)	16.3 (16.5)

*There were 49 pupils in the year group. Figures in brackets are for the previous year.*

3. The overall improvement in pupils' work reflects the considerable efforts that the school has put into improving teaching in all areas. In English, higher expectations of what pupils can achieve, together with an exciting project in Years 5 and 6, have helped produce a greater variety of writing. More attention paid to vocabulary, presentation and punctuation have all contributed to the improvements made. Standards in mathematics, although well below average in the tests in 2003, showed significant improvement over the last year. Pupils are achieving well because greater challenges are being presented to them. Standards in science have also risen significantly. Pupils are achieving well because they are being taught how to investigate and find out for themselves, thus improving their independent learning skills.
4. The school did not meet the targets it had set for the percentage of pupils achieving the expected levels in Year 6 in English or mathematics in 2003. However, the trend of improvement over time is above that seen nationally at the end of both Years 2 and 6. The targets set last year were particularly challenging and did not take into account the disruption that would be caused by the prolonged building works and the cold, damp and floods that occurred at regular intervals. The school has set appropriately challenging targets for future results. The school analyses and tracks pupils' progress very carefully as they move through the school. The headteacher and senior management team have made a careful and detailed analysis of test results in order to identify areas for development. As well as looking at general trends, they are careful to identify relevant differences in the performance of boys and girls. From this analysis, the decision to introduce the English project, which was specifically aimed at improving boys' writing, was made.
5. Children in the Reception class enter the school with a wide range of capabilities, although these are below average overall. Children settle well and make reasonable progress in communication, language, and literacy, numeracy, and creative development. Children's knowledge and understanding of the world, personal, social and physical skills are all developing well. Tasks set are well matched to each child's capabilities and the support provided is of generally good quality. However, only limited support is available, which means that some children do not receive the extra help that would help them learn more effectively and achieve more highly.
6. Pupils attain standards in art and design that are above those expected. Projects are challenging, thorough and ensure that pupils have the chance to experiment with a variety of media and study the work of a wide range of artists. Standards in information and communication technology, which were sound at the last inspection, have been maintained. The competence and confidence of teachers has improved further and this and new equipment purchased means that information and communication technology is now being used, not just as a useful teaching resource, but also, effectively, as a means by which pupils can enhance their own learning. Standards in physical education are in line with those expected at the end of Years 2 and 6. In religious education, pupils attain standards that are in line with those required by the locally Agreed Syllabus and achieve satisfactorily. Overall, pupils are achieving at a satisfactory level compared with their starting points.

7. Pupils with special educational needs achieve well because of the very good quality of support they receive to meet the targets in their individual education plans. The recently admitted pupil at an early stage of learning English is achieving satisfactorily because the school moved quickly to obtain guidance and provide appropriate support.

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

Standards of behaviour are very good in the reception classes and good throughout the rest of the school. The oldest and youngest pupils have very good attitudes to their work. Pupils in Years 1 and 2 have generally good attitudes. Pupils' spiritual, moral, social and cultural development is also good and their personal development is good. Attendance is good.

### **Main strengths and weaknesses**

- The school actively promotes personal development and pupils respond very well to opportunities provided for them.
- Teachers provide interesting lessons and staff relate very well to children. These two factors are significant in encouraging pupils' desire to learn and in boosting their confidence and self-esteem.
- Although the majority of pupils behave very well, both in and out of lessons, there is still a small minority who sometimes misbehave around the school.
- Attendance and punctuality are both consistently good.

### **Commentary**

8. Pupils enjoy coming to school. The youngest children settle quickly and happily get used to school routines. Those in the Reception class are likely to exceed the standards required for their personal development by the time they enter Year 1. Pupils are keen to participate in the many opportunities and activities provided for them. They eagerly join in discussions and respond, sometimes at length, to questions from their teachers. They remain busy and industrious when working outside the classrooms, in the library or small group areas. They are very confident by the time they reach Year 6. Pupils are encouraged to use their initiative and to help each other, and they do. For example, older pupils help supervise the infants during play. Pupils are well mannered and polite to visitors, greeting them with a smile and holding doors open for them.
9. There are caring very relationships throughout the school and there is a strong feeling that adults want the best for all pupils. Pupils told inspectors that, 'teachers have fun here', and, 'teachers work here because they like us'. Older pupils show a mature sense of responsibility and growing self-esteem. They are proud of their achievements, which are displayed around the school. They talk at length about why they like their lessons, which they generally find interesting and fun. They have a good awareness of moral rights and wrongs. Their social development is also good. Spiritual and cultural opportunities are planned for and developed successfully through the curriculum as well as through visits, for example, to a synagogue and visitors from the community.
10. Pupils behave very well in class and standards of behaviour are generally good. However, some pupils find it very hard to extend this behaviour beyond the classroom and find it difficult to settle down during assembly, or play appropriately in the playground. Last year the conditions during the building programme were not easy to manage. The pupils themselves talked about aggression, and about the need for all pupils to be better listeners during play. They stressed, however, that relationships in school were harmonious and the working atmosphere was good. Staff continue to consistently promote good behaviour in lessons and action is taken swiftly when pupils do transgress. There have been four exclusions in the last year. This sanction is only used as a very last resort, after both the involvement of outside agencies and parents have been sought.

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

Categories used in the Annual School Census
White – British
Mixed – any other mixed background
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
270	4	0
4	0	0
2	0	0

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

11. The school has effective procedures to promote good attendance, and parents support the school in its efforts to encourage good attendance and good punctuality. Many pupils arrive early, either to help teachers with small preparations for the day, or to enjoy a piece of toast in the hall with their friends. Staff monitor absences closely and, together with the headteacher, are fully aware of who is not in school and why. Attendance levels are above the national average and pupils come to school on time.

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.1
National data	5.4	National data	0.4

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

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

The quality of education provided by the school is good. Teaching is good overall. The school offers a broad curriculum, which is well supported by a good range of visits and extra-curricular activities. The very good ethos ensures that very good care support and guidance are provided for all pupils. The school has established effective links with parents, partner schools and the local community and these have a positive impact on the learning and achievement of the pupils.

### **Teaching and learning**

The overall quality of teaching and learning is good. Marking and assessment are also good.

### **Main strengths and weaknesses**

- Teachers interest and inspire their pupils through good questioning and challenging tasks.
- Teachers have high expectations of what their pupils can achieve.
- The quality of marking and assessment are good, overall, which helps teachers plan effectively what pupils are to learn and match work to their individual needs.
- Teaching is good for pupils with special educational needs.
- The contribution of teaching assistants is particularly effective.
- There are good opportunities for pupils to develop their independent learning skills.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 38 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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0 (0%)	8 (21%)	21 (55 %)	9 (24%)	0 (0%)	0 (0%)	0 (0%)
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*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

12. Teaching is good overall. It shows considerable improvement since the last inspection when only half the teaching was good or better and a small percentage was very good. Teaching is now good overall, with over three-quarters being good or better, and a fifth very good. In the last inspection, although teaching was satisfactory overall, pupils were not learning effectively. This was because teachers did not expect enough of their pupils and failed to challenge them sufficiently in lessons. This situation has been reversed. Teachers plan lessons which are interesting, inspire the pupils, use time well and give pupils ample time to complete the challenging tasks set for them. Good use is made of the additional resources, such as the recently purchased interactive whiteboards. This was particularly evident in a science lesson for pupils in Year 6 where they were using the whiteboards to trace the life- cycles of a range of plants, and investigate pollination. Using the board, pupils could compare a number of different plants, and its versatile use meant that pupils' attention remained focused throughout this interesting introduction.
13. The last inspection found that work was not matched closely enough to pupils' capabilities throughout the school because the use of assessment was unsatisfactory. A very careful and thorough system of marking pupils' work has been implemented across the school. This involves individual discussions with pupils as to how work can be improved, as well as careful and precise marking. A very useful dialogue has been set up between pupils and teachers, and it is evident from the pupils' responses that they appreciate the extra attention being paid to them. Work is painstakingly corrected, questions from the teachers evoke well-thought out replies, and areas identified for improvement and extra consideration are carefully attended to. As a result of careful assessments made, teachers plan tasks which are closely matched to pupils' capabilities. Teachers often speak to individual pupils before sending them off to complete group or individual tasks, reminding or asking them what particular areas they should be thinking of in their efforts to improve their work. In the Reception classes, assessment procedures are at an earlier stage of development. Although careful assessments are made the information is not always used effectively to provide children with appropriately challenging work.
14. Teachers throughout the school are adventurous, take calculated risks and have no qualms about challenging the pupils in their classes. They know what their pupils can do because of good, clear assessment practices. Due to their inspirational approach the pupils are interested in their work, approach it with real enthusiasm and achieve well most of the time. In a very good lower junior art lesson, the teacher used Picasso's 'Guernica' as an inspiration for pupils to explore their own feelings and emotions, and how they could explore these through movement and gesture. By using digital cameras and manipulating the images on a computer, pupils were able to then construct their own pictures, through overlaying a series photographs to produce a graphic representation of grief and horror. This challenging task was approached thoughtfully by the pupils, who, because of good and thorough previous teaching, understood the history of the 'Guernica' sequence and were able to discuss their own responses to it sensibly. As well as reinforcing and teaching new art skills, the teacher also gave pupils the chance to improve their speaking and listening skills by encouraging them to discuss the task with their groups, and it additionally provoked some thought into wider moral issues.
15. The teaching of pupils with special educational needs is good throughout the school. This is because their individual education plans are very carefully written to meet their specific needs, and teachers and teaching assistants provide sharply focused and effective support. This is possible because teachers and support staff have intense discussions about their work every morning as colleagues make final preparations of work for the day ahead. The support staff are well deployed both in the whole-class teaching led by the teacher and in group work. Pupils with special educational needs are taught within groups in and out of the classroom although they are always present for the introduction and final review session. This extra support

ensures that pupils sustain concentration and make good progress. Carefully planned work means that pupils achieve their targets.

16. The contribution made to pupils' learning by the teaching assistants is a major one throughout the school. They are highly effective when supporting pupils with special educational needs. However, other staff are deployed around the school, for example in the library. Here, teaching assistants not only have a good and thorough knowledge of the library system, enabling them to help pupils select books that would be most useful to them, but they are also very confident and competent at using the computers which are placed there on which pupils carry out independent research. Because liaison with teachers is so good, support staff are able to help pupils access websites that might be useful to them, as well as being able to assist with any technological problems that might arise. In the Reception classes, good support is provided by the teaching assistant. However, because the amount of support is limited there are sometimes too few adults present to ensure that the needs of all pupils are fully met.
17. Pupils are encouraged to develop their individual learning skills. Tasks set often involve them in using the library for research or carrying out independent research on the computers available in the library area. They have good research skills and approach this work confidently. Pupils in Years 5 and 6 were investigating the synagogue, as part of their project in religious education. Most quickly accessed an appropriate website and found the information they required. However, because, there is invariably a member of the support staff available, pupils need have no fears of failure because informed help is always available to enable them to find the right book or website if they experience difficulties. This ensures that no time is wasted and all pupils achieve appropriately. They work very well, either independently, or in small groups. Because pupils are set tasks which interest them, their levels of cooperation are high and responsible attitudes to their work ensure that they remain focused.

### **The curriculum**

The curriculum is sound overall and is supported by a good range of activities which enrich pupils' learning. The school has succeeded in providing a balanced curriculum with strong potential for further improvement. The accommodation and resources are good. The headteacher, teachers, governors, support staff and pupils have endured considerable disruption in the last two years. Not least of these have been changes in staffing and considerable disruption through major building work. Teaching and learning now takes place in a vibrant and well resourced environment which prepares its pupils well for the next stage in their education.

### **Main strengths and weaknesses**

- The imaginative linking together of subjects across the curriculum is having a positive impact on achievement and attitudes to learning.
- There are strengths in many individual subjects.
- Some subjects are not covered in sufficient depth.
- The accommodation and resources are good.

### **Commentary**

18. The school provides a broad curriculum which meets all statutory requirements and effectively supports pupils' academic and personal development. This is a similar situation to that which was reported in the last inspection. However, the previous report also noted weaknesses in relation to the schemes of work for some subjects and in particular the development of literacy and numeracy skills across the curriculum. Library facilities were also unsatisfactory. The school has successfully addressed each of the issues raised and has brought about good overall improvement.
19. The school has continued to improve curriculum planning by creating innovative links between subjects. There has been considerable improvement in the promotion of literacy and numeracy and the use of information and communication technology across the curriculum,

and, in the same way, the strands of personal, social and health education are securely embedded in the planning of all subjects. There are appropriate schemes of work for all subjects, with emerging strengths in English, mathematics, science, information and communication technology and good provision for art and design. The school is aware that as subjects come up for review as part of the school improvement plan, there is a need to consider and address the depth of coverage of the programmes of study for geography, history, physical education, music and religious education.

20. There has been further improvement in the quality of support provided for pupils with special educational needs since the last inspection, which is now very good. This is because of the very close cooperation between the coordinator, teachers and support staff in assessing and meeting the needs of pupils through sharply focused individual education plans. This successfully ensures that all pupils have equal opportunity to engage in a broad curriculum and a good range of extra-curricular activities, both during and after the school day. These are strengthened by strong links with Queen Elizabeth School, which provides specialist additional teaching in French, design and technology, and information and communication technology.
21. In spite of a number of staffing changes in recent years, the governors and the headteacher have been successful in establishing a committed team of teachers, well matched to each of the curriculum areas, with very capable support from teaching assistants. Each subject is at least adequately equipped and there are very good resources in some areas. The accommodation has been greatly improved through the provision of new administrative and classroom areas incorporating a new library and information and communication technology suite. These are very well used and have been instrumental in the development of pupils' independent learning skills. Innovations in curriculum planning are already having a positive impact on pupils' attitudes to school and solid foundations have been laid for further improvement.

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

The care, guidance and support offered to all pupils are very good. Processes for seeking pupils' views are very good also, as are the well established procedures to monitor their personal and academic achievements.

### **Main strengths and weaknesses**

- The school council is very much a part of school life and is given very good direction from a member of staff.
- Staff know pupils very well and very good arrangements are in place to assess, track and monitor pupils' personal and academic development and their many achievements.
- The headteacher is vigilant about health and safety issues, and governors take an increasingly active part in supporting her in ensuring high standards of pupil welfare.
- Induction arrangements for all new pupils are very good.

### **Commentary**

22. The school council very effectively promotes the personal development of those involved in it. Pupils from Year 1 through to Year 6 meet every week, under the skilful direction of a teacher, to discuss improvements they want to make in their school. She reminds them when they make decisions that, as councillors, it is their responsibility to vote for what they think is best for the school and not necessarily for what they want. Pupils' ideas and thoughts are taken on board and are really valued and acted upon. Currently, they are raising money to buy in a trainer for peer mediation on the playground, because they recognise that it is not always a calm place to play.
23. Teachers know pupils very well and, together with teaching assistants, plan and work purposefully to meet their needs. Pupils trust the adults in the school, although some are more reluctant to approach mid-day supervisors for care and guidance. Very regular meetings are

held between groups of staff to share information on specific pupils who may need more support. In addition, there is a very good manageable recording system in use consistently across the school, which is very effective. Qualities and skills, for example, concentration and general organisation, are assessed very regularly and detailed records passed on from year to year. Over time, a clear picture develops on how each pupil makes progress, in both their academic and personal development. Targets are set and reviewed for those who have more difficulty, for example, in behaving appropriately, and these are shared with parents. Overall, the school is providing very well informed support, advice and guidance to all pupils.

24. A thorough review of many policies that guide care and welfare has been undertaken recently. Staff are properly qualified in child protection and in first-aid, but training is ongoing in many areas, including behaviour management. Outside agencies work closely with the school on a regular basis. The headteacher has carefully supervised all developments, during and since the building works, to ensure that any outstanding health and safety issues are resolved as quickly as possible. Governors are now much better organised and take a more active role in overseeing matters of health and safety. During the building works, safety has rightly been of paramount importance. The new building is kept very clean and the pupils love the new facilities.
25. Young children are very carefully introduced to life in reception and settle in quickly. Parents are very pleased that home visits are undertaken. Pupils who join further up the school are always made to feel welcome and looked after by their new friends. Parents are appreciative of the way the school enables new pupils to settle in so easily.

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

The school has good and effective links with parents, the community and with many schools.

### **Main strengths and weaknesses**

- The school's communication with parents has many strengths, especially the quality and range of written information, which is very good.
- The school, with the support of the Parents', Teachers' and Friends' Association, gets involved within its community very regularly.
- Well established and productive links with the nearby secondary school are in place.

### **Commentary**

26. Parents are supportive of the school and recognise the improvements which have taken place recently. They were very appreciative of the way the school has coped during the building works when they saw for themselves how difficult conditions were.
27. The newly reviewed school prospectus, which is now combined with the annual report from governors, is very well written, informative and contains all it should and more. Parents also receive interesting weekly newsletters, which they value. Written reports in March and July on pupil progress are detailed and clear. In addition, parents find staff and the headteacher easy to approach and accessible. Several parents help voluntarily within the school on a weekly basis and many are keen to get involved as governors.
28. Procedures for dealing with concerns are properly established and parents expressed very positive views to the inspectors on many aspects of the school, including the good standard of teaching. Many parents support learning at home. On balance, although there are still some parents who do not get involved in school life or in their children's learning, the school aims to work consistently closely with every parent and partnerships are good overall. As yet, the school does not survey parents for their opinions on school issues on a formal basis, however, they are encouraged to express their views at regular parents' evenings and through coming into school. It has maintained its reputation for being friendly and welcoming to parents and visitors.



29. The school is well regarded within the community. It welcomes visitors into school, including as volunteer helpers. Pupils join in community events, especially the carnival and arts and drama projects. The enthusiasm of the Parents', Teachers' and Friends' Association is a strong feature talked about by many, and the group works hard to promote the school in the town through, for example, organising catering at outside functions to raise additional funds. The community uses the building out of hours and overall links with many groups and organisations are good. In addition, the school receives support from a trust fund whose monies are used appropriately to subsidise school visits and the peripatetic music provision.
30. Most pupils transfer to the nearby secondary school which they have opportunities to visit many times before they begin because it is within walking distance. Many secondary teachers take sample lessons in several subjects in the primary school and share expertise in, for example, information and communication technology and French. Good communication and productive links are established with the nearby Nursery. The school is active in extending links with many schools in the area and, overall, they impact positively on the quality of provision for all pupils.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good overall. There are significant strengths in the leadership of the headteacher. Governance is good.

### **Main strengths and weaknesses**

- The excellent leadership of the headteacher, in providing firm direction and a clear perception of what is required to bring about improvements.
- The role of the governors in monitoring the performance of the school is improving.
- There is a good team spirit and all staff are committed to raising achievement.
- The roles of the subject co-coordinators are very clearly defined, and the leadership shown by the coordinators of the core subject is particularly good.
- The finances of the school are managed well.

### **Commentary**

31. The headteacher provides excellent leadership. The aims and values of the school place a high priority on the provision of a stimulating and inspiring education for all pupils. The aims and ethos of this school have a strong emphasis on valuing all pupils, whatever their background or capabilities. All that the school does closely reflects these ideals. Since her appointment just over a year ago, the headteacher has proved herself to be a highly competent and committed leader. Although standards in national tests were still too low last year, there were very good reasons for this, as the building works taking place constituted a considerable barrier to higher achievement at that time. Her Majesty's Inspectorate found that pupils' work was much improved when they visited the school in February 2003. The headteacher has successfully identified the problems with the quality of teaching and learning and taken swift and appropriate action to address these. Procedures for observations were agreed and a rigorous programme of monitoring was instigated which brought about a positive and enthusiastic response from staff. She has a clear vision for empowering both staff and pupils to give of their best and is focussed upon improving teaching and learning in order to raise standards of achievement. She aims to improve the school further, through the continued development of the non-core subjects. Staff, pupils, governors and parents respect these expectations. The deputy headteacher has equally high expectations of what the school can achieve. She works alongside the head and gives much useful feedback, advice and support.
32. The governing body provides clear direction and good support and fulfils all its statutory duties. Since the last inspection, the governors have become more confident and understand their roles and responsibilities better. Governors have been supported well by training given by the local education authority. In order to gain a greater awareness of standards and achievement

some governors visit the school to monitor various aspects of the curriculum. This builds good relationships between staff and governors and gives a greater insight into how the school is organised. Most governors have a good awareness of the school's strengths and weaknesses and meet with subject co-ordinators to discuss action plans to improve different aspects of the curriculum. This is a useful means of evaluating how well the school is tackling weaker areas. The governors are beginning to play a stronger role in the development planning of the school and are not so heavily reliant on the headteacher for guidance in this area. They receive good information on the curriculum through reports from the headteacher and operate effectively in committees, which deal with issues relating to personnel, resources, finance and premises. They have a good understanding of their monitoring role and carefully review progress made towards targets.

33. The headteacher has a clear picture of the school's strengths and weaknesses, and uses monitoring effectively to target action plans for development. There is a shared desire for pupils to achieve high standards, but this does not compromise the broad curriculum and wide range of learning opportunities provided by the school, and the development of all children as individuals. A highly positive environment has been developed and maintained. This, combined with pupils' good attitudes and behaviour, makes a significant contribution to their learning. The headteacher receives good support from the senior management team and they work very closely together in deciding whole-school priorities for development. The school, quite rightly, has concentrated its initial efforts on raising standards in literacy and numeracy. These areas have been monitored particularly well by the school, consultants and the local authority. This monitoring includes examining teachers' planning, regular lesson observations, and the systematic examination of pupils' written work. These activities have contributed to the on-going improvements in the curriculum and quality of teaching and learning, as well as enabling the school to identify priorities for future development. Teachers receive good quality feedback on their work and are able to develop their practice through a well-structured programme of staff development. In addition, the role of subject leaders in other areas has been developed well and most have devised good, realistic action plans for the future development of their subjects. Subject leaders have had the chance to carry out lesson observations as well as monitoring planning and the quality of pupils' work.
34. The coordinator for special educational needs provides very good leadership, which is responsible for the steady improvement in provision since the last inspection. This is because she has created a positive ethos in which teachers and support staff work closely and successfully together to cater for the individual needs of those pupils who need extra help. The administration time usually provided for the coordinator has recently been removed. In the meantime, teachers and support staff generously compensate for this by making themselves available for meetings after school. However, the continued absence of administration time has the potential to weaken the quality of support and governors will need to carefully consider the implications of this situation.
35. There are good induction procedures for newly qualified teachers and all teachers new to the school to ensure they settle quickly and soon learn how things work. They are supported well in their professional development to enable them to achieve their full potential.

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

Income and expenditure (£)		Balances (£)	
Total income	771,880.48	Balance from previous year	31,706.00
Total expenditure	730,273.90	Balance carried forward to the next	41,606.58
Expenditure per pupil	2,179.92		

36. The school improvement plan is linked closely to the school's finances. This ensures that evaluations are made on the extent to which all pupils benefit from targeted spending in the curriculum. Finances are managed well. The school has recently employed the services of a professional schools accountancy service, which is proving to be beneficial. The headteacher

and governing body apply the principles of best value well. The school administrator plays a key role in this process, ensuring materials are bought at the best price, and keeping everyone informed about the state of the school's finances. The headteacher is financially astute and applies for any grants from which the school might benefit. Governors are already aware of the need to ensure that the school remains financially secure, and they are well involved in forward planning and carefully consider all options to so that the educational provision made for the pupils remains as good as possible.

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

## **AREAS OF LEARNING IN THE FOUNDATION STAGE<sup>4</sup>**

Provision for children in the Foundation Stage is **satisfactory** overall.

37. Many positive features from the previous inspection, such as the very good induction procedures, have been retained. Class organisation is also better than in the past. However, the limited availability of support staff, criticised in the previous report, remains an issue. This lack of support has a detrimental effect on the progress of some children who greatly benefit from more one-to-one input. Children enter the reception classes in the September or following January of the year in which they are five. At the time of the inspection, one reception class comprised of 16 children who joined in September. The other contained 20 children who had joined in January. Nearly all children receive some pre-school experience. Although class numbers are relatively small, and teaching assistant support is of the highest standard, teachers have large sections of the day without extra help. They handle the situation very well, but the ratio of adults to children is not good enough to ensure the needs of all are fully met.
38. Attainment on entry of the children currently in the reception classes is below that generally found for their age. Although children's personal and social skills are soundly developed, early literacy and numeracy skills are weak. The quality of teaching and learning is always at least satisfactory and often good. Children identified as having special educational needs receive appropriate support. Teamwork between adults is very good. The curriculum matches the six areas of learning for this age well. Children receive a good balance of interesting, purposeful activities. Assessment procedures are developing well, but staff do not always use information to match work accurately to individual needs. Consequently, more able children sometimes complete tasks that are too easy for them. Teachers mark work carefully and provide good information about individual progress. Reports for parents are detailed and informative. Targets for future development are realistic and achievable. The Foundation Stage is soundly managed and the co-ordinator has a clear view of strengths and weaknesses in provision. Accommodation and resources have improved significantly since the previous inspection. The Foundation Stage area is spacious and children's work is attractively displayed. A separate outdoor play area has recently been constructed. Although the area is used well, the school does not yet have a programme for structured outdoor play provision.

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

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

### **Main strengths and weaknesses**

- Standards are good and children achieve well.
- Home visits by staff, prior to starting school, ensure children settle in to school quickly.
- Relationships are very secure.

### **Commentary**

39. Most children enter school with sound social skills. They make good progress because they are taught well. Adults provide very good role models and children respond positively to the care shown them. Most will exceed the early learning goals<sup>5</sup> by the time they reach Year 1. Staff build very successfully on good pre-school experiences. They know families very well and this ensures smooth transition into school. A good example of this occurred during a discussion about different types of houses. The teacher talked knowledgeably about where

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<sup>4</sup> The Foundation Stage caters for children from the age of three to the end of the reception year.

<sup>5</sup> The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

children lived, because she had visited children's homes before they entered school. Children responded very positively to this personal recognition. Behaviour is very good and children are courteous and kind to one another. Older children spontaneously help younger ones. Despite only being in school for a short period of time, children newly arrived in January are secure and happy. Routines are well established and children quickly develop independence and a sense of belonging.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children have too few writing experiences.
- All staff develop children's speaking and listening skills well through one-to-one discussion.

### **Commentary**

40. Although most children are confident speakers and listeners when they enter school, early writing skills are weak. Newly arrived children have had little experience of using pencils. Standards are well below others this age and many children will not make enough progress to achieve the early learning goals by the time they reach Year 1. Although children achieve satisfactorily, teachers sometimes miss opportunities to develop and extend writing skills, particularly with more able children. Consequently, many children lack the confidence to write. The quality of teaching and learning is satisfactory overall. An example of good teaching occurred when one class was questioning 'the wolf' during their lesson on 'The Three Little Pigs'. Children developed good speaking and listening skills, because work was presented in a lively and interesting way. Routines for reading with adults at home and at school are firmly established, and parents make a strong positive contribution towards children's enjoyment of reading.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children receive a good balance of interesting practical activities that develop understanding effectively.
- Children do not make as much progress in lessons where the teacher has no additional support.

### **Commentary**

41. Children enter the school with a wide range of mathematical ability. Overall, standards are lower than other children of this age. Although achievement is satisfactory and teaching and learning are always at least sound, a smaller than usual proportion of children attains the early learning goals by the time they reach Year 1. It is very noticeable that children make more progress and achieve better in lessons where they have extra support. When working on making repeating patterns, for instance, one group was far more successful, because the good ratio of adults to children ensured the needs of all were met. In most lessons, teachers provide a wide range of activities that successfully captured children's interest. Sometimes, however, the pace of learning is too leisurely and teachers miss valuable opportunities to challenge and extend the more able.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Through the good teaching, children gain secure knowledge and understanding of the world in which they live.
- Children's computer skills are developed well.

### Commentary

42. Many children enter the school with an appropriate knowledge and understanding of the world in which they live. They make good gains and achieve well because teachers present work in an interesting way. Activities linked to topics, such as creatures that lay eggs or different sorts of materials, develop children's understanding well. Children understand simple vocabulary, such as 'shell' and 'yolk', and communicate ideas orally with confidence. The quality of teaching and learning is good and children are on course to achieve the early learning goals by Year 1. Timetabled sessions in the new computer suite benefit the children greatly. In one session, all children succeeded in creating 'graphic fish tanks' of large and small fish, with a good degree of independence. The activity linked well to mathematics work on 'larger' and 'smaller'. Even the most reticent child double clicked on the mouse and found the correct program. Many enlarged or decreased the size of individual fish with impressive skill.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Teaching is good.

### Commentary

43. Children's co-ordination is generally good. They are given good opportunities to develop physical skills in lessons in the hall, when they use appropriate apparatus to explore space and develop a range of different movements, learning to sequence these together. Outside, they have access to a range of large wheeled toys which develop their co-ordination further, although there is not always enough large equipment for all pupils to play with. Children are developing appropriate writing skills and those who have been in school since September handle scissors, pencils and crayons with some dexterity. Children achieve well and are likely to reach the expected levels by the time they move into Year 1.
44. The teaching is good in physical education lessons, with the teacher having high expectations of what the children can achieve. There is a good emphasis on quality, with children being reminded to move quietly on their feet and pay attention to the ways in which they dismount from apparatus. They look at each other's work and work out ways to develop and improve their movements.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- Pupils have access to a suitable range of activities, which enable them to experiment with different media.
- Pupils enjoy musical activities and enthusiastically participate in these.

## Commentary

45. Children have access to a sound range of activities, which provide appropriate opportunities for them to use their imagination. Overall, they achieve satisfactorily and are likely to reach the expected level in this area by the time they reach Year 1. Play equipment, such as construction toys, and a farm and animals, are available, and the Chinese Restaurant role play area is popular with the children and links in well with their work about the Chinese New Year. Teaching is satisfactory, and a good range of materials is provided for pupils to use, and techniques to explore. They have the chance to work with a range of media and have learned elementary printing techniques with some success. For example, when creating a large colourful dragon, children used straight and wavy lines, hand prints and fruit prints as well as paper collage, giving a bright and vibrant overall impression. There are good examples of guided painting, such as some sound self-portraits, where children have paid good attention to skin colour and the placement of features. Singing sessions are planned as a regular feature in Reception. Children really enjoy these sessions and join in enthusiastically with words and actions. They enjoy recalling the story of 'The Three Little Pigs', and learning appropriate songs and rhymes to go with it. They play the untuned percussion instruments with enthusiasm and can name many of the most familiar ones, such as tambourine and maracas.

## SUBJECTS IN KEY STAGES 1 and 2<sup>6</sup>

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The coordinator provides excellent leadership for the subject.
  - The quality of teaching is good and pupils are achieving well in lessons.
  - The school makes very good use of assessment data to set clear targets for improvement for all pupils.
  - Standards in writing remain slightly below average by the end of Years 2 and 6.
46. Results in the national tests for pupils in Years 2 and 6 have been rising at a slightly faster rate than the national trend in recent years, although they were still well below average in 2003. The inspection findings are that this upward trend is continuing and standards in Years 2 and 6 are now just below average for pupils in those age groups. This judgement, even if viewed in isolation, represents good improvement since the last inspection. More significantly, given that pupils in the current Year 2 and Year 6 classes came into school with below average literacy skills for their age, achievement is satisfactory in English for the first time in several years, in spite of considerable disruption during the rebuilding of the school. This is because the excellent leadership in the subject, the very skilful use of assessment, and the high quality of teaching throughout the school, are having a very positive impact on learning and pupils now achieve consistently well in lessons. The data produced by the school and the standards of work seen fully support this judgement and indicate that pupils in the current Year 1 and Year 5 classes are on track to securely achieve the expected standards for their age in the 2004 tests. The very good quality of support provided by teaching assistants for pupils with special educational needs is enabling them to achieve just as well as their classmates.

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<sup>6</sup> **Key Stages**

Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

47. Standards in speaking and listening are average by Years 2 and 6. Teachers throughout Hayward's School have developed the good practice in the past two years of planning opportunities for developing these skills in subjects across the curriculum. This is achieved through sharply focused question and answer techniques and by encouraging pupils to take a lead in role play and to listen and respond to others in a variety of situations during the school day. A typical example of this was seen in a Year 1 lesson on the Victorians, where the teacher carefully framed the question, 'Robert thought this was made of plastic. Is he right?' She expected, and was given, the complete answer, 'No, because they didn't know how to make plastic all that long ago'. As a result of this approach, by the time pupils reach Year 2 their capacity to listen closely to what others are saying and to express their own ideas clearly and confidently meets the expectation for their age. Some more confident speakers who answer fluently and at greater length when asked questions, reflecting standards above expectations for their age, while only a small minority at this stage use single word answers and need regular support, which is below expectations. By Year 6, some pupils develop mature and articulate speech which is securely above average, exemplified by the question posed by a 'reporter' on the Ancient Greek Olympics, who asked, 'So basically, by saluting in that way you were, in fact, honouring Zeus?' Most other pupils offer less sophisticated, but confident responses, which securely meet expectations for their age, such as, 'I was confused. I didn't know what the javelin event was all about'.
48. Standards of reading are similar to those seen in most schools by the end of Years 2 and 6. The school establishes secure reading skills in Years 1 and 2 through carefully structured teaching of the various letter sounds and blends. This is supported by regular guided reading sessions with additional help ensured for pupils with special educational needs. Most pupils in Year 2 confidently read familiar stories without help. A minority of more capable pupils achieve above the average level because they read with expression, are developing an interest in a favourite author or are comfortable reading non-fiction books as well as stories. This is because they develop the habit of using the library from an early age and enjoy a lot of help from teachers, support staff, volunteer helpers and from parents at home. The vast majority of pupils in Year 6 have developed healthy attitudes towards reading. This is because they are expected to be responsible for taking reading books home and keeping their diaries up to date. They also write regular reviews of books they have read and the majority are familiar with books by at least two authors. Many higher-attaining pupils make clear and sophisticated comparisons between the styles of writing employed by different authors and have a keen interest in specific authors such as Michael Morpurgo, to whom they have written. Research skills are well developed at this stage and pupils are used to finding information on the internet or from reference books.
49. Standards in writing in Years 2 and 6 are just below the expected levels for pupils in those age groups. Many pupils in Year 2 place events in their correct sequence and write them as clear, recognisable sentences with capital letters and full stops, such as when writing about Katy Morag coming to Crediton. Higher-attaining pupils write clear, consecutive sentences and are beginning to use speech marks accurately in their story writing. Some, on the other hand, need regular help from teaching assistants or their teachers to space words correctly and build sentences in order to achieve the expected standards of writing. By Year 6, many pupils write stories independently, organising their work into paragraphs and are familiar with writing for different audiences through book reviews, play scripts, or clearly balanced arguments. Some pupils in this group, on the other hand, whilst they have rapidly improved during the past year, are not yet consistently producing the required standard of work without regular guidance from teachers and support staff. Nevertheless, higher attainers in Year 6 exceed the standards seen in most schools, writing accurately, at length and introducing a tangible sense of humour and flare to their work, as in, 'It was no good trying to fool Jenny like that. After all, she was a boffin, wasn't she? Anyway, if her mother wasn't lying, then why would she be pouring coffee over her cereal?'
50. Taking full account of the lessons seen and pupils' previous work, the quality of teaching is good overall throughout the school, a significant improvement since the last inspection. During the week of the inspection, teaching in all lessons was at least good and was of a consistently high standard in Years 3 to 6. Underpinning this quality is the school's very focused use of



assessment which ensures that teachers know pupils' individual strengths and weaknesses well. Additionally, teachers mark work conscientiously and constructively and fully involve pupils in the evaluation of their own work. They use this information to plan work at precisely the right level for individuals and groups of pupils within their class, due in no small part to the very close working relationships that exist between teachers and teaching assistants. The other main strength of teaching is that teachers plan exciting and imaginative lessons which successfully engage pupils' interest. Strategies, such as role play, and the innovative use of information and communication technology for modelling and editing pupils' work, add impact and energy to most lessons. The combined effect is that the vast majority of pupils begin lessons comfortable with the level of challenge presented to them, appreciative of the support they receive from adults and keen to improve. There were numerous examples of this during the inspection. In lessons in Years 3/4, for instance, there was a real sense of fun as pupils demonstrated different ways of coming into a room or acted the parts of evacuees during the Second World War. Teachers showed themselves to be more than willing to get involved, taking on roles as 'competitors' in the Olympic Games, for example. There remains a small minority of pupils, principally boys, who have not responded as positively as others to an approach which encourages them to take responsibility for their own learning. The school recognises that there is a need to develop strategies to make sure that these pupils become as fully engaged as their classmates. Teachers are taking full advantage of the new library, managed well by a capable teaching assistant, and of new technical equipment to support teaching and learning.

51. Leadership and management in the subject are excellent. Since her appointment, the coordinator has carried out rigorous monitoring of teaching and learning through direct lesson observation and regular sampling of pupils' work. With the support of fully committed teaching and non-teaching colleagues, she has established an incisive sense of purpose and high expectation in the day-to-day teaching of the subject. This has not only led to an immediate upturn in standards, but has ensured that an approach to teaching and learning based on secure judgement of pupils' strengths and weaknesses is woven into the fabric of teachers' planning, creating a solid platform for further improvement.

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

52. The school has already gone a considerable way to ensure that opportunities for developing all literacy skills are embedded in teachers' planning. Consequently, opportunities to produce good quality writing are provided in many areas, although the outcomes are variable because the practice is not yet fully established. There is, therefore, a need to ensure, as subjects come under review in the school improvement cycle, that expectations of the amount and quality of pupils' writing are consistent from subject to subject and year to year. On the other hand, there is also a need, in subjects such as geography and history, to establish the correct balance between the development of literacy skills and the acquisition of technical knowledge and understanding.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Leadership and management of mathematics are excellent.
- The school makes excellent use of data analysis to target areas in most need very effectively.
- Pupils make good progress and all abilities achieve equally well.
- The quality of teaching and learning has improved since the previous inspection and is now good.
- There is inconsistency in the amount of time individual teachers allocate to the 'using and applying' aspect of the mathematics curriculum.

## Commentary

53. Results of the 2003 national tests indicated that, although standards in Year 2 were below average overall, a good proportion of pupils attained higher levels. The school's focus on raising standards of more able pupils had shown good results. However, that was only part of the picture. A larger than average proportion of pupils did not reach the expected standard. The school was quick to target this group and has remedied the problem very effectively. Inspection findings indicate that, although the current Year 2 group has more pupils with special educational needs, and less more able pupils, a greater proportion is on course to reach average standards.
54. On the surface, results at the end of Year 6 do not look encouraging. Standards in 2003 were well below average and showed a decline. Although the disruption last year was a contributory feature, the school also recognised that there were pockets of underachievement and correctly focused its attention on improving provision for, not only more able pupils, but also those with special educational needs. Meticulous analysis of data, a review of ability grouping arrangements and rigorous monitoring of teaching and learning also played a vital role in raising standards. Results look positive. A larger proportion of pupils in the current Year 6 is on course to reach higher levels and pupils with special educational needs are achieving very well and likely to attain standards at least in line with their ability.
55. The school is very aware that girls achieve better than boys in Key Stage 1 and less well in Key Stage 2. It has put a number of constructive initiatives in place to pinpoint possible weaknesses in provision. No strong underlying reasons were detected during the inspection.
56. Pupils enter the school with below average mathematical development. By Year 2, although most achieve well and work within the expected range, not enough pupils display the mature mathematical understanding required to attain higher levels. When pupils enter Key Stage 2, although they continue to make good progress, many are still catching up lost ground. They attempt more advanced work with a lack of basic skills. A good example of this occurred when a pupil in Year 6 displayed mature mathematical thinking in their reflex angle work, only to experience difficulty because of their insecurity with basic subtraction.
57. The quality of teaching and learning is good overall, with an even spread of good or better teaching in both key stages and none less than satisfactory, and there are many strengths. Teachers build well on the very secure relationships that exist. Their planning is good and they have very clear expectations of work and behaviour. They use the oral warm up session effectively to develop pupils' speaking and listening skills. Group activities are well organised and closely match the needs of different abilities. Consequently, pupils are interested and want to learn. They enjoy success and all abilities grow in confidence. A lesson that exemplified many features of best practice occurred in Year 1, where the teacher captured everyone's interest by pitching pupils' number skills against the speed of the egg timer. Everyone rose very well to the challenge and made very good gains in their learning. A pupil in the early stages of learning to use English achieved well through a high level of very appropriate support. In a small number of less successful lessons, teachers talked for too long and occasionally allowed boys to dominate during oral work.
58. Information and communication technology is used very well to support mathematical understanding. Good quality programs link well to topics such as reflex angles. Interactive whiteboards are an effective feature of provision. In many lessons, teaching assistants provide a very strong positive contribution towards pupils' learning.
59. The leadership and management of mathematics are excellent and the key to much recent improvement. The subject co-ordinator is a skilled practitioner who has a crystal clear view of strengths and weaknesses. Here is someone who strives for excellence, identifies what is wrong and puts it right. She has moved the subject forward very swiftly in recent months and there is good capacity for further improvement. Exemplary analysis of test result information has resulted in highly effective assessment and marking. Pupils know exactly how to improve their work. However, evidence taken from previous work reveals that, although satisfactory,

pupils' progress was slower in the past and standards of work were not as high before monitoring of provision, marking and assessment played such an important role in raising standards. The current situation is still not entirely consistent, particularly with the approach of individual teachers towards developing pupils' strategies for applying mathematical knowledge, but the school is aware that further work remains to be done.

### **Mathematics across the curriculum**

60. The school has focused much attention on developing numeracy skills across the curriculum, with a good degree of success. There are numerous examples of mathematics being used very effectively in other subjects, particularly in science. There is good evidence that opportunities are purposefully planned, rather than incidental.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards have improved significantly since the last inspection.
- The leadership and management of science are very good.
- The good emphasis on investigational and experimental activities across the school develops pupils' independent learning skills.
- Teaching and learning are good and pupils achieve well.

### **Commentary**

61. The results of the 2003 tests taken by pupils at the end of Year 6 showed a significant improvement compared with those in 2002, and since the last inspection. Standards are now well in line with the national average. Standards of work seen during the inspection confirm this. This is largely due to the actions taken by the subject leader and her co-ordination of the subject is very good. She has carefully monitored teaching and learning and meticulously analysed and evaluated test results, identifying actions which needed to be taken to improve standards in the subject. She has identified where weaknesses occurred and ensured that these have been addressed. An emphasis is placed on investigative and experimental activities which encourages pupils' independent learning skills. As a result, the confidence of pupils is growing, learning has improved and pupils are being challenged more effectively in class. This is particularly evident in Year 6, where pupils are expected to organise their own work and complete it within a given time limit. Pupils with special educational needs receive good support and expectations for higher attaining pupils are appropriate. The achievement of both these groups is good.
62. Throughout the school pupils are taught the principles of fair testing. In Year 2, for instance, pupils investigated electricity. In a wide range of activities they learned how to set up a simple circuit, learned which materials were good electrical conductors and insulators and how a small electric bulb was constructed. They discussed amongst themselves what happened if they put more bulbs or batteries into a simple circuit, and enthusiastically recorded their results. In Years 5 and 6, pupils were looking at the life-cycles of plants and animals; they used search engines to identify appropriate Internet websites and discussed which animals and plants were of most interest. They discussed effectively in their pairs which methods of recording would be most appropriate and how much information they actually needed to extract. In most classes there is an emphasis on discussion which is enabling pupils to gain a greater understanding of what they are learning. It is showing positive benefit and pupils are better able to express their ideas and conclusions when writing.
63. The quality of teaching overall is good. During the inspection, lesson planning ensured a clear structure to lessons, with emphasis on the development of scientific vocabulary. A particular strength is the quality of teachers' questioning. Teachers ask for ideas, and value pupils'

responses. They help take pupils on a step further through the use of more probing questions and make useful suggestions to help them. Teachers review previous lessons well to ensure that pupils are clear before moving on to the next stage. However, occasionally although teaching is sound, teachers do not always make best use of time. In the lesson where pupils were investigating electricity, for example, although the activities provided were very good, the teacher did not initially identify the amount of time each task took to complete. This meant that some time was wasted as pupils took less time than she had estimated. When the teacher realised that pupils were marking time, action was taken to rectify this, with the result that pace and energy were restored to the lesson and pupils again became totally focused on the task. The marking of pupils' work throughout the school is of particularly good quality. It is constructive and shows pupils exactly what they need to do move forward. Pupils' responses are very good and the care taken with corrections and explanations illustrates the strength of the relationships between pupils and their teachers.

64. There is generally broad coverage of the curriculum as pupils move through the school. Pupils use information and communication technology well during lessons when they work with teachers using the interactive whiteboards. They are confident in using the Internet, and access a number of websites to research science topics, as well as using search engines to identify suitable websites when they are not sure what they are. Pupils use data handling programs effectively to create graphs of their results and can interrogate these to find the information they need.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The use of computer technology is an integral part of day-to-day learning and throughout the school pupils achieve well.
- The coordinator provides very good leadership and management.
- The pace of learning is sometimes slower when pupils are sharing computers.

### **Commentary**

65. Standards in Years 2 and 6 meet the expectations for pupils in those age groups securely. These are similar standards to those reported in the previous inspection, when provision was also judged as good. Since then, the school has continued to make very good use of the very good resources available to develop pupils' skills and understanding in the use of information and communication technology and is in a strong position to further raise standards.
66. By Year 2, pupils are entirely used to working at a computer, either on their own or with a partner. From an early age, pupils see information and communication technology as a tool which helps them to make their work easier and more interesting. In Year 2, pupils' pictures of themselves talking to Katy Morag, superimposed against the background of Hayward's school, provided a good example of this. The class teacher had given help in merging the photographs, but the pupils clearly had the skills expected at their age to 'paint in' speech bubbles and add their own text. They develop their independence to the extent that, when working under the supervision of teaching assistants outside the classroom, the vast majority competently use the mouse and keyboard to operate the tools and symbols on their screens without help. The less able pupils at this stage, on the other hand, need regular support from their working partner, or an adult, to finish the work set for them.
67. In Year 6, most pupils are becoming aware of the wider uses of information and communication technology because they use it on a very regular basis to access information, keep a record of what they have just seen or learned, or as a means of enhancing and improving their work. Many examples of this were seen during the inspection. For example, in all classes from Years 3 to 6 pupils used digital cameras to record their classmates acting as

evacuees, Olympians, or as figures in Picasso's 'Guernica'. More able pupils transferred these images onto data projectors then merged them with examples of their classmates' work so that they could edit their writing, reflecting above average competence for their age. Most pupils successfully resize images and merge them with text to present information, for instance on the stages of the life-cycle of a plant, at the average standard for their age, whilst less confident classmates still rely on help. However, this has to be seen in relation to the relatively short period that much of the school's resources have been in use, which reflects at least good achievement for the vast majority of pupils.

68. The subject coordinator is providing very good leadership. By ensuring that teachers and support staff throughout the school are confident in the use of information and communication technology, he has created an ethos in which resources can be seen in use in all areas of the school at any time during the day. There is also a good system in place for measuring how well pupils are doing against nationally agreed standards.

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

69. The quality of teaching and learning of information and communication technology skills is good throughout the school. This judgement is formed on the basis of the direct teaching of skills in the computer suite, but, more significantly, on the quality of teachers' planning for the use of information and communication technology across the curriculum. This is the principal strength in teaching, and relates both to the way in which teachers themselves use technology as an aid for teaching and the way they make equipment available to pupils as a tool for learning. It is this positive approach to the use of the school's rich resources which has created strong potential for raising standards in future years. The direct teaching of skills seen in the computer suite was good. Teachers built successfully on the strong links between subjects as a means of developing skills, a typical example being the creation of a classroom plan for sorting materials in science. Pupils enjoy these opportunities and are willing to help each other and share equipment. However, there are occasions when less confident pupils are content to let more capable work partners take control of the computers and this is an area requiring some consideration when teachers are planning lessons for the computer suite.

### **HUMANITIES**

70. The organisation of the timetable during the week of the inspection provided little opportunity to observe direct teaching in either **history** or **geography** and no judgement has been made about the overall provision in these subjects.
71. There is an appropriate scheme of work in place for **geography**, which provides opportunities for pupils to develop their knowledge of their immediate environment and increase their understanding of the wider world as they grow older. The samples of pupils' work seen suggest that teachers are devoting sufficient time to the teaching of geography. In their planning they include opportunities to develop literacy and numeracy skills and create imaginative links with other subjects. Whilst this ensures that the programmes of study are covered, these links are sometimes achieved at the expense of appropriate emphasis on the development of technical skills and vocabulary. Due to other priorities facing the school in the recent past, the coordinator has had few opportunities to monitor teaching and learning and the depth of coverage in the subject. He is fully aware of the imbalance that exists and has a clear picture of what needs to be done to redress it when the subject comes under review in the school improvement cycle.
72. There is a very similar picture in **history**. Planning for the subject provides enjoyable and imaginative lessons to develop pupils' knowledge and understanding of historical events, ranging from reflection on their own childhood in Year 1, to a study of the Ancient Greek Olympics in Year 6. On the other hand, the samples of pupils' previous work seen, whilst occasionally providing good opportunities for extended writing, contained too little emphasis on the development of research skills and the recording of historical evidence. This was clearly reflected in a lesson seen in Years 3/4. The pupils were clearly enjoying the topic of the

Second World War because of the exciting activities that teachers had planned for them, such as discussions with visitors who had themselves been evacuees, enacting wartime stories and singing popular songs from the time. The aspect of the lesson which could have been improved upon on this occasion was pupils' organisation and recording of their findings, which was either somewhat thin or incomplete. The subject coordinator, who has very recently been appointed, acknowledges that this will be the main focus for development when she is given the opportunity to review teaching and learning in history during the school improvement cycle.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Good links are made with other subjects.
- Pupils' research skills are good.

## Commentary

73. From the examination of pupils' work and the lessons observed pupils' attainment is broadly in line with the standards expected in the locally Agreed Syllabus. This reflects the findings of the previous inspection. The coverage of the curriculum is satisfactory and teaching is good, enabling pupils to achieve well in lessons. Pupils with special educational needs achieve as well as other pupils, as does the pupil at an early stage of learning to use English, who receives appropriate support.
74. Teachers take the opportunity to teach and enhance religious education by making good links with other subjects. In a Year 1 lesson, the teacher told a story of how Jesus healed a blind man. This was used as a very effective link with the science lesson following. She asked the pupils to discuss how they could see. Her use of questions and explanations instilled a sense of wonder in the pupils as they realised the importance of sight. Older pupils in Year 2, when they were studying Hinduism, learned about Rama and Sita and made books telling the story in their literacy lessons. This strategy enabled pupils to practise many basic literacy skills, as well as giving the opportunity to draft and re-draft their work.
75. Teaching is good. In Years 3 and 4, for instance, pupils were studying the use of symbolism in religion. They showed a good knowledge of symbols of the Christian religion such as the dove, fish, bread and wine, which they had explored in previous lessons. Their teacher explained that the Seder Plate was a symbol of the Jewish religion, but would not tell them what it was for. She made it quite clear that development of their research skills was one of the learning objectives for the lesson. Working in pairs, pupils quickly accessed an appropriate website, using the search engine to help them, and were able to find out with what festival the Plate was synonymous, and which special foods were placed on it and their significance. The worksheet provided by the class teacher was well worded to enable the pupils to identify clearly the information which was required and to answer the questions fully. The support assistant was always available and circulated amongst the pupils, guiding them not only with their computer skills but also with their research, making good suggestions as to how this could be extended and how to extract the information required.
76. In Year 6, pupils were investigating the Jewish religion as a whole and were learning about the synagogue. They had been investigating elements of the Jewish faith for homework, as well as in class, and showed good knowledge of artefacts such as the Ark, Torah and Ner Tamid. They showed a clear understanding of some of the differences between the Orthodox and Liberal faith. The tasks they had been set were very challenging and teachers have high expectations of what their pupils can achieve. This was illustrated when a pupil exclaimed, 'It's quite difficult researching in pairs, on the carpet you've got 33 brains down there!'

77. The subject is managed well. Several changes have been made in order to raise the profile of the subject and it is a major focus of the development plan next year. A good range of artefacts has been purchased. Work is beginning to be assessed against the levels of the Agreed Syllabus, and links with other subjects have been appropriately identified in planning so that coverage is assured.

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

78. In **music** and **design and technology**, no lessons were observed during the inspection and only a small sample of pupils' past work was available. For these reasons, no overall judgements on provision are made.
79. In **design and technology**, discussions with pupils and examination of the sample of work available showed that the curriculum is adequately covered and pupils experience the full range of the designing and making process. Good links are made with other subjects. For example, Year 6 pupils made mummy boxes and sarcophagi as an extension of their history topic on the ancient Egyptians. These artefacts were of good quality and careful research had enabled the pupils to decorate them appropriately, in the style used to adorn tomb furniture. The coordinator has good knowledge of the subject and the action plan for further development is entirely appropriate. Assessment systems are satisfactory.
80. Although **music** has been a low profile subject while the school has concentrated its attention on raising literacy and numeracy standards, evidence taken from teachers' planning indicates that pupils receive adequately balanced coverage of the music curriculum. Procedures to assess progress in skills development are simple but effective. Disruption caused by recent building work has also restricted development. The school recognises that the time is now right to focus more attention on music, in order to restore it to its position as an important part of school life. Three teachers have satisfactorily shared the role of subject co-ordination. Peripatetic instrumental tuition, generously supported by the Hayward's Trust, provides pupils with an above average range of woodwind, brass, string and guitar tuition. The 'Minims' choir also makes a strong musical contribution, through participation in prestigious events, such as the celebration of the 100 years of the railway station in Crediton. All pupils have good opportunities to participate in concerts and performances.

### **Art and design**

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

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

- The wide range of the projects undertaken.
- Teaching is good, and tasks challenge and interest the pupils.
- Art is used well to support pupils' learning in other subjects and displays are used to good effect to show pupils' work.

### **Commentary**

81. Standards in art are in line with those expected at the end of Year 2 and exceed expectations at the end of Year 6. The wide range of topics undertaken allows pupils to experience a wide range of media and techniques as well as providing a high level of challenge. For example, pupils in Years 5 and 6 were making initial preparations for designing and making a sculpture to show movement. They had already made several sketches and studies of each other to show movement and line, and were moving on to make a moving figure from one length of flexible wire. This was a difficult task for most pupils. However, they were not daunted by it but showed perseverance and tenacity as they experimented with how they could bend, coil and manipulate the wire into the shape of a person moving. The teacher circulated giving guidance and making useful suggestions. These enabled nearly all pupils to succeed in the task by the end of the session.

82. Pupils have the opportunity to study a wide range of work by other artists and use these to provide inspiration for their own work. Pupils in Years 3 and 4 were studying Picasso's 'Guernica'. They could explain how Picasso used colour and technique to express fear, pain and agony. The sketches and images they created for their own group collages showed thought and a good awareness of the horror of war and destruction. They were arranging their own images on monochrome backgrounds in much the same way as the artist, and were supplementing their digital images by superimposing additional charcoal sketches on them to give added effect. The teacher had provided a wide range of resources for the pupils to use and her own level of expertise was excellent. This enabled her to ask questions skilfully so that pupils could consider the merits of their own work and what they could do to improve it further.
83. The quality of displays around the school celebrates well the achievements of the pupils in art and design. There are many skilfully executed sketches of the building work undertaken last year. This show the disruption and chaos that was created, but the sensitivity of some of the drawing also show how the chaos was restored to some sort of order. The work of pupils in Year 2 shows their interpretation of the demon Ravana, as part of their work on Hinduism and Diwali. Work on display is mounted well and supports pupils' learning effectively.
84. The co-ordination of the subject is good. The co-ordinator has developed a good action plan and submitted a good application for the 'Artsmark' award. The policy and planning show good coverage of all aspects of the curriculum and the budget is managed well.

### **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Dance is taught well.
- Pupils receive many opportunities to participate in extra-curricular sport.

### **Commentary**

85. Evidence taken from a small number of lesson observations, teachers' planning and photographs of previous work indicate that standards are average at the end of both Years 2 and 6 and pupils are achieving satisfactorily. These findings are similar to those at the time of the previous inspection.
86. In games lessons, pupils in Year 2 show similar control to others their age as they throw and catch. They are starting to develop tactics for winning. In gymnastics, in Years 3 to 6, pupils demonstrate increasing maturity and confidence. They prepare properly for exercise by performing suitable stretching exercises. They combine tucked, narrow and wide shapes into sequences well and demonstrate good evaluation of their work. Although pupils were not observed swimming, appropriate arrangements are in place for pupils in Years 3 and 4 to attend lessons.
87. As with many non-core subjects, physical education has taken a back seat while attention has focused on raising standards in literacy and numeracy. The school has maintained a good range of extra-curricular sporting activities. During the inspection, the '3-D' dance group entertained the whole school in their own polished performance of 'Funky Music'. There is good participation in tournaments and festivals. Physical education makes a strong, positive contribution to pupils' social and cultural development.
88. Too few lessons were observed to make an overall judgement on the quality of teaching or learning, although in the lessons seen it was never less than satisfactory. In the best lessons, teachers make very effective use of demonstration to improve pupils' work. Pupils observing these demonstrations are encouraged to look out for particular features or evaluate why they like what they are watching. A good example of this occurred in a Year 6 dance lesson, when



pupils were exploring the Olympic Games. They displayed a very mature approach. By the end of the lesson, most had adapted and amended their work well in the light of constructive criticism, and all abilities made good gains in their knowledge and skills' development. Sometimes, teachers do not pay enough attention to health and safety factors and procedures for getting out and putting away apparatus are not entirely consistent.

89. Present arrangements for subject co-ordination mean that the co-ordinator has little time to monitor provision. Through informal monitoring, she keeps a careful eye on standards, but the recent disruption caused by building work has made continuity difficult.

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

Provision for personal, social and health education and citizenship is **good**.

### **Main strengths and weaknesses**

- This area of the curriculum is led very well and is having a positive impact on pupils' attitudes and personal development.

### **Commentary**

90. Personal, social and health education plays a very successful role in the school's aim to raise pupils' achievement by building confidence and independence and has a positive impact on pupils' personal development overall. This is because the coordinator leads this area well, particularly through her management of the school council, which has representatives from all year groups. The council is quickly becoming a genuine platform for enabling all pupils to influence the future direction of the school and makes a significant contribution to their understanding of responsibility and citizenship. This was clearly seen in a meeting where members of the council demonstrated a blend of respect, fairness and determination in their efforts to gain funding from a member of the Parents', Teachers' and Friends' Association to develop a peer mediation scheme.
91. Pupils are given opportunities through 'circle time'<sup>7</sup> to explore moral and social issues such as friendship, resolving conflict, bullying and drugs awareness. A good example of this was also seen during the inspection where the class teacher sensitively encouraged the class to talk about what makes a good friend. The majority of the class responded well to this, were willing to contribute and listened appreciatively to what others had to say. At the same time, a small minority still lack the confidence to become involved, an indication that the scheme is not yet fully embedded in the culture of the school and will benefit from regular review. The school also provides opportunities for older pupils to discuss their sexual development and welcomes parents to join them on these occasions.

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<sup>7</sup> 'Circle time' is a session provided for pupils to discuss a wide range of personal issues as a class, following strict rules about listening to others and taking turns to speak.

## 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	3
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	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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>3</b>
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	3

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