

# INSPECTION REPORT

## **NEW CANGLE COMMUNITY PRIMARY SCHOOL**

Haverhill

LEA area: Suffolk

Unique reference number: 124537

Headteacher: Mrs L Beale

Lead inspector: Mr M Carter

Dates of inspection: 1-3 March 2004

Inspection number: 256999

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
Number on roll:	214
School address:	New Cangle Community Primary School Chapple Drive Haverhill Suffolk
Postcode:	CB9 0DU
Telephone number:	01440 702143
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Strachan
Date of previous inspection:	23 March 1998

## CHARACTERISTICS OF THE SCHOOL

The school accepts pupils from age 4 to 9 from parts of the town of Haverhill in the south west of Suffolk. A sizeable minority of children come from homes outside the school's usual area. There are 202 pupils with a further 12 attending the Reception classes on a part-time basis. With relatively high levels of employment, the socio-economic indicators for the area are about average. The proportion of pupils claiming free school meals is lower than average at 5.3 per cent. However, other factors, such as the low proportions of adults with a higher education and the government's investment in a town project to improve parenting and pupil achievement, indicate a picture of significant social and educational need. The school runs family learning courses. Very few pupils come from non-white backgrounds and none are at the early stages of learning English as an additional language. Forty-two pupils have special educational needs, involving a range of difficulties from poor language development to behavioural problems as well as moderate learning and autism. This proportion of pupils with special educational needs is slightly above average. Two of these pupils have a statement and this is broadly in line with the average. A number of pupils are helped to acquire better social and behavioural skills through specific sessions. Most children have some form of pre-schooling. Overall, the children's attainment on entry is average but in the last two years, indications are that it has been lower.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20714	Mr M Carter	Lead inspector	Foundation Stage Science Geography Music
9399	Mr R Watts	Lay inspector	
32117	Mr S Curran	Team inspector	Special educational needs Mathematics Information and communication technology History Physical education Religious education
32456	Mr N Butt	Team inspector	English Art and design Design and technology English as an additional language

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

Standards are broadly average by Years 2 and 4, which is an improvement on the results in the National Curriculum tests for Year 2 pupils and optional tests taken by Year 4 pupils in 2003. However, the school is not effective enough because of the impact of significant difficulties in recruitment, staff changes, and a number of pupils with behavioural difficulties who interrupt lessons. The school has a serious weakness in the quality of teaching, which is unsatisfactory overall. There are a good number of strategies to overcome current difficulties and these are well led by the headteacher. The governors work hard to make improvements and have a good knowledge of the school's strengths and weaknesses. The school's costs per pupil are below average. Even so, the school currently provides unsatisfactory value for money because of the weaknesses in teaching.

### Main strengths and weaknesses:

- Teaching is ineffective in too many lessons.
- A small but significant minority of pupils behave badly.
- Standards in writing are lower than they should be by Year 4.
- The headteacher's leadership and the school's governance are good.
- There have been good improvements in provision for learning to read.
- More capable pupils do not achieve enough in Years 3 and 4.
- The school's environment is good and with the classroom assistants there is good support for the climate for learning.

Since the last inspection in 1998, standards in writing have fallen. The trend in national test results for Year 2 pupils has been below the national trend, largely because of the weaker results of 2003. The school's provision for reading has improved considerably this year; pupils are showing greater confidence in this aspect of English and current standards are higher. The impact of the key issues from the last inspection has been mixed. There are now clear schemes of work for each subject although progression in skills and understanding is sometimes weak. Good teaching has been shared but changes in staffing have minimised the impact of this and teaching now is not as good as when the school was last inspected. The subject coordinators' role is more structured and check-ups are made of the pupils' work and the teachers' planning and lessons. The policy for performance management is in place fully although its implementation has been affected by staffing changes. Governors are more involved in the school's development and have a good understanding of the school's strengths and weaknesses. Overall, the school's improvement has been unsatisfactory, although the reasons largely concern staff changes.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of <b>Year 2</b> , compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	B	C	D	E
writing	B	C	D	E
mathematics	C	C	E	E*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement is satisfactory overall.** It is satisfactory in the Foundation Stage and in Years 1 and 2 but is unsatisfactory in Years 3 and 4 because there is too little high attainment and the pupils could do better. Standards were unusually low in the 2003 Year 2 tests but current standards are average in English, mathematics and science. Standards are also broadly average in mathematics and science in Year 4 but below average in writing. As a result of improved provision, reading standards have risen this year throughout the school. Speaking and listening standards remain low in Year 2 but in Year 4 the opportunities offered help most pupils to develop satisfactory skills. In writing, standards are below average and there is little high attainment in Year 4 because of inconsistencies

in teaching. In mathematics, the 2003 Year 2 results compared with similar schools were in the bottom five per cent nationally. The current pupils have improved standards but capable pupils do not achieve enough in Years 3 to 4. In information and communication technology, religious education and music, standards are average. Pupils with special educational needs are well supported and generally make good progress in Years 1 and 2 and satisfactory progress in Years 3 and 4. Although there is a wide range of abilities in the Reception year, standards are average in communication, language and literacy, in mathematical development, and in physical development, but are lower in knowledge and understanding of the world, and in personal, social and emotional development. Throughout the school, the pupils' personal development, including their spiritual, moral, social and cultural development is satisfactory. Attendance and attitudes to learning are satisfactory but behaviour is unsatisfactory overall.

## **QUALITY OF EDUCATION**

**The quality of education provided is unsatisfactory overall** because of the high proportion of lessons in which too little learning takes place. This relatively high proportion means that **teaching is unsatisfactory overall**. In the Reception classes, teaching is satisfactory with many good features; the children are often managed and taught in small groups which foster active and effective learning. In the rest of the school, teaching is unsatisfactory in too many lessons because the weak behaviour of some pupils is not managed effectively or teachers' expectations are not high enough to challenge more capable pupils. However, in the majority of lessons the pupils learn satisfactorily and in nearly a third, teaching and learning are good. The curriculum is satisfactory and has been improved with schemes of work and better guidance for teachers. Support staff, the school building and grounds and the resources for learning make a good contribution to the climate for learning. The school provides well for the pupils' care, welfare, health and safety and the headteacher takes an active part in these matters. Good information is provided for parents with whom there are satisfactory links overall. However, not all parents respond enough to support their child's learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management overall are satisfactory. The leadership of the headteacher in providing vision, self-evaluation and a sense of purpose is good. Governors play effective roles and know the school well. The headteacher has prevented a difficult situation with recruitment and retention of teachers and with the management of pupils' behaviour from being considerably worse. The serious weaknesses in teaching are recognised by senior management. They are using a good number of strategies to make improvements and overcome difficulties. However, collectively, management has not been effective enough in overcoming the disruption caused by the weak behaviour of some pupils and more work is necessary here. The difficulties in recruitment and retention of teachers have also led to disruption but the difficulties are partly outside the control of management.

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

Parents' views are generally very positive, although some feel behaviour is not good. Many parents like the modern environment and the headteachers' efficiency and openness. Some are keen on the provision for pupils with special educational needs. The pupils also like the school but a number feel that the behaviour of some is a nuisance. About a sixth of pupils feel lessons are not interesting and these views reflect the inspection's findings about inconsistency in teaching.

## **IMPROVEMENTS NEEDED**

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

- improve the overall quality of teaching and learning with more focus on learning and higher expectations;
- improve pupils' behaviour by the consistent application of policies and by supporting the development of staff skills in managing pupils in lessons;
- improve pupils' achievement, especially in Years 3 to 4 in English, mathematics and science by helping more pupils to achieve highly;
- raise standards in writing across the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The pupils' standards are average in all subjects inspected except writing, where they are below average. The pupils achieve satisfactorily in the Foundation Stage and in Years 1 and 2 but too few in Year 4, achieve above average standards.

#### Main strengths and weaknesses

- Standards in writing are currently below average and well below the average for similar schools.
- Standards of the current pupils of Years 2 and 4 are better than the 2003 test results and are halting a general downward trend.
- The achievement of the more able pupils in Years 3 to 4 is unsatisfactory.
- Achievement in the Foundation Stage is satisfactory within all the areas of learning although standards in knowledge and understanding of the world and in the children's personal, social and emotional development are below average.
- Pupils with special educational needs achieve well in the Foundation Stage and Years 1 and 2 and satisfactorily in Years 3 and 4.

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

Standards in:	School results	National results
reading	14.9 (16.2)	15.7 (15.8)
writing	13.6 (14.2)	14.6 (14.4)
mathematics	14.6 (16.9)	16.3 (16.5)

*There were 40 pupils in the year group. Figures in brackets are for the previous year*

#### Commentary

1. There are no national tests for Year 4 pupils but the 2003 results for Year 2 pupils were below the national averages in reading and writing and well below average in mathematics. The results were much lower than those in similar schools in all three subjects. These 2003 results were a significant fall on previous years and rendered the five-year trend to be below the national trend. In all three areas there were fewer pupils achieving high standards and more with low standards than was the case nationally. The school carries out optional tests for Year 4 pupils and the 2003 results in these showed standards that were closer to expectations but still generally below average.

This table summarises the standards of pupils in Year 4 in 2003.			
	Below expectations	At expectations	Above expectations
reading	33%	48%	19%
writing	68%	29%	7%
mathematics	45%	39%	16%

2. The standards of the current pupils in Year 2 and Year 4 are considerably better than 2003 and show that the results in 2003 were not representative of the school's usual performance. However, in writing, standards remain below average. In speaking and listening, reading, mathematics and science, current standards are now generally average. Nevertheless, a small number of more capable pupils do not achieve as well as they should in these subjects.



3. In Years 1 and 2, the pupils' achievement is satisfactory but it is unsatisfactory in Years 3 and 4 because the more able pupils should be doing better. Throughout the school, standards in writing are lower than they should be.
4. Children enter the Reception classes with average attainment overall, although in the last two years the proportion of children with poorly developed social skills has risen. In the Foundation Stage, the children make generally good progress and enter Year 1 having met most of the early learning goals. In their knowledge and understanding of the world and their personal, social and emotional development, fewer meet the expected standards.
5. Pupils with special educational needs make good progress and achieve well in relation to their capabilities in the Foundation Stage and in Years 1 and 2. The progress of these pupils in Years 3 and 4 is satisfactory. The provision for pupils with special educational needs is checked well and careful tracking of their progress, along with good communication with parents, promote these pupils interests well. However, not all parents take the opportunities offered by the school to consult on the best way forward for their child. Discussions with some of the older pupils showed that they were fully aware of their targets and how to be successful.

<b>This table summarises the current standards in different subjects in Year 2 and Year 4</b>		
<b>* indicates the non-core subjects</b>		
<b>SUBJECT</b>	<b>YEAR 2</b>	<b>YEAR 4</b>
<b>English</b>	Average	Below average
<b>Mathematics</b>	Average	Average
<b>Science</b>	Average	Average
<b>*ICT</b>	Average	Average
<b>*Art &amp; design</b>	No judgement	No judgement
<b>*Design &amp; technology</b>	No judgement	No judgement
<b>*Geography</b>	No judgement	No judgement
<b>*History</b>	No judgement	No judgement
<b>*Music</b>	Average	Average
<b>*Physical education</b>	Average	No judgement
<b>*Religious education</b>	Average	Average

6. Very few pupils speak English as an additional language. Those currently attending the school speak fluent English and do not receive specific language support.

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

Pupils' attendance, punctuality and attitudes to school are satisfactory. The overall standard of behaviour is unsatisfactory because of the misbehaviour of a minority of pupils in lessons. The pupils' spiritual, moral, social and cultural development is satisfactory.

### **Main strengths and weaknesses**

- The substantial majority pupils are interested in school but a small minority are disaffected.
- The disruptive behaviour of a minority of pupils restricts the learning of others in some lessons.
- The school ensures that pupils are generally free from bullying and harassment.
- The pupils lack awareness of the cultural diversity in Britain today.

## Commentary

7. Both parents and pupils completed questionnaires on their views of the school. Almost all parents who responded think that their child enjoys school but about one in four of the pupils disagreed. Conversations with pupils painted a more positive picture about their general attitudes but it was clear that the behaviour of a few pupils who disrupt lessons weighs heavily on the minds of the majority and this colours their enjoyment of school. Pupils' attitudes in lessons are closely related to the quality of the teaching and to their ability to get on with their work. When the teacher has a stimulating and encouraging style, they show that they are motivated to learn, answer questions keenly and work hard. Sometimes they find it difficult to sit and listen for long periods but they work hard at practical tasks. Even when the teacher has to spend time on other pupils' behaviour, the majority continue to work and try to do their best. Throughout the school, the pupils' attitudes to their learning are satisfactory overall.
8. The majority of pupils behave well in lessons. Despite the efforts of teachers and the support staff, who are often allocated to pupils with recognised behavioural problems, the time taken to control the minority of pupils with weak behaviour restricts the learning of the rest of the class. For example, if a pupil misbehaves whilst sitting in a group on the carpet, although the others are sensible in moving away and the teacher and support staff try to minimise the impact, this takes time and disturbs the flow of learning. Members of staff have had training in controlling pupils' behaviour but the policies are not consistently applied in all lessons. There is a good number of systems to help disaffected pupils to gain self-esteem and social skills. However, the school has had to exclude a few pupils for disruptive behaviour, one permanently this year.

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
172	5	0
2	0	0
2	0	0

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

9. Assemblies offer pupils opportunities for regular reflection and prayer and the pupils' spiritual development is also enhanced through the good care and attention given to individual pupils' needs, enhancing their sense of self-worth. Occasionally, lessons include periods in which the pupils gain a sense of the value of their experience. For example, in a music lesson, pupils of Year 4 showed great enjoyment in singing together and in an information and communication technology lesson they gained a strong sense of achievement in learning to control a program. However, few such experiences are planned and overall the pupils' spiritual development is satisfactory.
10. Pupils show that they can behave well, for example in assemblies, whilst eating lunch and on the playground. Although many pupils were concerned about the behaviour of some others, few feel that they are bullied, and, if there are incidents, staff generally resolve them quickly. The majority of pupils have good relationships with each other and play and work together well. Most respect the staff although there are clearly a few who have difficulty in relating to both other children and adults. Pupils are encouraged to share their feelings and discuss attitudes towards others in personal and social education lessons and such activities raise pupils' social awareness and help them gain skills. Most pupils understand right from wrong and can talk about the impact of their actions on others. Their understanding of issues concerning racism is less well developed. Moral development is satisfactory.

11. Although pupils enter Year 1 with below average social skills overall, by the end of Year 4, their social development is satisfactory. The extra support given to pupils with weaker skills is effective, although in the classroom a small minority are still impulsive and occasionally rude to others. The school gives pupils opportunities to have some responsibilities, for example, in preparing the hall for assemblies, and these are usually carried out conscientiously.
12. Pupils are aware of aspects of local culture, for example, that Haverhill was a centre for weaving. They study other cultures of the world, and have visited a local model African village. However, there are few examples of displays or provision to help pupils gain an understanding of cultural diversity in Britain. There are some books in the library about other cultures but, although some pupils can remember having studied religions other than Christianity, they are generally confused about their meaning. The school is aware of the need to extend the pupils' understanding of other ways of life and multi-cultural society. However, their cultural development is satisfactory overall.
13. Pupils with special educational needs demonstrate satisfactory attitudes and values. Their attitudes and behaviour are satisfactory when teaching assistants support in the classroom. They are more variable when assistance is not available and at times, they are unsatisfactory. Teaching assistants are effective in stimulating and fostering pupils' interest in the subjects studied. Male and female role models have been established, and teaching assistants are aware of the varied needs for supporting individual pupils.

### Attendance

14. Although not as high as it was in 2001, attendance and punctuality are satisfactory and in line with national averages. The school works hard to improve attendance.

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

Authorised absence	
School data	5.6
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is unsatisfactory overall because there are too many ineffective lessons. However, the curriculum is satisfactory and pupils are cared for well. Provision for pupils with special educational needs is satisfactory and good for younger pupils. However, the more capable pupils are not challenged enough.

#### Teaching and learning

The quality of teaching overall is **unsatisfactory** because of the number of unsatisfactory lessons. There are **satisfactory** systems for assessment.

#### Main strengths and weaknesses

- In too many lessons the teaching and learning are unsatisfactory.
- Most lessons are based on clear learning objectives, which are shared with the pupils.
- The pace of lessons is generally effective.
- Teachers' expectations of the pupils' work and behaviour are too often low.

#### Commentary

15. Teaching and learning are unsatisfactory because of the relatively high proportion of lessons in which the pupils do not learn enough. This constitutes a serious weakness. There are

recruitment difficulties in the area and teaching and learning have been affected by a high turnover of teachers. For example, during the inspection, a third of the teachers had been at the school for less than two months. However, the unsatisfactory teaching seen in the inspection was spread across several classes from Years 1 to 4 and not limited to teachers who are still getting used to the school. This teaching was also spread across several subjects. Generally, teaching in English, mathematics and science is satisfactory, although the skills of writing are not taught effectively enough in Years 3 and 4. Teaching in the other subjects judged is satisfactory and good in information and communication technology in Years 3 and 4.

**Summary of teaching observed during the inspection in 36 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	10 (28%)	20 (55%)	4 (11%)	1 (3%)	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.*

16. Teaching in the Foundation Stage is always at least satisfactory and often good. In Years 1 and 2, it is satisfactory with a small number of lessons that are good and a few that are unsatisfactory. In Years 3 and 4, the proportion of unsatisfactory lessons is slightly higher and includes one that was poor. There is also a higher proportion of good lessons in Years 3 and 4 with one seen that was very good. The overall picture of the quality of teaching is not as strong as the national one or the findings of the last inspection. However, there are features of teaching that have improved such as the teachers' use of shared learning objectives and the general pace of lessons.
17. Teaching is satisfactory for pupils with special educational needs. This is because the adults who support them know them very well and work is planned carefully to meet individual needs. Teachers know the targets in their pupils' individual education plans and are incorporating targets into their lessons. A system of recording targets and their assessment is included in weekly planning. All classes have files that contain the individual education plans and adults working with these pupils have easy access to their records. Pupils have completed perceptive self-evaluations of their needs, both in what they can do and the problems they encounter in their learning and behaviour.
18. There are good systems to meet the needs of particular groups of pupils such as boys who do not like reading or pupils who have weak skills in relating to others. These are supported well by teaching assistants. Such systems echo the work taking place in the community locally to support pupils and their families in reaching their potential. However, the school has identified some pupils of high capability and promotes greater challenges for them but this is not done consistently. Consequently, in over a third of lessons there is some under-expectation, especially for these more capable pupils.
19. Through its developing but effective systems, the school is able to track the progress of pupils through each year and this information is used to identify pupils in need of additional support. In several lessons, targets were used to help pupils know how to improve. These are individually set and on occasions used well to check pupils' improvement. In the Foundation Stage checks on the children's learning are often used well by staff to group pupils for precise teaching to their needs. In the rest of the school day-by-day checks on the pupils' learning are used satisfactorily to set the next work. Homework is also set although this is inconsistent and often not related well enough to individual pupils' needs.
20. A typical feature of the unsatisfactory teaching is the lack of success of the methods used to maintain discipline and control over the minority of pupils who are impulsive and distract others' learning. Sometimes this is because of the inconsistent use of the school's rules and guidance for teachers. Sometimes the pupils are not sufficiently engaged in activities that

provide too little interest or challenge. Occasionally, the timing of lessons is weak when pupils have to wait too long to change activity.

21. The well taught and very good lessons are characterised by a good pace and high expectations. Such lessons are planned with an accurate knowledge of the pupils' past learning and abilities. They have clear objectives of learning the next stage needed and they help pupils gain the skills required to improve. They also diagnose what has been learnt, often through questions that in themselves promote extended thinking and careful communication of the pupils' ideas.

## **The curriculum**

The school provides an appropriately broad and balanced curriculum for all pupils, offering a satisfactory range of learning opportunities. It meets statutory requirements and those of the locally agreed syllabus for religious education. The curriculum is planned well in the Foundation Stage. The school grounds are attractive and used well, providing a stimulating environment for learning. Resources are satisfactory and used well.

## **Main strengths and weaknesses**

- The school provides good equality of access and opportunity for all pupils, including the less capable pupils and those with emotional difficulties.
- Guidance for teachers about what to teach has been improved since the last inspection.
- The classrooms are small and this sometimes inhibits whole class teaching.
- Teachers and pupils take pride in their environment.
- Provision for younger pupils with special educational needs has good features.
- Provision for pupils in the Foundation Stage is good.

## **Commentary**

22. The curriculum is planned to ensure that pupils are taught the full range of National Curriculum subjects and religious education. The school uses nationally recognised schemes of work, as agreed by the local groups of schools, to ensure continuity. Literacy and numeracy lessons are a priority, with science and the non-core subjects taught for periods of each term, rather than each week. This system was introduced at the beginning of this year in response to the perceived need for concentrated amounts of time. It also enables links to be made with other subjects. The format is being reviewed termly. The importance of reading for children is emphasised by a daily group-reading session of 20 minutes for the older pupils. The planned curriculum has improved since the last inspection and there is now better guidance for teachers about what should be taught through a full set of schemes of work.
23. The school provides equality of curriculum opportunities well. Teachers and support staff are mindful of the needs of individuals and groups of pupils. Pupils with particular needs, such as those with special educational needs or those who have weak attitudes to reading, are identified early and extra provision is made, often through short sessions with school staff or specialists. Pupils with high capability are also identified, although extra provision for them is left to class teachers and is inconsistent. Learning in the Foundation Stage is frequently on a more individual and small group basis, allowing for individual needs to be met. In these ways, the school provides equal opportunities for pupils, whilst attending to their personal and emotional needs well. Such provision is mainly made out of the classrooms. However, in class lessons more capable pupils are sometimes not challenged enough and some pupils' weak behaviour reduces the learning opportunities for others.
24. The school offers a satisfactory range of extra-curricular activities, including football, "Kwik Cricket", country dancing and the cycling proficiency test. The curriculum is enriched with specific days or weeks devoted to such areas as science, the environment, Roman/Greek days and the area sports day. A very beneficial activity is the residential visit that takes place for the Year 4 pupils who wish to attend. Visitors are welcomed to the school providing further

enhancement of the pupils' experiences. For example, a local minister takes a morning assembly.

25. There are considerable difficulties in recruiting teachers. This is a general issue for the area and has meant that some classes have had several changes of teacher. Sometimes posts have to be filled by temporary teachers. Two were filled temporarily during the inspection. There is a good number of systems for the induction<sup>1</sup> of new staff. Governors use a number of strategies to attract and retain staff, for example, in improving conditions in the workplace. Teachers recruited over recent years have appropriate qualifications but only three have been in post for more than two years. There is a good number of support staff having a range of experience and training to suit their roles.
26. Teachers and pupils take pride in their environment. The delightful school grounds provide a safe, secure and stimulating environment for pupils, who participate in a range of enjoyable outdoor activities. This helps promote calm and trouble-free play at lunchtimes. Teachers work hard to make the best use of the classroom space available. Classrooms are colourful and attractive and the Atrium provides a good resource centre and library. The school lacks storage space and a dedicated Medical Room. The information and communication technology suite is small but accommodates ten work-stations. At the time of the inspection, only six were functioning, the other four being upgraded by an information and communication technology technician. Teaching staff make use of the school laptop computers to enable the whole class to take part in information and communication technology activities. On other occasions, staff split the class to teach them at different times.

### Care, guidance and support

Procedures for ensuring the pupils' care, welfare, health and safety are **good**. All pupils receive **satisfactory** support and advice, particularly on their personal development.

### Strengths and weaknesses

- Risk assessments of the premises and activities are thorough.
- Pupils joining the Reception classes receive good induction to school.
- The school provides good pastoral support and guidance for those pupils with emotional and behavioural problems.

### Commentary

27. Child protection procedures are in place and the school has good liaison with outside agencies. Some members of staff are trained in first aid care for pupils who are ill or who have accidents. Regular risk assessments of the premises are carried out and the site is generally safe and secure; equipment is regularly checked for continued safe operation. When pupils are taken on educational excursions, members of staff complete appropriate written assessments of any possible hazards and how to avoid them.
28. Most pupils are confident and secure, although worried about the level of bad behaviour of a few. Most feel that problems are sorted out by staff but a quarter of pupils who responded to the questionnaire were not sure that there was any adult in whom they could confide. This lack of confidence in staff was not generally reflected in conversations with groups of pupils and no evidence of bullying was seen during the inspection. Good behaviour at lunchtime is promoted well at lunchtime clubs and by a good range of equipment that occupies the pupils on the playground. Some pupils act as 'playground pals' for those who have no-one to play with. The headteacher and staff have caring, close relationships with the pupils and together with discussion lessons they gain the pupils' views. However, the school has recognised the need for more formal ways and is planning to set up a school council.

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<sup>1</sup> Induction refers (a) to the arrangements to receive new members of staff and brief them on school routines; or (b) to the procedures to welcome new pupils and help them to settle and make new friends.

29. Where pupils have problems in conforming to class rules or get into conflicts with other pupils, staff attempt a considered approach to defuse the situation, asking the pupil to consider the correct action and if necessary withdrawing them for short periods. This is not consistently effective. Some younger pupils undertake a course of sessions in a small group designed to help them become more aware of the impact of their actions on others and to recognise that impact. Members of staff say that this improves behaviour but that progress is slow for some. This was evident in continuing behaviour problems in class for some of these pupils.
30. The parents of children who start in the Reception class are given good information by the school so that they can support their child. Both parents and children can come into school for three half days in the preceding term to familiarise themselves with school life. Although independence is encouraged in the Reception class, parents can stay until the child settles and this has been successful so almost all are now confident to be on their own. All the pupils 'move up' to their new class for one full day in the summer term.

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

The school's links with parents, the community and other schools are **satisfactory**.

### **Main strengths and weaknesses**

- The school provides good information to parents.
- The school provides many opportunities for parents to contribute to their children's learning but a significant minority of parents are unsupportive.

### **Commentary**

31. Parents receive regular newsletters and each class, including the Reception, sends out a list of what the children will be taught in the coming term. The annual reports cover all the curriculum areas and explain what the pupils can do in the core subjects. Non-core subjects are reported using a table giving grades for standards, progress and attitudes and these give a very good indication of how well their child is doing. Reports also record comments on the pupils' attitudes towards the school, their personal and social development and targets for improvement. Parents have good opportunities to respond to their child's report. However, sometimes information is couched in educational jargon, which clouds the meaning for some parents.
32. Most parents are very supportive of their children's work and of the school in general. However, a minority, whilst sending their child to school regularly, do not support the school, particularly with discipline and homework. Some parents of pupils with special educational needs do not attend the review meetings. The school organises courses for parents so that they can help their children in the core subjects at home more. Some parents have also undertaken a course in better parenting. The school is open for parents to see what is going on for one afternoon each month and teachers meet parents formally each term. The '*Friends of Cangle*' organise social events and raise valuable funds for equipment, subsidising school trips so that more children can go. Although events are usually well attended, there are difficulties in getting sufficient help, for example, with the Summer Fair. There are good links with the local playgroup and these support the school's good induction for children starting school.
33. The school offers work experience placements and has good relationships with their colleges and schools. The liaison it has with local middle schools supports the pupils' transfer at the age of nine. The headteacher and deputy headteacher are partners in a 'networked learning community' of school managers sharing effective practice. The school has strong links with a retailer of children's wear and these result, for example, in joint fund-raising for charity. There are also links with various local groups such as local church, whose minister visits the school

for a monthly assembly, and the town's "On Track" family initiative. These satisfactory partnerships enrich the school and its provision.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory overall. The leadership of the headteacher is good and governance is good. However, the management of the school has not been effective enough in overcoming the school's difficulties in teaching and the weak behaviour of some pupils. The leadership of other key staff is satisfactory and good in the Foundation Stage.

### **Main strengths and weaknesses**

- The headteacher leads well and has introduced a good number of strategies to make improvements.
- Governors have a good awareness of the school's key strengths and weaknesses and fulfil statutory requirements well.
- The management of the school is not effective enough currently in overcoming difficulties of teaching consistency.

### **Commentary**

34. The headteacher has a good vision for the school and knows its strengths, weaknesses and needs very well. This is clearly shown by the very good self-evaluation carried out in conjunction with senior staff. Her good leadership is exemplified in the school improvement plan, which identifies correctly the areas in need of development. She offers good leadership, a firm steer to the direction of the school and good support to pupils, staff and parents. With governors' support, a good number of strategies are used to overcome the school's barriers to improvement, which are correctly identified as difficulties in recruitment and retention of teachers; the minority of pupils who have anti-social tendencies; and a lowering of the social skills of children on entry. Despite these strategies, such as improving the workplace; the rigorous behaviour and discipline procedures; and supporting the social skills of pupils with weak behaviour, the barriers to improvement persist and are exacerbated by staff changes, which undermine the impact of the good induction procedures for new staff.
35. The governors have a clear view of the school and its needs and this is helped by information provided by the headteacher and corroborated by the visits that governors make. Through the curriculum committee, governors check the work of the school effectively and their involvement has improved considerably since the last inspection. They visit classrooms, sometimes with the subject coordinator, to evaluate the learning taking place. These visits have a clearly defined focus, for example, the planning of work for different groups of pupils. Governors bring to bear their personal skills in challenging and evaluating the work of the school. They are very supportive of the school and staff, and clearly understand the problems facing the headteacher, especially in the recruitment and retention of teachers. They are keen to obtain the best value from expenditure, compare costs with other similar schools and obtaining several estimates for all major work, contrasting their efficiency. There is a long-term programme for improvements and maintenance and a high contingency budget is carried forward each year to enable this. Although expenditure per pupil is below average, the value for money provided is unsatisfactory because the school is not effective enough currently. Statutory requirements are met well and governors support the school's principled decisions about providing education for all pupils, whatever their needs. They also check any rare decisions about exclusions.



## Financial information

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

Income and expenditure (£)	
Total income	592,070
Total expenditure	548,805
Expenditure per pupil	2,517

Balances (£)	
Balance from previous year	56,188
Balance carried forward to the next	43,265

36. The school's management structure has changed recently and consists of a "*leadership team*" and class teachers with responsibilities for coordinating subjects. Consequently, some teachers take on the coordination of several subjects and have little time to carry out such duties. As a result, some non-core subjects, for example, music, lack development for significant periods of time. Although the structure and facilities now exist, the newness of several subject coordinators and their lack of sufficient time means that the impact of subject coordination has not improved enough since the last inspection.
37. The leadership of special educational needs is good. Statutory procedures and subsequent records are very well kept. The leadership and management from the headteacher is good, and very supportive of the special educational needs coordinator and staff. There is a strong, shared commitment to ensure that all pupils in the school achieve their full potential. Clearly detailed checks enable the school to identify relevant needs with an emphasis on early intervention by the school. The coordinator leads induction processes for new staff well in promoting their full awareness of the school's approach and procedures. Liaison with outside agencies is good and the school values the support of a local education authority advisory teacher. The use of resources and teaching assistants is managed well and the school spends considerably more on pupils' special educational needs than the funds allocated.
38. While the induction for new staff is good overall, the classroom demands of the pupils with weak behaviour, are not currently satisfied sufficiently. This is because the policies for behaviour and discipline are not used consistently enough by some teachers, whether or not they are new to the school. Although the school has many strategies to support pupils and staff, the behaviour of some pupils remains unsatisfactory and recruitment and retention of staff exacerbates this through staff changes. Policies for performance management are implemented fully and this is a good improvement since the last inspection within a context of several staff changes. Other issues raised in the last inspection have been satisfactorily improved overall, although the results of the national tests for Year 2 have not kept pace with the national improvement over five years.

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

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

39. Pupils enter one of the two Reception classes in the September before their fifth birthday. They have a good induction, which is appreciated by parents. They start school on a part-time basis until the beginning of term in which they are five. Provision in the Foundation Stage is generally good and many pupils achieve well in most areas of learning. However, attainment on entry for the current Reception year and Year 1 pupils is slightly lower than for those in Years 2 to 4 and particularly in their personal, social and emotional development. There is a minority of pupils who enter the school with limited experience, social and linguistic confidence and limited awareness of the effect of their actions on others.
40. The curriculum is well planned and provides for all the recommended areas of learning. Staff from the two Reception classes plan together and provide a good curriculum with similar experiences for all the children. A good team has been established under the good leadership and management of the coordinator. The outdoor area has been re-equipped and provides an exciting facility enabling work in all the areas of learning. It has some temporary provision and some that is fixed. However, there is currently no shaded area. Indoors, the classrooms are stimulating and well resourced with many activities provided. The children learn in whole-class sessions, adult-led small groups and through activities they have chosen for themselves. There is a good mix of these ways of learning. However, in the chosen activities children occasionally have too little support in promoting purpose and challenge. Consequently, a small number of pupils change activity frequently or wander round uncertain. Generally, questions that encourage the pupils to reflect and make extended answers are not frequent enough, especially for the more capable children. However, in most ways the teaching by teachers and support staff is good and promotes good learning as well as providing good checks on individual children's progress.

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

Provision in personal, social and emotional development is good.

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

- There are many opportunities for pupils to be friendly and cooperative.
- Most pupils are happy and feel secure and valued.
- A significant minority display anti-social behaviour on occasions.

#### **Commentary**

41. Pupils have a good induction to school and quickly feel secure and valued because of the good teaching and care they receive. While most learn and accept the routines and class conventions quickly, a significant minority behave in selfish or impulsive ways occasionally. The good provision is designed to help such immaturity and is largely successful. Consequently, achievement is good. However, some children are unlikely to consistently reach the early learning goals for this area of learning.
42. Most pupils cooperate well, especially when supervised by an adult. For example, a group of girls was able to complete a Pooh Bear alphabet jigsaw puzzle by combining their ideas, but one became competitive and insisted her ways were right, especially when singing an alphabet song while trying to point to the appropriate letter. A group of boys were happily balancing while walking along the large outdoor wooden crocodile taking turns well, when another boy pushed one off, hurting his feelings. On most occasions, the pupils concentrate on an activity for a good time, particularly when helped by an adult. However, occasionally the children's

concentration is short or they use apparatus with little purpose. This can lead to some flitting from one activity to another or aimless wandering around. However, this is never so in class and group activities because the children often become very interested in the challenges set for them and are keen to succeed.

43. Teaching is good overall and the wide range of activities provides opportunities for children to cooperate and become social. Learning is good when it is well led by an adult and extends the children's thinking and awareness. Members of staff in both classes provide very good role models and work together as a team. They record observations of pupils' development in this area of learning and discuss how to help overcome any immaturity.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is good.

### **Main strengths and weaknesses**

- Teaching is good and encourages better speaking, listening and literacy skills effectively.
- A significant group of lower attaining pupils, mainly boys, are well supported.
- The good planning makes clear links between various activities and encourages interest well.
- On occasions, members of staff use questions which do not encourage extended answers.

### **Commentary**

44. The majority of pupils are on course to meet or exceed the expected early learning goals by the end of their Reception year and standards overall are average. However, there is a small number of children whose current development is at a lower stage. Speaking and listening skills are very varied and average overall. A few children use single words only to communicate. For example, a group of boys found difficulty in explaining the difference between wet and dry sand. However, a group of girls was very articulate in finding pieces to fit a jigsaw and later when playing with puppets. Most children can write their name and copy adults' writing. They are learning the letters of the alphabet and understand how the sounds are put together to make words. Working in small groups, they are taught how to make and read simple words and these are chosen to be relevant to themes in the planning. There are good opportunities for pupils to talk together through role-play and other provision and to experiment with writing. For example, one girl was making a small book with pretend writing, which included many correctly formed letters, on each page, although it was started from the back. Several children are starting to read and some are able to tackle simple texts well. There is a good level of interest in books and all the children know simple conventions, such as gaining meaning from the text and pictures. Standards have been at least maintained since the last inspection despite the higher proportion of children entering the school with low levels of skill.
45. Overall, the quality of teaching is good and the children achieve well. The classrooms and outdoor area provide a rich environment for learning with plenty of displays and areas to stimulate pupils' interest and promote learning. Planning is good and makes clear links between the activities provided for pupils to choose and those that teachers lead or provide instruction for small groups. Consequently, in large measure, the children are engaged in the activities, which interest them well and encourage their learning. The teaching of small groups is effective and often enables learning adapted to the needs of individual children. Staff record individual pupils' learning closely and this enables a careful check on the children's accomplishments although comments are occasionally a little too descriptive. The involvement of staff in children's chosen activities is often helpful but in a minority of cases is not used to encourage pupils to attempt extended answers. The teaching of whole class sessions and small groups is very effective and despite the uninhibited nature of a few pupils, a good climate of interest and relevant discussion is promoted.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is good.

### **Main strengths and weaknesses**

- Members of staff use many opportunities to promote the learning of numbers.
- Pupils are introduced to a range of appropriate words to discuss mathematical matters.
- Some teaching does not extend more capable pupils.

### **Commentary**

46. Most pupils are learning numbers and other aspects of mathematics so that they will have reached the early learning goals by the end of the Reception year. Their achievement is satisfactory. A few pupils already have and know about numbers to over 20 and can do sums such as  $4 + 4 = 8$ . A large majority of pupils can order and sequence objects. For example, in a group activity, the pupils were asked questions in order to sequence a number of soft toys by their size. Because the teacher used many alternative words to question the pupils, they were able to understand the task and quickly order the toys. They also learnt the language of comparisons. However, the task did not extend the more capable children. Within the day a number of activities are provided that promote mathematical learning. Often these are linked to on-going classroom themes. Sometimes they are led by staff specifically to promote learning by groups of pupils. These sessions provide some direct tuition and help children to gain specific skills. For example, a tablet pattern-making task helped the children to see symmetry and observe position and orientation. Teaching is of good quality overall, although occasionally expectations of the pupils' capabilities are too low.

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

Provision in knowledge and understanding of the world is satisfactory.

### **Main strengths and weaknesses**

- Many pupils start school with limited experience of the world around them but make good progress.
- By the end of the Reception year a number of children still lack the skills to enquire and knowledge of the wider world.
- The children become confident in using computers.

### **Commentary**

47. On entry to the Reception year, many pupils have not had a wide experience of the wider world and have not become fully aware of their own world yet. For example, some found difficulty in talking about their route to school. However, most had learnt that plants grow and need water and earth to help this. While most children show a good deal of interest, many do not enquire or seek to find things out until they are prompted. For example, one boy tried very hard to fit pieces together from two construction kits and did not realise their incompatibility. However, many pupils are confident in using computers and have satisfactory skills using a mouse and can click and drag and colour infill appropriately. One pair was moving houses around the screen but did not realise the need to form rows to form a street, rather than place them on top of each other. Such examples indicate both the good impact of provision and the gaps in the knowledge and understanding that many children have.

48. The quality of teaching is satisfactory. Often, the well planned activities help extend the pupils' knowledge and understanding but on occasions there is not enough adult support to raise the children's awareness. Overall, the children make satisfactory progress from a low start and achieve satisfactorily, but a significant minority are unlikely to meet the early learning goals for this area of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is good.

### **Main strengths and weaknesses**

- There is good provision for a number of varied opportunities for children to gain and practice skills.
- Outdoor provision is stimulating and well used.
- Most pupils achieve well in using tools and implements.
- Learning is well supported by classroom assistants.

### **Commentary**

49. There were not many opportunities to observe the children's standards of physical development. However, those seen indicate that standards are average and most pupils are likely to meet the early learning goals. Good opportunities are provided outdoors for pupils to run, climb and practice a range of physical activities. They mostly take good advantage of such facilities and gain in skills because of them. For example, a group of boys was walking on upturned pots; one for each foot. To these were attached strings that could be held in the hands. Several boys realised the best ways to walk was to keep the string taught, but two failed to realise because they did not bother to look what was happening. Consequently, they found it hard to walk and failed to gain the skill.
50. Indoors there is also a good range of activities that promote pupils using pencils, markers and a range of implements, such as scissors. A minority of pupils are at early stages of gaining skills of manipulating these tools. For example, some found it hard to cut out accurately and one resorted to tearing out his picture. Most manipulate pencils well to write and make marks on paper. The work of the more capable pupils is neat and carefully executed. However, all the pupils seen could operate a computer mouse effectively.
51. Teaching is good and well supported by classroom assistants. There are generally positive expectations for the children's behaviour and their abilities. However, on occasions they are not challenged enough to improve their performance although lessons in groups provide good development in particular skills.

## **CREATIVE DEVELOPMENT**

52. Few observations were made of pupils in this area of learning and judgements cannot be made. However, what was observed suggests satisfactory attainment towards the early learning goals for this area of learning. It also suggests that teaching is satisfactory and there is planned teaching of skills to small groups of children. The children made appropriate choices when forming a collage and the most capable children produce careful work indicating good skills. They are introduced to a range of techniques for making pictures and the displays indicate a good range of work. Planned activities are often linked to themes in the classroom and this supports the children's interest and the relevance of the work they do.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Writing is a weakness throughout the school, but especially in Years 3 to 4.
- Measures to improve standards of reading have been successful.
- All children know what their targets are for improvement and work to meet them.
- Marking is generally unsatisfactory.
- Not enough is expected of the more capable pupils, particularly in Years 1 to 2.

#### Commentary

53. Standards of work are currently average in Year 2 and below average in Year 4, where there is a higher proportion of children with special educational needs. There have been several changes of teaching staff, which has been unsettling for some pupils. In speaking and listening, standards are below average in Year 2 and about average in Year 4. This is because children enter the school with below average skills, but gradually improve as they grow older. Standards in reading are average throughout the school. The school has worked hard to identify and support groups of pupils with difficulties, which has helped to maintain overall standards. Pupils in Years 1 and 2 achieve well in reading from below average starting points. In Years 3 and 4, achievement in reading is satisfactory. In writing, achievement is unsatisfactory across the school, because children are not being required to work as hard as they could. Some groups of pupils are not receiving work of the correct level of difficulty, especially the more capable pupils in Years 1 and 2. In Years 3 and 4, provision is inconsistent, with some good teaching and some that is unsatisfactory. This very mixed picture is not as good as the one at the last inspection.
54. Pupils enter Year 1 with speaking and listening skills that are below expectations and make satisfactory progress, although standards remain below average by the time they leave Year 2. In Years 3 and 4, examples of very good teaching help to promote pupils' skills, so that by the end of Year 4 standards are about at expectations and achievement is satisfactory. For example, under sensitive guidance, Year 4 pupils could explain why concentration is important, and identify obstacles that might stop it. They were able to listen attentively to one another. On other occasions, however, with different teachers, the same pupils did not listen well, or contribute sensibly to discussion. Within the school there are very helpful guidelines to support pupils' speaking skills, but these are not being used systematically across all classes.
55. The school has introduced several ideas to improve reading, and these are having a beneficial impact on standards, which are rising in line with national expectations. Every pupil has a reading journal in which they make notes about their reading experiences in addition to a home-school reading record. This enables them to reflect upon their reading. In a small group with the teacher, pupils study a shared book and discuss features of it. Such guided reading works well, and focuses on individual development. Special resources to interest boys have also been purchased and used effectively. Higher-attaining pupils in Year 2 read confidently and fluently with some expression and compare books and authors. Some lower-attaining pupils read hesitantly and wait to be told the word. Year 4 pupils know how to make use of the school library, and are beginning to undertake their own research. The school is well resourced with books, although the breadth of material available for the most able pupils is limited.
56. Standards in writing have fallen since the time of the last inspection. In particular, pupils are failing to achieve the higher levels in their tests at the end of Year 2. It is clear from the work of the Year 4 pupils that many are not achieving as well as might be expected. This is because teaching is inconsistent and sometimes unsatisfactory. While there was some good teaching in one group, many lessons do not make sufficient demands on pupils. The work in their

books is inconsistently marked, and occasionally left unmarked. Only in the “special writing books”, where pupils do unaided work to judge their progress, do they appear to make an effort and take pride in their writing. This is unusual because teachers have no input in these pieces of work. Writing produced in normal lessons is of a lower standard. Teaching often lacks pace, and the expectations of pupils are not high enough. In some cases behaviour is not well managed, and learning is reduced by disruption. Planning lacks rigour, and the objective for the lesson is not made clear in the way the lesson is taught. All these factors combine to mean that opportunities to develop pupils’ writing are missed. The school is aware of this problem and the coordinator has recently produced an action plan which has yet to be implemented.

57. Teaching is satisfactory overall, despite the shortcomings in the teaching of writing. In one good lesson, the teacher asked the pupils to evaluate the quality of their work and to share their ideas with one another and the class. This produced a fruitful discussion, and all pupils learnt about how to improve their writing. Individual targets are used well to show pupils what they need to do next. These are written on a paper that folds out from the back of their books so that they can see them while they are working, and teachers regularly comment on the progress they are making.
58. The coordinator is experienced and knowledgeable and has a clear idea about what needs to be done next. The many changes in staff, especially in Years 3 and 4, have meant revising existing procedures and have slowed down development. While some monitoring of teaching goes on and useful recommendations are made, it is not followed-up and so classroom practice does not necessarily improve. In the same way, much helpful advice and guidance is made available to staff but not used enough. For example “prop boxes” bring stories alive, with objects the pupils can handle related to the story. Teachers know about them but apart from in the Reception classes do not use them. The school gathers a great deal of data about pupils’ progress. Despite the abundance of such information, there are groups of pupils who underachieve, and whose needs are not being adequately met.

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

59. Literacy skills are used satisfactorily to support learning in other subjects, such as history and science. However, the school has a set of laptop computers that are under-used for word-processing.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- The quality of teaching is not consistently effective in all classes.
- The use of information and communication technology in lessons supports individual pupils’ learning well.
- The monitoring of teaching and learning is not sufficiently developed.
- There is under-achievement by more capable pupils in Years 3 to 4.
- Support provided by teaching assistants is good.
- Pupils are not clear enough about what they have to do to improve.

#### **Commentary**

60. The Year 2 national tests results, showed a significant decline in 2003. This was against the previous trend of improvement since 2000. Standards in Year 2 are broadly average and achievement is satisfactory. Standards in Year 4 are satisfactory but the achievement is unsatisfactory because the more able pupils could do better. Pupils with special educational needs make good progress in Years 1 and 2 and satisfactory progress in Years 3 and 4. This is due to the good support by teachers and teaching assistants.

61. Most pupils enter the school with average mathematical understanding. In Year 2, they are working within the expected range for their age, developing a knowledge and understanding of place value and recalling addition and number facts to at least 10. They are taught to recognise number patterns and use different strategies to solve number problems mentally. This learning is both reinforced and used in their work when tackling problems of estimation. In a Year 2 lesson on estimation, children used strategies such as “counting in two’s” and “halving the dots to estimate, then doubling to guess the number”. In the same lesson, children were secure in their learning, due to the reinforcement by the class teacher in teaching how estimation is often inaccurate. This enabled all the pupils to progress without the fear of failure. Effective support for low attaining groups is provided by teaching assistants. It is shown in the clear lesson objectives and well matched work that builds on the skills acquired already and had been planned in cooperation with the class teacher.
62. Year 3 pupils use tables and number patterns to identify multiples of 2, 5, or 10. They have a clear understanding of reflective symmetry and two-dimensional shapes. Good use was made in a lesson, of the use of the school’s laptop computers to reinforce visually the lines of symmetry, for low achievers. Year 4 pupils are starting to show clear understanding of the different methods that can be used in working out numbers, both with two and three digits. Members of staff use opportunities well for pupils to work on computers to improve their mathematical skills in the classrooms.
63. In the lessons seen, teaching was satisfactory overall. One lesson was good and one unsatisfactory. Strengths in the good lesson were based on:
- carefully planned lessons with clear learning objectives shared with pupils;
  - teaching which captures pupils’ interest and enthusiasm;
  - good emphasis on the correct use of mathematical vocabulary;
  - making sure that pupils understand fully how work builds on their previous learning;
  - encouraging pupils to feel secure and contribute with no fear of failure;
  - teaching assistants being well-briefed and often effectively leading groups.
64. Where teaching was unsatisfactory, the tasks were not well matched to the pupils needs, the consolidation of past work became the prime objective and therefore no opportunities occurred for new learning to take place. Some teachers are more skilled than others in the range of techniques they use to maintain discipline and promote learning. While in most lessons, activities are planned for pupils of different capability, expectations of the most capable pupils are sometimes too low. Where there are well-established routines, high expectations of behaviour and learning that makes a positive and enjoyable experience, the pupils show good interest and concentration.
65. Marking is inconsistent across the school and does not indicate enough to pupils how they can improve. Targets are used in pupils’ books and on some occasions on the tables for groups of pupils, but generally they are of a very broad nature. The school has recently introduced a new method for pupils to record their work in specially designed exercise books. There are the initial signs that this is helping the children to understand new mathematical concepts.
66. A new coordinator was appointed for mathematics in January 2004 and a judgement about coordination is not possible. She has had some training for the role and observed aspects of the curriculum. In previous years regular assessments have taken place and the analysis of performance data has been used well to group pupils and to target individuals for intervention and support. The school is providing release time for the new coordinator to continue this good practice and develop her role. Although the headteacher often visits classrooms and gives helpful feedback, a regular pattern of checking teaching in lessons, is not in place to identify and share good practice. The new arrangements for leadership have yet to become established.

## **Mathematics across the curriculum**



67. Mathematics is used satisfactorily in other subjects, for example, when tables, graphs and databases are used in science or mathematical programs. Computer programs are sometimes used to support pupils' learning of skills. However, there is little evidence of any systematic planning of opportunities for pupils to use and apply mathematics in other subjects.

## **SCIENCE**

Provision in science is satisfactory.

### **Main strengths and weaknesses**

- Pupils understand well how to make tests fair.
- Resources are used well with mainly practical lessons.
- Progress in skills and understanding is patchy.
- Pupils of higher ability are not challenged enough.

### **Commentary**

68. The results of the 2003 assessments for Year 2 pupils showed average standards although the schools tests for Year 4 indicated only a small proportion reached high standards. The standards of the current pupils are average for Year 2 and Year 4 but there is some underachievement by more capable pupils in Years 3 to 4. This is because in some lessons these pupils are not challenged enough. For example, in a lesson, Year 4 pupils understood how to plan a fair experiment to find materials that insulate well, but few were able to draw generalised conclusions. This degree of underachievement in Years 3 and 4 is reflected in the school's own data showing that more pupils could achieve higher standards.
69. In some lessons, the behaviour of a small minority of pupils is not kept in check and this interrupts the teachers' instruction and the learning of other pupils. Classroom support assistants make an important contribution in supporting pupils with special educational needs and sometimes those with weak behaviour. On occasions, pupils are withdrawn for time with the headteacher or others. Nevertheless, teachers are keen to provide equal opportunities for all the pupils and are generally successful in this.
70. The past work of pupils is generally patchy and indicates inconsistent progress. This is partly because the school's system for teaching the subject in blocks does not promote the bit-by-bit learning of skills and understanding. While some of the work is helpfully marked and annotated with challenging comments encouraging further learning, in other cases the teachers' marking is inconsistent. A good proportion of the past work is incomplete and does not indicate fully the pupils' standards.
71. Teaching is satisfactory overall but there are inconsistencies. In the one unsatisfactory lesson seen, the pupils did not learn enough because of the teacher's ineffective management of some pupils' behaviour and because the planned experiments lacked rigour. Generally, however, teachers have satisfactory knowledge of the subject and this is well promoted by the coordinator with a strong emphasis about scientific investigation and experimentation. Nevertheless, this emphasis has not extended to the promotion of higher levels of generalisation for the more capable pupils.
72. Teachers check and record the level of learning of each pupil at the end of each topic studied. They follow the guidance about the topics to be studied but do not promote learning at a higher level for more capable pupils. For example, there is little work above the expected level for pupils in Year 2. However, in most lessons differences are made in the work for the most and the least capable pupils and the nature of the tasks varies in the degree of support that is given. Class discussions are often at a good level but in some lessons there are interruptions.
73. The curriculum is enriched well through special events such as "science week", "science days" and environmental work using the school's grounds, which provide a good resource for

learning in the subject. The previous coordinator has reviewed pupils' work very well, providing helpful and insightful observations, for example, identifying the need for pupils to draw conclusions from their results. The new coordinator checks teachers' planning and promotes investigations well but has had no time for lesson observations. This work is satisfactory but made more difficult due to the changes in staff.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Direct teaching of information and communication technology skills is good.
- Procedures for monitoring and evaluating teaching and learning in information and communication technology are not fully established.
- Computers are used well in classrooms.
- Work stations in the information and communication technology suite are sometimes not functioning fully.

### **Commentary**

74. In Year 4, pupils' skills are broadly in line with national expectations. In the direct teaching sessions seen, in both the Year 3 and 4 classes, good teaching enabled pupils to make progress and achieve well. No direct class teaching of information and communication technology was observed in Year 1 and 2, but evidence from discussions with pupils, class portfolios and in observations of lessons where information and communication technology was used, standards by the end of Year 2 are satisfactory. Achievement in Years 1 to 2 and in Years 3 to 4 is satisfactory.
75. Examples of pupils' work show they are learning to use information and communication technology for word processing, graphics, the Internet and data handling. In the lessons seen, the teacher's own specialist subject knowledge was used well to give clear explanations and demonstrations. Good use of questioning, clear recall of past knowledge and a brisk pace to the learning meant that all pupils, including those with special educational needs, achieved well. The Year 4 pupils investigating "Branching Databases" were given the opportunity not only to follow the teachers' guidelines, but to investigate the program for themselves. This allowed pupils to gain self-acquired knowledge of the program and its capabilities. Discussions with pupils showed they have a good knowledge and understanding. Problems had occurred in the transfer of data from one program to another the previous day. On being asked why the problem had occurred, a pupil replied "Computers only do what you tell them, put in the wrong information and the wrong information will come out". The use of national guidance for planning on a two-year cycle enables all the pupils to experience the full programme of study.
76. Pupils, in Year 2, have had the experience of text work, mathematics and literacy programs to consolidate learning as well as painting/graphic programs. Pupils exhibited very good keyboard and mouse skills, with some using the numeric keyboard to a good effect. Every opportunity is given by staff to enable pupils to use information and communication technology within the classroom.
77. Members of staff make good use of the small information and communication technology suite. It accommodates ten work stations, but at the time of the inspection only six were functioning. The remaining four are in the process of being updated. The current situation means that on occasions more than two pupils have to share a work station. This is unsatisfactory. Members of staff have used the school laptops to help provision, but this is only a short term solution.
78. Recent changes in subject leadership have yet to be consolidated. Assessment procedures are being revised, with two commercially produced programmes being evaluated. Portfolios of

pupils' work are being assembled in year groups and will provide all teachers with clear exemplification of standards. Monitoring of teaching and learning in the subject are not yet developed to ensure that the best use is made of resources. Money is spent well on resources, particularly on the use of a part-time technician, who helps the school with hardware problems, as well as software installation and general maintenance of the system.

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

79. In the lessons observed, teachers successfully linked information and communication technology skills with those that pupils were learning in other subjects, for example in English, mathematics and history. These links are becoming stronger but are not yet planned for fully. Overall the use of information and communication technology skills in other subjects is satisfactory.

## **HUMANITIES**

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Clear objectives for the pupils' learning promote progress.
- Leadership and management are at an early stage of development.
- Pupil knowledge and understanding by the end of Year 4 is good.

### **Commentary**

80. Standards of attainment are in line with the expectations of the Suffolk locally agreed syllabus in Years 2 and 4, as they were at the time of the last inspection. Only a small amount of teaching was observed. A great deal of work covered in lessons is by discussion and so there is limited written work in Year 2. However, analysis of the available work and discussions with Year 4 pupils indicate that the pupils' achievement is satisfactory across the school.
81. In Year 2, most pupils know about some special occasions that are marked by religious celebrations or other ceremonies. They understand in simple terms what is meant by words such as "celebrate" and "pray". They identify and talk about some of the special occasions in their own lives, such as birthdays, and describe how these are celebrated, for example, with parties or other family gatherings. Pupils know that faith groups celebrate occasions that are special to them, for example, the Christian celebration of Christmas.
82. Discussions with pupils in Year 4 show they are beginning to link religious education teaching with everyday life, such as knowing that the Ten Commandments give us rules for life. This indicates that pupils are being given opportunities to discover the meaning behind religions as well as facts about them. Pupils have a comprehensive knowledge of Hinduism. They are able to refer to the many Gods and the beliefs after death. The concept of a "soul" was introduced, and well described by a pupil by "A soul is like air, you cannot touch or see it, but you know it is there". Spiritual awareness in assemblies is encouraged, for example, by the visits of the local Christian minister.
83. Teachers encourage pupils to make good use of their literacy skills in religious education when reading and recording work. Year 4 pupils use these skills well. Their work is well presented and informative.
84. In a lesson seen in a combined class of Year 2 and 3 pupils, teaching was satisfactory, and pupils were gaining a satisfactory understanding of "Milestones and Turning Points". The class teacher explained well the objectives of the lesson and enabled the pupils to understand fully the meaning of milestones e.g. Baptism and celebrations of points in life. This clear

understanding led the children to recall several instances of personal special moments, such as starting school, birthdays and personal difficult times in their life. This work was further extended through worksheets, with extension work set for those pupils of higher capability.

85. There was insufficient evidence to judge the leadership of the curriculum. The coordinator is newly appointed in January 2004, and has had no opportunities to monitor teaching and learning in the subject to enable her to have a clear picture of the subject across the school.

## **History**

86. No lessons were observed because none were available due to the system for teaching subjects in blocks. Consequently, it is not possible to make an overall judgement on provision in history. The nationally recognised scheme of work used by the school provides satisfactorily for the full programme of study to be taught. Discussions were held with Year 3 and 4 pupils and a review of pupils' work indicates that standards in Year 2 and Year 4 are average and similar to those found at the time of the last inspection.
87. The pupils' books show that in Year 2, they have studied how famous people have affected our lives and have developed an understanding of the passage of time, through news reports and in comparing past times now and long ago. The work is well presented and teachers make good use of pupils' writing skills.
88. Pupils in Year 4, through the study of Romans, were able to describe very well the need for first hand evidence in the forming of opinions about the past. The use of artifacts, documents and past pictures help pupils review the evidence to form considered opinions about the past. Pupils had been taught how to take concise notes. There is some work indicating good knowledge of several areas of Roman culture, for example, work about the naming of towns such as Colchester. A comprehensive display shows clear links are made with other subjects, especially Literacy, with some good quality empathetic writing of personal reports from a Roman soldier.

## **Geography**

89. Only one lesson was observed but pupils' work was reviewed. There was insufficient evidence to make overall judgements about provision, standards and teaching. However, the indications pointed to at least average standards in Year 2 and 4. The pupils' past work suggests some interesting topics in which the pupils achieve well. For example, investigations about the Indian village of Chembakoli led to good work about the water cycle and pupils' understanding of the impact of the climate on a community. In the one lesson seen, largely for Year 1 pupils, some good methods were used to engage the pupils understanding of living on a Scottish island, such as showing a video and "hot-seating". Pupils are very interested to locate places using maps and atlases and do this generally well. However, the past work is often patchy and there are some missed opportunities to draw out overt comparisons between different locations.

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

### **Physical education**

90. It is not possible to make an overall judgement on standards in Year 4 as no lessons were seen. However, in the Year 2 lesson seen, standards were satisfactory. Pupils' achievement was satisfactory. The work is planned well and taught with a focus on developing the skills that pupils need.
91. The quality of teaching and learning in the two lessons observed during the inspection is variable, one was satisfactory and one was poor. In the satisfactory lesson, pupils understood the importance of warming up before exercise and the care needed when handling large apparatus. Year 2 pupils jumped and ran with good control and awareness of space as they warmed up for the lesson. When moving around the hall they used the space very well. There is a good balance between teachers giving clear instructions and pupils being given time to practise their skills. Pupils had the opportunity to perform, evaluate and make suggestions as to how they could improve. They responded quickly to instructions so the pace of the lesson was good when they were all working together as a class. Poor teaching and learning occurred in a gymnastics lesson. The teacher ensured that pupils were fully aware of the need to warm up and the importance of health and safety issues. Most pupils were keen and enthusiastic about the subject, but the poor attitudes and behaviour of a significant number, and their lack of awareness of others, resulted in the teacher having to constantly admonish and discipline pupils throughout the whole lesson. The impact of this was that very little learning or progress took place during the whole lesson.
92. The school provides swimming instruction for the older pupils throughout the year. The school reports that Year 3 and 4 pupils are achieving good standards in swimming with the large majority of Year 4 pupils being able to swim at least 25m. This is well above national expectations. The pupils talked about swimming provision with enthusiasm and they discussed the coaching they receive from local football coaches. The school offers a good range of activities, including football, "Kwik-Cricket", country dancing and the cycling proficiency instruction. The yearly combined sports day also offers opportunities for all pupils to take part in a wide range of activities, including athletics.
93. The coordinator is new to the post, but has had past experiences of coordinating the subject. However, judgements about the quality of coordination are not possible. The school uses the local education authority's scheme of work, which includes details of checks on attainment. The time allocation for the subject is satisfactory and resources are good. Although the subject is listed for checking this term, the coordinator has had little opportunity to evaluate teaching or to check the procedures for recording the pupils' progress.

### **Art and design**

94. There are no judgements because this was not a focus for the inspection. There were discussions with pupils and staff, and work was observed in books and on walls. The subject is intensively taught for two weeks then not at all for a long period of time. A large collage has been produced of mixed materials depicting Boudicca and the Romans. There are also attractive mosaics of coloured paper squares on display in the entrance hall. The newly appointed coordinator has three subjects to manage, and art is not a focus for this term, so there has been no development or reviews. The school is well resourced for the subject.

### **Design and technology**

95. There are no judgements because this was not a focus for the inspection, and the subject is taught in blocks but not recently. Apart from one or two designs in books there was little evidence available of pupils' standards or achievement.

## Music

Provision in music is **satisfactory**.

### Main strengths and weaknesses

- Standards are not as high as they were in the last inspection.
- Some teachers lack expertise in the subject.
- There are good opportunities for pupils to perform.

### Commentary

96. Standards are average in Year 2 and 4 and pupils have satisfactory singing and rhythm skills. The pupils' singing is tuneful and in time. Many pupils in Years 3 and 4 understand key aspects of performance such as dynamics and tempo. Most pupils of Year 4 can copy quite complex rhythms and have an implicit understanding of the difference between pulse and rhythm. Pupils of Year 2 handle instruments effectively and throughout the school the pupils enjoy the subject. These features suggest effective teaching and learning.
97. In the four lessons seen, the pupils' general achievement was satisfactory although those with higher capability did not have opportunities to extend their skills. For example, in one lesson Year 4 pupils showed they could compose short rhythms well but more capable pupils had no opportunity to clap longer ones or combine rhythms. One lesson was unsatisfactory because there was little new learning provided by the lesson plan, which was taken from a published scheme. Without clear objectives of what the pupils were to learn, many pupils were insufficiently challenged and this led to some poor behaviour.
98. Teaching is satisfactory overall. While most lessons provided good consolidation of singing, with some learning of new songs, improving these skills was insufficiently emphasised. This is because there are few teachers with expertise in the subject. The school has recognised this and provided a published scheme of work to help teachers. However, this scheme gives little support in knowledge and understanding of the subject. The temporary coordinator has little time to provide guidance for teaching and an audit of the provision is planned for September. Pupils and parents appreciate various school productions as well as singing in the community. Resources are satisfactory, except in the provision of a range of recorded music from different cultures. They are easily accessible and used well.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **satisfactory**.

### Main strengths and weaknesses

- Extra classes are run in social skills for pupils who have difficulties.
- There is no school council, although one is planned.

### Commentary

99. There are regular opportunities for pupils in each class to discuss relevant issues, such as family relationships, respect for the elderly, role models and concern for the environment. In addition, extra support is provided for those pupils who have problems relating to others. "Playground pals" support children who have nobody with whom to play. The pupils think of people less fortunate than themselves by supporting a number of charities. There are plans for a school council which is designed to enhance pupils' awareness of others and their citizenship. Policies for learning about drugs misuse and sex education are in place. The school is considering changing the scheme of work, which is less relevant, especially for the Year 2 pupils. The newly appointed coordinator is considering the use of an updated local authority scheme.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>5</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
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	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	5

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