

# INSPECTION REPORT

## **MAYVILLE PRIMARY SCHOOL**

London

LEA area: Waltham Forest

Unique reference number: 133525

Headteacher: Mr Barry Willis

Lead inspector: Mrs Joy Richardson

Dates of inspection: 15 - 18 September 2003

Inspection number: 256875

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	347
School address:	Mayville Road London
Postcode:	E11 4PJ
Telephone number:	(020) 8539 5907
Fax number:	(020) 8539 0433
Appropriate authority:	Governing Body
Name of chair of governors:	Stephen Peck
Date of previous inspection:	Not applicable

## CHARACTERISTICS OF THE SCHOOL

Mayville is a large primary school with 321 children from reception to Year 6. In addition, it has a nursery with places for up to 52 children, who attend part time. The school was formed in September 2002, under new leadership, from the amalgamation of the Mayville infants and junior schools. The school serves a socially and economically deprived area which is now being regenerated. This process includes the building of a new school, with facilities for community use, into which the school is due to move in February 2004. The school's intake is ethnically diverse, as is the staff. Pupils of white British, African, Caribbean and Asian origin each make up around a quarter of the number on roll. Almost half speak English as an additional language. Around one in ten of the pupils is at an early stage in learning English, including a number who have joined the school very recently. Although some families are strongly rooted in the community, many spend only a short time in the area, so the number of pupils joining or leaving during the school year is high. Just over half the pupils are eligible for free school meals, which is well above average. The school has identified 86 pupils with special educational needs, two of whom have statements. The school has a learning support unit, funded by the Excellence in Cities initiative. The school currently admits children to the Nursery, and to Reception, each term. Attainment on entry varies but it is generally well below average. Following a period of high staff turnover, the school has a full complement of teachers, except for a vacancy for a support teacher funded by the ethnic minority achievement grant. It also has a large team of support staff.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6676	Joy Richardson	Lead inspector	Art and design Design and technology Music Foundation stage
9030	Robert Love	Lay inspector	
8696	Abul Maula	Team inspector	Science Geography History Religious education English as an additional language
18346	Frank Bristow	Team inspector	Mathematics Information and communication technology Physical education
20534	Nichola Perry	Team inspector	English Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a rapidly improving school. Because of visionary and determined leadership over the past year, it is now **fairly effective** overall and gives **satisfactory value for money**. The school has been through a turbulent period with the amalgamation, in September 2002, of the former infant and junior schools and their staffs to make a new school, with consequent high staff turnover. The school's new leadership has been vigorous and effective in tackling poor behaviour, creating a forward-looking staff team, putting systems in place to improve teaching and learning and raising expectations of achievement. The school was inspected two weeks into its second year. The school has an orderly atmosphere and pupils' behaviour is satisfactory. The quality of teaching and learning is satisfactory overall and the school offers a broad curriculum. Standards of achievement are not yet high enough, particularly in literacy, because too little has been expected of pupils in the past. However, since the appointment of the new headteacher and deputy headteacher, classroom practice has been invigorated and most pupils are now beginning to make better progress. The school has overcome many challenges and it is looking positively to the future. The school's leadership is intent on raising standards and fully aware of what remains to be done.

The school's main strengths and weaknesses are:

- The headteacher and deputy headteacher are laying firm foundations for future success.
- Standards in mathematics, though still below average, are improving throughout the school
- There are weaknesses in pupils' literacy, and particularly in writing, because pupils' skills have not been extended sufficiently year by year.
- The additional support provided for pupils with individual needs is not yet consistently focused on raising achievement and remedying weaknesses in learning.
- The quality of pupils' education is enriched by activities offered outside lessons.

The school has not been inspected before as a primary school, so no judgement can be made about how it has improved since a previous inspection.

### STANDARDS ACHIEVED

Because Mayville Primary is a newly constituted school, no table of comparative information is yet available from the national curriculum tests to show how standards compare with those in other schools.

**Pupils' achievement is satisfactory.** Pupils are making better progress than they did in the past. The youngest children are now on course to reach the goals expected by the end of reception, providing better foundations for learning than have been laid previously. The school is raising its sights and this is leading to satisfactory achievement in Years 1 to 2 and in Years 3 to 6. Standards have begun to rise, particularly in mathematics. Standards are still low in reading, though there are signs of improvement, and very low in writing. The school is taking urgent action to strengthen pupils' literacy skills.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory.** Behaviour is satisfactory, in lessons, around the school and in the playground, because of the school's concerted efforts. Pupils want to learn and take part. They accept and respect others. Attendance and punctuality are unsatisfactory but they are getting better.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory and improving. Teaching and learning are satisfactory** overall and the largely new staff team are working hard to overcome weaknesses in pupils' achievements. The teachers recognise that basic skills in literacy need to be taught and practised more thoroughly.

The school provides a broad curriculum and a growing number of clubs and extra activities. The school cares well for pupils whatever their background or individual needs. The support provided by teaching assistants and learning mentors contributes to this.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher and deputy headteacher, now starting their second year, are working with vision and tenacity to take the school forward and to improve the quality of education it provides. They provide clear guidance for staff and pupils, intent on setting sights higher and further improving the quality of teaching and learning. They are strengthening systems for assessing how well pupils are doing, and for tracking pupils' progress over time, in order to raise standards. Work is in hand to extend leadership within subjects and stages of the school, and to ensure that all the additional support provided for pupils is directed towards raising achievement. The school is satisfactorily governed and it runs smoothly.

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

Very few parents returned questionnaires. Those spoken to were generally satisfied with the school, though unsettled by the turnover of teachers last year. Many want more guidance about how to help their children.

A sample of pupils completed a questionnaire before the inspection. This showed that they mostly enjoyed school. A number of older pupils did not feel that they were trusted enough to do things on their own.

## **IMPROVEMENTS NEEDED**

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

- Raise standards across the curriculum by clarifying what pupils are expected to achieve each year and ensuring that they do so.
- Teach basic literacy skills more thoroughly, and ensure that pupils read and write more.
- Use information from assessment to identify weaknesses and take action, focusing support for individual pupils on raising achievement, particularly in literacy.
- Continue to improve attendance and punctuality, conveying a sense of urgency about learning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Achievement is satisfactory** in the Foundation Stage and in Years 1 to 2 and Years 3 to 6. Although too little has been expected of pupils over time, they are now beginning to make better progress. This is equally the case for boys and girls, for pupils of different abilities, with special educational needs or with different language or ethnic backgrounds. Standards are well below average in English and science, and below average in mathematics, but improvements in teaching planning, and leadership are leading to satisfactory achievement in these subjects and beginning to raise standards.

#### Main strengths and weaknesses

- Expectations of pupils in the Foundation Stage (nursery and reception) are higher than they were and this is beginning to raise achievement from the start.
- Test results in mathematics show a significant improvement throughout the school.
- Weaknesses in language and literacy skills also hold pupils back in science and the humanities.
- There are strengths in pupils' achievement in the practical subjects of information and communication technology, art, design and technology, music and physical education.
- Support for individuals and groups is not consistently targeted on raising achievement in literacy.

#### Commentary

1. National Curriculum test results for 2003 were the first for the new primary school. At the time of the inspection, information about the school's average points scores in comparison with other schools had yet to be published. The tables below show how the school's results and the national results compared, in terms of the percentage achieving the level expected for their age, and the percentage achieving beyond this.

#### **Standards in national tests at the end of Year 2 in 2003 :**

##### **Percentage of pupils achieving at least Level 2 and percentage of pupils achieving Level 3**

Standards in:	School results		National results	
	Level 2+	Level 3	Level 2+	Level 3
reading	67	13	84	28
writing	72	13	81	62
mathematics	72	20	90	29

*There were 52 pupils in the year group.*

#### **Standards in national tests at the end of Year 6 in 2003:**

##### **Percentage of pupils achieving at least Level 4 and percentage of pupils achieving Level 5**

Standards in:	School results		National results	
	Level 4+	Level 5	Level 4+	Level 5
English	42	6	75	27
mathematics	60	14	73	29
Science	60	12	87	41

*There were 50 pupils in the year group.*



At the end of Year 2:

- a third of pupils did not reach Level 2, the level expected at this age, in reading;
- in writing, many pupils only just reached the level expected and this is reflected in low standards of writing in Year 3;
- pupils did better in mathematics overall though not as well as in schools nationally; a quarter fell short of the expected level while one in five exceeded it.

At the end of Year 6:

- less than half the pupils reached Level 4, the level expected at this age, in English;
- although two thirds reached Level 4 in reading, only a quarter (including few of the boys) did so in writing;
- in mathematics, three in five reached Level 4, which was a significant improvement on previous years in the junior school.

2. Foundation Stage Profiles were completed at the end of reception in 2003, for pupils now in Year 1. These show weaknesses in all the areas of learning, but particularly in communication, language and literacy. Few children achieved the early learning goals in reading and writing and this is now evident in the low standard of work seen in Year 1. However, sights are now being raised in the Foundation Stage, and many children are on course to achieve the early learning goals by the end of reception.
3. The school's leadership has improved the quality of planning across the school. This is helping to clarify what pupils are expected to achieve in lessons and over time. In mathematics, higher achievement is now beginning to move through the school from the bottom, with an increasing percentage in each year group achieving in line with their age. Pupils are beginning to achieve better in English, particularly in reading, and steps are being taken to improve poor writing skills. Pupils' achievement is satisfactory in information and communication technology because the school has developed its provision effectively in this area.
4. Weaknesses in speaking and listening (whether or not English is the home language) and in reading and writing are a barrier to achievement in subjects such as science, history, geography and religious education. Pupils have greater confidence and achieve better in subjects which involve working practically.
5. The school inherited very little information from the previous schools about pupils' attainment on entry, their progress over time or the performance of groups, and no plans for raising achievement. It has challenged the acceptance of low standards. It is now establishing systems for tracking individual progress, analysing the performance of groups, identifying underachievement, pinpointing weaknesses and taking action accordingly. The school has not yet formally identified gifted and talented pupils but it is implementing the tracking of progress to pinpoint where pupils are capable of achieving more. Data from last year's tests is being analysed so that conclusions can be drawn about the comparative performance of pupils from different ethnic groups. Significant and successful efforts have been made, for example through booster groups and support programmes in mathematics and reading, to improve the achievement of targeted pupils.
6. Teachers in all classes assessed pupils' achievement in terms of National Curriculum levels at the end of last year, and set notional targets for the next year. In 2003, the school fell short of its targets in English and mathematics for pupils by the end of Year 6. It is now in the process of ensuring that targets are more realistically based on achievement to date, and supported by detailed planning to meet the challenge they pose.
7. The school identifies and provides support for pupils who are not yet fluent in English, who have special educational needs or poor learning skills, or who are falling behind. However, the range of additional support available is not consistently focused on improving achievement, particularly in literacy, and the school's leadership is working to correct this.

8. The headteacher and deputy headteacher recognise that too little has been expected of staff and pupils in the past. They have raised the school's sights and are working effectively with the new team in vigorous pursuit of higher standards.

## PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

**Pupils' behaviour and attitudes are satisfactory**, reflecting the school's concerted efforts in establishing codes of conduct and creating a climate which is conducive to learning. Attendance is still unsatisfactory, but improving. Pupils' spiritual, moral, social and cultural development is satisfactory. Most pupils like school and relationships between pupils and with adults are good.

### Main strengths and weaknesses

- Relationships are good and racial harmony is a particular strength of the school.
- Pupils know the behaviour expected of them and generally live up to these expectations.
- The school has been successful in improving attendance and punctuality, though these are not yet good enough.
- Older pupils in particular have too few opportunities to take responsibility.

### Commentary

9. The new headteacher and deputy have secured significant improvement in pupils' behaviour and attitudes. This has been the key to turning the school around and creating the conditions necessary for learning. This is recognised by pupils and parents who appreciate the calm and quiet atmosphere around the school. The headteacher and deputy headteacher have insisted on a consistent approach from all staff, for example in requiring pupils to carry a permission card when out of the classroom during lessons.
10. The school emphasises the importance of good attendance and getting to school on time. Absence and lateness are followed up immediately, and weekly attendance rates in each class are prominently displayed. This is having an impact, as seen in improved attendance figures and greater continuity in pupils' learning. Parents say that they are now more aware of the importance of good attendance and punctuality, though a minority give the school too little support in this. Attendance for the week prior to the inspection was recorded as 92.3% (against a target of 92.5%) with 2.8% unauthorised absence. This is a significant improvement on the figures shown below for 2002-2003.

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

Authorised absence		Unauthorised absence	
School data	6.5	School data	5.2
National data	5.4	National data	0.5

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

11. The learning support unit caters for pupils who are referred because their behaviour is a barrier to learning. This provision leads to better attitudes to learning and greater success in the classroom. Learning mentors work with pupils to reinforce positive behaviour and to help them develop self control. Many of the teaching assistants are also lunchtime supervisors. They know the pupils well, play games with them and help them to play constructively with the equipment provided. This has contributed strongly to major improvements in playground behaviour. Pupils play well together and fights have become a rarity.

12. Relationships are good and built upon mutual respect. The school is racially harmonious and children of all ethnic backgrounds accept and are interested in each other. The diversity of the school's staff means that pupils have good role models in this respect. Different languages, religions and cultural traditions are recognised and valued. This widens pupils' horizons and contributes to their personal development.
13. The school has worked very hard to stamp out bullying and other inappropriate behaviours and there is now little harassment or bullying. Any incidents are dealt with swiftly and effectively by staff and pupils feel secure in this knowledge.
14. Pupils have been excluded when necessary in order to draw firm lines about acceptable behaviour. The rate of exclusion has fallen as behaviour in the school has improved and there have been no exclusions so far in the current year.

***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	79	1	0
White – Irish	4	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	16	1	0
Mixed – White and Black African	9	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	8	2	0
Asian or Asian British – Indian	15	1	0
Asian or Asian British – Pakistani	65	0	0
Asian or Asian British – Bangladeshi	12	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	61	0	1
Black or Black British – African	88	0	0
Black or Black British – any other Black background	5	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	6	2	0

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

15. Assemblies and discussion in lessons help to develop pupils' understanding of themselves and others, building moral awareness, confidence and self-esteem. Pupils gain confidence and skills in participating in sports and other clubs at lunchtime and after school. However, opportunities for pupils to take responsibility, other than taking the register to the office, are limited. Some pupils, particularly in the older years, feel that they are not given enough opportunity to do things on their own.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall and continuing to improve. Teaching is broadly satisfactory, and pupils are being helped to learn effectively. The school offers a broad and balanced curriculum and enriches this with opportunities beyond lessons. Teachers and support staff know and care for pupils well.

### Teaching and learning

The quality of teaching and learning is **satisfactory**. The school is making progress in helping pupils to learn effectively. Systems for assessment are now in place and beginning to provide an overview of how well pupils are doing. However, the use of information from assessment to guide teaching and learning is not yet satisfactory.

### Main strengths and weaknesses

- The newly constituted teaching team is committed and keen to improve teaching and learning.
- A common approach to planning has been established, ensuring that lessons have clear aims for learning.
- Teachers generally manage behaviour well, creating the necessary conditions for pupils to learn.
- More attention is needed to reinforcing basic skills in reading and writing and providing more practice.
- Teaching does not always take sufficient account of pupils' language skills and level of understanding.
- Pupils are not given enough information about weaknesses in their learning, challenging them to improve.

### Commentary

16. The school's teaching team is substantially new. All but one of the 14 class teachers joined the school during the course of last year and four began in September, just before the inspection. The teachers are supported by clear guidelines on teaching and learning, planning, assessment and the use of teaching assistants, drawn up by the deputy headteacher. A fortnight into the term, teachers had made a good start in planning their work, establishing routines and getting to know their pupils. Teamwork is developing, and teachers are open and eager to improve the education provided for pupils. This is leading to higher expectations and a better rate of progress in pupils' learning.
17. Most of the teaching seen was in the core subjects of English, mathematics and science, but some lessons were observed in all subjects.

### Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (2 %)	12 (24 %)	33 (66 %)	4 (8%)	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.*

18. The quality of teaching and learning was at least satisfactory in most lessons. Teachers maintained an orderly atmosphere, insisting that pupils listened to them and to each other. They asked questions to engage the pupils and to check their knowledge, and gave clear explanations and instructions. Where teaching was good, teachers showed a strong interest in the subject and encouraged pupils to work hard and strive to do their best. The teaching in daily assemblies, by senior staff, was also good, helping to generate positive attitudes and enthusiasm for learning. Teaching was unsatisfactory in some of the lessons seen in Years 3 and 4, because the management of behaviour was uncertain and pupils were not engaged

enough in learning. The school's leadership is alert to problems in teaching and learning and quick to take action. It is working effectively to build, train and develop the team in order to share and extend good practice and achieve greater consistency.

19. Teaching and learning are satisfactory overall in mathematics and in English. In literacy, there has not been enough attention to ensuring mastery of basic skills, particularly in writing. The school is now working to remedy this.
20. In many lessons, pupils work well and show interest in what they are doing, particularly while an adult is working with them. They co-operate in groups. Pupils are less well focused when working on their own. Teachers rightly emphasise the importance of good listening, though not always giving a specific purpose for doing so. Pupils respond well when given clearly-defined tasks to be completed within a time limit.
21. Teachers' use of assessment, marking and target-setting is developing. At the moment, however, pupils do not have a clear enough view of what they need to do to improve. Homework is set regularly, but the frequency of reading at home varies widely.
22. Teaching assistants in all the classes support pupils during lessons, giving particular attention to those who most need it. Some ask questions well, when working with a group, and are skilled in leading learning forward. Others help pupils to complete the task set, but do not extend learning or foster independence. Teaching in the learning support unit is effective, and the expertise of the learning support unit manager is sometimes used well in working alongside other teachers in the classroom.
23. Two teaching assistants give effective support to pupils who are at an early stage in acquiring English. The staff, who speak many languages between them, recognise the diversity of pupils' language backgrounds. At times, however, there is insufficient awareness of pupils' difficulties in understanding the vocabulary used in lessons. The school is in the process of recruiting a teacher, under the ethnic minority achievement grant, to provide additional teaching support and to give staff more guidance in overcoming language barriers to learning.

## **The curriculum**

**The school provides a satisfactory curriculum**, including all the subjects of the National Curriculum and religious education. It ensures that pupils of all backgrounds, whatever their needs or however recently they have joined the school, have full access to what the school offers. Pupils' education is enhanced by the many activities organised beyond lessons. The present accommodation is well looked after and resources are adequate. The new building promises to extend opportunities for pupils in many areas of the curriculum.

## **Main strengths and weaknesses**

- Mayville Primary School is determined to be an inclusive school and it is successful in providing experiences which are shared by all, regardless of ability, gender or background.
- Curriculum planning is providing a sense of direction, though more detail is needed about successive steps in learning.
- The curriculum is enriched by visits and visitors, and a growing range of clubs and playtime activities.
- There is an effective programme of personal, social and health education which contributes to pupils' learning and personal development.

## **Commentary**

24. The school offers a broad curriculum, and provides appropriately for all the areas of learning in nursery and reception. Statutory requirements are met and national guidelines are followed in planning for all subjects. The school has developed a 'curriculum map' outlining what is to be covered in each subject each year. A recent review of the curriculum has identified the need for

more detailed guidance, particularly in developing the skills of writing, reading and speaking and listening. Previous weaknesses in weekly and daily lesson planning are being remedied. Teachers are now planning together and working to a common format. Effective implementation of the National Numeracy Strategy has contributed to the raising of standards in mathematics and has added consistency to the teaching of skills for all pupils.

25. Pupils with special educational needs have access to the same opportunities as other pupils and no pupil is disapplied from the National Curriculum. The work of statemented pupils shows that they have full access to the curriculum. Pupils are frequently supported by a teaching assistant in the classroom, usually working alongside others in a small group. The school has developed an inclusion register so that pupils' level of language acquisition and individual needs are clearly identified in each class. This helps the organisation of support for groups within lessons.
26. The school provides breadth and balance in its curriculum. All subjects are given a reasonable allocation of time and due attention is given to practical and creative subjects. Visiting specialist staff make a significant contribution to provision for physical education and music. A few pupils learn to play a musical instrument.
27. The curriculum is being valuably enriched by activities outside lessons. Staff contribute their time generously to the provision of a growing range of lunchtime and after school clubs, and these are appreciated by pupils and parents. Pupils are able to extend their enjoyment of mathematics, music and the arts. In playing chess and other board games they make decisions, learn to follow rules and develop tactics. Sports activities provide opportunities for boys and girls to develop teamwork as well as practising and improving games skills. These clubs promote personal and social skills, good relationships and positive attitudes. Well-planned visits support topics being studied. Recent workshops, by a visiting author, an African dance group, and 'Roman Soldiers' have added excitement and relevance to pupils' learning. Advice about road, home and rail safety has contributed to pupils' understanding of how to keep safe. The Breakfast Club before school responds to community needs. Planned lunchtime activities, including supervised football and the use of playground equipment have contributed significantly to improvements in behaviour and pupils' enjoyment of play.
28. The provision for personal, social and health education is good. This has had a positive impact on behaviour and on pupils' attitudes, with older pupils setting and evaluating personal targets. Involvement in a healthy eating project has served to improve eating habits at snack-time and lunchtime. Pupils share thoughts and concerns in 'circle time'. Pupils are helped to develop strategies to resolve conflict and they learn to respect other people's views and traditions.
29. Accommodation is well maintained by the site manager and his staff and significant effort has been made to provide an attractive learning environment while awaiting completion of the new building. The school's leadership has been closely involved in planning the new building and is working to ensure a smooth transition. The school community is excited at the prospects which the design of the new accommodation offers for extending educational opportunities and working more closely with parents and the community.

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

#### **The school makes good provision for the care, welfare and health and safety of its pupils.**

The school provides a safe and supportive environment where pupils are well known. Good support and guidance are provided for pupils concerning their personal development and behaviour, though the monitoring of pupils' achievement in learning is not as consistently developed. The school is concerned to take pupils' views into account and is beginning to do so.

## **Main strengths and weaknesses**

- Teachers and support staff know the pupils well and they work effectively as a team to promote pupils' personal welfare.
- Pupils with special educational needs, those who have English as an additional language and those from ethnic minority groups are well integrated into the school and all pupils receive the same level of care and support.

## **Commentary**

30. The school takes great care in promoting the health, safety and welfare of pupils and providing guidance for individuals. Learning mentors give significant support to pupils on their case lists in and beyond the classroom. New pupils are welcomed and included.
31. Teaching assistants provide continuity between the classroom and the playground. This helps to maintain consistency and gives pupils a sense of security. Playtimes are well organised and equipment is made available to encourage pupils to participate in a variety of games. Adults supervise and join in when appropriate, providing good role models for pupils.
32. Many of the staff come from ethnic minority groups represented within the community. Their teamwork and example makes it clear to pupils that everyone within the school is valued equally, and equally expected to succeed.
33. The learning support unit, known as the 'Refresh Room', provides a haven for pupils with emotional and behavioural difficulties. They benefit from the guidance they receive and this helps them to succeed in the classroom. The learning mentors provide consistent adult support which helps pupils to manage their behaviour and relate appropriately to others.
34. The school has begun to listen and respond to the views of its pupils as expressed, for example, in responses to questionnaires before the inspection. This term, a school council has been formed and its members elected, though the council has yet to meet. Photographs of the elected members are prominently displayed in school. Pupils are looking forward to exercising some influence on school decisions and believe that their views will be taken seriously.

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

**The school has formed satisfactory partnerships with parents**, other schools and the community, and has satisfactory links with secondary schools to which the pupils transfer. The school recognises, however, that there is scope for further improvement in all of these partnerships, in order to extend support for pupils.

## **Main strengths and weaknesses**

- Governors are working effectively to strengthen links with parents.
- Plans are in hand for community and parental use of the new building to extend opportunities for learning.
- Many parents want more guidance on helping their children to learn

## **Commentary**

35. Parents are largely supportive of the school. They are provided with regular newsletters and annual written reports, and are invited to a termly meeting to discuss their children's progress. Many parents want more information about what and how their children are learning, and more guidance about how to help them at home. The school is proposing to send out termly curriculum newsletters. There are plans for a parents' room in the new school building, and for family projects to involve parents more closely in their children's learning.

36. Several of the governors are community workers with a very clear understanding of parents' needs, and this is an asset to the school. The governing body reflects the diversity of the local community and is alert to the concerns of parents who were not themselves educated in this country, or who are not fluent in English. A governors' working party is actively investigating ways of forging closer links with parents, including the development of a parent teacher association. There is general agreement that securing greater parental involvement in the school would be of benefit to the pupils, as well as strengthening the sense of community.
37. Parents and carers are welcomed into the nursery and they establish good relationships with the staff. This helps to build trust and understanding in support of children.
38. The pupils make visits in the local area and the school invites members of the community into school to talk to the pupils. The school teaches its pupils to appreciate the needs of others within the community, for example by raising money for charities. The new building has been specifically designed for greater community use. It has, for example, a hall that can be hired out for a variety of functions and events, and an all-weather sports pitch to extend sports provision for the school and the community.
39. The school is developing competitive sporting opportunities for pupils in conjunction with other schools. It has partnerships with other institutions in support of the graduate trainees who are attached to the school. It recognises the need to develop more links with schools and teachers who can share high quality practice, in order to raise expectations and understanding of how these can be achieved.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership and management are satisfactory.** Leadership by the headteacher and deputy headteacher is good, and other leadership roles are now being developed. Management is satisfactory and the school runs smoothly. The governance of the school is satisfactory, ensuring that statutory responsibilities are met.

### **Main strengths and weaknesses**

- The school's leadership is determined to raise standards and is moving the school forward effectively.
- The school is orderly and well run, with clear expectations of staff and pupils.
- Additional support for pupils is not sufficiently co-ordinated to maximise the impact on pupils' achievement.
- Systems for assessing and tracking pupils' progress have been put in place in order to provide more guidance for teaching and learning.

### **Commentary**

40. The headteacher and deputy headteacher took up their posts in September 2002 and have worked in very effective partnership since then to set the direction for the new school. There were many difficulties and uncertainties surrounding the amalgamation of the previous infant and junior schools and the first year presented many challenges. The school's leadership has worked relentlessly to change attitudes, to raise expectations of achievement, and to improve pupils' behaviour. At the same time, much work has been done in planning and preparing the school for a smooth transfer to the new building, which is on course for completion in February 2004.
41. The headteacher has built a largely new staff team, committed to the future of the school and keen to work together to achieve its success. The deputy headteacher sets a good professional example in working alongside teachers in the classroom and inducting new staff. The leadership team has been highly effective in developing clear procedures; for example for managing behaviour, planning lessons, assessing pupils' progress, and targeting support. All this is helping to provide a secure framework for staff and pupils, and to improve the quality of



teaching and learning. The school's leadership is extending the monitoring of teaching quality and the management of performance with the new team, and the staff are open and eager to improve.

42. Pupils' attainment in tests at the end of last year has been recorded and this data is now in the process of being analysed, to identify strengths and weaknesses in the achievement of individuals, classes and different groups of pupils. A calendar for assessment over the coming year is now in place. It has been carefully designed to extend the school's overview of how well pupils are doing, and to provide more information to guide teaching and learning.
43. The school recognises that leadership now needs to be broadened, to provide more professional guidance within subjects and key stages, and the senior management team is in the process of being expanded. The school's leadership is seeking more coherent management of the work of the learning support unit manager, learning mentors, the special educational needs co-ordinator, the ethnic minority support staff and the large number of teaching assistants, in order to maximise the achievement of all pupils. The role of the special educational needs co-ordinator, currently being covered by a seconded teacher, is being developed to focus less on administration and more on teaching and the monitoring of progress. The school recognises the need to tie in the work of the learning support unit more closely with other forms of support for pupils with special educational needs, particularly in improving literacy skills. The energies of the learning mentors are also being redirected to increase the impact of their work on pupils' achievement.
44. The school is realistic in its self-evaluation and determined to continue improving. Action plans have been developed in order to raise standards in subjects including English, mathematics and science, and these are now being implemented. The school's leadership recognises that much has been achieved in a short time, but that much remains to be done. It has harnessed the efforts of the team, injecting the school with the will to improve and the conviction that it can do so.
45. The governing body has taken shape over the last year, and the responsibilities of committees have now been formulated. The chair of governors supports the senior management team well and is helping to develop the role of the governing body beyond the fulfilment of statutory responsibilities. The governing body is helping to set the direction for the school in its new building and strengthening links with parents and the community

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	1,162,495	Balance from previous year	N/A
Total expenditure	1,042,849	Balance carried forward to the next	278,000
Expenditure per pupil	2906		

46. The primary school was formed from the amalgamated infant and junior schools in September 2002, but there was a lack of budgetary information from the previous schools. This was not resolved by the local education authority until July 2003; the school is now carrying forward £278,000 from the previous year and the previous schools' accounts. The governing body is intent on using this to improve the school's facilities in ways which will be of long term benefit. It is awaiting completion of the new school building, and the expenditure this requires, before finalising its plans. The school has a balanced budget for 2003-2004. The school is evaluating the impact of the learning support unit and the learning mentors, funded under the Excellence in Cities initiative, to ensure that the support provided contributes effectively to raising achievement.

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

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

Provision for the areas of learning in the Foundation Stage is **satisfactory**.

### **Main strengths and weaknesses**

- The youngest children are now on course to achieve the early learning goals in all the areas of learning.
  - Teaching and learning are satisfactory overall in the Foundation Stage, and often good in the nursery.
  - The teachers work well together and are lifting expectations of what children should achieve each year.
  - The nursery is well organised and provides many opportunities for children.
  - The high ratio of adults to children in nursery and reception means that skilled staff are sometimes underused.
  - The separate nursery and reception building tends to isolate staff from the main school, although this will be remedied in the new building
47. Leadership and management are satisfactory in the Foundation Stage though the physical separation of the building has contributed to a sense of isolation from the rest of the school. The school's leadership is intent on remedying this within the new building, and linking the Foundation Stage more closely with Years 1 and 2, to promote continuity in learning. The new teachers in the nursery and reception are working effectively together and are keen to contribute within the school's whole staff team. The teachers assess children's progress carefully. They are alert to the needs of individuals and are building good relationships with parents and carers.
48. The accommodation has been reorganised this term to create a separate classroom for reception. Although this small room is not yet fully organised for all the areas of learning, this new arrangement is focusing attention on the progress expected in reception towards meeting the early learning goals set nationally for this age.
49. The support staff are skilled and experienced and some have long connections with the school. They work well with children and help them to learn. However, the classes are small at present and the number of adults sometimes means that too little is expected of children in organising themselves and in looking after equipment.
50. The inspection team observed six lessons in the two classes which make up the Foundation Stage, focusing mainly on the areas of personal social and emotional development, communication, language and literacy, and mathematical development. Children's knowledge and understanding of the world, creative development and physical development were also considered in the course of these observations.

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

Provision in personal, social and emotional development is **satisfactory**

- The nursery provides a very supportive environment for children.
- Relationships are good in both years and children co-operate and share.
- Current arrangements curb the development of independence.

## **Commentary**

51. Staff create a safe and secure environment. Though very early in the term, children are calm and settled. They sit and listen and sustain concentration in activities when working with an adult. However, the availability of adults means that children are not as independent as they might be, for example in organising themselves and tidying up.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children, including those not yet fluent in English, are developing confidence in speaking and listening
- Children enjoy books and are making progress in their knowledge of sounds, letters and words.
- Not enough attention is given to the development of early writing skills.

## **Commentary**

52. Staff support pupils well in the development of language skills, through songs, rhymes and games and discussion in small groups. The teachers are working to ensure that foundations are well laid in the early stages of literacy. From the start of nursery, children are becoming aware of sounds and letters. Children in reception are being taught to build words from sounds and to recognise common words. They are now taking reading books home daily and children and parents are responding well to this new arrangement. Children practise writing but there is not enough emphasis on the physical formation of letters and the establishment of good handwriting. The models for children's writing are too small.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**

### **Main strengths and weaknesses**

- Children are interested in numbers and confident in counting
- Activities in reception do not sufficiently extend learning in mathematics

## **Commentary**

53. Children in the nursery are learning rapidly to count and recognise numbers to five, and in some cases to ten, and they take great delight in what they can do. Mathematical development is fostered in the course of other activities, as when playing in the sand. In reception, staff are building mathematical understanding effectively, for example reinforcing mathematical vocabulary such as 'more than' and 'less than' in counting on and back. Attainment varies widely in reception and some children are not yet secure in counting beyond five. Work is matched to different levels when groups work with an adult but there are not enough opportunities for children in reception to practise and extend their mathematical skills within purposeful play activities.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT.**

Provision in these areas of learning is **satisfactory**

### **Main strengths and weaknesses**

- Children have good opportunities for outdoor play and the practice of physical skills.

- Creative play activities are insufficiently structured to build on children's skills

### **Commentary**

54. Children, particularly in the nursery, engage in a good range of activities which promote their creative and physical development, and knowledge and understanding of the world. Special activities in the nursery are very well planned with the result that children are fascinated, as seen in the blindfold tasting of foods and drinks. Opportunities are more limited in reception where space is restricted and not yet organised to maximum effect. Children in the nursery and reception have opportunities for drawing and painting and for role play, though not enough is done to extend and enrich learning in these regular activities. Children in both years play regularly outside and they learn control and balance in the course of their activities.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**

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

- The school has identified aspects of pupils' language and literacy skills which require significant improvement and is taking action in order to raise standards.
- Pupils' reading is improving, though many pupils need more practice in school and at home.
- Pupils do not write enough in order to reinforce their skills.
- The school is working with some success to improve skills in speaking and listening.

### **Commentary**

55. Standards in the work seen in English are well below average, though the steps being taken to secure better progress by pupils are now resulting in satisfactory achievement. Expectations have been set too low in the past and basic skills have not been taught and mastered thoroughly as a foundation for later learning. The school is well aware of the situation. Since their appointment a year ago, the headteacher and deputy headteacher have ensured that the National Literacy Strategy is now embedded in the school's work. Lessons have clear objectives, higher expectations and increased pace. Systems for planning and assessment have been established. Teaching in literacy has been monitored and weaknesses identified. The school has recently appointed an experienced subject leader for English. Leadership and management of the subject are satisfactory and an action plan, focused on raising achievement, is being implemented rapidly.
56. The school is working to improve speaking and listening skills, in order to help pupils learn more effectively. Many pupils, including some for whom English is the first language, have a limited range of vocabulary, and find it hard to put thoughts into words. Pupils are often restless or tired and some find it difficult to listen attentively. However, teachers consistently emphasise the importance of good listening and skills are improving. Pupils are encouraged to talk and explain their feelings in 'circle time' and in discussions within lessons. This is helping pupils to speak and to explain their ideas with greater confidence.
57. Although standards are low in reading, there are signs of improvement. For example, booster groups had an impact on raising the attainment of older pupils in reading in 2003. Two thirds of pupils in Year 6 last year reached the expected standard for their age in reading. Higher attaining pupils read fluently, accurately and with expression, although weaker readers often lack strategies for tackling unfamiliar words. Pupils take pleasure in reading, for example in guided reading sessions, and enjoy the progress they are making. Pupils are expected to read regularly at home but this is not consistently followed up. Pupils need more practice, at school and at home, in order to reinforce their skills

58. Standards in writing are very low and the school is working urgently to address this. In 2003, only a quarter of pupils reached the level expected of eleven year olds in writing, and only eight per cent of the boys managed this. There are weaknesses in pupils' punctuation, grammar and spelling. Though higher attaining pupils write readily, they are not ambitious enough in using complex sentences and interesting language. The school is tackling poor handwriting and presentation and implementing a programme to teach handwriting more consistently throughout the school. More attention is being given to the teaching of common words and spelling patterns. Samples of unaided writing in each class are now being used to identify strengths and weaknesses and to provide a baseline for improvement. Pupils have not been writing enough, and the school recognises the need to increase opportunities for writing, in literacy and in other subjects, in order to practise more thoroughly the skills that pupils are being taught.
59. Teaching and learning are satisfactory. Teachers are enthusiastic and pupils enjoy their work, responding well when given well-structured tasks which build on what they can do. Teachers are aiming high in providing work appropriate for the age group, but they are finding that basic skills need more underpinning in order to help pupils succeed. Training is in hand to help teachers tailor guided reading and writing tasks precisely to the needs of different pupils in order to raise standards.
60. Procedures for assessment are being implemented, to strengthen the tracking of pupils' progress over time and to help the targeting of additional support where pupils are falling behind. Some individual literacy targets have been set though pupils are not yet referring regularly to them. Marking varies widely and does not yet reflect the new marking policy. A few teachers provide good challenge with appropriate evaluative comments and helpful suggestions for pupils to guide their progress.

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

61. Pupils' reading and writing are not sufficiently developed across the curriculum as a whole. Sometimes, the adapting of activities for lower attaining pupils further reduces the requirement to write. The style of recording, for example in science and the humanities, does not ensure that writing skills are steadily extended through the school.
62. There is an appropriate emphasis within subjects on teaching vocabulary, although this is not always backed up enough by using technical terminology in context. Pupils who lack confidence or fluency in spoken English need more encouragement to discuss and explore the meaning of words.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**

### **Main strengths and weaknesses**

- Standards are below average but improving.
- Pupils' achievement is satisfactory, with developing strength in number.
- Pupils are learning to use their skills to solve problems.
- Work is not always well matched to different ability groups
- The subject is led with enthusiasm and a clear vision for improvement.

### **Commentary**

63. The percentage of pupils reaching Level 4 at the age of eleven in 2003 showed a significant increase on previous years. A greater understanding of the requirements of the National Numeracy Strategy has contributed to this. Standards are rising throughout the school and a history of low expectation is being reversed.

64. Teaching and learning are satisfactory overall. The school has developed the quality of planning and lessons have clear aims. Pupils' learning is systematically extended. Teachers concentrate on the development of mental skills and encourage pupils to explain how they solve mathematical problems. Pupils are developing confidence in mental calculation and in applying a growing range of strategies to arrive at solutions. Pupils are enthusiastic and say that they enjoy mathematics.
65. Pupils are taught in classes where the range of attainment is extremely wide. Introductory sessions with the whole class are sometimes too long. This means that pupils complete too little work by themselves, and new learning does not become established. Sessions at the end of lessons recap the learning aims, though not always helping pupils to take stock of how well they have succeeded.
66. Teaching assistants are effectively deployed to work with a group of pupils when others are working on their own. This helps to ensure that pupils with special educational needs, and those for whom English is not their home language, make the same progress as others. Often, when communication difficulties are overcome, pupils new to the country achieve well.
67. Improvement in the school's provision for mathematics reflects the drive and determination of the headteacher and deputy headteacher, the enthusiasm of the new subject leader; and the commitment of staff in working to raise standards. Leadership and management of the subject are satisfactory. Systems are now in place to assess pupils' progress and some targets have been set for individuals and groups. A new marking policy has been developed, though this is not yet being applied fully in order to identify success and help pupils understand how to do better.

### **Mathematics across the curriculum**

68. Pupils use their mathematical skills in other subjects, for example, making charts and graphs in science and using scales and co-ordinates when working with maps. However, the application of mathematical skills is not planned systematically to ensure that these skills are routinely reinforced, and used to extend learning in other subjects.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Leadership in the subject is securing better coverage of the curriculum.
- Pupils enjoy practical and investigative work, though this sometimes needs more careful planning to build scientific understanding.

### **Commentary**

69. Standards in science are well below the national average. Achievement is satisfactory because coverage of the curriculum and teachers' planning have improved over the past year and pupils are now beginning to make steady progress.
70. Teaching is satisfactory overall. There is clarity about what pupils are expected to learn in lessons. Teachers often ask questions well to focus pupils' thinking and sometimes to present an additional challenge to higher attaining pupils. Pupils are interested and enjoy working practically, and their learning is satisfactory. They use resources safely and co-operate when working in groups.
71. Although progress through the curriculum is now mapped out appropriately, there is a lack of detailed guidance to ensure that pupils' learning is extended step by step. Too little use is made of writing to help pupils organise their ideas and recall what they have learned.

72. Pupils embark on investigations with energy and enthusiasm, though activities are not always planned carefully enough to ensure that scientific concepts are clearly established. Scientific vocabulary is taught systematically, but not always related enough to pupils' experience. Pupils who are not fully fluent in English, and some whose first language is English, have an insecure grasp of some scientific terms. Assessment in science is not yet used systematically to detect weaknesses in pupils' learning and to guide teaching and learning.
73. Leadership in the subject is satisfactory. The school recognises the need for further attention to be given to investigative science and to the development of pupils' recording skills. The subject leader's action plan has rightly identified the monitoring of teaching and learning as a priority. It also includes an emphasis on developing pupils' scientific vocabulary, and this is now being given more attention in lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The school is building pupils' skills and confidence in using computers.
  - The appointment of a technician is having a significant impact on learning.
  - Plans are in hand for the updating of equipment and improving internet access.
  - Pupils' progress in ICT, and in using skills across the curriculum, is not closely monitored.
74. Pupils' achievement in information and communication technology is satisfactory. Pupils enjoy their work in the computer suite and acquire a range of skills that are broadly average. Older pupils explain confidently how to apply the skills they have been taught, in word processing, data handling and control. It is not possible to make any judgement on their use of the Internet, as the system has been down for a long period, though its restoration is now imminent.
  75. Teaching and learning are satisfactory. Weekly lessons in the computer suite are planned appropriately. Teaching assistants support pupils with special educational needs, and those for whom English is not their home language, to ensure that they are fully included in all activities and able to achieve success. Younger pupils are taught how to use technology confidently, for example learning to control a tape recorder to record their own voices.
  76. Although all classes have a weekly lesson in the computer suite, this resource is currently underused. At present there are no systems in place for monitoring pupils' progress, to guide future teaching. The new subject leader has a detailed action plan and a clear vision for improvement and leadership is satisfactory. Because many of the staff are new, priority is being given to training and the development of teachers' skills. The appointment of a full time technician is having a significant impact in terms of support for teaching and learning, and the managing of equipment.
  77. There will be expanded provision for information and communication technology in the new school with updated equipment, a computer suite, more classroom computers and a well-equipped library with computers for research. Preparation for the transfer to the new building is well underway.

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

78. The use of information and communication technology is not coherently planned across the curriculum. However, pupils' past and present work includes examples of computers being used on occasions in support of other subjects: for example to support data handling in mathematics, research in history, and design in art. Computers in classrooms are in regular use and opportunities will be extended when computers from the present suite are transferred to classrooms in the new building. At present, computers are not being used systematically for the practice of skills in literacy or numeracy, or to support the learning of pupils with special educational needs.

## HUMANITIES

Three lessons were observed in religious education and one each in geography and history. In addition, pupils' past and present work and teachers' planning were examined and discussions were held with subject leaders and with pupils.

### Main strengths and weaknesses

- Pupils' knowledge in history and geography is very patchy.
- Pupils have an interest in religions and this reflects the diversity of the school.
- Pupils do not use and develop their literacy skills sufficiently within work in humanities.

### Commentary

79. Curriculum planning for **geography** and **history** is sound but these subjects alternate on a half termly basis and pupils do not find it easy to recall what they have learned previously. Pupils' knowledge of geography is not extensive, though they know about some of the features of the local area. Pupils are interested in the different countries with which their families have links, although this is not strongly reflected within work in school. In history, older pupils recall with interest some of the periods they have studied, but they do not have a strong sense of chronology. History workshops have enriched pupils' learning and pupils are developing historical perspective in charting the change from the old to the new school building.
80. The topics planned in **religious education** are consistent with the requirements of the local agreed syllabus. Pupils are interested in religion, and older pupils are well informed about places of worship associated with major world faiths. Personal experiences are respected and shared, as seen in pupils' thoughtful explanations of the advantages of belonging to a religious group.
81. Writing is not developed enough within work in the humanities. Subject vocabulary is taught, although there is not always enough attention to what pupils might find difficult to understand.
82. Action plans prepared by the subject leaders for geography and history identify the need to raise the profile of both subjects through the monitoring of teaching and learning, and the development of assessment. There is currently no subject leader for religious education.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

A small sample of lessons was seen in these subjects: two in art; one in design and technology; three in music and two in physical education. In addition, work from last year and currently on display was scrutinised in art and design and technology. Inspectors met with the co-ordinators in each subject and with the visiting specialists who teach music and physical education.

### Main strengths and weaknesses

- The school provides a curriculum which fosters pupils' practical and creative skills.
- Visiting specialists in music and physical education have a good knowledge of their subjects.
- Key skills in each subject are not developed consistently throughout the school.
- Provision extends beyond lessons, adding to pupils' learning and personal development..

### Commentary

83. Pupils enjoy working practically. They concentrate and work hard, taking pride in what they achieve. A reasonable amount of time is given to each subject on a regular basis, contributing to a balanced curriculum. Clubs and activities add to the opportunities for pupils.



84. In **physical education**, the visiting coach teaches a games lesson for each class once a week. In addition, younger pupils have a dance lesson and pupils in Year 4 go swimming once a week for half a year. The school is actively expanding its provision for physical education and developing sports clubs and competitive activities with other schools. Learning mentors and teaching assistants help to supervise playground games, including football, and these are popular. Pupils respond well to a challenge in physical education and show effort and enthusiasm in their work.
85. Pupils enjoy **music** and sing well in assemblies. A few learn a musical instrument and there are plans to form a choir. Teachers with musical skills are helping to raise the profile of music within the school. The deployment of visiting specialists gives pupils access to teachers with expertise in both physical education and in music. However, the path of progression is not clearly mapped out in either subject. The music specialists had little knowledge of what pupils had done before, and similar activities were taught by the sports coach to classes in different age groups.
86. In **art and design**, a good range of activities is offered, but pupils' work does not show steady improvement over the years in basic skills such as drawing and painting. Too little is expected when pupils make illustrative drawings, and they are often given outlines to colour. Pupils enjoy work in **design and technology**, which alternates with art, designing and making products to a satisfactory standard. A sewing club is being started. The co-ordinator for art and design and technology is knowledgeable and enthusiastic and this is reflected in good quality work from her class. This expertise, however, does not have sufficient impact in other parts of the school.

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

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

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

- Pupils' learning in this area contributes well to their personal development.
  - The programme has helped to improve behaviour.
  - The school's healthy eating initiative is having a positive impact.
87. There is a clear and determined commitment to promoting the role of personal, social and health education (PSHE) in the curriculum. Pupils discuss issues such as rules, relationships and friendship in 'circle time', extending their understanding of themselves and others. Older pupils negotiate their own targets for improvement which they share with teachers and parents. Work in PSHE has contributed to the improvement in pupils' behaviour and the establishment of a calm atmosphere where respect is shown for everyone.
88. The school's involvement in healthy eating initiatives has influenced pupils' eating at lunchtimes. At playtime, fruit and non-fizzy drinks have replaced other less healthy snacks. The leadership of PHSE is good. Strategies to promote understanding and respect for others are well demonstrated in the 'Refresh Room' and through the work of learning mentors.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	-
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>6</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
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	4
The leadership of the headteacher	3
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).*