

# INSPECTION REPORT

## **PAKEFIELD PRIMARY SCHOOL**

Lowestoft

LEA area: Suffolk

Unique reference number: 124637

Headteacher: Mrs S Kearley

Lead inspector: Geof Timms

Dates of inspection: 29-31 March 2004

Inspection number: 257136

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 category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
Number on roll:	343
School address:	London Road Pakefield Lowestoft Suffolk
Postcode:	NR33 7AQ
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Lockwood
Date of previous inspection:	6 July 1998

## CHARACTERISTICS OF THE SCHOOL

Pakefield Primary School has 291 full time pupils In Reception to Year 4 with a further 52 who attend part time in the Nursery class. Most children enter the school at the start of the term in which they are four and they move on to middle school at the end of the year in which they are nine. The school is situated in the district of Pakefield in Lowestoft. It serves a mixed area of mostly private housing. Although there is a range of ability, the attainment of most pupils when they enter the school is broadly in line with that expected for their ages, although their communication skills are often below those expected. There are 53 pupils on the register of special educational need and this is broadly average. Two of these pupils have statements of special need entitling them to extra support. This is below average when compared with schools nationally. The main needs relate to social, emotional and behavioural difficulties, and speech and communication difficulties. The vast majority of the pupils are of white British descent; the most common non-British background is Chinese. No pupils are at an early stage of learning English. The proportion of the parents who claim their entitlement to free school meals is in line with the national average. The school provides a breakfast club for a small number of pupils, as well as a range of other lunchtime and after school activities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Mr G Timms	Lead inspector	Foundation Stage Science Art and design Music Physical education
9958	Mr T Page	Lay inspector	
23453	Mrs C Cressey	Team inspector	English Geography History Religious education Special educational needs
22657	Mr M Madeley	Team inspector	Mathematics Information and communication technology Design and technology Personal, social and health education English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a largely effective school where standards attained are above average, pupils are well cared for and inclusion<sup>1</sup> is good. The school provides satisfactory value for money. Pupils make good progress and achieve well through the Foundation Stage and in Years 1 and 2. The leadership and management are satisfactory overall and good in the Foundation Stage and for the provision for pupils with special educational needs.

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

- Standards are above average in English, mathematics and science in Year 2 and Year 4, and are above those expected in physical education throughout the school.
- Pupils in the Nursery and Reception classes, and in Years 1 and 2, achieve well.
- The quality of the teaching is good overall, but in Years 3 and 4 some teachers' methods result in too little active learning.
- Pupils' attitudes and behaviour are good, and behaviour in the Foundation Stage is very good.
- The assessment systems have good features but are not yet used sufficiently in setting individual targets, particularly for higher attaining pupils.
- The school does not have a sufficiently long-term view of its development planning and the role of subject co-ordinators is underdeveloped.

The level of improvement since the last inspection has been satisfactory. The issues raised have been largely addressed, despite significant staff changes. The quality of teaching is better and the support for pupils with special educational needs has improved. The curriculum, especially for information and communication technology is better planned to ensure progression and continuity. More effective assessment systems have been introduced, although these are yet to fully utilised by all teachers in setting individual targets for pupils.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	B	C	C
writing	C	B	B	B
mathematics	B	A	B	B

*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*

**Pupils' achievement is satisfactory** overall, but good in the Foundation Stage and Years 1 and 2. Standards are above average by the end of Year 2. Achievement slows in Years 3 and 4 and is satisfactory here although standards remain above average. By the end of the Foundation Stage, most children are on line to achieve the nationally agreed targets for five-year-olds, called early learning goals. This represents good achievement given their attainment on entry to the school and is due to the good teaching, and the good support from learning support staff, as well as the well planned curriculum. In Year 2, standards in reading are broadly in line with those found nationally, and also in schools which take pupils from similar backgrounds. In writing and mathematics, standards are above average. In Year 4, although pupils have maintained above average standards, the analysis of the pupils' attainment in 2003 carried out by the inspection team shows that a significant minority, especially of the higher attaining pupils, made insufficient progress. This is supported by the inspection evidence and is largely due to a lack of sufficient challenge for the higher

<sup>1</sup> Inclusion refers to the arrangements for meeting the learning needs of all pupils, whatever their gender, ability or background.

attainers and lessons that do not enable pupils to be sufficiently active learners. Pupils' attainment in information and communication technology and religious education is broadly in line with that expected in Year 2 and Year 4 and their achievement is satisfactory. Attendance is satisfactory. **Pupils' attitudes are good, as is their personal development, including their spiritual, moral, social and cultural development.** Their behaviour is good, and is very good in the Foundation Stage.

## QUALITY OF EDUCATION

**The quality of education provided by the school is good.** The quality of teaching is **good** overall. Teaching is good in the Nursery and the Reception classes, and in Years 1 and 2. In Years 3 and 4, teaching is satisfactory overall. Very little teaching is unsatisfactory and this has improved since the last inspection. The relationships between teachers and their pupils are often very good, and are good overall, and this supports the effective learning. In the best lessons, the work is sufficiently challenging and pupils are actively involved. Where the teaching is less successful, pupils are not active learners and too much time is spent listening to the teacher. The teaching of pupils with special educational needs is good but higher attaining pupils in Years 3 and 4 are not always sufficiently challenged by the tasks provided.

The curriculum is **satisfactory** and very well supported by a good level of enrichment. The personal, social, health and citizenship programme is good. The school runs a good range of clubs for its pupils, which are all well attended. It is very involved in local sports events. The school provides well for pupils' care, welfare, health and safety. Links with parents are satisfactory, overall. Links with the community, and other schools and colleges, are good.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are satisfactory.** The headteacher promotes a positive ethos for learning and ensures the school runs smoothly and efficiently. The school's commitment to inclusion, equal opportunities and the needs of individuals is good. The leadership and management of mathematics, science, special educational needs and the Foundation Stage is good but there is room for improvement in the management of English. The governance of the school is satisfactory. Governors are fully supportive of the school but their role in shaping the work of the school is limited. There is insufficient monitoring of the teaching and learning, and of the analysis of data on pupil attainment and progress carried out by subject co-ordinators. The school improvement plan is not sufficiently focused on how initiatives will raise standards. In addition, there is no long-term plan in place for future development.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils express very positive views of the school. The overwhelming majority of parents agree that their children are encouraged to work hard and do their best, are encouraged to become mature and independent, are treated fairly, and are well received into the school. The only significant concerns related to parents being kept well informed about the progress that their children make.

## IMPROVEMENTS NEEDED

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

- improve leadership and management by:
  - more thorough strategic planning, giving a longer term view and explicitly related to raising achievement in all subjects;
  - developing the role of coordinators to ensure the spreading of the good practice that exists;
- improve teaching in Years 3 and 4 by:
  - providing more challenging work for the higher attaining pupils;
  - ensuring teachers methods are more suitable for pupils' ages and abilities;
- use assessment to set challenging targets for children to help raise achievement.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards attained are above average when compared with schools nationally. Pupils' achievement is good in the Foundation Stage and in Years 1 and 2, and is satisfactory in Years 3 and 4. The achievement of pupils with special educational needs is good.

#### Main strengths and weaknesses

- Standards in English, mathematics and science are above average at the end of Year 2 and remain above average at the end of Year 4.
- By the end of the Reception year, most children have achieved well and met the nationally set targets for five-year-olds called early learning goals.
- Pupils achieve well in the Foundation Stage and Years 1 and 2; their achievement is only satisfactory in Years 3 and 4 and high attainers especially do not achieve as well as they could.
- Standards in physical education are above those expected for the ages of the pupils.

#### Commentary

1. Most of the children entering the Nursery class have standards broadly in line with those expected. A small proportion of the children are very able and a few need extra support with their learning or have specific learning difficulties. The school has noted a growing proportion of the children who are joining the school with lower levels of competence in their speech and communication skills. The children achieve well in the Nursery and when they move into the Reception classes, owing to the good quality provision. By the time they start Year 1, most of them have reached the early learning goals in all areas, have good learning habits and are well prepared for starting work within the National Curriculum.

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

Standards in:	School results	National results
reading	16.3 (16.8)	15.7 (15.8)
writing	15.2 (15.1)	14.6 (14.4)
mathematics	17.0 (17.9)	16.3 (16.5)

*There were 64 pupils in the year group. Figures in brackets are for the previous year*

2. The results of the national tests for the end of Year 2 in 2003 showed that standards were average in reading and above average in writing and mathematics. When they are compared to schools that take pupils from similar backgrounds, results were also average in reading and above average in writing and mathematics. To attain these standards the pupils achieve well during Years 1 and 2 and in writing and mathematics a higher than average proportion of the pupils reach standards above those expected.
3. Although the overall results in Year 2 show that standards in writing are higher than average compared to reading, fewer pupils remain below the expected level in reading than do so in writing. This shows that the school is effective in teaching the basic skills of reading to the majority of the children. In mathematics, a well above average proportion of the pupils reached the higher levels and this is partly due to the particularly good level of challenge provided for pupils in Year 2.



4. The teachers' own assessments of their pupils at the end of Year 2 in 2003 showed that speaking and listening skills and writing skills were better than those in reading. In mathematics, there are no significant differences in the attainment in different aspects of the subject. In science, pupils' attainment in experimental and investigative science, and in learning about physical processes, is lower than their knowledge and understanding of living things and materials and their properties. In science, the weakness in investigative work has been analysed by the co-ordinator and the current standards have been improved through advice and training for staff and better planning. Inspection evidence confirms the above average standards in English, mathematics and science by Year 2. Standards in speaking and listening and writing are above average and higher than in reading where they are average, mainly because not enough pupils reach the higher levels.
5. The trend in standards over time, based on the results of National Curriculum tests for seven-year-olds, is inconsistent. In reading, standards have fallen from a high point in 1999, but are still mostly above those found nationally. In writing, standards fell from 1999 to 2001 but have risen since in line with the improvement found nationally. In mathematics, standards fell to a low point in 2000 but then rose sharply for two years before they fell again in 2003, though were still above average. The overall trend in all three subjects over five years has been below that found nationally. Although it differs from year to year, there are no significant differences between the attainment of boys and girls, or among the few pupils from minority ethnic backgrounds.
6. By the time the pupils leave the school at the end of Year 4, the teacher assessments, results of non-statutory tests and evidence of the inspection show that standards in English, mathematics and science are still above average. The achievement evident in Years 3 and 4 is satisfactory but a number of pupils, particularly those who are more able, are capable of higher standards than they currently achieve and this is partly due to a lack of active learning opportunities.
7. Standards in information and communication technology and religious education are broadly in line with those expected. Standards in physical education are above those expected at the end of Years 2 and 4. Pupils with special educational needs achieve well due to the good level of support they receive.

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

Pupils' attitudes to school, and their behaviour, are **good**. The quality of their spiritual, moral, social, and cultural development is **good** overall. Attendance and punctuality are **satisfactory**.

### **Main strengths and weaknesses**

- There is good behaviour and interest in lessons, particularly when pupils are well taught.
- Throughout the school, relationships are good.
- Pupils' personal development is good, especially amongst the younger pupils.
- Pupils' have a keen interest and involvement in school activities.
- There is good moral and social development but less focus on spiritual and inter-cultural awareness.

### **Commentary**

8. Pupils' have good attitudes to school, they work hard, try to do their best. Good behaviour in classrooms enables lessons to proceed without interruption and, where teaching is good, they achieve well. There have only been two short fixed period exclusions since the last inspection.
9. Relationships are good and promote a friendly, considerate, and inclusive community. Pupils have a good rapport with their teachers and other adults who work in the school, and are encouraged to tell them of any problems they encounter. This positive dialogue helps to

counteract oppressive behaviour at an early stage so that pupils feel safe and happy in school. Pupils' personal development is good, especially amongst the Nursery and Reception children, but is held back by too few opportunities for responsibility in Years 3 and 4. Racial harmony is good throughout the school.

10. Many pupils are involved in extra curricular activities and clubs. These activities include public performances by the school choir, and participation in sports against other local schools. These opportunities enhance pupils' liking for school, build team spirit, and a sense of belonging.
11. Pupils' spiritual development is satisfactory. Sometimes there is a lack of challenge and spontaneity in lessons and assemblies that restrains creative and expressive impulses, but pupils do hold to a set of principles that underpin a caring and considerate community and effectively promote their good moral development. Pupils' social development is good, they work together productively in lessons, support each other in teams, and get along well regardless of age, sex, or background. They exhibit good levels of personal responsibility for the presentation of their work and, mostly, try to do their best in whatever they attempt. Cultural development is good with plenty of opportunities to learn about their own and other cultures across the curriculum, including religious education, but there is relatively little opportunity to learn about life in a culturally/ethnically diverse, multi-faith society, celebrate festivals, or visit places of worship other than the parish church.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.3
National data	5.4	National data	0.4

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

12. Attendance is satisfactory, and close to the national average. Attendance monitoring is rigorous in line with the local Lowestoft truancy initiative. Many pupils have authorised holiday absence during school time, and those with the lowest attendance often lead disrupted lives. Punctuality is satisfactory.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	335	1	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning is good overall, and the school provides a satisfactory curriculum with good opportunities for enrichment.

## Teaching and learning

The quality of teaching and learning is good overall. It is largely satisfactory in Years 3 and 4 but good in the Nursery and Reception classes, and good in Years 1 and 2. Assessment systems are good throughout the school but information provided by these needs to be used more effectively to ensure pupils are sufficiently challenged and so assessment overall is satisfactory.

### Main strengths and weaknesses

- The teaching in the Foundation Stage has improved since the last inspection and is now good or better.
- The teaching is good in Years 1 and 2.
- Where the teaching is weaker it provides insufficient challenge for higher attaining pupils.
- In some lessons, the learning is too passive and lacks inspiration.
- Assessment systems are good but need to be better used to address underachievement.
- Relationships between pupils, teachers and non-teaching staff are very good.

### Commentary

#### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactorily	Poor	Very Poor
0	8 (19%)	21 (50%)	11(26%)	2 (5%)	0	0

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

13. The overall quality of teaching in the school is good. This represents an improvement since the last inspection when it was found to be satisfactory, and the teaching in the Foundation Stage and Years 1 and 2 has improved considerably. Almost 70 per cent of the teaching is good or better and nearly one fifth is very good.
14. The teaching in the Nursery and Reception classes is at least good and often very good. It has improved since the last inspection, and this is largely due to changes to the management and leadership and the way the classes plan together to ensure consistency and good progression. The less able pupils, and those with special educational needs, are very well supported by teachers and learning support staff, and by some high quality help from parent volunteers. Higher attaining pupils are provided with sufficiently challenging work, as observed in one time lesson when most pupils were learning to read hours, the more able were working on half hours and the teacher questioned one able child effectively to consolidate his knowledge of five minutes to and twenty five minutes to the hour. This good match of work to pupils' abilities is managed because of the good assessment arrangements that ensure teachers are very well aware of pupils' prior attainment and capabilities. The teachers have good systems for assessing children's progress and capturing important moments of learning in the Nursery and the Reception classes.
15. A very small proportion of unsatisfactory teaching was observed in Years 1 and 2 and in Years 3 and 4. It was largely due to two factors. Firstly, the lack of appropriately planned tasks for pupils based on a satisfactory knowledge and understanding of what they could already do. Secondly, the teaching methods used did not involve pupils in sufficiently active learning and too much time was spent inactive, listening and not engaged in practical learning tasks. These factors were often also present in some of the satisfactory teaching and were slowing the learning even in some otherwise good lessons. Although slightly adapted work is often provided for the less able pupils, thus supporting their learning satisfactorily, this is rarely

evident in the provision for the higher attaining pupils, and this means that in too many lessons they are insufficiently challenged especially in Years 3 and 4.

16. Where the teaching was more effective, pupils were provided with clear learning objectives that were shared with them so they understood what was expected of them, and these objectives were returned to at the end of lessons so that progress could be assessed. Often the pupils were actively involved in assessing how well they felt they had done themselves. The best lessons were pacy and the different parts of the lessons were of sufficient length for progress to be made but not so long that learning slowed and pupils lost interest. Resources were well planned and prepared. This was particularly noticeable in science and art lessons.
17. The learning support assistants and classroom assistants provide teachers with very effective support. They are largely used to help the pupils with special needs of those in lower attaining groups, and their help ensures that these pupils are included sufficiently in the lessons. They are rarely used to support the higher attaining pupils and this is an aspect of their work the school could develop further. Those who work with groups of pupils to provide extra support for their literacy skills are effective and have developed very good relationships with the children they work with. The relationships between pupils and all staff are very good and this supports their learning very effectively.
18. Good assessment systems are now in place and teachers give pupils levels on a regular basis in most subjects. A sample of pupils is tracked throughout the school to assess their achievement. This needs to be done with all pupils so that underachievement is more readily recognised and can be addressed. For example, this has happened with one pupil whose two terms of underachievement has resulted in some extra support being provided.
19. The quality of teaching of pupils with special educational needs is good. Detailed plans include very specific strategies to support pupils' progress towards their stated targets. Targets are reviewed very regularly and modified to match pupil's progress. This ensures pupils are constantly challenged to improve their work and achieve the high standards. Pupils respond very positively to the high expectations the adults have of them and this has a very positive effect on their rate of learning and the standards of work they produce in these sessions. Members of staff manage pupils in a calm and sensitive manner which helps them to feel secure. This instills confidence and assists them in settling to their tasks and achieving a feeling of success and self esteem.

## The curriculum

The school offers a **satisfactory** range of worthwhile curriculum opportunities. Pupils' learning is enriched by **good** extra curricular activities and visits. Staffing, accommodation and resources are **satisfactory overall**, though aspects of accommodation are good.

## Main strengths and weaknesses

- Links between subjects are not yet fully developed.
- The good availability of well qualified learning support staff helps pupils with special educational needs to make good progress.
- The school is involved in many inter-school sports.

## Commentary

20. The planning indicates that the curriculum fully meets the requirements of the National Curriculum and the early learning goals for the Foundation Stage. Studies in religious education follow the locally agreed syllabus and there is a timetabled act of collective worship every day. Planning takes account of the mixed Year 1 and 2 class, and ensures that pupils do not repeat any topic unnecessarily. The school is beginning to develop links between subjects in its planning, for instance science and computing. As yet, this is underdeveloped and so little

use of computers in other lessons was seen. In the same way, pupils get few opportunities to extend their writing skills in history, geography and religious education because too many worksheets are used.

21. Provision for pupils with special educational needs, and for those receiving extra support with their learning, has improved since the last inspection and is now good. The organisation of the teaching and learning is managed well. Support is provided in small time- limited withdrawal groups, individual support or in class support. Detailed individual education plans, which describe the school's strategies for supporting pupils' progress towards clearly stated, specific and appropriate targets, are drawn up for all pupils requiring them. Reviews of individual educational plans are carried out regularly and the parents are invited to attend these and to contribute to evaluating progress and making changes to targets. This good provision has a positive effect on the pupils' progress. Formal statements of special need are implemented fully and effective support enables such pupils to have full access to mainstream education and to achieve well in relation to their abilities.
22. The personal, social, health and citizenship programme is good. It covers all the required elements, such as understanding anger, having rights and responsibilities and how members of the school council do a similar job to Members of Parliament and local councillors. It also includes elements of the sex education programme not taught in science and a topic on medicines and substance abuse, like alcohol and tobacco.
23. The school runs a good range of clubs for its pupils, which are all well attended. It is very involved in local sports events. Teams compete in hockey, cricket, soccer and swimming against other schools. Pupils' education is extended by a good range of visits to places of educational interest, like an Anglo Saxon village, the local church and wildlife parks and pond. An African choir visited and pupils still recall it and the quality of the singing and dancing. Authors, artists and theatre groups visit annually to extend pupils' understanding of literature and Year 4 pupils have experienced drama workshops at a local theatre.
24. The members of the learning support staff are well qualified and experienced. They make a valuable contribution to the education of all the children they come into contact with. The learning assistants who provide additional support for children with special educational needs are effectively deployed and make a positive contribution to the quality of the provision. They have a good understanding of their role and are effective in ensuring that pupils make good progress with their learning. They work very closely with the class teachers and special needs co-ordinator to ensure those pupils' individual targets are well met. Members of staff are well qualified and have undertaken additional training to improve their skills.
25. Accommodation is good and kept very clean and tidy by the site manager and his staff. Classrooms are large enough to allow both movement around the room and a reasonably sized carpeted area. Small rooms are used well for group activities. There are good displays of pupils' work in classrooms and corridors. The outdoor facilities, like the wild area and the adventure area, are used well. Resources are satisfactory overall. They are good in the Foundation Stage and used well to enable pupils to become independent learners. They are also good in mathematics, and design and technology, and are used well to allow pupils to undertake practical work.

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

The school provides well for pupils' care, welfare, health and safety. Advice and guidance is satisfactory, overall. The involvement of pupils through seeking, valuing, and acting on their views is satisfactory.

### **Strengths and weaknesses**

- There are good health and safety procedures.

- Induction into the school for the youngest children is good.
- There is no formal recording of pupils' personal development.
- There is too little involvement of all pupils in the school council.

### **Commentary**

26. The school has a clear health and safety policy and a trained designated governor to oversee effective procedures. These include regular risk assessments, both on and off the school site, annual equipment checks, and a clear allocation of responsibilities for undertaking remedial works. An appropriate Internet safety policy is in place. Personal safety is given a high priority; expert speakers, such as the local police officer, the school crossing patrolman, and coastguard officers, enhance this provision. Child protection procedures are secure and understood by staff.
27. Whilst advice and guidance is effectively underpinned by the good knowledge teachers have of their pupils and the good relationships that exist between them, there is insufficient focus on individual academic needs, and no formal recording of pupils' personal development. The quality of marking is sometimes inconsistent, and group targets do not always challenge the more able pupils, especially in Years 3 and 4. In contrast, pupils with special educational needs are well supported through their individual education plans. Individual records carefully monitor the progress of pupils with special educational needs towards their individual targets and these procedures effectively inform future learning needs. Pupils are involved in their own reviews and this gives them ownership of their targets and knowledge of their own strengths and weaknesses.
28. Induction<sup>2</sup> procedures are good in the Nursery; they include effective liaison with pre-school playgroups, and home visits. Care is taken for Nursery children to gradually be involved in the life of the school by meeting and sharing learning experiences with Reception year pupils. Entry to the Reception year is staggered according to the age of the pupils.
29. Pupils find it easy to talk to teachers and other adults who work in the school and can confide in them if they have concerns. This leads to a friendly environment where it is difficult for oppressive behaviour to take root. There is a school council that has been effective in suggesting improvements, such as the establishment of a quiet area in the playground. It is not yet fully embedded in the school because meetings are somewhat irregular, and access for all pupils to participate is limited by time constraints.

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

Links with parents are satisfactory. Links with the community, and other schools and colleges, are good.

### **Main strengths and weaknesses**

- The school is friendly and welcoming.
- The Friends of Pakefield School provide good support, financially and socially.
- There are many community links which benefit pupils.

### **Commentary**

30. Parents and pupils express very positive views of the school. The overwhelming majority of parents who replied to their pre-inspection questionnaires agreed that their children are encouraged to work hard and do their best, are encouraged to become mature and independent, are treated fairly, and are well received into the school. The only significant

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<sup>2</sup> Induction refers to the arrangements for receiving pupils new to the school and to help them settle and make friends.

concerns related to parents being kept well informed about the progress that their children make, and a very small number of parents who disagreed that the school took account of their views.

31. Inspectors broadly agree with parents', and pupils' perceptions. Parents are provided with a good flow of information about what is going on in school, including termly curriculum outlines, and can track their children's reading progress through their reading records. Pupils' annual reports contain helpful advice and targets for improvement are included for English, maths, and science. There are no regular or formal procedures to canvass parents' views but the school is open and welcoming and parents have the opportunity to speak to teachers at the end of the school day. Parents of Nursery and Reception children are encouraged to drop their children off in their classrooms and this provides another effective point of contact.
32. Parents of children with special educational needs are fully involved in the review of their special education plans. The school works effectively with parents and specialist agencies to offer appropriate support when it is needed. This has positive outcomes in terms of attendance and inclusion.
33. Links with the community are good and include the choir singing at a local theatre, the Parish Church, and to elderly residents at a local care home. Expert visitors talk to pupils about personal safety. The local area is used for geography and history topics. The Friends of Pakefield School provide a high level of support through fund raising. This has included the development of the wild life garden, which has been recognized by the local community through a Lowestoft in Bloom award. The large school field is used at weekends by a local youth football club.
34. Good links with other schools and colleges include very supportive middle school transfer arrangements, staff training and the promotion of good practice, and joint provision for parents on topics such as drugs education. Staff from a local high school help run sports clubs. Childcare students, and secondary school students, are provided with work experience placements.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher provides satisfactory leadership and the leadership of other staff is also satisfactory. Governance is **satisfactory**.

### Main strengths and weaknesses

- The headteacher promotes a positive ethos for learning and ensures the school runs smoothly and efficiently.
- The school's commitment to inclusion, equal opportunities and the needs of individuals is good.
- Management of mathematics, science, special educational needs and the Foundation Stage are good but there is room for improvement in the management of English.
- There is insufficient monitoring of the teaching and learning and analysis of data on pupil attainment and progress.
- Governors are fully supportive of the school but their role in shaping the work of the school is limited.
- The current school improvement plan in its present form does not provide the school with sufficient detail on how standards will be raised in the longer term.

### Commentary

35. The headteacher has been partially successful in implementing the recommendations from the last inspection but there are still some areas requiring further improvement. She has a clear

sense of direction for the school in terms of the friendly and caring ethos she has created and the promotion of good behaviour and attitudes. Procedures for the day-to-day running of the school work well. It is a calm and harmonious community. The headteacher is concerned for the needs of individual pupils. This is especially noticeable in the improvement made in the provision for pupils with special educational needs since the last inspection. Records are well maintained and all staff are aware of pupils' individual targets and provide effective support enabling pupils to achieve well.

36. Pupils' performance data is monitored satisfactorily. However, data analysis, assessments and tracking are not used as rigorously as they could be. A more coherent and accessible system needs to be fully implemented to measure the rate of pupils' progress and ensure that all pupils achieve as well as they could.
37. The management of mathematics, science and the Foundation Stage, along with physical education, has been effective in raising standards particularly by the end of Year 2. However, as at the last inspection, there is still insufficient time allocated to senior managers to enable them to monitor the teaching and learning in all classes. As a result, the good teaching in the Foundation Stage and the infants is not as regular a feature in the juniors. As a result, the rate of pupils' learning is not maintained and they do not always achieve as well as they could. The role of the English co-ordinator is considerably underdeveloped. There is a lack of understanding of what needs to be done to improve the provision and of what standards are across the school. The rise in standards in writing by the end of Year 2 has been due to the consistently good quality teaching in Years 1 and 2, and support from the deputy headteacher. The leadership and management of the provision for pupils with special educational needs are good.
38. Governors have a strong commitment to the school and recognise areas that require improvement. However, they are not yet sufficiently challenging in holding the school to account for the quality of education it provides and do not take an active part in developing, monitoring and evaluating the long term plans for the school. Visits to school are regular by a good number of governors but they tend to be informal rather than for a specific monitoring purpose. Most governors have attended training and some are linked to specific subjects.
39. The school improvement plan only covers one year and although the improvements identified are appropriate, the document is not sufficiently focused on how initiatives will raise standards. In addition, the long-term plan does not identify the school's aspirations for raising standards in sufficient detail.

**Financial information for the year April 02 to March 03**

Income and expenditure (£)	
Total income	638,184
Total expenditure	593,231
Expenditure per pupil	1,715

Balances (£)	
Balance from previous year	45,616
Balance carried forward to the next	5,250

40. The school has used its available monies well to improve the buildings and provide better resources, especially in information and communication technology, since the last inspection. The school is administered efficiently and members of staff try to ensure best value in their work. Overall, the school provides satisfactory value for money.



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

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

The overall provision in the Foundation Stage is **good** and has improved since the last inspection. Weaknesses found then have been successfully addressed. The leadership and management are effective and have a positive impact on the improved provision. These included the provision of wheeled toys, which is now good and the planned use of the outdoor areas is very effective. Activities are changed regularly and planned to address all areas of learning. The team of teachers and non-teaching staff plan well together to ensure the full coverage of the curriculum for children under five. The school overcomes the difficulties presented by the termly admitting of children through good planning, a good level of staffing and good use of the available accommodation. Classrooms are well organised and resourced with a range of learning areas for different activities.

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

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

### **Main strengths and weaknesses**

- Children's behaviour is very good.
- Children are encouraged to celebrate each other's good work.
- Children have good opportunities to discuss their feelings.

### **Commentary**

41. This aspect is a focus of the teachers' planning, especially in the Nursery and younger Reception class. The good teaching results in good achievement and the majority of the pupils reach the early learning goals by the end of the Reception year. Children are taught to behave appropriately and the teachers' expectations are made clear in all classes. Behaviour is very good. Children are encouraged to applaud and praise others' efforts and the plenary sessions in lessons are often used to raise self-esteem and praise children's work. Good learning habits are taught early and children are encouraged to discuss their work with parents and others outside school as an introduction to homework. Teachers know the children well and can provide individual attention where needed. Children also work well alongside those with special educational needs, and this has benefits for all involved.
42. In a Reception class, children had good opportunities to discuss their feelings with a 'feel-o-meter', a scale made by the children to show how they feel, for which they are then encouraged to give reasons, relating to life outside school, or things that have happened at school. This is a good activity for encouraging children to talk about any worries they have, or about happy things that have happened, and this helps the teacher provide appropriate support and care if needed. Other opportunities for developing self-esteem happen through the system for 'special child' when others in the class say positive things about their friends. In the Nursery, effective use of the snack time is made to support work about the teddy bears' picnic. Good discussion about foods and preferences results from the good questioning and prompting of the staff.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The teaching of letter sounds is good and this has a positive impact on reading standards.

- Children enjoy looking at books and hearing stories.
- Good cross-curricular links support writing for a purpose.

### Commentary

43. The children achieve well due to the good teaching and most are on track to reach the early learning goals by the end of the Reception year. Teachers ensure that children learn phonics well and can sound letters correctly. Hearing children read, and talking to them about books, showed that their attitudes towards reading were mixed and their level of ability varied, but most enjoyed stories. They can describe characters in well-known stories such as a troll. Their understanding and knowledge of Nursery rhymes varied and many of them quoted favourite books that were clearly related to television or films. Higher attainers are able to sound out common three letter words or to predict words using the illustrations to help. Less able children know how a book works and can tell the story from the pictures. Parents support the learning well through hearing children read and making useful comments on progress in the home school records. Teachers also use this to make suggestions and communicate with parents over specific teaching points where appropriate. Children's speaking skills are less well developed, and this is noticeable when they are asked to speak out to the class.
44. In the Reception class, good writing activities are based on the teddy bear theme, as children are asked to imagine and list where the bear in their story might go on his kite. In earlier work, children wrote sentences to advertise a house for sale. One pupil receiving extra support for her speech and language difficulties was provided with a set of cubes with small photographs of other children in the class to help in playing with and matching the picnic objects.

### MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

#### Main strengths and weaknesses

- Work is well planned for different levels of ability, hence children of all backgrounds and abilities achieve well.
- Good links are made to real problems through the topic, and this makes children's learning more meaningful.

### Commentary

45. In the Nursery and Reception classes, pupils achieve well and the majority are well on track to reach the early learning goals by the end of the Reception year. Good use of number rhymes and songs helps develop children's mathematical understanding effectively. Nursery children can handle counting numbers to five, both forwards and back. The quality of teaching and learning is good in the Nursery and Reception classes.
46. Very good use is made of the overall theme of teddy bears' picnic for creating learning opportunities to develop children's mathematical skills. For example, in one good lesson with the youngest Reception children, they counted and matched picnic objects to the bears and recorded their work, thus developing their knowledge of writing numbers. One higher attaining pupil is beginning to understand how counting in twos helps speed up getting a total. In the Nursery, a good range of activities involving bears is offered to develop counting and matching activities. One higher attainer can explain how he counted bears using a tally chart. The one-to-one support offered to a child with learning difficulties enables her to take a full part in activities and she can count to six accurately. The older Reception children create a timetable for the teddy bears' picnic showing a good understanding of things that happen at different times of day and learning to make o'clock times on a clock face. Children that are more able can create half hour times and one very able child can tell the time when the clock says five minutes to or twenty-five minutes to the hour.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children have good access to computers and this supports their learning in all areas.
- The study of living things has a high priority.

### Commentary

47. The children achieve well and most are on line to reach the expected early learning goals by the end of the Reception year. The teaching and learning are good in the Nursery and Reception classes. Throughout the Nursery and Reception, children are very excited and interested in the tadpoles collected from the school pond. They demonstrate awe and interest in the development of the tadpoles and have a good knowledge of the life cycle of the frog. In the Nursery, children learn about foods that are healthy for them and the snacks provided are largely fruit and carrots. They also learn how foods can be changed through cooking using, for example, toast or jelly.
48. Children have a lot of opportunities to use computers and other information and communication technology. In Reception, they use art software to draw pictures of bears. They are able to use the mouse accurately to achieve the required effect and most understand how to clear their work from the screen. Children have used a microscope attached to the computer to look at objects such as their own fingers. They are able to add text to digital photographs of their classmates. The use of the microwave oven is also explained as groups make jelly with a Nursery nurse. In the Nursery class, children use software with number recognition activities and counting but, although they use the mouse and icons confidently, the actual mathematical content of the software is too difficult for them.
49. When planting primroses children learn about how to look after and care for them. They learn about different house types such as detached or semi-detached. Children have good opportunities to design and make foods such as bread rolls. Good use of stories is made to encourage early map-making skills as when, for example, children draw maps of a journey. Children learn about other cultures and religions, and make Diwali cards as well as a range of Christmas items.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good** and has improved since the last inspection.

### Main strengths and weaknesses

- The school is well resourced for this area of development and because of this the pupils have very good opportunities to use large apparatus and toys to support development of co-ordination skills.
- Children achieve well because they are well taught.

### Commentary

50. The children's physical development is good and they achieve well. The majority will reach the early learning goals by the end of the Reception year. They are confident when moving, aware of their bodies and of the movements of others. They have very good opportunities to use large apparatus and toys, and regular visits to the adventure play equipment in the school grounds. Good use is made of the hall and gymnastic apparatus for Nursery and Reception children. In

one good Nursery session, clear growth in learning and confidence were evident as children developed their movement skills on the benches and boxes. The teaching and learning are good and members of staff in the Nursery and Reception classes ensure that there are many opportunities for children to develop their fine skills in using a range of tools and small equipment such as scissors and paintbrushes. Good use is made of opportunities for handling a wide range of soft and hard materials. For example, the water trays had jelly in them, as part of the topic on the teddy bears' picnic, and this gave children a very good opportunity to explore more unusual materials.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Outdoor provision supports children's creative experiences well.
- Children have good opportunities to use a range of resources and materials.

### **Commentary**

51. The children achieve well and make good progress in this area of learning. The majority will reach the expected early learning goals by the end of the Reception year. Nursery and Reception children have opportunities to use the outdoor resources for creative activities. Children explore a mud patch with real excitement and use good role-play activities to develop their imaginations. Children are encouraged to experiment with paint as in the colour-mixing activity to make a brown colour as they paint a bear. Reception children made good clay eggs, which they then painted in bright colours and decorated with a range of colourful materials such as glitter. In the Nursery, egg shaped plaques are equally well made and decorated. Children have good opportunities to use a range of different materials. They use paper loops, for example, to create collages of woolly sheep. Overall, the quality of teaching and learning is good.

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

### **ENGLISH**

Provision in English is **satisfactory overall**.

### **Main strengths and weaknesses**

- Pupils achieve well in writing and this leads to above average standards in Year 2.
- Although current standards in writing in Year 4 are just above average overall, pupils do not achieve as well as they could and standards could be higher.
- Standards in reading are not as high as they could be across the school.
- The subject co-ordinator's role is under developed.

### **Commentary**

52. There has been satisfactory improvement in the provision for English since the last inspection. Improvements in standards for writing are better than in those for reading. Standards in writing are now above the national average in Year 2 and average when compared to pupils in similar schools. Although standards remain just above average in Year 4 there is evidence of some under achievement.

53. Teaching is mainly good in Years 1 and 2. It is challenging and interesting and is effective in enabling most pupils to achieve well in writing. Pupils of different attainment levels are

supported well and most pupils are successful in reaching standards that are above those expected nationally. The teaching of writing in Years 1 and 2 is well planned, using a wide range of good resources and methods, which engage pupils' interest and motivates them to do well. Teachers provide pupils with clear instructions and with prompts to help them succeed.

54. In most lessons throughout the school, pupils who learn at a faster rate are provided with good enrichment activities, which challenge their thinking and enable them to reach the higher levels. Teaching assistants provide good support for children with special educational needs, enabling them to reach the targets set in their individual education plans. Marking is good and, in the best cases, relates to individual or group targets, and provides specific guidance to help pupils improve. Tasks are well planned to enable pupils of all attainment levels to work to capacity and reach the highest standards they are capable of. Pupils are becoming very competent in using a range of skills to write for different purposes. For example, after making a real sandwich, Year 2 pupils were very well motivated to produce their own instructions on how to make a successful sandwich. They made notes, chose appropriate layouts, vocabulary and punctuation to produce work which was of a high quality and of which the pupils were rightly proud.
55. The good practice in Years 1 and 2 is not as evident in other year groups. By Year 4 the majority of pupils are not achieving as well as they could in writing. Although teaching is satisfactory and places appropriate emphasis on promoting pupil's independent writing skills, it could be more challenging to stimulate pupils to work harder and achieve their very best. There is a lack of well-planned opportunities for pupils to use their literacy skills in other subjects, such as history and religious education. The pace of lessons is often slow and there are missed opportunities to engage pupils in discussions to extend their thinking and promote their speaking and listening skills further. As a result, progress slows and pupils do not make the gains in their learning of which they are capable.
56. Standards in reading across the school could be higher. The majority of pupils are successful in reaching the expected level for their ages but too few pupils reach the higher levels and many could do better. Most pupils in Year 2 have a good vocabulary of words they recognise and are developing confidence in using a range of skills to read unfamiliar words. However, comprehension skills are underdeveloped and pupils lack the skills to work out the meanings of more complex words or the likely end of a story. Pupils are heard reading on a regular basis either in groups or individually. Teaching assistants provide a very supportive role in developing pupils' independent reading skills. However, there is a lack of rigour in identifying pupils' strengths and weaknesses when they are heard to read individually. Written comments do not provide teachers with sufficient information to help them plan work that will help pupils improve their skills in reading further. The school is aware of this and the Year 2 teachers are analysing teaching methods, resources and ways to involve parents more to bring about changes which will improve standards.
57. There is considerable room for improvement in the management of the subject. The role is under developed and much of the innovative work to improve standards has been done by the Year 2 teachers with support from the deputy headteacher and is limited to these year groups. In Years 3 and 4, pupils' attainment and progress is not monitored sufficiently well and as a result the school does not identify where pupils are not achieving as well as they could. There is a need for the school to reassess the co-ordinator's role to provide more time for the monitoring of the teaching and learning and an analysis of the standards, achievement and progress across all year groups and classes.

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

58. Writing is being effectively developed across the curriculum in Years 1 and 2. Examples can be found in a range of other subjects. However, there is room for improvement in Years 3 and 4 in the creation of better opportunities for developing reading and writing skills in other subjects.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Good leadership has raised standards.
- Pupils have positive attitudes towards the subject.
- The co-ordinator has insufficient time to monitor teaching and learning thoroughly.

### Commentary

59. There has been good improvement since the last inspection. A well-organised and efficient coordinator is now in post and she has ensured that standards have improved. Teachers are now well trained in using the national strategy. Leadership and management are good. She has improved the quality and use of resources. National test papers and pupils' answers have been carefully analysed and strengths and areas for development have been shared with teachers so that they can alter their areas for emphasis in lessons. The co-ordinator uses her minimal non-contact time very well to monitor lessons, check teachers' planning and look at pupils' work. These activities help her remain fully informed about standards in the different year groups.
60. Standards in Year 2 are above the national average. This is the same standard as achieved by last year's pupils in the national tests. Standards have been rising steadily since 1999, though there have been some variations due to the different standards of the year groups. Higher attaining pupils are challenged well because teachers prepare different tasks for different ability groups. More than one third of pupils reached the higher level [level 3] last year, which was above the national average, and a similar proportion is likely to reach this standard this year.
61. Achievement in Years 1 and 2 is good. Pupils enter Year 1 at broadly the expected level, though their knowledge of number through, for instance, counting and number songs, is stronger. Teachers build on this prior knowledge and take pupils forward well. Stimulating lessons and tasks set at the right level to extend all pupils are common.
62. Standards in Year 4 are above the expected level for their age. A larger than average proportion of pupils are working at the average level [level 3] with many working above it. Pupils have a good understanding of inverse operations but multiplication tables are not secure for the majority yet. Pupils' achievement is satisfactory across Years 3 and 4. Pupils study the programme for their age group and move forward steadily in knowledge and skills. Tasks are not always sufficiently different between the average and higher attaining pupils for the higher attaining pupils to make enough progress.
63. Pupils with special educational needs make good progress towards the targets set for them. They receive good help from learning support assistants who explain in greater detail the teacher's comments if the pupil is stuck. They also persuade them to keep trying when things get a little difficult and offer lots of encouragement and praise for even small successes.
64. Teaching and learning are good in Years 1 and 2. Teachers have good subject knowledge and use this to prepare interesting and stimulating tasks through which pupils learn their mathematics. In a Year 2 lesson pupils were challenged to learn how to add sums of money together in a game-like activity, which the pupils enjoyed hugely. Pupils are eager to learn because lessons are exciting. Teachers have very high expectations of the pupils. They are becoming independent, cooperative, sensible, and caring of each other because the teachers expect this sort of response. Teachers mark work well often offering praise and useful comments on how to improve further.

65. Teaching and learning are satisfactory in Years 3 and 4. Pupils are well behaved and work hard for their teachers. For instance in a Year 4 lesson they quickly write the decimal numbers in order on to their worksheet. Teachers give lower attaining pupils tasks which extend their understanding. Average and higher attaining pupils too often initially do the same task. This does not challenge higher attaining pupils who have to complete mundane tasks before moving on to extension tasks. Teachers mark pupils work but offer them few constructive comments on improvement. Pupils in all classes do very little work in their mathematics books because most of their responses are recorded on worksheets. Thus, pupils do not learn as well as most how to set down sums or to develop their own ideas for recording.

### **Mathematics across the curriculum**

66. Pupils' use of their mathematics skills in other subjects is satisfactory. They use their measuring skills well in design and technology when preparing wood for cutting. They extend their knowledge of interpreting data effectively when they use a program to make pie charts from their surveying traffic data. As yet, useful links to other subjects are not well planned.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are good by Year 2 and most pupils achieve well across Years 1 and 2.
- There is better coverage now than in previous years of the experimental and investigative aspects of the subject.
- The subject is used well to teach pupils a range of health issues.

#### **Commentary**

67. Standards are above average in Year 2 and the current pupils' work in Year 4 is often of a good standard. Pupils achieve well in Years 1 to 2 and satisfactorily across Years 3 to 4. The provision has improved well since the last inspection and the subject co-ordinator intends to maintain this improvement as is shown by the results of the analysis of last year's assessments. There are no significant differences in attainment between boys and girls, or for those from different ethnic backgrounds. Pupils with special educational needs are well supported especially by the effectively deployed teaching assistants, and this enables them to take a full part in lessons.
68. Pupils have good opportunities to test materials or work with a range of solids and liquids. In Year 4, for example, they tested materials to see which would be best for carrying a jacket potato. This work included the use of numeracy skills in the measuring of temperatures. Work with ice cubes and in dissolving materials also provided opportunities for practical work. However, although pupils' basic knowledge and understanding is good, older pupils have insufficient opportunities to devise their own experiments and methods of recording. In 2003 this resulted in too many of the higher attaining pupils not reaching the levels of which they are capable. There is a danger that too many lessons are too teacher-directed and do not lead to sufficiently active and exciting learning. Other links with mathematics are evident in Year 3 through the production of bar charts showing the testing of paper towels, and with information and communication technology through the researching of information from CD Rom about different rock types.
69. The scrutiny of pupils' work and teachers' planning shows that the curriculum is fully covered, with all aspects of the subject appropriate for this age of pupil built into the plans. A greater focus on experimental and investigative science is evident and this is something the school has worked to improve having recognised a weakness through the good analysis of the 2003 Year 2 teacher assessments. This was partly improved through training provided for staff by

the subject co-ordinator on enquiry methods. Work is often neatly presented although largely on teacher-devised or commercial worksheets.

70. The quality of teaching and learning is good, overall. Where the teaching is strongest, good questioning helps develop pupils' understanding of, for example, fair tests and how they can work as a group on a task. In Year 2, very good opportunities were given to pupils to reflect and consider their response before answering questions about healthy foods. Pupils are expected to explain how they will carry out an investigation, but there is little independence given to this aspect of the work. Year 3 pupils know the correct terminology for transparency and translucence. Assessment is good and each topic is assessed and a level given to individual pupils. However, the marking is inconsistent and does not always make clear what is good or what could be improved about the work.
71. Throughout the school, the work in science is closely linked to pupils' personal and social development through learning about healthy foods and other health issues. For example, in Year 3 pupils learn about looking after their teeth. In Year 4, they study the skeleton and how our muscles work. In Year 1, pupils draw the ingredients for healthy lunchboxes and they are able to put a range of foods into the correct food group. In Year 2, they learn about the dangers of mistreating medicines. They know about food groups and have kept a log of their eating habits for a week so they can arrange these into food groups and assess how healthy their diet is.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils have positive attitudes towards the subject.
- The use of skills in other subjects is not fully developed.

### **Commentary**

72. Standards in Year 2 and Year 4 are in line with national expectations. Most pupils have the skills expected for their age. The vast majority of pupils are very confident in their use of computers and other technology, like tape recorders and cameras. Year 2 pupils open, use and save information in a variety of formats. They have found information on CD-Rom and extracted photographs to illustrate their own history work. They know how to use the main features of a 'paint' program, for instance colouring in 'Elmer the Elephant' using the 'flood fill' feature. In Year 4, they collect information from a survey and use graphs and pie charts to illustrate it. This helps them answer questions about the information.
73. Pupils' achievement is satisfactory. They work with word processing, data handling, control programs and other uses of computers. They also use the Internet, under appropriate supervision, for research purposes, such as finding out information on famous people for history.
74. Teaching and learning are satisfactory in Years 1 and 2. Pupils are eager to use the computers and programmable toys. They handle the equipment with care, and share it and take turns very well because teachers have high expectations of pupils' behaviour. Pupils quickly understood how a 'repeat' function might be used because its use was well demonstrated. Pupils are encouraged to 'have a go' themselves using instructions provided by the teacher. However, the shapes they were trying to draw didn't work out because there was a slight imbalance between the wheels of the toy, which sent it off course. Pupils assess their learning honestly by completing an 'I can' sheet, which the teacher later analyses and uses to plan future lessons. No secure judgement can be made about teaching in Years 3 and 4 because no lessons were seen.



75. Leadership and management are satisfactory. The co-ordinator has some monitoring time and uses it well to look at teaching and learning. From this information and her review of pupils' work she has a satisfactory understanding of the standards pupils reach. Much of her time recently has been taken up with ensuring that the school has sufficient computers. The imminent opening of the new computer suite will ensure that the school meets the government ratio of pupils to computers. She is aware that the use of pupils' skills in other subjects is patchy and has identified this as a key area for improvement in the current action plan.
76. There has been satisfactory improvement since the last inspection. The curriculum meets the National Curriculum requirements because the coordinator has put together a satisfactory teaching scheme. Each class has a timetabled lesson in the computer suite during which teachers help them learn the skills required to work with the good range of software the school has. Lesson planning is now much better than at the last inspection and this has helped improve pupils' skills and confidence.

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

77. Use and development of pupils' skills through other subjects is satisfactory. Pupils use data programs to work with information in science and mathematics. The use of digital photographs, by both pupils and teachers, to record pupils' performance in practical subjects is well established in most classes. Two good examples are the posters created by Year 3 pupils to celebrate their 'shoes' in art and the photographs of emotions to illustrate their personal, social and health education work. Teachers make good use of the computer for their own work. Many of them use word processing to prepare lesson plans, which makes them easy to modify in future years. Most signs and labels on displays have been created using the colourful letters available on a computer.

### **HUMANITIES**

78. Work was sampled in **history** and **geography**, with only one lesson seen in geography and none in history. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that achievement is satisfactory and standards are broadly average. A scrutiny of pupils' work and discussions with teachers' and pupils indicates that the school provides an appropriate curriculum to promote pupils' interests in people, places, events and happenings through the ages and across the world. In both subjects, the local environment is used effectively to build up a good knowledge base and to develop good geographical and historical skills. An over use of work sheets limits the development of pupils independent research skills and there are insufficient well-planned opportunities for pupils to use their literacy skills in either subject. The school is implementing a good assessment system, which provides a clear picture of pupils' attainment in each subject.

### **Religious education**

The provision for religious education is **satisfactory**.

### **Strengths and weaknesses**

- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

## Commentary

79. In Year 2 and Year 4, pupils' attainment is in line with the expectations of the Locally Agreed Syllabus and most pupils, including those with special educational needs, achieve satisfactorily. The scrutiny of pupils' work indicates that teaching is satisfactory resulting in pupils' knowledge and understanding of the Christian tradition and other major world faiths being deepened as they move through the school.
80. Pupils' learn about the customs, symbols, festivals, holy books and buildings of major religions. This helps pupils' to develop a tolerance and deeper understanding of the many ways people express their religion. Difficult religious ideas are put in the context of pupils own experiences and are effective in helping pupils learn about how religion can affect the way people conduct their lives, devise codes of behaviour and learn to value each other and the world they live in. There is insufficient evidence to make a judgment on leadership and management.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Few lessons could be observed in **art and design** so no overall judgements about provision or standards can be made. However, from looking at displays of children's work and examples of the skills they learn, it is clear that standards are at least in line with those expected and in some cases well above that. For example, in Year 4 there is very good use of sketchbooks in preparing work on fabric dyeing and printing. Designs are developed, polystyrene tiles used to cut print blocks, and pupils have very good opportunities to experiment with batik techniques. This represents a good level of improvement since the last inspection when the amount of three-dimensional work was found to be unsatisfactory. Throughout the school, pupils now have good opportunities to create sculptures. For example, in Year 2 they create them from thin wire, while in Year 3 they use wood and paper to create some imaginative structures. In the infant classes, pupils have good opportunities to use clay. They make good pots and models of animals. This work is well supported by volunteer helpers such as parents. In one good lesson in Year 1, pupils created imaginatively patterned tiles by making marks on the clay with a range of objects. Very good links are made with other subjects. For example, in Year 3 pupils make very good models of Jack-in-the-boxes, by using pneumatic systems they have learned about in science. The very effective and imaginative shoes displayed in the hall and corridors as party wear are advertised using literacy and information and communication technology skills.
82. Only one lesson was seen in **design and technology** during the inspection and so no secure judgement can be made about overall provision. Teachers' planning and the coordinator's portfolio of pupils' work indicate that National Curriculum requirements are fully met. This is an improvement on the last inspection. The coordinator has a clear and realistic view of standards achieved by pupils through good use of her minimal non-contact time. She analyses the results of end of unit tests in order to improve the topics offered to the pupils. She has also maintained good levels of resources for colleagues to teach the curriculum.
83. Samples of pupils' work show that pupils have a satisfactory understanding of the design, make and evaluate process. For instance, Year 1 pupils decorate their teddy bear coats almost exactly like their pictures. Year 4 pupils use textiles to make moneybags. Their making skills, especially their sewing, on this difficult project were mostly accurate and careful. Most teachers use digital photographs of pupils with their finished project well to help record pupils' progress.
84. In **music**, no lessons were observed. In assemblies, pupils sing well. Music is played as they enter and leave the hall. The school has a good choir who perform at a range of events, including with other local schools. This is another aspect of the school where very good use of parental skills and interests is made. There are opportunities to learn recorders. The subject leader has done some lesson observations and monitored teachers' planning. This has shown

that staff confidence and expertise varies. Good links are made to dance lessons through the use of music such as 'Peter and the Wolf' by Prokofiev. Very good use is made of outside expertise through visitors such as a group of African drummers and a choir who visited recently; this had a very positive impact musically and culturally on pupils and parents.

85. In **physical education**, sufficient work was observed to be able to judge the standards as above those expected at the end of Years 2 and 4, and that the teaching is of good quality, with some that is very good in Year 2. In Year 1, pupils respond well to the story and music of Peter and the Wolf, to create some imaginative movements. The pupils perform for each other and offer good praise for their peers. Although the class had a high proportion of pupils with special educational needs, they responded to the work well and joined in appropriately. In Year 2, the very good teaching of skittleball skills resulted in clearly good levels of skill and lessons in which all pupils were active and involved. Very effective use of small side activities was made so that all pupils had good opportunities to take a full part in the games. The teaching ensured that not only were skills developing well, but also that pupils had a growing appreciation of the tactics of a team game. In Year 4, good standards and teaching are evident in the creation of Indian dances reflecting good cultural development and challenging expectations in understanding and following the choreography. The school has recently benefited from a specialist sports teacher from a local secondary school. She runs an after school club and has also supported staff in lessons. Future developments planned include the introduction of a scheme for the older pupils to play appropriate games with the youngest children at lunchtimes, to make the midday break more valuable and active. The school takes part in a range of tournaments for first schools, including hockey, cricket, skittleball, football, athletics and swimming.

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

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

### **Main strengths and weaknesses**

- The curriculum fully covers the recommended topics.
- The overuse of worksheets restricts pupils' literacy skills.

### **Commentary**

86. Management is satisfactory. The coordinator has created a good plan of what is to be taught in each age group. Topic planning is also fully prepared and covers the recommended programme. The co-ordinator has involved parents well in pupils' learning by promoting a course for both pupils and parents on substance abuse. Similar courses are planned for the future. There is currently little assessment of what pupils know and can do but this is included in the subject action plan for this year.
87. Teaching and learning are satisfactory. In a Year 2 lesson, pupils were active learners. They discussed in pairs their road safety sign and as a class used them to act out crossing the road safely. This was well led by the teacher who stimulated discussion by listening to the pupils' ideas rather than imposing her own. Pupils' work in Year 3 shows that they have discussed and formed opinions on topics such as bullying and 'saying No to strangers'. In one lesson, they discussed 'modern technology'. They were starting to identify things that were important to them from the good resource pictures provided by the teacher. However, they did not discuss what 'important' in this context meant and so decided that digital cameras and televisions were essential.
88. Pupils' work in Year 4 shows that pupils have covered a wide range of topics from 'stealing' to 'substance abuse'. Pupils have strong views on stealing. The worksheet offered very difficult situations requiring a 'yes' or 'no' response, which caused moral dilemmas. Pupils' varying responses were all marked correct, and this shows that the teacher missed an opportunity to

discuss this moral issue in depth. In a Year 4 lesson, pupils showed a satisfactory understanding of what it takes to be a 'friend' and discussed issues around caring quite sensibly, though a small group of boys did not concentrate as well as the others. Worksheets are over used in all classes and this restricts pupils' opportunities to use their literacy skills in a meaningful way.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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