

## INSPECTION REPORT

### **HOCKLEY PRIMARY SCHOOL**

Hockley, Southend-on-Sea

LEA area: Essex

Unique reference number: 115287

Headteacher: Mr M Jones

Lead inspector: Mr A C Jolly

Dates of inspection: 24 – 26 November 2003

Inspection number: 256452

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:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	271
School address:	Chevening Gardens Hockley
Postcode:	SS5 4UR
Telephone number:	01702 202394
Fax number:	01702 200135
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Taylor
Date of previous inspection:	6/7/1998

## CHARACTERISTICS OF THE SCHOOL

Hockley Primary School is a larger than average sized school which educates pupils up to the age of 11. The school is situated on the edge of the Betts Farm Estate on the northern edge of Hockley in Essex. Most of the children live locally in owner occupied property. Children start school in either the September or January before their fifth birthday. There are similar proportions of boys and girls overall but twice as many boys in Year 3 and almost twice as many girls in Year 4. The attainment of children on entry to the school is average. The percentage of pupils with special educational needs is below average and their needs are mainly moderate and specific learning difficulties. The number of pupils with statements of special educational needs is average. The proportion of pupils entitled to free school meals is below the national averages. There are very few pupils from minority ethnic backgrounds, with five per cent of mixed white and black Caribbean origin being the largest representation. There are only two pupils at an early stage of English acquisition. The school has a higher than average level of mobility, which is marked particularly for Years 4 and 5.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8750	Mr A C Jolly	Lead inspector	English English as an additional language
14066	Mrs G Hoggard	Lay inspector	
26405	Mrs C Bond	Team inspector	The Foundation Stage Art and design Design and technology Music Religious education
19897	Mr A Evans	Team inspector	Mathematics Science Geography History
30580	Mr D Bateson	Team inspector	Information and communication technology Special educational needs

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

Hockley Primary School provides a **satisfactory** education for its pupils. Standards remain average, as at the time of the last inspection and attainment is better overall in Year 2, where pupils perform well in national tests. Most pupils attain appropriately by Year 6, but fewer pupils than average are attaining above the nationally expected level in science and writing. The teaching is good in Years 1 and 2 and satisfactory overall. The leadership and management of the school are satisfactory and the pupils receive a varied and stimulating curriculum in a caring environment. The school provides satisfactory value for money.

The school's main strengths and weaknesses:

- Standards in mathematics are above average throughout the school.
- Standards of reading are good throughout the school.
- Standards in science are above average in Year 2.
- The provision in science and writing for more able pupils in Year 6 is unsatisfactory.
- The marking of pupils' work is inconsistent and assessment information is not used well.
- The standard of pupils' writing in Year 6 is below average.
- Pupils are very well behaved and have very good attitudes to work.
- There is a good range of extra-curricular activities.
- There are good links with parents and the community.
- Standards in physical education are good.
- Induction arrangements for staff are very good.
- There is very good provision for pupils with special educational needs.

The school has made a satisfactory improvement overall since the last inspection. Most of the key issues raised in the last report have been addressed successfully. Standards have improved in information and communication technology (ICT), design and technology and religious education, where the work now meets the requirement of the locally Agreed Syllabus. Clear learning objectives are now set for lessons and more information about the curriculum is provided for parents. The roles and responsibilities for the senior management team have been developed, particularly in relation to monitoring the provision in English, mathematics and science. However, pupils' reports still do not give sufficient information to parents on their children's progress and attainment, and rarely set specific targets. Teachers still do not set sufficiently challenging work consistently enough in Years 3 to 6 for the most able pupils and the use of assessment to help those pupils improve their work is unsatisfactory. Standards of attainment and the quality of teaching have remained broadly the same.

## STANDARDS ACHIEVED

**By the end of Year 6, all pupils achieve satisfactorily and an above average number attain the expected Level 4 in English, mathematics and science.** Children in the reception class make steady progress attaining all the nationally agreed goals that children are supposed to achieve by the end of the reception year so that achievement in the Foundation Stage is satisfactory. Standards at the end of Year 2 are above average in science and mathematics but average overall, so that their achievement is also satisfactory. Pupils with special educational needs make good progress throughout the school, responding positively to the very good provision they receive. The very small number of pupils for whom English is an additional language make satisfactory progress. The progress of more able pupils is less consistent after Year 2. They attain the above average standards that would be expected of them in reading, mathematics, physical education and most other subjects by Year 6. However, a smaller proportion of them attain that standard in writing and science. Nevertheless, the majority of pupils attain the nationally expected level in all subjects in Year 6 and the overall standards in reading, mathematics and physical education are above average. Therefore, achievement is satisfactory overall between Years 3 to 6.

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

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

The table shows that standards in the national tests in English and mathematics are close to the national average but not as good as similar schools. Standards in science are below the national average and well below those found in schools in similar contexts. The major reason for the decline in the results is because a significant number of more able pupils did not achieve the higher Level 5 standard of which they were capable, particularly in writing and science. In contrast, the proportion attaining the expected Level 4 was above average in all three subjects and broadly comparable to the proportion found in similar schools. The evidence gathered during the inspection indicated that pupils in the current Year 6 are working at a higher level than the 2003 test results would indicate. **Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Their attitudes and behaviour are very good. Levels of attendance are average.

### QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory. The quality of teaching and learning is satisfactory overall.** The quality of provision for pupils with special educational needs is very good and their learning needs are identified well and addressed successfully. The teaching is at its best in Years 1 and 2 where pupils learn to read well and have a good foundation in the key skills of numeracy. Pupils benefit from a good balanced curriculum and a wide range of opportunities. They are very well cared for and well supported and guided, and teachers and pupils have very good relationships. Parents give good support. Links with the community are also good.

### LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are satisfactory.** The headteacher and key staff provide satisfactory leadership. The school has a clear vision to provide a stimulating and caring learning environment but insufficient focus has been given to trying to raise standards for more able pupils, particularly in writing and science. The governors provide good support, are very well informed and aware of the strengths and weaknesses of the school. Management is satisfactory overall. The school day is well organised and runs smoothly. The monitoring and evaluating roles of the senior management team and governors need to be extended.

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

Parents expressed great confidence in the school, at their meeting, by letter and by questionnaire. They emphasised the happy family feel to the school and the welcoming open door approach to parents. Pupils said they enjoyed lessons and the range of activities available to them. They felt happy and cared for at the school.

### IMPROVEMENTS NEEDED

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

- Improve the provision for more able pupils in science by the end of Year 6.
- Improve the quality of pupils' writing by the end of Year 6.
- Make better use of assessment information and adopt a more consistent approach to marking in order to raise standards.

A minor issue is:

- Improve the quality of pupils' annual reports to include clearer information on attainment and progress and more sharply focused targets.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **satisfactory** overall. Standards in mathematics and physical education are above average throughout the school. Standards are above average in science and average in English and all other subjects by the end of Year 2. Standards in English, science, information and communication technology (ICT) and religious education are average by the end of Year 6.

#### Main strengths and weaknesses

- Pupils in Year 2 have attained well above average standards in national tests in reading, writing and mathematics for the last two years.
- Standards in mathematics are good.
- Pupils achieve well in science and mathematics in Year 2 and standards are above average.
- Able pupils do not sufficiently attain the standards of which they are capable in writing and science by the end of Year 6.
- Standards in Year 6 tests are below those found in similar schools.
- Standards in reading are good throughout the school.
- Pupils with special educational needs make good progress.

#### Commentary

1. In 2003, the proportion of pupils attaining the expected Level 4 in national tests at the end of Year 6 was above the national average in English, mathematics and science. In reading and mathematics, the proportion of pupils attaining the higher Level 5 was in line with the national average. However, the proportion of pupils attaining the higher level 5 in science was below average and well below the national average in writing. In mathematics, although a much higher proportion of pupils attained the higher Level 5 than in the other subjects, it was still below the level found in schools in a similar context. This underperformance by able pupils depressed the overall average points scored in English and science related to the national results and more significantly compared to similar schools. The main priority for the school is to ensure that all able pupils attain the test results of which they are capable.

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

Standards in:	School results	National results
English	26.7 (27.4)	26.8 (27.0)
Mathematics	27.3 (28.2)	26.8 (26.8)
Science	27.3 (28.0)	28.6(28.5)

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

2. Achievement is satisfactory overall from Years 3 to 6. Most pupils in Year 6 read fluently and very expressively. Standards of spelling are generally good as a result of a consistent emphasis by the school. Pupils have good skills of numeracy and a secure grasp of mathematical skills. There is a good focus on solving mathematical problems. In science, pupils make satisfactory progress and respond to the good opportunities for investigation.
3. Standards in information and communication technology (ICT) are much improved since the last inspection and there are a few examples of information and communication technology



being used well across the curriculum. Standards have also improved in religious education and the school now complies with the locally Agreed Syllabus.

4. Pupils with special educational needs make good progress in relation to their prior attainment. The majority of the pupils with special educational needs have moderate learning difficulties. They respond well to clear targets, high expectations and good support from both teachers and learning support assistants. The few pupils with English as an additional language make satisfactory progress throughout the school. There is no pattern of underperformance by either boys or girls and their relative attainment to national comparisons is similar.
5. More able pupils make satisfactory progress by Year 2. However, their progress is less consistent from Years 3 to 6. A newly appointed co-ordinator has compiled a register of pupils identified as being gifted and talented. These pupils respond well to the opportunities provided to develop their talents in sport and music. Challenging work is set in mathematics for older pupils, which ensures able pupils are currently performing to expectations. In other subjects, such as physical education, there is clear recognition of the needs of able pupils. More able pupils are also able to read and discuss books intelligently. However, they do not consistently achieve the standards of which they are capable, particularly in science and in their writing. This is a reflection of expectations being both unclear and too low by some teachers of older pupils and a lack of specific identified targets for improvement. There has also been a higher than average level of mobility in Years 3 to 6 which has a disruptive effect on the learning.
6. Children join the reception class with levels of skill typical for their age in most areas. They are predominately on course to attain the goals children are expected to reach by the end of the reception year and have good personal and social development. Their achievement is satisfactory in the Foundation Stage.
7. The school has performed exceptionally well in national tests at the end of Year 2 with a marked improvement in the last three years. This has ensured that standards are well above the national average. Pupils of all abilities have achieved appropriate standards. Standards in Year 2 are currently above average in mathematics and science and average in English and all other subjects. Achievement is therefore satisfactory overall in Years 1 and 2.

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

Standards in:	School results	National results
Reading	17.3 (18.1)	15.7(15.8)
Writing	16.4 (15.8)	14.6 (14.4)
Mathematics	18.8 (18.8)	16.3(16.3)

*There were 36 pupils in the year group. Figures in brackets are for the previous year*

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

Overall, pupils’ attitudes, values, behaviour and personal development are **good**. Attendance is **satisfactory** and most pupils arrive on time, while attitudes and behaviour are **very good**. **Personal development is good**, with particular strengths in social development.

**Main strengths and weaknesses:**

- Pupils behave very well and show a great enthusiasm for learning.
- There are good opportunities for pupils to take responsibility.
- The provision for moral and social development is good.
- The provision for pupils’ cultural and multicultural development is underemphasised.

## Commentary

8. Pupils generally behave very well both in lessons and at play. They have very good attitudes and show great enthusiasm for learning. For example in a Year 1 art lesson, pupils worked diligently for more than half an hour to produce pictures of silhouettes on a sunset background. Conditions are often cramped for pupils in small classrooms yet they remain polite and sensible when moving around. They play happily with each other in the playground and a 'friendship bench' ensures that no-one is left out.
9. Pupils' personal development is good. They respond very well to responsibility, whether choosing which colour pencil to use in the reception class, helping with classroom jobs or working with younger children as 'buddies'. The school council offers good opportunities to discuss real issues and several pupils have been on training courses. Pupils themselves chair meetings, take the minutes and are involved in writing articles for the school magazine.
10. There are very good relationships throughout the school. Teachers provide good role models and moral values are implicit in the school's ethos. Pupils understand how they are expected to behave and their social skills are well developed throughout the school. In lessons, they learn to work and play together in groups and pairs showing a high level of tolerance for each other. There was little evidence of bullying either in the past or present.
11. The opportunities for spiritual and cultural development are less obvious, however. Assemblies provide times for reflection, but a spiritual element is lacking from most lesson planning. Opportunities to introduce spiritual awareness are missed in the teaching of art and design, and music. Similarly, although there are occasional instances of cultural development, such as learning about the four major faiths in religious education and some emphasis when studying poetry in English, it is not systematic enough and does not teach pupils sufficiently about their own culture. There is only limited exposure to other cultures and beliefs, such as the recent 'India Day' and some use of the work of artists, such as Van Gogh and Monet. Most art and music, however, is of white, western origin.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.2
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.*

12. Attendance is satisfactory and in line with the national average. Most pupils arrive punctually to school and to lessons. There were no exclusions last year.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	233	0	0
Mixed – White and Black Caribbean	5	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	26	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. There are good features in care, guidance and support, and links with parents and the community. Assessment is **unsatisfactory**.

### Teaching and learning

Teaching and learning are **satisfactory** overall, which reflects the findings of the last inspection. There is no unsatisfactory teaching. Assessment information is not used satisfactorily in order to set targets and raise standards.

### Main strengths and weaknesses

- Teaching in Years 1 and 2 is good.
- Pupils with special educational needs are well taught and receive very good support.
- Learning is enhanced by very good control and relationships.
- There is a good focus on problem solving and investigation.
- Teachers' subject knowledge is good.
- Assessment information is not used well enough to set clear targets to ensure higher standards.
- The marking of pupils' work does not consistently reflect the objectives of the task and give pupils advice on how to improve.

### Commentary

#### *Summary of teaching observed during the inspection in 40 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (7%)	21(53%)	16(40%)	0	0	0

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

13. The teaching and learning observed during the inspection was never less than satisfactory and often good. There is no unsatisfactory teaching. However, evidence from samples of pupils'

work about the quality of the teaching showed limitations in the consistency of the marking of pupils' work and the expectations of teachers for the more able pupils in Years 3 to 6.

14. The quality of teaching and learning in the Foundation Stage is satisfactory, which is the same as during the last inspection. Children settle quickly into the routines for learning in an attractive, stimulating classroom. There is a positive atmosphere where pupils are encouraged to learn and respond enthusiastically. Teaching assistants are used well and give effective support, so the children behave very well and concentrate fully on their tasks. The planning of appropriate tasks and linked assessment are less strong and limit the progress the children make.
15. The teaching in Years 1 and 2 is consistently good. This is an improvement on the findings of the last inspection. There is very good teaching of the sounds that letters make, which lays the foundation for the good standards in reading throughout the school. The teachers have good subject knowledge of the whole curriculum and English, mathematics and science are consistently well taught. The teachers have a clear understanding of the skills that pupils need to acquire so that their learning is purposeful and well focussed.
16. In Years 3 to 6, the teaching is well planned and organised to meet the needs of most pupils. Teachers have good understanding of the whole curriculum and particularly good subject knowledge in mathematics and physical education. The introductions to lessons are often stimulating and pupils' interest is engaged at an early stage and maintained. However, not all teachers consistently target the learning needs of more able pupils. There is not always a clear indication to those pupils about what skills and knowledge they need to acquire to perform better. Very little use is made of specific individual or group targets to help pupils to learn in a purposeful and focussed way. This has a direct impact on the underachievement of more able pupils in science and writing.
17. The major inconsistencies that influence the quality of teaching and learning are the expectations of the teachers, particularly in Years 3 to 6. In a very good English lesson with a Year 5 and 6 mixed-age class, pupils were given specific tasks with a clear time limit. This ensured that they made good progress in learning key features of writing for a newspaper. In a few other lessons, the pace of the teaching flagged and pupils' learning was not consolidated or extended sufficiently.
18. The quality of marking is inconsistent throughout the school. There are too few examples of work being assessed against the previously defined purpose of the task that was given to the pupil. Although some teachers give detailed comments, others offer only superficial observations with no suggestion on what the pupils need to do to improve further.
19. The school has built up satisfactory procedures to assess pupils' progress, particularly in English, mathematics and science. However, this information is not being used sufficiently to plan further tasks, linked to targets for improvement. There has not been a sufficiently thorough analysis of why a smaller percentage of pupils in Year 6 than the national average attained the higher Level 5 in the national tests of 2003 in writing and science.
20. There are good examples of pupils' learning being extended in some subjects. There are good opportunities for solving practical problems in mathematics and the key skill of investigation is emphasised well in science. In physical education lessons, clear guidance is given on how pupils might improve. In one very good gymnastics lesson with a mixed Year 3 and 4 class, the teacher built upon clear criteria for better performance by asking pupils' to evaluate each other's movements. A very good learning atmosphere was created which ensured the pupils' attainment improved to an above average standard.
21. The teachers' sensitive insistence on good behaviour ensures that pupils concentrate and behave very well creating a purposeful, working environment. All lessons are characterised by very good relationships between pupils and all staff, which help to engage all pupils in learning.

22. This is particularly noticeable in the support given to pupils with special educational needs, who are consistently well taught so that their learning develops well. The teachers and team of learning support staff show a sensitivity and educational purposefulness in their work. Differing amounts of support are provided according to the level of educational need. One excellent example of this is the 'Before school gym trail' where pupils with physical difficulties undertake movement, balance and ball skills exercises. Each pupil has specific targets and their progress is recorded and reported back to them in an atmosphere of praise, encouragement and expectation.

### **The curriculum**

The school offers a good, broad curriculum, which affords a good preparation for secondary school. Good long and medium-term planning ensures that the pupils have opportunities to make progress in their learning as they move through the school. There is a good range of resources to support learning and the accommodation overall is satisfactory.

### **Strengths and weaknesses**

- Curricular planning has improved significantly since the last inspection.
- There is a wide range of extra-curricular activities.
- There is very good provision for pupils with special educational needs.
- Provision for personal, social, health and citizenship education (PSHCE) is good.
- The library is a good resource for learning.
- The classrooms are small for the numbers of pupils they have to accommodate.
- Access to the information and communication technology suite is difficult for pupils with severe mobility problems.

### **Commentary**

23. The curriculum for pupils in Years 1 to 6 offers a wide range of worthwhile activities for the pupils. The school emphasises the teaching of literacy and numeracy, while at the same time, providing good coverage of other areas of learning. About fifty pupils currently take advantage of opportunities for instrumental music tuition. The curriculum is enriched by special occasions, such as Greek and Indian Days and days devoted to subjects such as science, design and technology and mathematics. The curriculum for the Foundation Stage is broad and covers all the early learning goals.
24. Curricular planning has improved significantly since the last inspection. Policies and schemes of work are now in place for all subjects and this ensures that the school meets statutory requirements for the National Curriculum. The national strategies for literacy and numeracy are well embedded and are proving effective in raising standards, especially by the end of Year 2. There are good opportunities for the pupils to use their skills of literacy and numeracy across the curriculum. The teachers plan thoroughly for the work which the pupils will do each term and each week. A two-year rolling programme ensures that the needs of pupils in the mixed-age classes are met. Religious education meets the requirements of the locally Agreed Syllabus and the school meets its obligations to provide a daily act of collective worship. The provision for pupils with special educational needs is very good so that they make consistently good progress. The few pupils with English as an additional language are provided for satisfactorily.
25. The school reviews the curriculum regularly, in order to see where improvements could be made or initiatives taken. Current priorities include improvement in pupils' writing skills and monitoring of the curriculum. A partnership with Meadowfield Environmental Centre enhances learning in science, history, geography and PSHCE. Good use is made of visits locally and

further afield, in order to enhance learning. A visiting teacher from Greensward College offers fortnightly French tuition for pupils in Year 6.

26. Provision for extra-curricular activities is good and much appreciated by the parents. A choir and orchestra, together with clubs for mathematics, chess, football, netball, tag rugby and athletics, allow the pupils to pursue their interests outside lessons. School sports teams have achieved considerable success in local tournaments this year. Worthwhile visits are made to a number of locations and there is an annual residential visit to the Isle of Wight for pupils in Year 6.
27. The school is adequately staffed to meet the requirements of the National Curriculum. Administrative and support staff make a valuable contribution to school life. There are plenty of resources to support teaching and learning in all subjects. The school is in an attractive setting, with a good sized field, an adventure playground and an adequately sized playground, with seats. However, classrooms are very cramped for the numbers of pupils, especially for practical work. The design of the building means that voices from adjoining classrooms are often a distraction. Increased provision for ICT since the previous inspection, including an ICT suite, ensures that better cross-curricular use is now made of ICT. However, access to the ICT suite is unsuitable for pupils with severe mobility problems. Access for these pupils to other parts of the building is satisfactory. The library is a good, easily accessible resource, with a very wide range of fiction and non-fiction books.

### Care, guidance and support

Daily routines, welfare, health and safety are all **very good**. There is **good support and guidance**. The involvement with pupils in the life of the school is **very good**.

### Main strengths and weaknesses:

- There are very good opportunities for pupils to become involved in the life of the school and express their views.
- Daily routines are well organised and managed.
- Members of staff work well as a team to care for and support pupils, especially those with special educational needs.
- Assessment information is not used sufficiently to provide well-targeted support, advice and guidance for more able pupils.

### Commentary

28. The school council offers pupils great opportunities to express their views in a democratic forum, and it has a high profile within the school. The school council has put forward some suggestions that have been implemented, for example, the provision of a playground trolley containing an exciting variety of toys, and some additional points to the home-school agreement. The council meets regularly and several pupils went on training courses before taking up their role as representatives. Classes regularly have sessions called 'Circle time', which give pupils the opportunity to talk about any issues that may concern them and there is a suggestion box in the foyer. Pupils are justifiably proud of the 'celebration tree' prominently displayed in the foyer, showing in 'apples' for juniors and 'leaves' for infants, what pupils can do well.
29. Daily routines are well managed, in part to cope with the cramped and inter-connected accommodation. Pupils respond sensibly, for example, moving in and out of lunch or assembly very efficiently. Members of the office staff are cheerful and efficient, and all staff take pupils' welfare, health and safety seriously. Child protection procedures are good. The headteacher is the named person and all staff have had training, including sessions for midday supervisors. Teachers new to the school are briefed very well on school procedures and routines.

30. Teachers and helpers take a close interest in the growth and well-being of the pupils in their care, and each is treated as an individual. The care for children with special educational needs is especially strong, and parents are pleased with their good progress. Teaching assistants work closely with teachers as a team to reinforce the family feeling in the school. Systems of assessing and recording pupils' progress are good in English, mathematics and science, but less well developed for most other subjects and the information provided is not systematically used to support the needs of more able pupils.

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

Links with parents are **good**, as are links with the community. Links with other schools are **satisfactory**.

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

- Parents' views are very positive about the school.
- The Parent-Teacher Association (PTA) is very strong and supports the school well.
- Good use is made of the community to support learning.
- Reports to parents remain unsatisfactory.

#### **Commentary**

31. Parents are strongly supportive of the school and are very happy with what it provides. They feel teaching and leadership are good, that their children are happy and being encouraged to work hard and do their best. They feel the school is particularly good at treating each child as an individual, and that it is like an extended family. They especially praise the support given to pupils with special educational needs. Parents, at their meeting and responding by letter and questionnaire highlighted how they feel their children are treated with care and sensitivity. A small number of parents also help in school regularly, for example, with art and design in Year 1. Although in general there is good written information for parents and they are kept informed about their children's progress at parents' meetings, annual reports remain unsatisfactory. They still give too little information on attainment and progress or sharply focussed targets, which would help the pupils to improve their work.
32. The Parent Teacher Association is very supportive and effective. It runs a large variety of fund-raising and social events, such as a 'Linen and Lace' evening and Christmas fair and has raised substantial sums, for example to equip the library with a better range of books. The school makes good use of the community to help pupils learn, with a wide range of visits and visitors. As part of a topic on 'Road Safety' pupils had real life experience using a speed gun on the local high street to see just how fast people drive. They have also visited, for example, a local pantomime, environmental centre and HMS Belfast. 'Theme days' are popular and have centred on the Ancient Greeks and on the medieval period, which help to bring history to life. Jubilee day, sports day and Christmas theatre productions help to involve the local community and make the school something of a focus for village life.
33. Links with other schools are satisfactory. The school has a technology link with a local technology college and satisfactory induction procedures for those moving into secondary education in Year 7. Arrangements for children starting school in the reception classes are good. There are sporting links with other schools, such as matches in netball, tag rugby and football.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory**. Governors provide good, informed support and are aware of the strengths and weaknesses of the school. The headteacher has

developed a school with a caring ethos and a wide curriculum. However, insufficient emphasis has been given to raising standards by the end of Year 6. Management is **satisfactory**. The school runs smoothly and pupils' personal development is well fostered. However, there has been insufficient evaluation by the senior management team and the governors of the school's performance.

### **Main strengths and weaknesses**

- The school has a positive ethos where all pupils and staff feel valued.
- The headteacher is well respected by pupils, staff, parents and the community.
- Governors are well informed about the strengths and weaknesses of the school.
- The school has not responded sufficiently to the needs of more able pupils identified in the last inspection report.
- The processes of analysis, evaluation and monitoring are too informal and have not led to strategies to raise standards.
- The financial management of the school is good.
- Induction arrangements for new staff are very good.
- The leadership and management of pupils with special educational needs are very good.

### **Commentary**

34. The leadership of the school remains satisfactory, as at the time of the last inspection. The headteacher has ensured that the senior management team now have clear lines of responsibility, which is an improvement on the findings of the last inspection report. The headteacher is well respected by pupils, staff, parents and the community. There are examples of effective teamwork among staff within year groups and across years. For example, the special educational needs co-ordinator plans her work very well and ensures that individual education plans are integrated fully into lesson planning. Teachers, within year teams, plan effectively their termly schemes of work.
35. The school's performance is generally as good as that of schools in similar circumstances but is no better. There is some underperformance by older pupils and there has been insufficient evaluation of previous national test performance to identify the necessary strategies to ensure improvement. At the time of the inspection, national comparisons have only just been published, but it is clear that lower percentages of able pupils attained the higher Level 5 in Year 6 in the last academic year than before.
36. The governors operate as a very efficient organisation. All policies have been ratified and there are clear terms of reference for all committees. They have recently implemented a policy of Race Equality and are committed to the ethos of equal opportunities. The minutes of governing body meetings give a clear indication of their interest and commitment. The governors are astute and aware of the strengths and weaknesses of the school. They have been pro-active in recruiting colleagues whose expertise has been invaluable to the headteacher in key areas such as staffing and the provision for pupils with special educational needs. All statutory requirements are met and the performance management policy operates effectively. The governing body has in these ways been very effective in supporting and questioning the performance of the school. However, it has been less effective in monitoring the teaching and standards in the school, challenging where standards are not as they should be and ensuring that effective strategies are in place. Thus the governors are aware of the underperformance of some able pupils in writing and yet the response to this critical issue has been slow.
37. The school development plan is better than at the time of the last inspection. There are clear details of costs and identified monitoring arrangements with specified outcomes. Few of these, however, are linked to any future attainment targets for pupils. The school has set suitably ambitious targets for the future, however, in English and mathematics.



38. The management of the school is satisfactory. The school operates as an orderly and caring community. The latest Audit Report found that the standard of financial management of the school is good and it has wrestled effectively with the problems of a difficult recruitment situation and a tight budget. The principles of best value are central to the school's management and use of resources.
39. However, the monitoring of the work of the school is inconsistent. There is good practice in English, mathematics and science and, for the special educational needs co-ordinator it is an integral part of her work, as she moves around the school working with individual children, in different classes. However, the monitoring of teaching and learning is less well developed in some of the other subjects. In mathematics this monitoring process has led to a clear action plan to address the needs of the more able pupils between Years 3 and 6. This has resulted in above average standards overall in Year 6. In science and writing there has been a less clear development of effective improvement strategies as a result of monitoring or analysis.
40. Some elements of the leadership and management of the school are particularly good. There are very good induction arrangements for new staff. The staff have a shared commitment to care for the pupils and extend their opportunities. All pupils, including the very small number from a minority ethnic background are integrated fully into all aspects of school life. The shared vision for the future is not currently, however, being driven with sufficient urgency by the need to raise attainment, particularly for the able pupils.

## Financial information

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

Income and expenditure (£)	
Total income	691,586
Total expenditure	711,424
Expenditure per pupil	2387

Balances (£)	
Balance from previous year	54,871
Balance carried forward to the next	35,033

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

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

41. Provision for children in the Foundation Stage is satisfactory, as it was at the time of the last inspection. Effective induction procedures enable children to settle quickly into the routines for learning that are set up in the attractive and stimulating classroom. Children are admitted to the school each September and January. In the autumn term, reception aged children share a class with a few Year 1 pupils. This organisation changes after Christmas, when children are taught in two single aged reception classes. Most of the children have attended some form of pre-school education, and the school has developed good links with those providers.
42. Most children, including those with special educational needs, achieve satisfactorily because the teaching is satisfactory and the curriculum is planned to cover a wide range of interesting and appropriate activities. However, the level of approach in some of these activities is not well matched to individual needs, and this limits children's progress. Planning is not sufficiently linked to the 'stepping stones' of national guidance, and so does not cater well enough for the range of abilities and experience that children bring to the class. All adults involved work well together and provide good role models. Indoor accommodation is spacious, but the building design is not well suited to early years provision, making it difficult to supervise a range of activities appropriately. Outdoor facilities have been significantly improved this term, but difficulties of access limit opportunities to make the best use of these for regular, planned learning activities.

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

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

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

- Children achieve well in this area because of high expectations by the staff and some good teaching. Most are likely to achieve the expected goals by the end of the year.
- Good role models and supportive relationships enable children to feel confident and happy
- Sessions lack a clear structure.

#### **Commentary**

43. Children's personal, social and emotional development on admission to the school is at expected levels for four-year-old children. There is a good induction process, and through some effective teaching, children quickly learn what is expected of them in classroom routines and appropriate behaviour. Adults establish warm relationships, treating everyone with courtesy and respect. In consequence, children are co-operative and helpful to each other. They show excellent perseverance when completing tasks, even when those tasks are dull or too difficult for them. They share well, politely asking for additional equipment or more room when playing. They are eager to please and learn, and show great pride in their achievements, encouraged by adults' praise. Almost all children attain the expected level by the time they join Year 1 and a significant proportion attain better than this.
44. Overall, teaching and learning are satisfactory. The classroom atmosphere is calm and happy. Children respond well to adults' high expectations of their behaviour. Any minor transgressions are dealt with firmly but fairly. However, children are obliged to use their initiative and find alternative activities during many sessions, sometimes because the planned learning is too difficult for them to manage alone and sometimes because too little has been prepared for them. All adults are generally engaged in focused teaching activities. Children must then sit too

long with specific tasks or work and play independently. Because their behaviour is good, they make little fuss about this, but learning is limited by these restrictions.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good opportunities are provided for children to develop language skills.
- Early reading and writing skills are developed well for higher achieving children.
- Many sessions are too formal, requiring children to use skills they have had no opportunity to learn.

### **Commentary**

45. Although most children are likely to achieve the expected levels in this area by the time they move to Year 1, early progress is hampered by a curriculum that is more suited to older children. Many are admitted to the school with good language skills, and adults take every opportunity to develop this in all activities. Regular sessions of conversation with the children enable them to take turns in listening to each other, and members of staff ask questions effectively during activities, so that children are encouraged to think about what they are doing. They enjoy listening to stories and rhymes, which adults then use to stimulate imaginative thinking through creative activities. There is some good teaching in this area, but teaching is satisfactory overall.
46. Daily opportunities are provided for children to look at books, and many are already able to follow a story through pictures. Reading is further encouraged through the display of key words around the room, and there are some effective resources such as puppets to reinforce children's developing knowledge. These are well used in the classroom to take children through the early stages of learning to read. All children have their own book bags, containing an assortment of reading material for school and home. However, progress is not well recorded in this system or in class records, and teachers' planning takes no account of individual children's needs. For example, higher achieving children are able to sound out some three-letter words correctly, but the letters they are sounding are not visible. This is done as a class activity, so that less experienced children are missing valuable clues in learning to read. There is no structure for them to catch up on the missing levels of learning.
47. Similarly in writing activities, there is too little provision for children to practise the necessary skills through play. Children write out their news or captions for pictures, but many are not yet ready for regular formal sessions. Most are able to use a pencil or paintbrush with good control, but opportunities to use those skills only occur through formal activities.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Adults use every opportunity to encourage children to think mathematically.
- Some activities are too formal with too little adjustment made for children's different levels of learning.

## Commentary

48. Adults use every opportunity for children to learn to count, to recognise shapes and to think about number value. Consequently children are keen to use mathematical language such as long and tall, and to count everything, such as the bricks in models they have made. Most are likely to achieve the early learning goals by the end of the year. There are good displays in the classroom to stimulate number recognition and value, and teachers make good use of these. However, planned activities are not always appropriately focused on the mathematical learning needs of the children. There is a heavy emphasis on recording activities in books rather than practical experiences that enable children to understand the concepts they are learning about. As a consequence, the task designed to aid children's learning about length, for example, became a drawing exercise of things longer or shorter than the 5-brick rod they were using. Completing this difficult drawing obscured the planned learning - to use the language of length. Although teaching is satisfactory, activities are not thought through sufficiently to enable children to make the best use of their time or to achieve to the highest level possible for each individual.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area.
- Children have good opportunities to use computers.
- Some support materials are too difficult for children to understand and use effectively.

## Commentary

49. Most children are working at an appropriate level for their age, and enjoy the variety of interesting activities that are planned to stimulate their curiosity and enhance their understanding. For example, cress seeds had been planted in the previous week, and each day's growth was greeted with delight. Children expressed genuine surprise as they saw differences between the tray grown in light and that grown in the dark and the reasons for this were thought about appropriately. When conversation moved on to discussing healthy eating, however, many children found the level of discussion to be beyond them, although they enjoyed the later activity of tasting different fruits. Very appropriate learning took place then, but was limited when the next stage was to copy writing patterns on to fruit-shaped paper. There are frequent missed opportunities such as this in the curriculum, when children's learning might be extended further. Most children are able to use the computer, however, showing good control of the mouse and successfully responding to different programs. It is likely that most of the class will achieve the expected early learning goals in this area by the end of the year.

## PHYSICAL DEVELOPMENT

50. It was not possible to make an overall judgement of provision or standards, but children's physical prowess in the outdoor area and when using cutting or drawing tools indicates that standards are as expected. There is an adequate range of climbing and balancing equipment and wheeled toys, and there are plans to develop further the newly surfaced outside area. At present the area is not entirely secure, and use of it is limited because of the thick covering of leaves.

## CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

### Main strengths and weaknesses

- A range of exciting and interesting activities is provided to stimulate children's imaginations, and results of these are well displayed in the classroom.
- The secure environment created by the staff enables children to express their ideas freely.
- There is limited availability of creative opportunities, particularly role-play.

### Commentary

51. The stimulating displays of children's work in the classroom create a positive learning environment. Standards in this work are at expected levels for children of this age. Adults provide some good opportunities for children to use paint, crayons and glue for the creation of imaginative pictures, which children talk about with pride. Teaching and learning are sound, and some good support is given by parents and teaching assistants, enabling children to make satisfactory progress. They are given appropriate time to think about their work and to make and correct mistakes if necessary. These opportunities are not available regularly enough, however. They are generally offered as part of a formal timetable, rather than being items for choice throughout a session. Role-play activities are also rarely available. Adults are appropriately involved when groups of children re-enact familiar stories, but there is little chance to act out their own experiences in a playhouse or shop. Equipment for such activities is available, but there is no structure to use or for supervision of these resources. Consequently, when children have a chance to play there, their play is at a superficial level and they quickly lose interest. This is limiting learning in many areas of development, particularly in language and mathematics.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Standards in reading and writing in national tests at the end of Year 2 are above average.
- Standards in reading are good throughout the school.
- Standards in spelling are good by Year 6.
- More able pupils do not write as well as they should by Year 6.
- The marking of pupils' work is inconsistent.

### Commentary

52. Standards overall are average at the end of both Year 2 and Year 6. Pupils' achievement throughout the school is satisfactory. This reflects the findings of the last report. The national test results have been well above average for pupils in Year 2, but current standards of speaking, listening and writing are average. In Year 2 half of the pupils are conveying clear meaning with their writing and a third can produce a clear sequence of correctly punctuated sentences. Very few are yet producing structured, imaginative writing. Simple words are being spelt correctly, in line with what would be expected for their age.
53. There is a consistent emphasis on teaching spellings throughout the school. Pupils in the junior classes are expected to learn spellings at home and there are regular spelling tests.

They are encouraged to use the 'look, cover, write, check' method to learn spellings. They are also expected to correct identified spelling mistakes to avoid repeating the same errors. This all ensures that standards of spelling in pupils' writing are better than is generally found. There is also regular handwriting practice and standards of presentation are satisfactory.

54. Standards in reading are good throughout the school. There is clear emphasis on the teaching of the sounds that letters make, which sets a very solid foundation for reading. Parents at home give good support and pupils respond sensibly during identified periods for reading in the school week. This ensures that the performance of pupils in reading tests is good throughout the school and above average standards are attained in national tests at the end of Year 2 and Year 6.
55. Standards of writing are not as good. This is particularly the case for more able pupils in Years 3 to 6. The proportion of pupils writing to the expected level for their age is average. However, few pupils achieve the higher than average standard with their writing. Although pupils often write imaginatively, they rarely use more complex sentences to develop their ideas or use their extensive vocabulary to enhance their writing. They are given insufficient insight into what standards are required to achieve higher national curriculum levels. The school has identified the need to improve pupils' writing as a priority and this particular aspect of English has been allocated more time within the school week.
56. The quality of teaching and learning is satisfactory throughout the school. Teachers have good subject knowledge and give clear introductions to their lessons. When the teaching is good, the tasks are closely matched to different ability groups and pupils are given specified time limits to complete what they have been asked to do. Much of the questioning is good and focused on the purpose of language. In a very good lesson about newspapers, building on a topical event, the teacher asked, "Why should a headline be eye-catching?" She then sharpened pupils' learning about the purpose and style of headlines with further probing questions. Pupils with special educational needs make good progress and this is due to the clear planning by the teacher and good support they get from teacher assistants. The few pupils with English as an additional language receive satisfactory support.
57. The very good relationships between teachers and pupils ensure good opportunities are taken to develop pupils' skills of speaking and listening. Pupils are engaged in their own learning and understand what is expected of them.
58. However, pupils too rarely receive advice on how they might improve. This is partly due to a lack of individual or group targets, which would help pupils' learning to progress more purposefully. The marking of pupils' work is also inconsistent. Some teachers mark pupils' work very thoroughly and give clear advice on how they may improve. However, others rarely assess pupils' work related to identified learning objectives. When marking is not as good, teachers give a brief complimentary comment on the work rather than clear guidance on what is particularly good and how the work could be improved even further. Therefore a valuable opportunity is missed, particularly for the more able pupils, to enhance their learning.
59. This aspect of assessment is a clear weakness. However, there are good systems in place to measure pupils' progress. There is an increasing use of target setting in order to raise standards. The deputy headteacher has taken over responsibility for the management of English, as the school has found difficulty in recruiting a literacy manager. She has managed the subject satisfactorily and has a clear understanding of what now needs to be done in providing extension work for able pupils and more opportunities for all pupils to develop their writing, supported by clear guidance on how to improve.

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

60. There is satisfactory evidence of pupils using their language and literacy skills across the curriculum. Higher attaining pupils have written some imaginative accounts of a journey to India

in geography and they make good use of their literacy skills to write effective accounts of education in ancient Greece in history. They are able to use their language skills in information and communication technology to explain the benefits of computers for communication and research. There are good opportunities to use information books to support learning in other subjects.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Strengths and weaknesses**

- Standards by the end of Year 2 and Year 6 are above average and pupils achieve well.
- Teaching is good, with a strong focus on developing the pupils' skills in mental calculations and problem solving.
- Subject management is good.
- The quality of marking is inconsistent.
- Recently introduced strategies are improving the attainment of able pupils.

### **Commentary**

61. Standards that pupils attain by the end of Year 2 and Year 6 are above average, which is an improvement since the last inspection. The majority of pupils make satisfactory progress so that the proportion of pupils attaining the expected standard was above the national average in Year 6. However, test results are better in Year 2 than Year 6. This is predominantly due to a greater proportion of able pupils in Year 2 achieving their potential than in Year 6. Current work in Year 6 is better than test results would indicate. Achievement is good by the end of Years 2 and 6. Pupils with special educational needs achieve well compared with their prior attainment and there is no significant difference between boys and girls.
62. By Year 2, most pupils show good quick mental recall of number bonds. They add and subtract two-digit numbers accurately. They add up coins correctly and they solve simple real-life problems involving money. They investigate number patterns. They recognise and name common two and three-dimensional shapes. They tell basic analogue time correctly.
63. By Year 6, more able pupils solve real life problems, but lower attaining pupils find it more difficult to sift through the information provided and to appreciate which number operations are required. The pupils have a satisfactory understanding of fractions and percentages. They recognise equivalent fractions and change improper fractions into mixed numbers. Higher attaining pupils are able to solve problems involving ratio and proportion.
64. The quality of teaching and learning is generally good throughout the school. The teachers ensure that all pupils are fully included in learning. There is a strong focus on mental calculations, problem solving and mathematical investigations. The teachers use a variety of effective strategies to achieve this. In a Year 5/6 lesson, the teacher focused on the appropriateness of different strategies for solving mental calculations. In this lesson, too, the teacher emphasised the different ways in which information is presented and this helped these higher attaining pupils to apply their problem solving skills in different contexts. The teachers have high expectations for the presentation of work and the pupils respond well to this. They make good use of resources, such as individual clocks in a Year 1/2 lesson, which helped in learning analogue time. Teaching assistants are well deployed and they provide effective support for lower attainers and pupils with special educational needs, who make good progress as a result. The teachers organise group work well, matching work carefully to pupils' differing needs, even within teaching groups that are set by pupils' prior attainment. At times, the pace of lessons tends to drop and occasionally, there is insufficient work prepared to keep all pupils fully engaged.

65. The teachers mark pupils' work regularly and positively, although the quality of marking tends to be inconsistent. At its best, useful guidance is often given to the pupils as to how they might improve. There is regular homework to consolidate and extend learning.
66. Subject management is good, with regular monitoring of planning, teaching and learning and pupils' work. There is a clear action plan to raise standards by Year 6, particularly improving the achievement of higher attaining pupils, which is already having an impact on their standards. Satisfactory use is made of assessment information to inform future planning.

### **Mathematics across the curriculum**

67. The pupils make good use of their mathematical skills in other subjects. In science, for example, pupils in a Year 1 and 2 class use Venn diagrams accurately to sort materials according to their properties and they use computers to generate pictograms of their favourite fruits. Pupils in a Year 3/ 4 class make effective use of bar charts and computer-generated pie graphs to record the ways in which they reach school, as part of a 'walk to school week'.

### **SCIENCE**

Provision for science is **satisfactory**.

#### **Strengths and weaknesses**

- Standards by the end of Year 2 are above average.
- Higher attainers underachieve by the end of Year 6.
- There is a strong focus on practical investigations.

#### **Commentary**

68. By Year 2, standards are above average, which is an improvement since the last inspection. Boys and girls attain equally. Achievement is good. By Year 6, standards are broadly average, which reflects the findings of the last inspection. In the most recent national tests at the end of Year 6, pupils' attainment was below the national average and was well below average compared with similar schools. Although the proportion of pupils achieving the expected level of attainment was average, the proportion achieving the higher level was well below average. Overall, achievement by Year 6 is satisfactory, but some of the higher attaining pupils are underachieving. There is no significant difference in attainment between boys and girls.
69. By Year 2, the pupils name the human senses and they carry out practical investigations into sounds and smells. They know that light comes from the sun and from other sources and they investigate the nature of shadows. The pupils make good use of their mathematical skills in recording their findings, such as the use of Venn diagrams to sort materials according to their properties. They use computers to generate pictograms of their favourite fruits.
70. By Year 6, the pupils have a satisfactory understanding of the scientific skills of prediction and fair testing as they carry out investigations into a number of topics, such as evaporation rates and changing materials. They use their mathematical skills satisfactorily to record candle burning times by means of accurate line graphs. They know that some changes that affect materials are reversible, whilst others are irreversible. The pupils know some of the major bones of the human body, the different types of human teeth and their function. They understand the need for a balanced diet as part of a healthy lifestyle. More able pupils make insufficient use of their literacy skills to record findings at length and so although most pupils are attaining levels which would be expected of them, very few are producing higher standards..



71. Overall, the quality of teaching and learning is satisfactory although there are examples of good teaching. There is a strong focus on developing the pupils' skills of practical scientific inquiry, although at times, there could be more challenge for higher attaining pupils. The teachers make learning relevant to everyday life. In a Year 5/6 lesson, for example, the teacher related the solubility of sugar in tea to a real life situation in school. This motivated the pupils as they planned an investigation of their own into ways in which they could dissolve sugar in warm water more quickly. The teachers mark pupils' work regularly and positively.
72. Subject management is good. Planning and monitoring of provision have improved significantly since the last inspection. However, assessment information is not consistently well used to respond to particular needs of higher attaining pupils in Years 3 to 6. The co-ordinator is aware of underachievement by these pupils by the end of Year 6 and a clear action plan seeks to address this issue. Learning is enriched by good use of the school grounds and by links with Meadowfields Environmental Centre.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Overall, provision for ICT is **satisfactory**, which is an improvement on the last inspection.

### **Strengths and weaknesses**

- Statutory requirements are met and standards are now satisfactory.
- The leadership and management of the subject are good.
- The quality of teaching in the small number of lessons observed was good.
- The school has recently established a new networked ICT suite linked to each class.
- The assessment and recording of achievement need further development.
- The use of ICT in other subjects needs further development.

### **Commentary**

73. By the end of Year 2 and Year 6, standards in ICT are average. This is the result of increased teacher training, better resourcing, including the development of a new computer suite, and better planning.
74. Pupils in Year 2 are able to enter, save and retrieve simple text both for recording work and for writing stories. They can draw simple pictures to illustrate their stories using a paint program. They have begun to use databases and work has also begun on control technology and modelling.
75. This work is extended in the following years so that by the end of Year 6, pupils can use elements of desktop publishing, computer aided design and simple spreadsheets. Many pupils have access to computers at home to enhance and reinforce their learning and are able to talk about the benefits and advantages of computers for communication and finding out information. Parents at their meeting commented on the improvement in ICT and how their children are now given good opportunities to use computers. Good links have been made with the local secondary school with specialist technology status.
76. Only two lessons were observed during the inspection and both of these were judged to be good. The teachers displayed good subject knowledge with lesson objectives being clearly explained and reinforced both during and at the end of the lesson. Pupils showed good attitudes and were well engaged and keen to learn. Pupils with special education needs achieve well.
77. Although at present there is no published information on levels of attainment, the school is gathering an electronic portfolio of evidence. This, together with a new system that will indicate pupil progress, aims to provide an excellent basis for measuring the achievement of pupils.

78. The subject leadership is good. Planning is monitored to ensure continuity and progression and plans are in place to improve further the assessment and monitoring of teaching. The subject leader has made good improvements since she has been in the post.
79. Until recently there has only been two computers per class, which has limited pupils' progress in ICT. However, the school has recently acquired sixteen networked computers in the new computer suite, which will further promote the use of ICT across the curriculum and the school has identified in its development plans the need for a timetable for the use of ICT in other subjects.

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

80. There is limited, but growing use of ICT in other subjects. Pupils use their computer skills to word process the legend of Theseus and Minotaur in history and use pie charts to show the results of the 'Walk to School Week'. Pupils in infant classes have used computer skills to create 'firework' art and there is a display of poetry completed by junior pupils, using different fonts and illustrations. Pupils also used the Internet in geography to research information on Gandhi and India.

### **HUMANITIES**

81. Insufficient lessons were observed during the inspection to make a judgement on provision for history and geography. Although no detailed judgements are possible about standards and the quality of teaching, a scrutiny of pupils' work indicates that pupils are taught the requirements of the National Curriculum. The co-ordinators' roles are underdeveloped, however. Although clear action plans are in place, there is no monitoring of the quality of teaching and learning. Planning has improved since the last inspection, although there are still no formal, whole-school procedures for assessment. The co-ordinators gain an overview of standards by sampling pupils' work and they have improved resources for learning.

### **Religious education**

Provision in the subject is **satisfactory**, which is an improvement on the last inspection.

### **Main strengths and weaknesses**

- Pupils are encouraged to apply the teachings of Christianity to their every-day lives.
- Schemes of work are compliant with the local agreed syllabus.
- Teaching and learning about other major faiths need further development.

### **Commentary**

82. Standards of attainment in Years 2 and 6 match those expected in the local agreed syllabus. This is an improvement since the last inspection, when older pupils' attainment was below expectations. Appropriate planning now exists that reflects the objectives of the local guidance. Some good teaching was seen during the inspection, enabling pupils to consider the implications of a religious doctrine, and to begin to analyse the impact on the community around them. This was exclusively so when learning about Christianity. For example, pupils in Year 2 learned about features of a Christian church such as font and holy water, building up a bank of appropriate vocabulary, and thinking about their own experiences of baptism or recent visits to local churches. By Year 6, most pupils are able to recognise the significance of all features in a church and to discuss a range of emotions associated with those items and what might contribute to those feelings.
83. Overall, teaching and learning are satisfactory, and pupils make satisfactory progress. Some lessons lack challenge, covering only superficial levels of learning. This is particularly evident in

the teaching about faiths other than Christianity. The school has chosen to consider four of the six major faiths in the country. Scrutiny of pupils' work and discussions indicate that pupils have limited knowledge and understanding of the rich cultural diversity that exists in the United Kingdom, and at times show little respect for cultures other than their own. The co-ordinator has reviewed provision recently, writing schemes of work that ensure some continuity in learning. The newly introduced system for monitoring lessons is already highlighting the need to reduce repetition, but there is insufficient depth to the pupils' understanding about faiths other than Christianity.

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

84. Very few lessons were seen in the three subjects of art and design, design and technology, and music. It is not possible therefore to make a firm judgement about provision and standards in any of the subjects. But discussions with co-ordinators and pupils, scrutiny of displays and pupils' work, and observations of assemblies and orchestra practice indicate that pupils experience a range of interesting and appropriate activities in all areas. Learning is based on activities that support other areas of the curriculum, such as history and geography, and this gives pupils a satisfactory context for their work. However, teachers' planning does not include a clear indication of the skills required to complete the planned tasks, and no records are kept of how well pupils achieve in their learning. There has been no development in this since the last inspection, when these weaknesses were also evident. Schemes of work now exist for all three subjects, giving a satisfactory cohesion to the provision, but planning does not offer the best use of pupils' time because there is a sharper focus on the activity than on the learning.

### **Art and design**

85. It is clear from teachers' planning and from work displayed on walls that pupils have good opportunities to develop their knowledge and understanding in art and design. Pupils in Years 5 and 6, for example, show good observation as they discuss the key features of artwork found on vases in ancient Greece, and are meticulous in their care when reproducing their own designs on newly made clay pots. However, teachers are unaware of individual pupils' needs when planning for each activity and the focus of lessons is principally on the topic being taught. Learning key skills in art has a low profile, and this is limiting pupils' opportunities to achieve the highest possible standards, particularly for pupils in Years 3 to 6. Throughout the school, pupils enjoy artwork, and there are some well-displayed examples of their achievements. The co-ordinator has begun to develop a useful portfolio of ideas to go alongside the new schemes of work. Development of this, together with the inclusion of key learning in planning, will improve provision significantly.

### **Design and technology**

86. There are similar strengths and weaknesses in design and technology. Discussions with pupils and observation of their work indicate that some of the weaknesses outlined in the last report have been addressed since the last inspection. The subject has been allocated an adequate quota of time in the weekly timetable, and there are schemes of work in place to ensure that pupils experience an appropriate range of activities. The subject continues to have too low a profile, however, and there are no systems in place to enable teachers to record pupils' progress in developing skills, knowledge and understanding coherently. Learning is based on the activity in hand, with no opportunity to build on previous development. Units of work do not always include procedures for learning some key features in understanding the subject, such as planning a design, evaluating fitness for purpose of a finished article, or ensuring that pupils give appropriate emphasis to accuracy of measurement, and how to improve the end product. Pupils have very good attitudes to the subject, talking with enthusiasm about their designs. The co-ordinator has begun to improve provision by developing a satisfactory basic curriculum.

## Music

87. In music, pupils sing enthusiastically and keep a tune well. They all enjoy the weekly singing assembly, and many are able to repeat complicated rhythms accurately. The school has good musical discipline. Very good opportunities are available to older pupils to develop their skills through the school orchestra, where pupils play a range of instruments well. They play together weekly, performing on special occasions and sometimes in school assemblies. There is also a school choir whose reputation is good. The above average skills of those involved in the choir and orchestra are incorporated well into the school's music lessons, so that the range of experiences offered across the school gives all pupils opportunities to make satisfactory progress. Overall, the quality of provision has been maintained since the last inspection, although some areas for improvement identified in the last report are still in process of being addressed. This includes the development of guidance on methods and approaches to the teaching of music, and the monitoring and evaluation of teaching.

## Physical education

Provision in the subject is **good**.

### Main strengths and weaknesses

- Standards in gymnastics are above average.
- Teaching is good.
- Pupils of all abilities receive good guidance on how to improve.
- There is a consistent emphasis on pupils evaluating each other's performance, which raises standards.
- There has been little monitoring of teaching and learning.

## Commentary

88. It was possible to observe physical education in all mixed aged groups and the standards of attainment are above average. It was only possible to observe the teaching of gymnastics in the inspection week. It is clear from the record of extra-curricular activities that the school has attained good standards in games. All pupils could link movements together and most did so with fluency, showing good balance. The most able performed delicate balances on apparatus such as the high beam.
89. Teachers ensure that all pupils are fully engaged in activities and their active involvement is a characteristic of all lessons. The apparatus used for gymnastics provides sufficiently challenging opportunities to enable pupils of all abilities to attain levels of which they are capable. Clear guidance is given to pupils in all year groups to enable them to improve movements. Thus, in a very well taught lesson with Year 3/4 pupils, the teacher asked them to concentrate on holding a balance for at least three seconds, to point toes and to have a defined starting and finishing position. Good questioning, such as "How could she improve that balance?" helped to drive up standards further. In all lessons there was a consistent emphasis on pupils evaluating each other's performance and this focus helped them to reflect on their own gymnastic movements and how they could be improved.
90. Pupils participate enthusiastically and responsibly in lessons. They co-operate well together, both when working as individuals, within a larger group and in pairs. They show initiative in setting up apparatus and have a good understanding of why they need to warm up and cool down.
91. The school has good resources, a medium sized hall, outside playgrounds and a playing field. There is a full programme of sporting extra-curricular activities throughout the year. A balanced curriculum includes swimming for Years 5 and 6 in the summer term at the linked high school.

The co-ordinator left the school recently and the headteacher is currently overseeing provision. The main tasks in the future are to develop assessment procedures and a programme for monitoring teaching and learning to ensure current standards are maintained.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

92. It was only possible to inspect a small sample of lessons and work in PSHCE but it is clear the programme of work impacts well on the pupils' personal development and on their understanding of good citizenship. The older pupils choose a charity to support each year. This year, they are supporting the RSPCA. Class 'Circle times' provide good opportunities for the pupils to talk about relevant issues and to develop confidence and self-esteem. Issues about human growth and development and the dangers of drugs misuse are taught effectively in science in Years 1 to 4. Formal sex education is taught satisfactorily as part of a health education programme in Years 5 and 6.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	4

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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