

# INSPECTION REPORT

## **JOSEPH HOOD PRIMARY SCHOOL**

Raynes Park, London

LEA area: Merton

Unique reference number: 102634

Headteacher: Miss Anita Gunpath

Lead inspector: Mrs T Chakraborti

Dates of inspection: 7-9 June 2004

Inspection number: 256573

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	205
School address:	Whatley Avenue Raynes Park London
Postcode:	SW20 9NS
Telephone number:	020 8542 2471
Fax number:	020 8542 2325
Appropriate authority:	The governing body
Name of chair of governors:	Mr B White
Date of previous inspection:	March 1998

## CHARACTERISTICS OF THE SCHOOL

Joseph Hood Primary is an average sized primary school which serves the immediate locality that consists of owner occupied and rented accommodation. There are 205 boys and girls on roll between the ages of three and eleven, including 23 children attending the Nursery. Around two thirds of pupils are from White-British backgrounds and a third comes from other different minority ethnic communities. A very high proportion of pupils, some 19 per cent, speak English as an additional language and seven are at the early stages of learning English. Fourteen different languages are spoken in school and the main languages, other than English, are Urdu and Turkish. The socio-economic background of the pupils is generally below average, although the proportion of pupils taking free school meals is average. About 20 per cent of pupils have been identified as having special educational needs and five pupils have a statement of special educational need. This is broadly in line with the national average. These pupils have a wide range of special needs. Attainment on entry is well below average.

The school has changed in its character significantly since it was last inspected in 1998 and, therefore, direct comparisons to the previous inspection are not reliable. The recent reorganisation of the school, resulting from the local education authority's extensive re-organisation of schools programme in 2001 to 2003, into a one form entry primary meant that parents had to re-apply for places and the school lost many of its pupils in the process. A significant number of pupils also joined the school so the majority of the classes are now full but the Nursery is running at below capacity. Pupils currently in Year 6 have been the oldest pupils in the school for the last four years. They are the first group in the school to take the national tests at the end of Year 6 this year. In addition, the school has been led by two headteachers and two acting headteachers in succession over the past four years. The current headteacher has only been in post since January 2004. The school has worked hard during the re-organisation to meet the needs of pupils. The curriculum has been re-organised and staff expertise has been increased through training as well as through new appointments. The school is proud of its ethnic, linguistic, social, cultural and religious diversity and its ethos.

## INFORMATION ABOUT THE INSPECTION TEAM

12603	Tusha Chakraborti	Lead inspector	Mathematics Religious education Geography Music English as an additional language
9502	Rosalind Hall	Lay inspector	
22704	Garry Williams	Team inspector	English Information and communication technology Design and technology History Physical education Special educational needs
26203	Jo Curd		Foundation Stage Science Art and design

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## PART A: SUMMARY OF THE REPORT

### Overall evaluation

Joseph Hood Primary is a **good school**, which provides its pupils with a good quality of education. The quality of teaching is good overall. As a result, standards are improving and they are in line with the national averages by the end of both Year 2 and Year 6. The good leadership and management of the school ensure that changes and new initiatives for school improvement are being implemented effectively to raise standards. The school gives good value for money.

### The school's main strengths and weaknesses are:

- Standards have improved in Year 2 and they are now average in reading and mathematics.
- Standards in physical education are above average by the end of Year 2 and Year 6.
- The overall quality of teaching is good and, as a result, pupils achieve well.
- The school makes good provision for pupils' personal development, and staff are consistent in promoting good behaviour and very positive attitudes to school. The very good relationships between pupils and staff and pupils themselves make the school a caring and inclusive community.
- The good ethos of the school fosters high levels of self-esteem and confidence in all pupils and provides a stimulating learning environment.
- The headteacher provides strong leadership and ensures good quality teaching and learning experiences for all pupils. She is supported well by staff and the governing body.
- Planning in the Nursery is not sufficiently focussed on what is needed to raise children's achievement.
- Assessment in information and communication technology and in the foundation subjects is not sufficiently developed but it is good in English and mathematics.
- Higher attaining pupils are not always challenged sufficiently, especially in the Nursery and in Years 3 to 6.

This is the first inspection for the school as a primary school. The previous inspection took place when it was a first school. However, it has made good progress in dealing with the relevant key issues. The co-ordination and monitoring of English, mathematics and science are now well established. Since the last inspection, pupils' attainment on entry has dropped from average to well below average because of changes in the school's characteristics. This accounts for a decline in standards at the end of Year 2. The school has managed the transition from a first to a primary school successfully.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	D	B	D	D
Writing	C	C	B	B
Mathematics	E	B	D	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **good**, overall. Children enter the Nursery with attainment that is well below that expected for their age. They make satisfactory progress and reach standards that are below the expected level by the end of Reception. Standards at the end of Year 2 have fallen in all three areas since the last inspection as a result of the well below average attainment on entry. The table above shows some variation in the results from year to year. The 2003 national test results were above average in writing, but below average in reading and mathematics.

The inspection evidence shows that standards in Year 2 have now improved and pupils are achieving in line with the national average in reading, writing and mathematics. Inspection findings also show that pupils in Years 3 to 6 are achieving well and attain standards that are in line with the national average in English, mathematics and science. Boys and girls achieve similar standards as do pupils from different ethnic minority backgrounds and those who speak English as an additional language. Pupils with special educational needs achieve well. Standards in information and communication technology are average and those in physical education are above average. In religious education, pupils achieve standards in line with the locally agreed syllabus. Pupils' personal qualities, including their spiritual, moral and social development are **very good**. Pupils develop very good attitudes to learning and behave well. Relationships between pupils and adults and pupils themselves are very good and foster mutual respect. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching and learning are **good**, overall and this means that pupils learn quickly and make good progress. It is satisfactory in the Foundation Stage, although planning is weak in the Nursery. Teachers plan well, set clear expectations and manage pupils very well. They are skilled at questioning pupils to assess their understanding and in making lessons interesting for pupils who then enjoy learning. Good pace and stimulating discussions in lessons motivate pupils and help them to learn. Teaching assistants are well trained. They are well aware of the individual learning needs of the pupils with special educational needs and of those who are at the early stages of learning English and support them well. However, higher attaining pupils are not challenged sufficiently and, as a result, they do not achieve as well as they could. There are good assessment systems in English and mathematics to evaluate and track pupils' progress. However, assessment in information and communication technology and the foundation subjects is not well developed. Marking of pupils' work is not consistent and does not tell pupils how to improve their work further.

The curriculum is broad and balanced and provides a good range of activities that interest and engage pupils. It is enriched well by a good range of extra-curricular activities. The school offers good provision for its pupils' care, welfare, health and safety. Its links with parents and the local community are good and links with other schools and colleges are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are **good**. The headteacher is clearly focussed on raising standards and developing the talents of all. She has a very clear vision for the future and her management style is positive and inclusive. In collaboration with staff and governors, she has successfully implemented a number of initiatives to improve the curriculum provision and the monitoring of teaching and learning. The governing body is well aware of the strengths and weaknesses of the school and is committed to improving the work of the school. They challenge and support the management team effectively.

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

Parents are happy with the school's work and report that their children like to come to school. They appreciate the commitment of the headteacher and the staff and what the school seeks to achieve for their children. They are pleased with the information they receive about their children's progress and believe that the school enables their children to achieve well. Pupils enjoy the school and appreciate the trusting relationships they have with the adults in school. They know that their opinions are sought and valued, giving them opportunities to be involved in school life.

## **IMPROVEMENTS NEEDED**

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

- Improve planning in the Nursery to raise children's achievement.
- Develop and implement appropriate assessment systems, as set out in the school development plan, in information and communication technology and in the foundation subjects. This is to track pupils' progress and inform future planning more effectively.
- Ensure that higher attaining pupils are challenged sufficiently so that they achieve standards of which they are capable.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are average in English, mathematics and science by the end of both Year 2 and Year 6. Achievement in Years 1 to 6 is good. Children in the Foundation Stage are achieving satisfactorily. Boys and girls perform at a similar level.

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

- Standards in reading and mathematics in Years 1 and 2 have improved and are now in line with the national average.
- Pupils in Years 1 and 6 achieve well because of good teaching.
- Standards in physical education are above the national expectations at the end of both Year 2 and Year 6.
- Provision for the pupils with special educational needs is good and, as a result, these pupils make good progress.

#### **Commentary**

1. The school, now a primary school, has participated for the first time this year in the national tests for Year 6 pupils. Currently, pupils in Years 3 to 6 are reaching average standards in English, mathematics and science due to the good quality of teaching. The 2003 national tests for Year 2 pupils show that standards were below average in reading and mathematics but above average in writing, both nationally and in comparison to similar schools. Standards at the end of Year 2 have fallen in all three areas since the last inspection as a result of changes in the characteristics of the school. From a low start, good teaching enables pupils to make good progress, but there is a lot of ground to make up, especially with pupils who are new to the school. Inspection evidence shows that there has been an improvement in reading and mathematics over the past year and standards at the end of Year 2 are now average in reading, writing and mathematics. Standards are above average in science, based on teachers' assessments.

2. Since the last inspection, attainment on entry has fallen significantly and children now enter the Nursery with attainment that is well below that expected for their age. As a result, although they make satisfactory progress, they will not meet the early learning goals set for them in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development by the end of the Reception year

3. Pupils are taught basic skills well and they build successfully on those skills as they move through the school. The national literacy and numeracy strategies have been implemented successfully and are having a positive impact on pupils' achievements in these subjects. In English, regular reading practice helps pupils to make good progress and achieve well. The emphasis on teaching writing skills and the regular checking of written work have a positive impact on standards. In mathematics, pupils have a sound grasp of basic mathematical skills in Years 1 and 2 and then build on these in Years 3 to 6. In science, an effective approach to teaching pupils through investigative activities means that they are beginning to apply new knowledge to planning their own investigations.

4. Standards in information and communication technology are in line with those expected nationally at the end of Years 2 and 6. Pupils of all abilities work confidently and are achieving well. In religious education, standards are in line with the locally agreed syllabus. Pupils develop a broader understanding of key features of the worlds' leading faiths and develop an understanding of religious diversity. The school promotes pupils' sporting skills well so that pupils reach standards that are above the expected level by the end of Year 2 and year 6.

5. Boys and girls reach similar standards as do pupils from different ethnic minority backgrounds. Pupils who are learning English as an additional language are achieving well. By the end of Year 6, they attain the standards expected for their age group. This is due to the school's effective initial assessment of these pupils when they start at the school and appropriate monitoring of their progress in learning English. Pupils with special educational needs achieve well and progress at the same rate as other pupils. This is because they are well supported in the classroom and tasks are appropriately adapted for the needs of each pupil.

<b>Standards in national tests at the end of Year 2 – average point scores in 2003</b>		
Standards in:	School results	National results
reading	15.2 (16.7)	15.7 (15.8)
writing	15.3 (14.8)	14.6 (14.4)
mathematics	16.0 (17.2)	16.3 (16.5)
<i>There were 39 pupils in the year group. Figures in brackets are for the previous year</i>		

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

Pupils' attitudes to the school are very good and have improved since the previous inspection. Behaviour remains good during lessons and pupils' personal developments, including their spiritual, moral, social and cultural developments are very good. Attendance is satisfactory and the school has good measures in place to promote it.

### **Main strengths and weaknesses**

- Pupils' attitudes to learning are very good and they take a keen interest in school life and the range of activities provided.
- The school's efforts to stimulate a desire to learn are very good and the school fosters high levels of self-esteem and confidence in all pupils.
- Pupils' behaviour is good, and relationships with each other and staff are very good, leading to a caring and inclusive community.

### **Commentary**

6. Pupils' attitudes to school are very positive. They speak highly of the friendliness of their peers and teachers. They particularly like the range of activities they are able to participate in such as the clubs, trips and residential visits.

7. Pupils' behaviour is good throughout the school day. Although a number of pupils are more challenging in their behaviour, they are managed well and the school operates in a calm and orderly manner. There is a consistent approach towards behaviour from all staff and pupils appreciate the rewards such as the house points, which build a team spirit across the year groups. The very good relationships staff have established with pupils support good standards of behaviour. Pupils listen carefully and respectfully, are keen to please and are on task throughout lessons. They are eager and confident to ask questions and the consistently good teaching inspires them to be enthusiastic and curious in their learning.

8. Pupils in all year groups have high levels of self-esteem. They enjoy taking on acting roles in assemblies and express their views confidently in lessons. This is a result of the school's work to cultivate their personal development which also fosters a sense of community where all are involved. Pupils are able to participate in two residential visits, one in Year 4 and one in Year 6 and all pupils have opportunities to take on responsibility. This is particularly fostered in Year 6 where pupils act as House Captains and have responsibilities such as setting up assembly or helping younger pupils socialise in the playground. Through the school council pupils were able to use their initiative in arranging up a cake sale to fundraise for climbing equipment for the playground.

9. The school supports pupils' spiritual, moral, social and cultural development very well. The assembly programme is planned carefully and delivered well. Staff are positive role models and treat pupils fairly; this also supports the strategies for moral and social development well. The school fosters cultural development well through, for example, a wide range of visits and involvement in projects such as a national sculpture competition, for which one child created a winning entry.

10. Attendance was judged very good at the previous inspection six years ago. Since then there have been changes to the context of the school and attendance has fallen. Now attendance levels are judged satisfactory and the figures have improved year on year for the past few years. The school works hard to promote attendance and monitors absence carefully. Families whose children, for various reasons, do not attend as regularly as they should are supported well and encouraged to see that regular attendance is important.

11. Pupils with special educational needs have positive attitudes to their work due to working with motivated, competent teachers and support staff. They behave well at all times and focus on their individual tasks. As a result, they are proud of their achievements.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	8.8	School data	0.3
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.*

## 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	136	0	0
White – Irish	0	0	0
White – any other White background	9	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	6	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	3	0	0
Any other ethnic group	4	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 good. The curriculum is broad and balanced and is taught effectively. The very good inclusion of pupils in all activities ensures that they benefit well from the education system that the school provides. Pupils are well cared for and the partnerships with parents and the community are good.

### Teaching and learning

The quality of teaching is good. As a result, pupils' learning is also good. Nearly two thirds of lessons are good or better. The overall quality of teaching has improved since the last inspection when it was satisfactory. The assessment of pupils' work is satisfactory, overall.

## MAIN STRENGTHS AND WEAKNESSES

- Teaching in Years 1 to 6 is consistently good, although higher attaining pupils are not always challenged sufficiently.
- Teachers have good levels of subject knowledge and this ensures effective planning.
- Teachers insist on high standards of behaviour and manage pupils well.
- Classroom assistants are used well to support pupils so they are fully included in lessons.
- The teaching of pupils with special educational needs is good.
- The assessment system for information and communication technology and other subjects is not developed well enough.
- Marking does not always suggest how pupils could improve their work.
- Planning in the Nursery is not sufficiently focussed to raise children's achievement, although teaching in the Foundation Stage is satisfactory overall,

## Commentary

### **Summary of teaching observed during the inspection in 37 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	1 (3%)	23 (62%)	11(30%)	1(2%)	0(0%)	0(0%)

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

12. The teaching of children in the Foundation Stage is satisfactory overall. However, teachers' planning in the Nursery does not have sufficient focus on promoting higher standards. This means that children do not make the progress of which they are capable.

13. Teaching is good in Years 1 to 6 and this is helping pupils of all abilities to learn new skills and acquire new knowledge at a good rate. Teachers demonstrate good knowledge of the subjects they teach, especially in English, mathematics and science. This ensures that planning is effective, activities are well structured and suitably matched to the learning needs of all pupils. The recommended structures of the national strategies for English and mathematics are used well to ensure a good pace to pupils' learning. Teachers have built up very good relationships with their pupils, making them enthusiastic learners who are eager to do their very best. This was clearly seen in an excellent Year 5 science lesson about the human body. The teacher had planned interesting and stimulating activities for pupils to learn how the heart works, fully involving them in an investigation. In addition, pupils gained a clear understanding of the functions of different organs of a human body.

14. Teachers use careful questioning in lessons to assess exactly what their pupils know. They use this information well to plan work closely matched to individual needs, especially in English, mathematics and science. However, assessment is not developed well enough in information and communication technology and the foundation subjects to assist planning in these areas. Work is marked regularly and is encouraging but does not always give pupils a clear indication of how they can improve.

15. Teachers have high expectations of what pupils can achieve in both work and in behaviour. A strength of teaching is the way teachers manage their pupils. In the vast majority of lessons, the teachers create a calm and purposeful working atmosphere in which pupils are able to concentrate and learn without interruption. The relationships between the staff and pupils are very good and a very positive ethos for learning has been established. This helps pupils become more confident learners. Staff regard each pupil as a valuable individual and are determined that all pupils in their care will achieve well. However, higher attaining pupils are not always challenged sufficiently to ensure that they achieve as well as they can.

16. Teachers give good support in class to those pupils who have special educational needs and as a result they make good progress. Their individual education plans match the work effectively to their learning needs and teachers and teaching assistants make helpful notes on their progress. Great emphasis is placed on including these pupils in all class activities. They are supported well by the teaching assistants who have been trained well and are deployed effectively. Teachers and teaching assistants work well together to benefit the pupils. Those at the early stages of learning English are supported well both in class and in small groups.

## **The curriculum**

Through the good curriculum, pupils receive a broad and balanced education which is relevant to their age and interest. There are many good opportunities such as visits, visitors and out of school clubs which successfully enrich the pupils' education. Overall, accommodation and resources are good.

### **Main strengths and weaknesses**

- Some subjects are combined to ensure a broad, balanced and enjoyable curriculum for pupils.
- Pupils' education is enriched well by a wide range of extra-curricular opportunities.
- The school is involved effectively in national and local initiatives.

### **Commentary**

17. The school's curriculum is broad and balanced. Recently there has been a focussed drive to raise standards in English and mathematics and time has been given to this, but foundation subjects such as physical education and art and design have also been taught well. Teachers plan effective cross-curricular links successfully to ensure all subjects of the curriculum are covered and make learning interesting and relevant for pupils. The curriculum fully meets statutory requirements, including the provision for personal, social and health education, religious education and collective worship. Pupils in Year 5 receive sex education and those in Year 6 are taught about the dangers of drug and alcohol misuse. The syllabus for personal, social and health education has been devised in conjunction with the governors. Specialist teachers for French and music visit the school for one day each week, which adds to the school's provision effectively.

18. The school has recently compiled a register of gifted and talented pupils but have not taken sufficient action to fully meet their specific needs. Those with special educational needs are making good progress due to effective support from teaching assistants. Few pupils with English as an additional language are at early stages of acquisition. The curriculum is suitable for them. The curriculum for pupils with special educational needs is good. Individual education plans identify clear targets that are taken into account to help pupils' make good progress.

19. Many school clubs, visits and visitors make learning much more relevant and fun. One hundred pupils took part in nine different clubs, which ran for ten weeks in the spring term. These included information and communication technology, football and yoga. A local secondary school supports mathematics and design and technology workshops and a local organisation helps at the history club. Residential trips in Year 4 and Year 6, visitors and theatre groups also enrich the curriculum and the experiences of pupils.

20. There are sufficient, well-qualified and experienced staff to meet the demands of the curriculum. Overall, accommodation and resources are good. The new headteacher has taken positive action to solve some difficulties with the accommodation and resources. The current Nursery building is quite shabby and outdated. A recent bid for £40,000 to refurbish this was successful and work should start soon. Overall, resources are good. However, climbing equipment in the Foundation Stage playground is small and does not challenge more physically adept children.

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

The school's procedures to ensure the pupils' care, welfare and health and safety are effective. The pastoral care of children supports pupils' personal development well because of the very good relationships evident throughout the school. The care, support and guidance of pupils were judged to be good at the time of the last inspection and they continue to be so. The school seeks and acts on pupils' views well.

## **Main strengths and weaknesses**

- There are very good and trusting relationships between pupils and staff.
- The school council is effective in giving pupils a role in running the school.

## **Commentary**

21. A health and safety policy that takes into account risk assessments is in place, and action is taken promptly to address any issues. There is good coverage for First Aid and detailed records are kept of any accidents. Child protection procedures have been revised recently and staff are well aware of them. Pupils are supervised well throughout the day.

22. All adults who work at the school know the pupils well as individuals, and staff take time to listen to their ideas and concerns. They support pupils well through good informal communications that take place between the staff and parents. Assessment procedures for English and mathematics are good and those for science are satisfactory. They are used effectively to assess and support pupils' progress across the school. However, assessment in other subjects is not fully developed. This means that pupils' progress in these subjects is not assessed as effectively as it might be to plan work and enhance progress. The school nurse offers good support to pupils both with medical advice and in their learning as she runs sessions on First Aid to Year 4 and sex education for older pupils. The school is taking part in the healthy schools initiative and is encouraging pupils to live more healthily and eat more fruit.

23. Induction procedures into the Nursery are appropriate and parents appreciate the time staff spend helping children to settle in quickly. The school council is working well and enables pupils to make decisions about areas for development such as the refurbishment of the playground. They have organised a cake sale as part of their fundraising efforts towards climbing equipment for older pupils.

24. Pupils with special educational needs are identified at an early stage and well supported so that all pupils are helped to make good progress in relation to their prior attainment. The co-ordinator uses a range of assessment procedures to do this. Targets are drawn up and individual education plans are compiled in close collaboration between the teacher and co-ordinator. These are subject to frequent reviews to ensure they remain appropriate.

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

The relationship the school has developed with parents is effective and supports both children and their families well. This was seen as a strength at the time of the last inspection and has remained so even though circumstances surrounding the reorganisation of the school have been difficult. The links forged with the community and other schools are appropriate and assist in enriching the experience of the pupils.

## **Main strengths and weaknesses**

- The school works hard to involve parents in their child's learning and gives good information on their progress.
- Links with community support the pupil's learning and development well.

## **Commentary**

25. Parents receive good information about the life of the school and the curriculum taught, through letters, newsletters and a detailed prospectus. The written information is supplemented informally by regular contact. Staff talk with parents in the playground at the beginning and end of the day and formally at parents' consultation or information evenings. A detailed annual report gives parents a good understanding of the progress of their child. A number of parents help in school, and there is an active Parent Teacher and Friends Association, which raises funds for the

school. Money raised has been used to purchase books for the junior library and subsidised residential trips. Most parents ensure that homework is completed, but the setting of homework has been identified by the school as inconsistent. Parents have been invited to be involved in a working party to review the current arrangements and improve the situation. Parents appreciate the school's provision of a breakfast club and after school club.

26. There are effective links with community. For example, the school holds a weekly drop in session for local childminders and has set up Family Literacy classes, which are taught by a tutor from the neighbouring adult education college. The college crèche is made available to younger siblings of families who attend these classes. Road safety officers, the police and fire services make regular visits to the school and support the teaching of areas such as citizenship.

27. Arrangements for secondary transfer are sound and the school is developing curriculum links at this level. For example, Year 5 have attended food technology classes at one local secondary school and Year 8 pupils from another secondary helped Year 6 pupils to undertake a mathematics challenge.

28. There are very good links with parents of pupils with special educational needs. They are kept fully informed of the progress of their children and invited to frequent reviews of the targets set in their individual education plans. There is also provision on the individual education plans for both parents and pupils to sign.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school is good overall. The leadership of the headteacher is very good. The leadership of the key staff, management throughout the school and governance are good.

### **Main strengths and weaknesses**

- The governing body, headteacher and staff work very well together to ensure pupils learn in a very caring and supportive environment.
- High aspirations of the headteacher for pupils' achievements have already impacted on standards and raising the profile of the school in the community.
- The management of special educational needs is secure. Individual education plans are thoughtfully drawn up with all interested parties, including pupils.
- The headteacher, supported by a supportive and able deputy headteacher, is successfully promoting a commitment to inclusion and concern for the needs of individuals.
- The subject leaders provide good role models for other staff and pupils.
- The school's self-evaluation and its use, including monitoring of performance data, is good.
- Induction and management of recruitment and retention of staff is good and procedures to manage the workload of staff are being addressed well.
- The governing body is highly supportive of the school. The day-to-day administrative and financial systems are efficient.

### **Commentary**

29. The headteacher has a very clear view of what needs to be done to secure higher standards for all pupils. This indicates an improvement in standards from the previous inspection when the school was designated a 'First School'. The headteacher's clear sense of purpose is shared by all staff. The headteacher, staff and governors have worked well together to establish a very positive learning environment that allows pupils to learn as well as they can. They are determined to raise the achievements of all pupils and raise standards. Inspection evidence suggests that their efforts are proving successful and this is also raising the profile of the new school.



30. The management of special educational needs is secure. Early identification of particular needs through careful assessment and monitoring by the special needs co-ordinator means they receive very effective help from all staff. They use the individual education plans, which are built into planning, effectively. The individual educational action plans are thoughtfully drawn up by all interested parties, including the pupils themselves. Staff are diligent in their approach and concerned for the pupils in their care. This ethos means pupils feel very secure in the school environment.

31. The school has gathered a considerable amount of data on the performance and progress of its pupils. However, the information is not used systematically enough to identify the action needed to secure faster rates of progress for all its pupils, including high attainers. Effective procedures for the induction of new staff are in place. There is an effective mentor who ensures that new staff understand their roles and responsibilities and also gives friendly advice, guidance and support.

32. The governing body is highly supportive of the school and committed to raising standards. Procedures to involve them in formulating the school improvement plan and its financial implications are securely and formally in place. Governors have adopted a very positive and realistic approach to overall governance and in their approach to financial management. The governing body has been prudent in its approach to financial spending and works closely with the school to monitor its budget. The school recognises that it may in the near future have to consider a severe reduction in expenditure in order to ensure that the school does not find itself with a deficit budget. Strategies have been identified to prevent such a situation. The school administrator and secretary manage the day-to-day financial and administration effectively and efficiently. Recommendations of the previous financial audit have been addressed. Best value principles are employed and competitive tendering and comparison of service is a routine feature of purchase of goods and services. The school provides good value for money.

## Financial information

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

Income and expenditure (£)	
Total income	591,746
Total expenditure	579,203
Expenditure per pupil	2,886

Balances (£)	
Balance from previous year	24,189
Balance carried forward to the next	12,543

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

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

33. At the time of the last inspection the Foundation Stage was run as a unified early years unit. This was full to capacity. Now there are separate Nursery and Reception classes. Due to new nurseries elsewhere, the falling birth rate and growing need for extended hours of child-care, numbers in the Foundation Stage at the school have declined significantly. There are thirteen part-time children in the Nursery in the mornings and nine part-time children in the afternoons. The Nursery is staffed by a full-time teacher and full-time Nursery assistant. A teaching assistant supports a child with a statement for special educational needs in the mornings. There are twenty-two full-time children in the Reception class. This is staffed by a full-time teacher, who is the Foundation Stage co-ordinator, and a full-time classroom assistant. The Nursery and Reception classes join together for an hour in the afternoons.

34. The Reception class is well organised. Children make sound progress in a happy purposeful atmosphere. The teacher and classroom assistant work satisfactorily with small groups as others pursue their own choice of activities from a range available. Higher attaining children are not always challenged sufficiently, those with special educational needs benefit from small group work and are making good progress. Overall, teaching and learning are satisfactory although there are some very strong features. Teaching in the Nursery is less effective. Planning for activities covers the six areas of learning but does not specify what children are intended to gain from these. Teaching tends to lack focus and drive to help individuals make progress. Children learn satisfactorily from the wide range of activities set out but are not always challenged or guided sufficiently to make progress in their learning. Achievement is just satisfactory although children with special educational needs are making good progress in some areas. Children with English as an additional language are not at the early stages of English language acquisition. Their progress is similar to that of their classmates.

35. There are good relationships with parents throughout the Foundation Stage. In the Nursery, children are well looked after and parents are very happy with the small numbers and high ratio of staff to children. Parents liken provision to a 'private Nursery'. Parents and staff complete entry profiles together when children start in the Foundation Stage. These successfully provide staff with background knowledge about each child's likes, dislikes and experiences. Staff make particular efforts to inform, and work with, parents where there are particular concerns especially about behaviour. This satisfactory link between home and school is beneficial to children's emotional development.

36. Overall accommodation and resources are satisfactory. The Nursery is currently shabby and does not provide a pleasant place in which to work or learn. This is due to be refurbished soon. The Reception classroom is big enough for this size of class. It is attractive and well-organised. There are sufficient good quality resources overall but fixed equipment in the foundation playground is small and does not provide sufficient scope for children's physical development.

37. Assessments are satisfactory overall. There are some strong features such as the use of photographs to illustrate dated anecdotes on children's individual achievements. Other aspects, such as children's profiles are patchy and incomplete. The Reception teacher uses her knowledge of children's achievements to group them and vary tasks. There is little evidence that assessments of individuals inform planning in the Nursery.

38. Children come in to the Nursery with attainments that are well below those expected of this age. They make satisfactory progress during their stay in the Foundation Stage but by the end of the Reception year, they are unlikely to meet the early learning goals set for them in most areas of learning. They are on course to meet them in personal, social, emotional development. The Foundation Stage co-ordinator is knowledgeable, experienced and creative in early years

education. However, there is work to do to improve provision in the Nursery. Leadership and management are satisfactory. The Foundation Stage is not as effective for children's learning as at the time of the last inspection.

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

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

### **Main strengths and weaknesses**

- Good relationships between staff and children help children gain confidence and a good attitude to learning.
- Good opportunities, for children in the Reception class, to choose and pursue activities successfully helps them to gain independence, take initiative and to work co-operatively.
- There is insufficient focus or challenge in the Nursery, children do not show a sustained interest in activities or an eagerness to learn.

### **Commentary**

39. Children achieve well in this area because there are good relationships between children and staff that help to boost their confidence. They enter Nursery and Reception classes happily, eager to share their news with staff or to show items they have brought. This confidence and transition between home and school is successfully helped by the good relationships between parents and staff. Links are very good between the parents of children with special educational needs and staff and this contributes significantly to their achievements. Children are successfully learning to take turns and to share resources. There is marked progress in this over their time in the Foundation Stage. Teaching and learning of personal and social skills are good and, as a result, children are on course to meet the early learning goals in this area at the end of the Reception year.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The skilled, animated way stories are read and used successfully to help children develop an interest in books and reading.
- Support given to children with special educational needs is helping them to make good progress in communication.
- Generally children in the Nursery are not always taught effective ways of communicating and are therefore not making as much progress as expected.
- Children in Reception are finding the newly introduced cursive writing difficult to read and use in literacy lessons. This is currently slowing their progress.

### **Commentary**

40. Faster progress is made in speaking and listening in the Reception class than in the Nursery. Children in the Nursery play alongside each other saying very little, while in the Reception class, they take a full part in role-play, talking about each others' friends and families. Teaching and learning are satisfactory overall. A child with a statement for special educational needs is making good progress in communication due to the individual support received from a learning support assistant. A lack of focus on developing specific skills of individual children makes teaching less effective for other children in the Nursery. For example some children enter the Nursery with very low standards of communication and staff do not always intervene often enough to improve this.

41. In the Reception class, children are developing speech and communication well. They do this through chatting together in role-play, when they are engaged in practical tasks, such as working with modelling dough, and in more structured times in class discussions. The Reception teacher reads stories in a skilled and animated way that successfully helps children to listen, captures their imagination and helps them to develop an interest in books and stories. A new cursive handwriting script was introduced in the school just before the inspection. Children are currently finding this difficult to read and to use in literacy lessons.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Mathematical concepts and skills are integrated satisfactorily into practical activities and everyday routines such as singing.
- Overall not enough time is set aside for mathematical development.

42. Progress is faster in the Reception class than in the Nursery because teaching is more effective in the Reception class. Mathematical concepts and skills are integrated into practical activities and everyday routines. Children in the Nursery are successfully learning to count through singing songs, which are supported well by toys that children can use to count. Mathematically based activities are planned each day in Nursery but they are not always supported or directed by adults so teaching is limited and progress reduced. Mathematical activities in the Reception class also sometimes lack focus. A lesson comparisons between sizes was introduced well to the whole class using figures and a jigsaw puzzle in an imaginative way. Follow up activities however did not challenge children mathematically and a group of higher attaining children spent time colouring shapes, rather than comparing their sizes or ordering them.

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

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

### **Main strengths and weaknesses**

- Teaching about a range of cultures in the Reception class is particularly good.
- In the Nursery, activities to promote children's knowledge and understanding of the world are under developed and children do not make as much progress as they could.

43. Although there are some good opportunities to extend children's knowledge and understanding of the world these are not fully utilised in the Nursery. All the Nursery children spend two sessions in the computer suite each week. Staff help them to find stories and games which they enjoy but it is unclear how much children are actually learning about using computers. They do not use computers outside these sessions and information and communication technology is therefore not fully integrated into their learning. Similarly Reception children use the computer suite each week but no lessons were observed. Children in the Nursery were interested in searching for, and looking at, mini beasts when this activity was introduced. The photographs, a tray of soil and a magnifying glass were set out for the following two days for children to look at in their own time, but few were observed using them. Children in the Reception class are successfully learning about the wider world through stories, preparing to present assemblies, for example, about Diwali, and hearing about countries that their teacher has worked in.

## PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- Children are making satisfactory progress in physical development.
- Climbing equipment in the Foundation Stage playground is too small and provides insufficient scope for children to improve some aspects of their physical development.

44. Little direct teaching or activity was observed in physical development, but where it was observed, children are on course to meet the early learning goals. During the inspection the playground was used for a teddy bears' picnic and mini-beast hunt and the wheeled toys, such as tricycles, were not used. Climbing equipment such as a slide and frame in the Foundation Stage playground are small and do not provide opportunities for children to extend these skills. Children in the Reception class have physical education lessons in the hall each week to support their physical development, but they were not observed during the inspection.

## CREATIVE DEVELOPMENT

Provision for creative development is **good**.

### Main strengths and weaknesses

- Children in the Reception class are making good progress in this area due to the wide range of experiences, perceptive encouragement by the teacher and the range of resources they use.
- Children successfully gain confidence in the performing arts by performing in assemblies.
- Children in the Nursery are only making satisfactory progress in this area because there is insufficient challenge and less effective interaction from staff.

45. Achievement is good in the Reception class and satisfactory in the Nursery. This is due to the range of experiences they have, the perceptive encouragement they are given and the range of materials and resources they use in the Reception class. During the inspection several children made beautiful detailed drawings and water colour paintings of flowers. They had clearly benefited from considerable experience and careful guidance in doing this and were now able to choose, mix and use their resources independently, working well with concentration and enjoyment. Children generally worked well together in imaginative play. Photographs show them performing confidently in assemblies in front of parents and the whole school. Within the Nursery, provision is less effective. Although there are some interesting cross-curricular opportunities for creative development, such as developing a well-known story by weaving a caterpillar ribbon through a piece of paper and painting the food 'he' ate, there is insufficient challenge from staff for children to develop creative ideas, skills and understanding. Children play quietly alongside each other in role-play. The adult intervention observed was not successful in helping children to develop their roles and spoken language.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision for English is **good**.

#### Main strengths and weaknesses

- Standards are satisfactory overall by the end of Year 2 and Year 6 but with clear indications of an improving trend. In reading and writing standards are average in Years 2 and 6, but in speaking and listening they are above.
- Pupils have very good behaviour and attitudes to learning, which can be attributed to effective teaching throughout the school.
- Opportunities for reading, writing and for promoting speaking and listening skills are well established.
- The newly appointed subject leader is very aware of what needs to be done to improve standards, particularly in writing and reading, as well as standards of the high attainers across the school.
- Pupils with special educational needs achieve well due to good support from the teachers and support staff.
- The use of too many worksheets sometimes reduces opportunities for pupils to extend their writing skills.

#### Commentary

46. Standards in English are average at the end of Year 2 and 6. No comparison can be made with the previous inspection for Year 6 pupils because the status of the school at that time was that of a First School. Pupils left at age nine. The previous inspection judged standards to be well above average in writing and average in reading and speaking and listening. Results in the 2003 national tests show that standards at the end of Year 2 were below average in reading and above average in writing, both nationally and in comparison to similar schools. This stems from the high mobility of pupils and changes in their attainment on entry. There is little significant difference in performance of boys and girls.

47. At the end of Year 2, standards in speaking and listening are above average, whilst those in reading and writing are average. Pupils speak confidently in class and group situations and they are developing their speaking and listening skills well. They speak confidently about what they are doing and listen carefully when others are speaking. They talk confidently about their favourite stories and read fluently with good expression. The less able readers have a good understanding of how to work out unfamiliar words. In writing, there is an overuse of work sheets, which reduces opportunities to fully exploit and develop skills in writing, handwriting and spelling.

48. At the end of Year 6, standards are above average in speaking and listening, and average in reading and writing. There is clear evidence of an upward trend in both these areas. The school provides many opportunities to promote speaking and listening skills. In introductory and plenary sessions, whole class, group and paired discussions enable pupils to develop their speaking and listening skills prior to writing for different audiences, such as persuasive writing. For example, pupils in Year 4 discussed fully how best to attract people to purchase goods from shops. All pupils, when responding to questions, displayed careful thought, confidence and clarity.

49. Pupils enjoy reading. They talk about their favourite authors and books, giving reasons for their opinions. Many have a large collection of books at home and belong to the local library. Pupils interviewed were happy about the choice of books and authors available in the school. Most understand what is meant by skimming and scanning and how to use an index.

50. Handwriting is an area for development and the school has already purchased a handwriting scheme in order to remedy the current situation. Spelling is taught appropriately in lessons across the curriculum. Speaking and listening skills also encourage and promote social development. In writing pupils, use descriptive vocabulary well. The school has placed strong emphasis on developing pupils' writing with success. There are now good opportunities for them to write at length and to write poetry and plays. Pupils, including those with special educational needs generally achieve well. However, higher attaining pupils are not always challenged enough.

51. Teaching is good. Pupils enjoy learning so their behaviour is good and their attitudes are very good. Teachers plan systematically so that skills can be practised and developed throughout the school. They often use imaginative methods, which are instrumental in building enthusiasm for the subject. Lessons are mostly taken at a brisk pace, which captures and sustains pupils' interest. They use good questioning skills, which promote an eagerness to answer. Support staff are used well and pupils are engaged effectively in discussions. This is a key factor in maintaining the high standards of behaviour and very positive attitudes in most lessons. Marking is inconsistent and does not always suggest what pupils need to do in order to improve further. Individual targets for pupils to achieve are available in their books. This is a positive feature and provides a regular reminder to the pupils of the goals they have to meet. Homework is set regularly and this encourages pupils to become independent and responsible for their own learning. In almost all lessons seen, pupils were given the opportunity to collaborate in groups or pairs.

52. The leadership and management of the subject are good. The co-ordinator is well aware of the areas of development that need to be addressed. Strategies to work with and support staff to raise standards, particularly for the higher attainers are being developed. Monitoring of planning, teaching, learning and standards are due to be implemented shortly. Assessment and resources are good overall.

### **Literacy across the Curriculum**

53. Pupils are provided with an appropriate range of activities in other subjects that help them to practise their speaking and listening and reading skills. Pupils express their views clearly. By the time they reach Year 6, pupils speak clearly and confidently. They order their arguments and ideas systematically to persuade others to support their opinions. Listening skills are well developed throughout the school. The overuse of worksheets limits challenge and opportunities and experiences that allow pupils to develop their writing skills further.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards in Year 2 have improved and pupils achieve well in Years 1 to 6.
- Pupils have very good attitudes to their learning and behave well in lessons.
- Teaching is good throughout the school.
- Support staff are used very well in lessons.
- Higher attaining pupils are not always sufficiently challenged.
- Appropriate links with other subjects are not always identified and planned.

### **Commentary**

54. As this is a new primary school due to the local authority's re-organisation of schools programme, its current Year 6 is its first cohort of pupils to take the national tests this year. This means there is no data available to compare standards in Year 6 with either the national average or with standards found in similar schools. The results of national tests for Year 2 in recent years are available. In 2003 national test results for Year 2 pupils were below the national average.

However, the inspection findings show that standards have improved since then and they are now average at the end of Year 2. Standards of work in 6 are also in line with the national average. Pupils across the school achieve well due to the good teaching which is appropriately based on the structure of the National Numeracy Strategy. Pupils with special educational needs and those with English as an additional language make good progress as they receive good support from the teachers and the teaching assistants.

55. The quality of teaching is good and helps pupils to learn at a fast rate. Teachers create a positive working environment and insist on high standards of work and behaviour at all times. Pupils respond well to this and are eager to do their best. The lessons are well planned, proceed at a brisk pace and time is managed well. This was evident in a Year 5 lesson where pupils successfully completed several measuring tasks to consolidate their knowledge and understanding of the conversion of smaller units to larger units of measurement. Pupils are managed very well in a pleasant and supportive manner and relationships are very good. As a result, they develop very good attitudes to their work and behave well consistently.

56. Teachers generally have high expectations of their pupils' work. However, higher attaining pupils are not always challenged enough to ensure that they achieve the standards of which they are capable. Pupils are consistently encouraged to have instant recall of multiplication facts and this helps them to work at a faster rate when multiplying larger numbers. This was clearly seen in a good Year 2 lesson about multiples. Good whole class discussion on the strategies for multiplying numbers with three digits meant that pupils developed a good understanding of the concept of multiplication and multiples. Pupils are taught to learn and to practise basic number facts at the start of the lessons so that they can handle more complex work mentally. Teachers use support staff well to help their pupils learn more effectively. They plan the role of learning support staff in each lesson very carefully to maximise their impact.

57. The subject is led well. Good assessment procedures are in place to help track the progress of individual pupils and specific groups and to highlight areas of concern. There are good resources for the subject and teachers use these effectively in lessons. The coordinator monitors the subject effectively, through lesson observations and looking at books and teachers' planning.

### **Mathematics across the curriculum**

58. The pupils' skills in mathematics are often used effectively in other subjects of the curriculum. The cross-curricular links are identified in teachers' planning and they prove useful, making learning more relevant and helping pupils to reinforce their skills and understanding in mathematics. For example, pupils collect data and make graphs to display their findings in science investigations. They also measure accurately in design and technology.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- The co-ordinator's knowledge about, and passion for, the subject provides a very good role-model to staff and pupils.
- The current scheme of work and range and organisation of resources effectively helps teachers to plan and deliver the curriculum.
- In some lessons, work is not varied enough to meet individual needs.
- Marking does not always help pupils to know how to improve.



## Commentary

59. The 2003 teacher assessments of pupil's work at the end of Year 2 show that standards were above the national average. The examination of pupil's work, assessments and discussions with staff during the inspection indicate that currently standards at the end of Year 2 and Year 6 are in line with the national average. This is not as good as at the time of the last inspection in Year 2 because the school's characteristics have changed and a lot of time has been spent improving teaching and learning in English and mathematics. Achievement is satisfactory.

60. Teaching and learning are satisfactory overall. Strengths in the teaching include some very innovative practical activities and the way pupils' questions are taken into account. For example, in a Year 5 lesson, pupils acted out the flow of blood through the heart. In groups they formed the chambers of the heart. Some pupils wore blue or red sports bibs to represent oxygenated and deoxygenated blood. As the teacher instructed the pupils with the bibs to move through the 'chambers' pupils could see clearly how blood flows around the body. In a Year 4 lesson on habitats, the teacher harnessed pupils' curiosity well. They asked questions such as, "Where do animals lay their eggs?" and "Why do some birds like shiny objects?"

61. Weaknesses in teaching lie mainly with lesson planning. This tends to focus on the curriculum rather than on what pupils are to achieve. Individual learning needs are not always taken into account. Several pieces of work in books remain unfinished as they proved too much for lower attaining pupils. Higher attaining pupils are not always challenged sufficiently, for example, making and recording electrical circuits was too easy for some Year 6 pupils. Marking does not always help pupils' progress, as it does not always suggest strategies for improvement. Although teachers make some helpful comments when marking books, it is unclear whether pupils read or take note of these.

62. Leadership and management are satisfactory. The co-ordinator is a good role model for staff and pupils and his enthusiasm is catching. A new scheme of work has been implemented successfully and it is supported by new resources that are well organised and easily accessible. In recent months the main focus has been on developing the curriculum and enabling staff to teach it in a way that captures pupils' interest and enthusiasm. This has been very successful. However, recent monitoring of pupil's books did not identify the fact that some teachers do not plan well enough for pupils' differing needs.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Pupils' competence in information and communication technology is satisfactory throughout the school with some good features.
- Teaching is good overall.
- Pupils from all groups are making good progress in their learning.
- The use of information and communication technology to enhance pupils' learning across the curriculum is not developed sufficiently but there are clear indications of improvement in this area.

## Commentary

63. All pupils are achieving well. Standards are now average, which indicates a deterioration since the previous inspection when standards were judged to be above average at the end of Year 2. However, it needs to be understood that during the last inspection, the school was designated a 'First School' so there is no previous judgement for Year 6 pupils. The school has worked hard to bring about improvements, particularly raising the subject knowledge of new staff. This has been

brought about by effective staff training and staff planning the programmes of work together. These are having a positive impact on pupils' learning and there are clear indications of an upward trend in standards by the end of the infant and junior stages.

64. Pupils display enthusiasm and confidence in their use of computers. They are keen to try out new programs, working collaboratively and helping each other to learn and to extend their knowledge of programs they have used before. They work in pairs, discussing ideas and using appropriate vocabulary. The development of pupils' skills is carefully and systematically planned. While some cross curricular links are planned for, there is work to do in using information and communication technology more in mathematics and science to raise standards in those subjects. In Year 6, pupils use e-mail successfully to exchange information with their pen pals in New Zealand. It makes good use of their literacy skills.

65. Teaching is good throughout the school. Training has increased their expertise and confidence. Staff have also received laptop computers to use as part of their teaching and to extend their own skills. Teachers plan lessons effectively and record data in order to improve the use of assessment and identify more accurately pupils' achievements. The leadership of the subject is effective and the school is now in a strong position to move forward in this area. The school is well equipped with a computer suite. The provision in the classrooms requires improvement. Assessment procedures to track pupils' progress is not developed sufficiently.

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

66. The use of information and communication technology across the curriculum is satisfactory, although not all teachers plan its use effectively. Efforts to support research for other curricular areas and promote further understanding, for example, in subjects, such as history, geography and science are hampered by the lack of computers in the classrooms. This is a result of financial constraints.

### **HUMANITIES**

67. Only one lesson was seen in geography and history. It is not possible to give an overall judgement about the provision. Teachers' plans were studied and pupils' work in books and the many attractive displays were scrutinised.

68. In **geography**, teachers' planning and pupils' work indicate that the subject is taught appropriately to ensure that the required skills are consistently developed. By the end of Year 2, pupils have a good knowledge of the local area and a contrasting area overseas, Tocauro. By the end of Year 6, pupils have a developing understanding of the coastal areas of Britain, rivers, weather, mountain environments and life style in other countries. They examine the causes of pollution and the need to preserve the environment. Year 4 study the physical and social features of a village in India and compare and contrast these with England. The residential visits for Years 5 and 6 enhance pupils' learning in geography. Assessment procedures are not sufficiently developed.

69. In **history**, discussions with pupils and wall displays, such as the 'Great Fire of London' in Year 2, indicate that standards are in line with those expected for pupils at the end of Years 2 and 6. In the lesson observed, pupils responded to questions with enthusiasm and clearly enjoyed their learning. Pupils display a sense of chronology and in Year 6 they confidently attached illustrations of important historical events on a time line dating back to 1000 BC. The interactive lesson provided good opportunities for pupils to ask and respond to questions and the displays indicate the importance the school gives to the subject. The previous inspection report indicated a similar picture but at that time the school had 'First School' status, so comparison for Year 6 cannot be made.

## Religious education

Provision in the subject is **satisfactory**.

### Main strengths and weaknesses

- Pupils are taught about different religions and are encouraged to build on their own experiences.
- Lessons do not always have appropriate links with the locally agreed syllabus.

### Commentary

70. Two lessons were observed in religious education. Teachers' plans were studied, discussions were held with pupils and with the subject co-ordinator and pupils' past work was examined. Planning shows that pupils are generally given opportunities to develop satisfactory knowledge and understanding of Christianity and other religions and explore issues within and between different faiths. This helps them to understand and respect different religions, values and traditions.

71. Standards are broadly in line with the expectations in the locally agreed syllabus, by the end of Year 2 and Year 6. In Years 1 and 2, pupils learn about key themes of Christianity, including The Creation. They also explore the key features of Islam at this stage and visit a mosque and a church to experience different places of worship. By the end of Year 6, pupils have been taught about other faiths, such as Hinduism and have learned more about Christianity and Islam. However, sometimes contents of lessons are not related closely enough to religious education and the locally agreed syllabus. For example, in one lesson, the task was for the pupils to write to charities. Here the moral issues were not explored sufficiently to make a link with a religion. As a result, it was more of a literacy lesson on writing rather than a lesson on religious education.

72. The quality of teaching and learning is satisfactory, with some good features. Teachers plan to cover all aspects of the syllabus and emphasise the importance of making learning in the subject meaningful to pupils by relating it as far as possible to their own experiences. This approach was reflected in a Year 2 lesson where a Muslim pupil had the opportunity to talk to the class about his religious practice and, in doing so, explained the use of the religious artefacts he had brought from home to show his peers and teacher. Pupils' respect for this religious practice and appreciation of their friend was evident in this lesson. Teachers adhere to the locally agreed syllabus and make good use of artefacts, treating them with respect especially in Year 2. The subject leadership is satisfactory. The co-ordinator has recently revised the syllabus to combine the locally agreed syllabus with that from The Qualification and Curriculum Authority. A whole school assessment system is not developed yet. There is an action plan in place which is due to be completed by the autumn term.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. One lesson was seen in design and technology and no lessons were seen in art and design and music. Teachers' plans were looked at and discussions were held with pupils. In addition, pupils' work, where available, was examined.

74. In **art and design**, standards are at least in line with the national average. The work of some pupils is outstanding, such as the sculpture by one pupil, which reached the finals of a national competition. Work in art and design is broad and balanced and pupils successfully learn about the lives and work of famous artists as well as developing their own styles and using their own initiatives. In Year 1, pupils used a range of materials well to develop a very attractive collaborative class collage based on the work of Irwin. Opportunities for art and design in the school are innovative and effective. The whole school was involved in the sculpture competition and in some art and design and literacy workshops, which culminated in an exhibition at which

pupil's art work was sold to raise money for the school. Resources for art and design are good and used well. Attractive and good quality displays of pupil's art-work around the school contribute to pupil's self-confidence and pride in their school.

75. In **design and technology**, from observing one lesson in Year 6, and speaking to pupils it is clear that they experience a full range of opportunities to acquire and develop skills in design, identification of materials and tools, and evaluation. Year 6 pupils explained effectively how they made shelters, describing the processes used and methods of joining materials. They have also made slippers and in discussion, explained enthusiastically how they tested materials for 'best fit', their choice of colours and the methods used to fix materials together so that they were strong.

76. The school has recently employed a specialist **music** teacher for one day a week to deliver the curriculum across the school. Planning shows that all aspects of music are taught to pupils throughout the school. In assemblies, pupils listen to music and sing tunefully. Musical appreciation improves their knowledge of the works of various composers and performers. Some pupils learn to play instruments, such as the flute and violin from visiting specialists. These pupils reach a satisfactory standard of performance as well as learning to read music using standard notation in different styles of music from around the world. There are a number of musical events throughout the year for pupils and parents to enjoy. These include concerts at Christmas, at the end of year when pupils leave and for the instrumentalists to demonstrate their developing skills. Assessment procedures are not fully developed yet.

## **Physical Education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve standards that are above those expected nationally by the end of Year 6.
- The overall quality of teaching is good.
- Extra-curricular activities make a significant contribution to extending and complementing school based activities.

## **Commentary**

77. Standards in physical education are above those expected nationally by the end of Year 2 and Year 6. This represents a somewhat similar picture to the previous inspection in Year 2 but no comparison can be made at Year 6 because during the previous inspection it was designated a First School.

78. Pupils are aware of the need to warm up and cool down, to handle equipment with care and understand the effect activity has on the body. They acquire skills, such as using space effectively and throwing and catching accurately. Pupils display enjoyment in all aspects of physical education and cooperate well in pairs and groups. Over time, in lessons and in extra-curricular activities, pupils develop their personal qualities, confidence, self-discipline and ways to support their classmates as well as their physical education skills.

79. Pupils' display, balance and good synchronisation when throwing the discus, the hammer or the javelin. In matches and tournaments pupils acquire a competitive edge, whilst retaining respect for opposing teams as well as each other. Teachers ensure that all pupils participate fully and are good role models in terms of appropriate dress and learning from each other. Pupils are offered swimming lessons from Year 1 to Year 6, resulting all pupils in the current Year 6 achieving success in the 25 metres unaided swim.

80. The school offers many extra-curricular activities, including a residential week in the Isle of Wight, which complements and enhances the curriculum. This enrichment, apart from developing pupils' physical education skills, also serves to promote their independence. Pupils work in pairs happily, evaluate each other's performance and develop strong partnerships to promote social skills. The good management of pupils' behaviour, subject expertise and use of time and resources contribute to the good standards being achieved. The school has a wide range of resources and the accommodation in school is appropriate. The leadership and management of the subject overall is good and supports pupils' achievements well.

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

81. Only two lessons were seen in this area and, therefore, no judgements are made about the overall provision. The school has developed a comprehensive programme for personal, social and health education. This programme includes raising awareness of the use and abuse of drugs, sex and relationships education, as well as helping pupils to learn how to stay safe in and out of school. Pupils' understanding of alcohol, tobacco and drug misuse is also extended through lessons in science. Assemblies and the school council activities enhance pupils' learning in this curriculum area. The school council meetings encourage pupils in decision making and adopting responsible roles in the school community and help them to understand the importance of their contribution to society. The religious and ethical teaching in assemblies and personal, social and health education lessons enable them to consider moral issues and prepare them for a life as citizens in the society.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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>3</b>
The governance of the school	3
The leadership of the headteacher	2
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).*