

**INSPECTION REPORT**

**SEABROOK CHURCH OF ENGLAND PRIMARY SCHOOL**

Hythe, Kent

LEA area: Kent

Unique reference number: 118678

Headteacher: Mr I L Goldsmith

Lead inspector: George McLeman

Dates of inspection: 3-6 November 2003

Inspection number: 257422

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	104
School address:	Seabrook Road Hythe Kent
Postcode:	CT21 5RL
Telephone number:	01030 238429
Fax number:	01303 238195
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs K Stokes
Date of previous inspection:	08.11.1999

## CHARACTERISTICS OF THE SCHOOL

Seabrook Church of England, voluntary controlled, Primary School is situated in the east of Hythe, Kent. It teaches pupils in the 4 to 11 age range. The pupils enter school on a full-time basis in the September of the year in which they are four. Most have pre-school experience at a range of local provision. The pupils live mainly in the surrounding area, which has a mixture of private and local authority housing.

The present number on roll is 104. The roll has stabilised at this figure for the past two years but there was some fluctuation in previous years. The pupils are organised in four mixed-age classes with the exception of the youngest class, which has the Reception-aged children only. The attainment of the children on entry is broadly average but this covers a wide range of achievements, previous experience and maturity. Many children across the school have very good linguistic and social skills and are well motivated to learn. There is a comparatively large number of pupils who have special educational needs comprising about 23 per cent of the school population. In the context of a small school, the abilities of a proportion of pupils can have an exaggerated effect on the overall attainment of the pupils in the respective year groups. In the past few years the school has admitted children from a number of families who have recently entered this country, mainly, but not exclusively, from Slovakia. These pupils had no English on arrival at the school. The proportion of pupils overall who speak English as an additional language, which includes a small number of children from countries other than Slovakia, currently stands at 6.6 per cent and is higher than most schools.

In November 1999, the school was inspected under Section 10 of the School Inspections Act 1996 and was made subject to special measures. In November 2001 an inspection of the school was carried out under Section 3 of the School Inspections Act 1996 and this found that the school no longer required special measures.

## INFORMATION ABOUT THE INSPECTION

Members of the inspection team			Subject responsibilities
33223	George McLeman	Lead inspector	Mathematics Science Information and communication technology History Physical education Music English as an additional language
9039	Bernard Eyre	Lay inspector	Personal, social and health education Citizenship
31029	Peter Thrussell	Team inspector	English Art and design Geography Design and technology Special educational needs Religious education
21685	Jennifer Catlin	Team inspector	Foundation Stage

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The marked improvement in the school's work noted in the previous inspection of 2001 has been maintained. **Overall the school provides a good education.** This is due to purposeful leadership, stabilised staffing, effective teaching and well-motivated, responsive pupils.

In all classes the pupils' standards of work in English, mathematics and science are at least in line with national expectations. By Year 6, many pupils attain standards which are above this. Throughout the school the pupils make at least reasonable and often good progress but in the Year 1-2 class, the achievements should be higher, particularly in writing. The pupils' test scores in 2003 at the age of 11 were above average in English and mathematics, and well above average in science. In comparison with similar schools nationally, the results in all three subjects were well above average.

The good progress and achievements of the pupils is due to effective teaching. The quality of teaching observed on the inspection was good overall but there are variations across the four classes. The teaching in the Reception class and in the Year 5-6 class is consistently good. In these classes, high expectations are set, the pupils work hard and make good gains in knowledge and understanding across the curriculum. In the Year 1-2 class the teaching observed was satisfactory with some good lessons but there are some weaknesses in the teaching of this class over time. The learning of the pupils in this class is not consistently assured.

The school is well led by the headteacher who is ably supported by the deputy headteacher. Development planning is good; the school's response to the two key issues identified at the last inspection has resulted in clear improvements in information and communication technology and in the work of subject co-ordinators. The work of the governors is well organised and provides sound support to the school but their strategic contribution should be stronger. In relation to the overall progress and achievements of the pupils the school provides good value for money.

The school's main strengths and weaknesses are:

- Good provision and teaching in the Reception class
- Good teaching in the Year 5-6 class
- High standards attained by the pupils in Year 6
- Firm, purposeful leadership by the headteacher and deputy headteacher
- The pupils' good behaviour and positive attitudes to learning
- Achievement is too low in the Year 1-2 class
- The attendance of a small minority of pupils is unsatisfactory
- Monitoring of teaching is not focused enough on the learning and progress of the pupils

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	B	E	B	A
Mathematics	C	E	B	A
Science	B	E	A*	A*

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

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

**The pupils' standards are above average.** Achievement is good at the Foundation Stage. The children enter the school with broadly average attainment. At the end of the Reception year they meet the Early Learning Goals and attain above average standards in social development, communication, language and literacy, in mathematics and in creative development. At Key Stage 1, pupils make sound progress and by the end of Year 2, standards of attainment in the core subjects are in line with expectations. From their previous attainments in the Reception class, however, higher achievements could reasonably be expected from most of the pupils in this year group. In the Year 3-4 class, the pupils work well and make sound progress. Their progress in the Year 5-6 class is accelerated and their achievement is good. By Year 6, the pupils' standards in English, mathematics and science and information and communication technology (ICT) are above average. Pupils who have special education needs make sound progress overall. The progress of the Slovakian pupils is satisfactory but it would be faster if their attendance were better.

**The pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Behaviour is good. Incidents of disruption or rudeness are rare and, when they occur, they are dealt with firmly and effectively. The pupils respond well in their lessons, listening intently in class presentations and working hard on the tasks set. The youngest children in the school show a confidence and maturity beyond their years and, in the oldest class, the pupils take initiative in their learning and enjoy responsibility. This mature and positive approach by the pupils contributes much to their learning and to the high standards of their work. The overall attendance of the school is low as a result of the poor attendance of a small minority of pupils.

## **QUALITY OF EDUCATION**

**The quality of education is good. Overall teaching is good.** Teaching in the Foundation Stage and in the Year 5-6 class is consistently good. Good features of the lessons seen on the inspection were detailed planning and preparation, clear presentations and explanations based on secure subject knowledge of the teacher, appropriateness of the tasks set and the quality of the relationships with the pupils. This good teaching results in effective learning and high achievement. There are weaknesses in the teaching of the Year 1-2 class over time. The planning and the assessment of the pupils' work and achievements have been inadequate and this has led to progress which is slower than it should be. Curriculum planning is satisfactory and enriched by many additional activities. The care, welfare and safety of the pupils are good. Pupils are well known and the day-to-day care and welfare are good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** Overall the governors provide sound support. Their work is well organised and statutory duties are met. The headteacher leads effectively; he has good knowledge of the strengths and weaknesses of the school and has a clear view of how the school should develop. He is ably assisted in the management of the school by the deputy headteacher who provides exemplary leadership in her subject responsibilities and in her teaching.

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

Parents think highly of the school. They are pleased at the way the school has improved over the last three years; they feel they can approach the headteacher and teachers who respond promptly and positively to difficulties. There is a high degree of commitment and participation from parents in the work of the school in activities such as after-school clubs and educational and social meetings. The great majority of parents support their children in their classroom learning and in their homework. The pupils like their school. This is seen in their attitudes to learning, their behaviour and in the very positive responses to the inspection questionnaire.

## **IMPROVEMENTS NEEDED**

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

- Improve the pupils' standards and achievements in the Year 1-2 class, particularly in writing
- Secure good quality of teaching in the Year 1-2 class
- Continue with the efforts to improve the pupils' attendance
- Focus on the learning of the pupils when monitoring the quality of teaching



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, the pupils' standards in English, mathematics, and science, as demonstrated in their recent test results and in their work in class, are above average. Achievement in the Reception class and in the Year 3 to 6 classes is good. Achievement in the Year 1-2 class is satisfactory but more could reasonably be expected of the pupils in this class. The achievement of pupils who have special educational needs is satisfactory and pupils who have recently joined the school from abroad make steady progress in acquiring English as an additional language. The overall progress of the Slovakian pupils would be faster if their attendance were better.

#### Main strengths and weaknesses

Pupils in the Reception class make good progress towards the Early Learning Goals

- National test results have improved
- Pupils in the Year 5-6 class make particularly good progress.
- Overall, the standard of work seen in lessons was above average
- Standards in ICT are above average
- Standards in the Year 1-2 class should be higher, particularly in writing
- Pupils who speak English as an additional language could make faster progress

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

Standards in:	School results	National results
Reading	16.3 (14.8)	15.7 (15.8)
Writing	13.5 (14.3)	14.6 (14.4)
Mathematics	17.8 (15.5)	16.3 (16.5)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	27.9 (24.4)	26.8 (27.0)
Mathematics	28.3 (24.8)	26.8 (26.7)
Science	31.7 (27.4)	28.6 (28.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

#### Commentary

1. Overall the pupils' standards, as reflected in the national test results, have improved over the last three years and are now above average, but there have been some sharp fluctuations in the results. Last year's test scores (2003) for seven year olds, reflected standards in reading and mathematics which were above average but writing which was below average. In the tests for eleven year olds, standards in English and mathematics were above average and well above average in science. The previous year's test results (2002) at the end of Year 6 were low in all subjects. This was due to the high proportion of pupils who had special educational needs and to the number of refugee pupils who had entered the school that year. In a small year group this is likely to have had a disproportionate effect on the overall results.

2. The school's tracking of the pupils' end-of-year test scores across the four years of the juniors confirms the overall trend of improvement. The standards gained in the Qualifications and Curriculum Authority (QCA) tests in English and mathematics meet the targets set for the great majority of pupils and, overall, are in line with national expectations. The pupils' progress accelerates in class 5-6.
3. The standards noted in the pupils' current work are closely related to those gained in last year's (2003) test results. Pupils in Years 1 and 2 are achieving standards which are in line with, and frequently above, expectations in reading and in mathematics but they are lower in writing. In each of the year groups at Key Stage 2, the pupils are working at levels which are about average for their age but in the current Year 6, the pupils are gaining standards in English, mathematics and science which are higher than this. In ICT standards are above average.
4. The pupils' achievements are generally good across the seven years of the school. For example; the pupils' scores in tests from Year 2 to Year 6, show substantial gains across the core subjects. The youngest pupils make good progress in their first year in the Reception class. From a broad spread of attainment on entry, all pupils meet the Early Learning Goals for the Foundation Stage and many do better than this. This good achievement is related to good curricular provision and teaching in this class.
5. While sound progress is made from the Foundation Stage to the end of Year 2, more could reasonably be expected from the pupils at this point. For example, progress in reading is good, but it is too slow in writing. Some pupils who had good achievement at the end of the Reception year have not made the gains they should have in all subjects. This is partly related to changes in class teacher and to weaknesses in planning and assessment.
6. In the Year 3 to 6 classes the overall progress is good. Close attention is being paid to the deficiencies identified in the pupils' writing last year and, in the Year 3-4 class, considerable ground has been made up in this respect. The rate of progress in all subjects has increased in the Year 5-6 class. Here, high expectations and good organisation ensure that all pupils make good gains in their learning and achievements. Keen attention is given in all lessons to ensure the inclusion and progress of different groups of pupils. Pupils who have special educational needs make steady progress throughout; their requirements are accurately identified, and particularly good provision is made in groups withdrawn from the class. Pupils who speak English as an additional language are given good support and, in general, have made sound progress, despite some poor attendance.
7. The pupils' achievements in ICT are good. From a low base two years ago when ICT was weak, the pupils in all classes have made good gains in skills and knowledge in ICT to support their learning. This goes from the youngest pupils, who are taught to use computers in their early learning in literacy and science, to the oldest pupils who naturally and independently turn to the laptop to research a topic on the Internet or draw a graph. Religious education is taught regularly and systematically in the Years 3 to 6 classes. Little evidence is available on the planning for and the achievement of pupils in the Year 1-2 class. By the time the pupils reach Year 6, they have a good knowledge and understanding of Christianity and other major religions. For example, most have a very good knowledge of stories of Judaism.
8. The pupils' learning and achievements across the school are closely related to the quality of the teaching in each class. Where the pupils are succeeding, it is due to the high expectations set and the support given for the pupils to meet these. The core subject co-ordinators have also made significant contributions in their monitoring and support of their colleagues. The headteacher provides detailed information on the progress of the pupils in tests, and this directs the work of the co-ordinators and teachers in focusing on individuals and groups of pupils.

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

The pupils' behaviour is good and their attitudes to learning positive. Pupils' spiritual, moral, social and cultural development is good. Attendance is below average, mainly because of persistent poor attendance by a small minority of pupils.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and participate fully in many activities and clubs
- Almost without exception pupils behave well in class and around the school
- Children in the Reception class interact well with each other and with adults in the class. They show unusual maturity
- Pupils in the Years 3 to 6 classes work co-operatively and independently and enjoy taking responsibility
- Pupils' responses to the questionnaire revealed a keen desire to welcome newcomers to the school and to integrate them into their play and learning
- Pupils' mature and positive attitude to school is nurtured by sensitive teaching which encourages independence and thoughtfulness

### **Commentary**

9. Pupils are self-confident, enthusiastic and sensible. In class, the great majority of pupils are keen to do well and work hard. The school has a pleasant relaxed ethos. This is seen in all classes; for example, the youngest children exude joy in their activities and have well developed social skills. The teaching and learning in this class ensure that by the end of the Reception year, children meet, and many exceed, the Early Learning Goals in their social development. As pupils in the Year 3-4 class enter the classroom first thing in the morning, they settle down immediately to a handwriting or reading task while waiting for the register to be taken and for the lesson to begin. The oldest pupils in the school show particular maturity in the way they take initiative and demonstrate independence in their work. A particularly good feature is the way they understand what is expected of them in their learning, and what they need to do to improve. For example, in mathematics, the pupils in the Year 5-6 class talk openly about which aspects they need to work on to gain Level 5 in the national tests at the end of the year, and they plan to ensure that this happens.
10. Pupils are kind to one another regardless of gender, age and ethnicity. A strong feature of play is the mix of pupils of different ages. Pupils show concern for those who are new to the school; for example, taking considerable trouble to ensure that refugee children are integrated in play and other social groups. There is an effective peer mentoring system. Older pupils are taught to be aware of the difficulties of others and are encouraged to try to help them.
11. The school has regular class discussions, called 'circle time', where general behavioural and social problems in the school or in the class are aired. In addition, there is 'small group circle time' where individual pupils have the opportunity to talk through behavioural difficulties and to explain how they feel. The school's behaviour log shows very few incidents of significant misbehaviour. A strength of the teaching is an understanding of other cultures and faiths. This is taught across the curriculum and is demonstrated daily in interactions with pupils who arrive from abroad.

## Attendance

**Attendance in the latest complete reporting year: (2003) 92.2%**

Authorised absence 2002-2003		Unauthorised absence 2002-2003	
School data	6.9	School data	1.0
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 for the last complete year was below the national average. This is because of the persistent absence of a small minority of pupils. In addition, there are an unusually high number of pupils who take holidays in term time but the great majority of the pupils attend regularly. The school staff work hard, in co-operation with the school welfare officer, in persuading parents and carers of the need to improve attendance but this has met with little success. An interpreter has helped communicate on this issue. The school is concerned about this because the poor attendance is mainly from pupils whose achievements and progress are low. It is a particular concern for pupils who speak English as an additional language when the continuity of their English acquisition is frequently disrupted.

## Exclusions

There have been no exclusions in the last year

### **Ethnic background of pupils**

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	77	0	0
White – any other White background	1	0	0
Mixed – any other mixed background	2	0	0
Chinese	2	0	0
No ethnic group recorded	21	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education. The quality of teaching is good, the school is well organised, the curriculum is broad, there is a good number of staff and resources are in good supply and of good quality. Accommodation is unsatisfactory overall, although the school makes the best use of it.

### Teaching and learning

The quality of the teaching is good overall. At the Foundation Stage it is consistently good; in the Year 1-2 class the teaching observed was satisfactory and often good but there are weaknesses in the teaching of this class over time. In the Years 3 to 6 classes, the teaching is good overall and in the Year 5-6 class it is consistently good. As a result the pupils' learning is good and the great majority of pupils make good gains in their knowledge and understanding.

## Main strengths and weaknesses

- Teaching and provision in the Reception class are good
- Teaching across the Years 3 to 6 classes is good overall
- Teaching in the Year 5-6 class is consistently good
- High expectations and close support in the Year 5-6 class, contribute to the good learning
- The teaching in Year 1-2 class has weaknesses
- Learning in the Year 1-2 class over time is fragmented and slow
- Assessment is satisfactory overall with some good features
- ICT is used well to support teaching and learning

### Commentary

13. Teaching classes with a wide age and attainment range is very challenging. In all lessons seen during the inspection, this challenge was met, some with notable effect. Overall the teaching is good.
14. The teaching is consistently good in the Reception class. Here the teacher and the assistant have excellent relationships with the children, plan and prepare stimulating activities and assess the children's progress and achievements well. The children are encouraged to have conversations and extend their vocabulary at every opportunity and to select activities and gain self-confidence.
15. In the Key Stage 1 class, the teaching observed was satisfactory overall and with some good teaching. The usual teacher was absent through sickness and two temporary teachers taught the class during the inspection. In the very short time they had to prepare their lessons, both assessed the levels of the pupils' attainment and planned tasks to match and extend this. In lessons in English, mathematics, science and history, introductions engaged pupils' interest, and activities were well organised. There were notable gains in the pupils' achievements; for example, in understanding the character and setting of a story, in asking appropriate questions and in using correct mathematical vocabulary in describing position and comparison. In a history lesson in which clothes washing fifty years ago was compared with how it is done today, the teacher selected an excellent range of equipment to illustrate the problems of doing the job before the widespread use of electricity. The pupils were highly motivated and their learning and knowledge increased considerably during the lesson.
16. A scrutiny of the planning previously used in this class, together with the pupils' written work and their records of assessment, indicated that the teaching since the beginning of this year had weaknesses. The planning was scant and the written work disjointed and superficial. There was little to demonstrate what the pupils had covered and what progress they had made in any subject. In addition, the pupils had not demonstrated the classroom behaviour that comes from knowing and accepting class routines such as moving quietly and quickly between the phases of the lesson or working independently until the teacher or assistant was available to help.
17. In the Year 3-4 class, the teaching was never less than satisfactory and often had good features. Strengths of the teaching here are the detail of the lesson planning, the clear and accurate way explanations are given in the introductory presentations, and the way the pupils are trained to work quietly and productively without close supervision. The pupils' written work has clearly improved in this class since September. From the pupils' work on the science topic on teeth, it was evident that they had enjoyed it immensely and gained knowledge on the anatomy of teeth and how to keep them healthy. The questioning of pupils, however, is not a strong feature of the teaching in this class. There is insufficient challenge, encouragement and support for the pupils to give extended oral answers in class or to take part in discussions. This has the effect of allowing some pupils to be passive in oral class sessions and deny them opportunities to practise their oral skills and refine and develop their thinking.

18. In the Year 5-6 class, the teaching is consistently good. The introductory sessions are invariably lively, expressive and engaging. The teacher has very good subject knowledge, especially in mathematics, science and ICT. The pupils listen intently and interact frequently. They enjoy being in the class, they work hard and are effective learners. A very good feature is the way individuals are known and supported in their learning in a class with a wide age-range, attainments and ethnic backgrounds. Pupils who are at an early stage in acquiring English as an additional language are given good support. All this is achieved by having high expectations of work and behaviour from pupils, careful planning and preparation of tasks, and by encouraging the pupils to be independent in their learning. Higher attaining pupils have developed good skills in working on their own or with a partner, often by using ICT for research or presentations. This enhances the pupils' personal development as well as ensuring their learning and achievement.
19. The teaching of pupils who have special educational needs is satisfactory, with some aspects good. Pupils who are withdrawn from class for additional tuition in literacy, have their needs identified clearly and accurately and their progress is well planned and recorded. The teaching of SEN pupils within the class is variable. In some lessons they are given good support, often by a well-briefed teaching assistant but in some lessons the level of challenge is too high and some pupils find it difficult to follow the main points of the teaching.
20. Pupils who are learning English as an additional language are taught well. The teachers are fully aware of the pupils' difficulties. They employ a good range of appropriate teaching strategies for them and take frequent opportunities to check on their involvement and progress; for example, frequently the teachers will ask pupils suitable questions or invite them to explain or present their views to the class. In addition, the bi-lingual pupils are given extra support from a visiting specialist employed by the local education authority. Progress is hampered, however, by unsatisfactory attendance. Over the last three years, the overall standards achieved by girls are slightly higher than those by the boys. This is seen in the test results for seven and for eleven year olds. This is close to the national averages for the girl and boy achievements except for last year where the girls had significantly higher scores than the boys in English, mathematics and science at eleven years. Because the year groups are so small, however, it is difficult to draw firm conclusions from this difference.
21. The assessment of the pupils' progress across the school is satisfactory overall and often good. In class the best practice is seen where the pupils' responses and understanding are carefully noted and adjustments are made immediately to the level or direction of the intended learning. More usually the pupils are set targets from their written responses and this is subsequently monitored and evaluated. The marking of pupils' written work is generally good, with clear, encouraging responses from the teacher and careful attention given to the next steps to be taken. The older pupils have clear views on their own learning and achievements. A heavy emphasis is placed on assessment and target setting through the pupils' end-of year test scores. While this provides a clear overview of the pupils' standards, greater attention to the pupils' achievements and progress in lessons would provide a more detailed and constructive view of progress. This could be linked to the school's schedule for monitoring teaching.
22. The teachers' use of ICT in lessons is a strength of the school. Teachers are aware of the potential of ICT in preparing and presenting lessons, and use a variety of approaches and appliances. For example, all classes have an interactive whiteboard and this is appropriately used to provide illustration on aspects such as fractions and graphs. In some classes the pupils, too, are developing confidence and skills in using the devices; for example, in demonstrating strategies for calculation. The use of the Internet for the research and preparation of lessons is another regular feature of teachers' work. It is also used by pupils.
23. The subject co-ordinators make a satisfactory contribution to the quality of the teaching. The co-ordinators for English, mathematics and science, for instance, read the teaching plans and observe and provide reports on lessons in their respective subjects. In ICT and mathematics,

the co-ordinators have given demonstration lessons. In addition, the headteacher observes lessons across the curriculum and in each class. The contribution of leadership and management could be strengthened by focusing more sharply on the effects of teaching on learning and progress of the pupils.

**Summary of teaching observed during the inspection in 27 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	17	6	0	0	0

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

**The Curriculum**

The school ensures that all pupils from Reception to Year 6 have a broad and engaging range of learning opportunities. The curriculum in the Reception class fully covers the areas of learning for the Foundation Stage and in the rest of the school it fully meets the National Curriculum requirements and in some respects goes beyond this. Overall, the school provides the pupils with good opportunities to widen their experiences through extra-curricular activities, visits and visitors to the school. The school is well resourced, but its accommodation is limited.

**Main strengths and weaknesses**

- The youngest pupils make a good start, and progress well, because of the wide and interesting range of activities organised for them.
- The school timetable reflects appropriate coverage of the National Curriculum with due prominence given to the core subjects and ICT.
- The school is responsive to the progress of pupils in its review and development of the curriculum.
- The good use of visits, visitors and events helps to bring the curriculum alive. This is supported by a good range of out-of-lesson clubs and activities.
- There has been marked improvement in the provision for information and communication technology since the last inspection.
- The school makes good use of its limited accommodation.

**Commentary**

24. The school keeps the effectiveness of its curricular provision under review. For example, the recent weak scores in the writing test at Year 2 have led to extending and improving the provision for literacy across the curriculum. The recent introduction of “expressive language groups” for Years 1 and 2 has entailed the focusing on speaking and writing in the foundation subjects. This has met with some success but there remains considerable room for improvement.
25. Overall, the curriculum is soundly planned to ensure progression across the classes and key stages. This is most clearly seen in the detailed English, mathematics, science and ICT programmes of learning. Planning for foundation subjects has been based on national guidelines. It is on a two-year cycle to take account of mixed-age classes in this small school. There are now plans to develop this further. Relevant cross-curricular links are being identified, along with development of skills, and this will help to form the basis of future planning. The curriculum of the Year 5-6 class provides a sound preparation for secondary school.

26. The improvement in the provision for ICT is a successful feature of the school's curriculum development. In all classes ICT now features regularly and naturally in the planning and teaching across the curriculum. ICT is used in teaching and in the pupils' learning. This is particularly evident in the Year 5-6 class, where the pupils use their laptop computers frequently, independently and effectively.
27. The curriculum for children in the Reception class follows the Curricular Guidance for the Foundation Stage published by the Department for Education and Science. It is varied and interesting, incorporating all areas of learning successfully into broad topics and themes. It is well planned and carefully monitored by the teacher. It makes a significant contribution to the children's good achievement.
28. The school supports the curriculum well through a good range of educational visits and visitors. For example, "Thorulf the Viking", a visitor to the school, brought settlement by the Vikings to life, and a visit to the Science Museum raised pupils' enthusiasm for science. Visiting speakers make a useful contribution to personal, social and health education and citizenship with talks for older pupils; for example, on smoking and puberty. Participation in events such as a book week, art exhibitions, concerts and festivals enrich the curricular provision. There is a good range of clubs that support learning in sport and the arts; for example, in football, dance, yoga, musical composition, art, a choir and playing the recorder. Pupils have ample opportunities to take part in competitive sport.
29. There is good provision for the teaching of religious education. This ensures that pupils have a good understanding of Christianity and other major religions. The school's curriculum for personal health and social education and citizenship provides good opportunities for the pupils to develop knowledge and skills in social and moral aspects. This makes a contribution to pupils' good behaviour in the school and in the community.
30. The provision for pupils with special educational needs is satisfactory. The support given, particularly in groups withdrawn from classes, helps pupils to make good progress in meeting the targets on their individual education plans. The part-time co-ordinator for special educational needs provides good support and leadership. A good feature of her work is the relationship with, and guidance given to, teaching assistants. There are a few weaknesses in provision. Lesson planning does not always identify clearly enough, particular targets for pupils who have difficulties in keeping up with the majority in a class; some oral presentations do not take sufficient account of their learning needs; in some lessons activities are not sufficiently adapted to enable pupils to fully meet learning intentions.
31. A good match of teachers and teaching assistants to the needs of the curriculum helps to ensure the effectiveness of teaching and learning. The teaching assistants provide an important and effective contribution to the learning of pupils. In some lessons, however, particularly during initial oral presentations, some of their time could be better spent. Resources are good, particularly in English, mathematics and ICT, and generally used well to support learning. The school makes good use of its unsatisfactory accommodation. The hall is too small, particularly for gymnastics in Years 5-6. The problem is solved by splitting the mixed-age class for lessons requiring the hall and arranging for design and technology to be taught concurrently. The classroom for the Year 1-2 class, and the library are also too small. Groups from this class are sometimes taken in the library, but this restricts the use of the library facilities. Other groups withdrawn from classes work in the staff room, the kitchen servery or even in a small space under the stairs.

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

The care, welfare and safety of the pupils are good. The school is fully aware of its duty of care in such matters as child protection, medication, and safety on outings but closer attention needs to be paid to fire exits. All teachers and assistants have undertaken the appropriate training in childcare and safety.



## **Main Strengths and Weaknesses**

- There are good arrangements to allow pupils to share confidences and concerns
- Trained staff take care of arrangements for child protection, medication etc
- Adults have a high level of awareness of the academic and personal needs of individual pupils
- Pupils relish the opportunities they have to exercise responsibility
- The pastoral expertise the school provides is very good
- More care must be taken when safety checks are carried out

### **Commentary**

32. Good standards of care in the school are made possible because all staff work together to ensure compliance with regulations and guidelines. The governing body must check fire exits more thoroughly.
33. The school has satisfactory systems for assessing the academic progress of the pupils and the monitoring of their personal development. In most classes, the assessment of progress in English and mathematics is detailed and provides accurate information on which the next steps in the pupils' learning are derived. The teachers and the teaching assistants in each class know the pupils very well and this ensures that each pupil feels valued individually and well cared for.
34. There is a caring ethos in the school. This is seen in the pupils' learning, in their play and at lunchtimes. It is because teachers and assistants work well together to ensure that pupils are known and managed sensitively and positively. A very good feature of the school's approach is seen in the Year 5-6 class where pupils appreciate the guidance and support they receive to help them to improve their work.
35. The arrangements the school has to enable new pupils to settle quickly are very good. External agencies are used to underpin the work done by the headteacher and staff. This sharing of expertise works well for pupils. Existing pupils make new pupils welcome and they demonstrate a very kind and inclusive approach. The involvement of some parents is less successful. Some parents are reluctant to account for their children's absence. The school is concerned about this, as a child protection issue could be involved.
36. The fire exits in the detached classroom in the playground must be improved. They do not have the push-bar opening mechanisms to ensure quick and easy opening and the exit from the Year 1-2 class to the adjoining Reception class is blocked by a bookcase.

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

The school's links and relationships with parents and the local community are good.

### **Main strengths and weaknesses**

- Regular, attractive newsletters are read and appreciated by parents
- Parents are fully involved in the school's work in social and practical activities
- There are good opportunities for informal and formal discussions with parents about their children's progress
- Parents provide good support and motivation for their children's school work
- There are good links with local primary and secondary schools
- There are good links with the local community
- It is difficult for the school to get some parents to co-operate with efforts to get better attendance

### **Commentary**

37. Parents like the school and they commend the improvements it has made to ensure that children thrive. They like the way their children's efforts are recognised and celebrated, particularly at the annual awards ceremony held at a local secondary school. The variety of ways the school uses to keep them informed about their children's progress is also appreciated. Newsletters, reports and the prospectus all combine to provide a good flow of information. Consequently, parents who wish to be informed about the school's activities or to be involved in their children's education have every opportunity to do so. Fundraising projects for charities and the school are supported enthusiastically.
38. The school has contributed much to the development of good links among schools in the area. Joint sporting and social activities are frequently planned. The quick and positive response from a local primary school to an urgent request for a temporary teacher was good testimony to the constructive relationships between schools. The school also has good relations with the secondary school to which the great majority of the pupils transfer. Effective curricular links have been established as well as good liaison in preparing for the pupils' move.
39. The good partnership between school and parents has a positive effect on the learning and standards of pupils. Pupils gain confidence from good communication between home and school and from the backing the school gets from the parents and the local community. This is clearly seen, for example, in the relationship between the special needs co-ordinator and some parents of pupils who have special educational needs. Despite the efforts of the school and external services, however, the involvement of parents of refugee families is weak; for example, the lack of collaboration in improving the attendance of children from these families. Nevertheless, the parents of the refugee families have complete confidence in the work of the school.

## **LEADERSHIP AND MANAGEMENT**

The school is well led and managed. The leadership provided by the headteacher and deputy headteacher is good. Management is effective. Governance is satisfactory. The governors have increasing knowledge of the strengths and weaknesses of the school and provide sound support for the headteacher. Sound procedures have been established by governors for receiving and discussing reports on the pupils' test scores from the headteacher. This is currently too heavily dependent on the headteacher, however. Performance management has not yet been established.

### **Main strengths and weaknesses**

- The headteacher has a detailed overview and analysis of the pupils' progress as reflected in their test scores
- The headteacher has a detailed knowledge of the overall strengths and weaknesses of the school
- The headteacher has a clear view on the development of the school and has drawn up appropriate plans to fulfil this
- Teachers carry out their managerial and curricular responsibilities effectively and efficiently
- Performance management has yet to be fully established in the school
- The monitoring of teaching does not focus enough on the learning and progress of the pupils
- Governors need to have a longer term view of developments in the school

### **Commentary**

40. Overall the work of the governing body is satisfactory. It is increasingly knowledgeable about the work of the school. The committees set up are now well placed to receive, discuss and act on information on the school's performance. The discussions so far, however, have been heavily dependent on the headteacher. The school has recently had a successful training day which included all teaching and support staff and governors. At this the staff and governors

appropriately reviewed the school's recent progress and plans for future development. This is good practice.

41. The governors have put much effort into getting a new building for the school, because they rightly identify the current accommodation as a barrier to further progress of the school's work. In this respect they are developing good strategies for achieving their goal. In other aspects of their role, however, there are no longer term plans; for example, in ensuring that good teachers are recruited and retained at the school, or for developing the work of the governors individually and collectively. These are important issues in ensuring that the school maintains the big improvement it has made over the last few years. Notes of meetings and discussions with governors suggest that the governing body is heavily dependent on the headteacher.
42. The headteacher leads the school well. He has strengths in the planning and development of the school, and in his communication and relationships with staff, governors and parents. Since his appointment, three and a half years ago, the school has significantly improved its ethos, the quality of teaching and the standards of the pupils' work. This improvement is based on sound monitoring, diligent analysis and careful planning. Monitoring of teaching has taken place over the last three years and has resulted in the identification of points for development and subsequent improvement. The recorded lesson observations, however, while indicating many helpful, practical points in teaching, do not focus sufficiently on the learning and progress of the pupils during lessons. This would bring the teaching approaches used into sharper focus, as well as giving a more detailed view of the pupils' standards than is provided solely by test scores.
43. All teachers carry managerial and curricular responsibility in this small school. Some carry three or four subjects. This, in the main, is undertaken conscientiously and effectively. Particularly effective leadership is demonstrated in mathematics, science, ICT and in the Foundation Stage. Subject co-ordinators have a clear understanding of the strengths and weaknesses of provision and standards in their subjects and have ideas as to what needs to be done to ensure further progress. Helpful overviews have been made on the state of the provision in each National Curriculum subject. Co-ordinators in core subjects have completed regular checks on teachers' planning, written work of the pupils, and frequently discuss the headteacher's analysis of the pupils' test scores. They also undertake some monitoring of teaching.
44. The management of the school as a whole has established an inclusive approach and a good climate for learning. This is reflected in the concern to ensure the learning and progress of pupils of all abilities, ethnicities and backgrounds. Pupils with special educational needs and pupils who have recently arrived from abroad, for example, are well involved in the academic, sports and social activities of the school.
45. Performance management has not been established at the school. A policy has been written and procedures established, and the headteacher has had targets set and reviewed. In the main teachers work conscientiously and effectively but they would benefit from the more rigorous and focused appraisal that performance management brings.
46. Finance is well managed. The school carefully plans and budgets for its developments and accounts for its resources. The role of governors in this respect is good. They question the financial proposals of the headteacher and they are able to make comparisons and offer alternatives where appropriate. This is good application of the principles of best value. Clear statements are available showing the school's spending and income. The school has recently invested much; for example, for equipment and programs for teaching and learning with ICT. This has been well planned, with clear outcomes and criteria for success established, and has resulted in considerable benefits for the teachers and the pupils. The money allocated for supporting pupils who have special educational needs is clearly accounted for and has been used appropriately. Money has been strategically built up during the last two years to help towards improvements in accommodation. The school has a good number of teachers and

other staff, and is well supplied with equipment. The school has above average unit costs but in the progress made over the last three years and in the high standards gained by the pupils, the school is giving good value for money.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	299166	Balance from previous year	26875
Total expenditure	286432	Balance carried forward to the next year	12734
Expenditure per pupil	2727		

## EXAMPLES OF OUTSTANDING PRACTICE

### Example of outstanding practice

**Teaching classes of very wide age and attainment range with a mix of social and ethnic backgrounds in a small primary school demands the highest skill. This teacher demonstrates very good techniques in meeting these demands.**

The Year 5-6 class in this school has a very wide range of age, attainments, and backgrounds; for example, the nominal reading ages span about six years. This is typical of a school of this size. An outstanding feature of some of the teaching in this class is the way the presentations and tasks are organised to engage the interest of all pupils and to promote their progress. In one mathematics lesson, on the interpretation and extraction of data, this was achieved by:

1. A lively and expressive opening presentation including all pupils.
2. Questions on recall which were tailored to individual pupils or groups.
3. Constant checks with observation and further questions on the response and understanding of the pupils.
4. The allocation of a range of written and practical tasks suitably challenging for all.
5. The provision of well-briefed support from the teaching assistant.
6. The established routines of the class which reflected the growing independence of the pupils in their learning.
7. A very sensitively handled plenary session where the lowest attaining group briefly presented their work.
8. The maturity of the rest of the class in the way they listened and were coached to ask sensible evaluative questions of the presenters.

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

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

Overall, attainment on entry for the current group of reception children is broadly as expected for this age group but the spread of attainment and social maturity is wide. Teaching and learning in the Foundation Stage are good with some significant strengths. Children are achieving well in many areas of their learning but particularly in creative development, where the opportunities provided are very good. Consistently good teaching was seen in communication, language and literacy and mathematical development sessions, and teamwork between the teacher and learning support assistant is very good. Lesson planning reflects national guidance for the Foundation Stage and is of a good quality. The teacher produces very detailed daily lesson plans which provide effective learning opportunities for a range of prior attainment in communication, language and literacy and mathematical development. Good assessment practices mean that the teacher and learning support assistant keep detailed records of children's development in each area of learning which provide secure information for the next step of children's learning. This is particularly evident where the children show early difficulties in their learning. Full diagnoses of the difficulties are made and much care is provided to ensure that each child makes good progress. Provision in the Foundation Stage is good and has been built on effectively since the last inspection. There is good practice in this aspect of the school's work so that children learn not only through formal sessions that develop their literacy and mathematical skills, but also through independent learning, explorative play and opportunities for personal expression

The leadership and management of the Foundation Stage are good and ensure that these young children are given a good start to their education.

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

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

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

- Children behave very well, relate well with one another and concentrate on the work they are given to do.
- There is a wide range of very good opportunities for independent learning.

#### **Commentary**

47. Children are learning that good behaviour is a fundamental requirement in the classroom and are quickly grasping school routines. Their behaviour is very good because this aspect of their development is continually promoted and expectations are high. They are learning to put up their hands and pay attention to adults and to one another. They have quickly come to trust the adults who work with them and it is obvious that they feel secure. Children relate well to one another, play happily together with no evidence of any unkindness. They have been quick to settle in, aided by effective induction procedures. Almost all children concentrate on the tasks set and try to succeed. Girls tend to be more focused than boys when engaged in optional activities; some boys flit between activities.
48. The environment in the Foundation Stage classroom is controlled effectively. This is having the positive effects described above, and there is a very good range of opportunities for children to work independently and to make decisions. The school has rightly identified the need to develop the outside area so that children have improved access to outdoor activities in wet weather, and this would go some way to widening the scope of activities available to these children.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children have good opportunities to develop their listening skills and already follow instructions well.
- There are some good interactions between the learning support assistant and individual children with good opportunities for imaginative play to foster language development.
- Children show interest in books and handle them with respect.
- Parents have good opportunities to share books with their children.

### Commentary

49. Children's listening skills are developing well. Even at this early stage in the academic year, they listen well to stories and pay careful attention to detail. As a result, they are able to answer questions about what happened in a story and, in doing so, it is evident that some have taken in a lot of detail.
50. When small groups of children work with the teaching assistant, she engages in conversations with children. These develop their vocabulary, give them an opportunity to express their likes and dislikes and to talk about their experiences. Many children explain what they are doing and are confident in communicating with one another. They negotiate when making decisions about what they should do when they work together. There are good opportunities for children to engage in independent activities, where their own choice and imagination dictate the focus and this ensures that these children achieve well. As a result of these well-planned opportunities children acquire new language from their discovery and exploration.
51. The work of children in last year's Foundation Stage shows that by the time they leave reception, most reach the Early Learning Goals, and higher attaining children exceed national expectations. This is due to good teaching in language and literacy. All children understand that print is used to convey meaning, and write or suggest comments to accompany their drawings. Higher attaining children describe what is happening in their drawings with one or two sentences that include some correct use of capital letters and full stops. Lower attaining children show some confusion in the formation of letters but this is addressed well by the learning support assistant.
52. Children are making good progress in learning letter sounds and some already have a clear awareness of the sound at the beginning of common words. The teacher's expectations are high and this is enabling children to make rapid progress with early reading skills. They show interest in books and handle them with respect. Parents have good opportunities to share books with their children through the system for taking books home.

## MATHEMATICAL DEVELOPMENT

53. Observation of one mathematical development session and conversation with a small number of children shows that provision in mathematical development is **good**. Children are likely to reach, and in some cases exceed, the Early Learning Goals by the end of the Reception year. Having recently begun in the Foundation Stage, some children can already count beyond ten and others are making good progress in counting. Children understand how to sequence numbers. They are beginning to order objects into sets, and the use of games is developing a range of mathematical skills. Planning for mathematical development shows that the teacher's expectations are high and the range of activities closely reflects national guidance for the Foundation Stage.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

54. No sessions focusing on knowledge and understanding of the world were seen during the inspection. Discussion with the Foundation Stage co-ordinator, scrutiny of planning, resources around the classroom and in the school grounds, and information about the opportunities that are afforded for children to go on trips and outings show that provision in knowledge and understanding of the world is **satisfactory**. They are therefore likely to meet the Early Learning Goals in this area of learning.

## PHYSICAL DEVELOPMENT

55. No sessions focusing on physical development were seen but children were observed at play and during a short session when a group moved to the outdoor area. Children show **above average** skills when playing on wheeled toys, running, balancing and moving to music. They have good opportunities to develop their physical skills and respond well to them. The physical control shown by many children when using pencils and paintbrushes, controlling the mouse on the computer or manipulating construction toys is already good at this early point in the academic year. Provision in physical development is **good** and children are likely to meet the Early Learning Goals by the end of the Reception year.

## CREATIVE DEVELOPMENT

The provision for creative development is **good**.

### Main strengths and weaknesses

- There are good opportunities for children to learn songs, which are incorporated appropriately into literacy and numeracy sessions
- The opportunities for children to express their own ideas through creative activities and to work expressively are very good

### Commentary

56. Children are learning a range of songs within literacy and numeracy sessions, which support their learning in these areas. Most children join in with well-known songs and many enjoy copying the teacher's movements when enacting a song. They show a good awareness of music when given the opportunity to dance.
57. Children have opportunities to paint, both where there is no direct adult tuition, and where it is organised within an imaginative context to ensure the children gain as much as they can from the experience. Children in the previous Reception year produced some lively drawings to illustrate written work.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

- Standards in the current Year 6 are above average
- Standards by Year 2 are not high enough
- The quality of teaching and learning in Years 5 and 6 is good
- Teaching does not always take sufficient account of the full range of abilities within classes
- The monitoring of lessons does not evaluate pupils' learning and progress

## Commentary

58. By Year 2 standards in English are not high enough. From their good overall attainment on entry to Year 1, pupils do not make sufficient progress. In the current Year 6, standards are, overall, above average. These pupils, including those with special educational needs and English as an additional language, have maintained steady progress from Year 2. This progress is, however, accelerated in Years 5 and 6 where teaching is stronger.
59. Overall standards in speaking and listening are average. The majority of pupils speak confidently and readily discuss what they are doing in lessons. Although pupils generally listen well during the whole class parts of lessons, opportunities are not always given for all abilities to respond to appropriate questioning, in order to extend vocabulary and understanding further.
60. By Year 2 standards in reading are average, and above average for the current Year 6. Although lower attaining pupils in Year 2 use initial sounds and illustrations to help them tackle unfamiliar words, a fuller use of phonic skills has not yet been sufficiently developed. Higher attaining pupils in Year 6 express preferences for authors and styles of writing. They recognise that information from different non-fiction sources needs to be cross-checked for accuracy and opinion. Pupils are supported well in reading by parents and carers at home. Teaching assistants organise the changing of books well. Together with visiting adults, they help to ensure that pupils are heard to read regularly so that steady progress is maintained.
61. The school recognises that standards in writing, by Year 2, although broadly average, should be higher. Expressive English groups have recently been set up in Years 1 and 2, with a view to improving listening skills and developing language for writing. However, it is too soon to evaluate their effectiveness. From an analysis of recent written work in Year 2, planning does not take enough account of the range of ability within the class, both to challenge the higher attaining pupils and to support the lower attaining. This is limiting the progress pupils are making in their writing.
62. The written work in Year 6 clearly demonstrates high standards. The work in literacy lessons teaches skills that pupils need to improve their writing and attain high standards. Work is lively and very thoughtful, and words are well chosen for effect. A poem on World War II shows this:  
*'Burning bodies, they all seem the same to me,  
Except one has a soul.  
But the soul of war is the machine of war,  
And it will drive on to destroy lives,  
And take souls to make mine stronger.'*
63. A lower attaining pupil used personification well when writing about water and the tide:  
*'As I stumble in and out I sneak towards your toes.'*
64. From pupils' past work in the Year 1-2 class, unsatisfactory aspects of teaching were evident. Planning had not taken sufficient account of the age and ability range of the class, resulting in both low and unrealistic expectations. During the inspection the class was taken by very competent supply teachers. Within a few days, from their work and responses, pupils showed a greater potential than had been realised earlier.
65. In the Year 5-6 class, pupils' past work and the lesson observed, demonstrated the lively enthusiasm and high expectations of the teacher. Very strong relationships were evident in this class that resulted in pupils being confident, behaving very well and having positive attitudes to learning. Higher attaining pupils worked independently on ideas for opening sentences in journalistic writing. They took the initiative to discuss their work amongst themselves, and to work collaboratively. The teacher promoted further questioning and discussion with a lower attaining group, which helped pupils to clarify their understanding of what they had to do. Good use was made of information and communication technology,



which the pupils use as a natural tool for learning, both to set out and amend work, and for research.

66. Teaching assistants give sound support in lessons to lower attaining pupils, including those with special educational needs. However, their role could be more effective throughout the whole lesson, especially where teachers are challenged with both the wide age and ability range of mixed-age classes.
67. There has been some monitoring of lessons. However, this has been inconsistent and does not evaluate the lessons by way of pupils' learning and progress in order to improve the quality and consistency of teaching, and thus raise standards and achievement. Pupils' progress is now being carefully monitored, using the results from national and optional end-of-year testing. This forms the basis for class groupings and making end-of-year predictions of level, and helps to identify where additional support is needed. Day-to-day planning, however, although following the National Literacy Strategy, does not always take sufficient account of the National Curriculum levels that pupils are working towards, when matching work to ability.

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

68. There are good opportunities for pupils to use their language and literacy skills in other subjects. The writing on World War II in Years 3-6 demonstrates this. In a Year 5-6 religious education lesson pupils used journalistic writing to create headlines and opening sentences in work on Old Testament stories. Subject vocabulary was well incorporated into the lesson. Work in books shows that the writing activities planned do not always take account of the range of levels at which pupils are working. This results, particularly, in lower attaining pupils' struggling to complete inappropriate tasks.

### **MATHEMATICS**

The provision for mathematics overall is **good**. It is consistently good in the Year 5-6 class, satisfactory in the Year 3-4 class, but in the Year 1-2 class, it could be better.

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

- Pupils' standards in mathematics in Year 6 are above average
- In the Years 3 to 6 classes the pupils' achievement is good
- The teaching of mathematics in the Year 5-6 class is consistently good
- In the Year 1-2 class the standards are broadly in line with expectations but they could be expected to be higher
- The teaching of mathematics in the Year 1-2 class during the inspection was satisfactory but over time it has been unsatisfactory
- The co-ordinator leads the teaching of mathematics well
- Resources are good particularly in the availability and use of ICT

#### **Commentary**

69. The standards of the pupils' work seen in the Year 1-2 class during the inspection were in line with national expectations. For example, with clear instruction and good support, the majority of Year 1 pupils were counting accurately in varying jumps from various starting points to 100. The Year 2 pupils were developing knowledge and skills in simple mental and written calculations involving single and two digit numbers. They have good vocabulary for comparing numbers and position. They are learning multiples of two, and five by heart.

70. The achievement of the majority of the pupils in this class, however, could reasonably be expected to be higher. The written work completed this term was scant and disjointed. There was little to demonstrate pupils' progress; for example, in written calculations. The assessment of many of the pupils in a previous class suggests that they should have achieved more by now. Their progress is too slow.
71. Overall standards attained by the pupils in the Years 3 to 6 classes are above national expectations. By the time they reach Year 6, the pupils have quick and accurate recall of multiplications up to 100, and they use this to derive other number facts up to 1000. They solve a range of mental problems accurately and quickly and their exercise books show developing mastery of efficient ways of doing written calculations. They are developing competence and confidence in solving longer problems. They have good basic knowledge of probability; for example, knowing how to express the likelihood of any given event in fractions between 0 and 1. In their work on data analysis, they are able to construct, compare and extract information from block graphs, often with the help of ICT.
72. The high achievement of the pupils in the Years 3 to 6 classes is closely related to the high quality of the teaching there. This good teaching is characterised by secure knowledge of mathematics, clear explanations, appropriate activities and detailed planning and organisation of work. In the Year 5-6 class the teaching is consistently good. Features of this are lively, expressive whole class presentations, challenging activities, excellent relationships with the pupils and thoughtful preparation. ICT is used frequently and effectively. For example, in very well taught lessons on probability and statistics, the interactive whiteboard was used to very good effect, illustrating a range of block graphs which could be immediately analysed. The pupils were able to use laptop computers individually to present and analyse their own data.
73. Teaching in all mathematics lessons is never less than satisfactory. In all observations, the teaching was at least sound and often good. At KS1, the teaching undertaken during the inspection by two temporary teachers was brisk and challenging. Lively initial mental sessions were followed up by well-organised group work and good support from two experienced learning assistants.
74. There is evidence to suggest, however, that the teaching of this class over time is unsatisfactory. The previously completed written work of the pupils, for example, the records of the pupils' progress and the planning of mathematics all indicate teaching which was not as rigorous, systematic or as conscientious as that seen. The pupils' exercise books contained very few pieces of written, marked work this term. In addition, some of the pupils indicated that classroom routines had not been firmly established. For example, it took too long for them to settle to complete practical or written tasks and they had not developed sensible and independent approaches to moving between the plenary and group sessions.
75. The mathematics co-ordinator leads the subject well. She has very good subject knowledge and has a clear understanding of the strengths and weaknesses of the teaching and learning in mathematics across the school. Regular scrutiny of planning, sampling of the pupils' written work and monitoring of the teaching by the co-ordinator has taken place during the last two years. Each class has been seen at least three times. Observations have focused on the quality of the teaching, particularly in relation to the delivery of lessons in keeping with the National Numeracy Strategy format and approach. Many valid, practical teaching points are made and, in some cases, helpful points for development are left with the teacher. However, the written observations rarely focus on the learning and achievements of the pupils, This would provide a beneficial next step for the co-ordinator in her promotion of higher standards.

### **Mathematics across the curriculum**

76. The pupils' mathematics skills are consolidated and developed in science and information technology. In the best practice this is planned and assessed but this is not yet a consistent feature in planning in all classes.

## SCIENCE

Provision in science **is good**.

### Main strengths and weaknesses

- The planning for science in all classes (with the exception of Year1-2) is good
- In all classes, other than Year1-2, the written work reflects systematic and progressive teaching.
- The topic on teeth tackled in the Year 3-4 class was covered in detail and produced some good work on health and the anatomy of the tooth
- Good use of ICT is evident from the written work
- The teaching of science is well led by the co-ordinator

### Commentary

77. Overall, pupils' standards in science are above average. In the Year 1-2 class they are in line with national expectations. At the end of Year 6, they are above this. The pupils' scores in the National Curriculum tests for eleven year olds last summer were well above the national average.
78. Pupils' achievement in science in the lesson observed in the Year 1-2 class was good. The pupils were well motivated in their investigations on sorting and describing materials and were making good gains in their understanding of the concept of properties. However, their previously recorded work did not convey a similar quality of learning and achievements. With more systematic teaching of science in this class, the pupils' achievements should be higher.
79. In the Year 3-4 class, much ground had been covered since the beginning of the term. This included a well-organised topic on the anatomy and health of teeth, which the pupils clearly had enjoyed and gained from, and on the human body. In the latter topic pupils were taught about the human skeleton and the identification of the major bones. In the lesson they displayed good knowledge.
80. In science in the Year 5-6 class, the content of the lessons is pitched high and the pupils respond well. For example, in a lesson on the human heart, the great majority of the class had learned about its position, its function, and the constituent parts of ventricles, arteries, valves, and veins. This was learning of a high quality. In the written work examined in this class, there is ample evidence of similar work and standards across the full science curriculum. It is clear that pupils have developed effective skills in independent investigations, often supported with ICT. For example, in the topic on micro-organisms and food processing, some of the pupils produced very good work from their research on the Internet on the work of Sir Alexander Fleming. The enthusiastic and knowledgeable teaching ensures high achievement and standards in this class. This is reflected in the results in national tests.
81. The teaching of science is well structured across the school using a national scheme of work and it is very well resourced. The science co-ordinator provides support for individual teachers on the development and planning of science topics; he monitors the written work, planning and teaching and occasionally works together with teachers in presenting lessons. This is good practice and makes a good contribution to the teachers' confidence and knowledge in teaching science. Overall, the quality of science teaching is good.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

## **Main strengths and weaknesses**

- ICT is well resourced. The school has acquired a good number of computers and a good range of programs
- The teachers are skilled at using and integrating ICT in their teaching
- Pupils use ICT naturally and effectively in their learning
- The two co-ordinators lead the subject well

## **Commentary**

82. The pupils' standards in the understanding and use of ICT are good. They are in line with and frequently above the prescribed standards of the national scheme of work adopted by the school. In all classes, ICT is taught systematically. Teachers and pupils know what is to be covered to what level. From the Reception class to Year 6, the pupils show confidence and competence in the use of a wide range of applications. The younger pupils are able to find their previous work quickly, log on and off, use the mouse and keyboard proficiently and save their work to disk. The oldest pupils confidently and quickly turn to their laptops to research topics on the Internet or to design a page for a story or magazine using a multi-media program. This shows a marked improvement from the previous inspection.
83. The achievements of the pupils in the dedicated ICT lessons observed were high. For example, in a lesson on data handling, the pupils learned how to use the functions of "sorting", "the same as" and "and". Throughout the lesson they demonstrated enthusiasm in using the skills they had been taught.
84. Teaching of ICT is good. A notable feature is the teachers' mastery of the interactive whiteboard to illustrate or introduce lessons. The pupils respond well to this and, when given opportunities, enjoy using it.
85. The school is well resourced for ICT. Seventeen personal computers and four laptops are available. All teachers have laptop computers with wireless network connection, which can be used with the data projectors and the interactive whiteboards fitted to all classrooms.

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

This is a strength of the school. Frequent opportunities are taken to use ICT across the curriculum.

## **HUMANITIES**

### **Religious education**

Provision is **satisfactory**.

## **Main strengths and weaknesses**

- Very good teaching in Year 5-6 promotes positive attitudes to the subject.
- There are no assessment procedures and no monitoring of teaching or learning.

## **Commentary**

86. There was too little evidence to make a judgement overall on standards of achievement by Year 2. In Year 1-2 pupils do very little recording. From the display and work in books, and from the teaching in class Year 5-6, standards are in line with the expectations of the locally agreed syllabus.

87. The teaching in the one lesson seen, that in Year 5-6, was very good, and helped pupils to gain a good knowledge of the stories linked to the beginnings of Judaism. Enthusiastic teaching, the development of subject vocabulary, the use of ICT and opportunities for independent learning, made this a very successful lesson. Activities in this lesson took account of individual literacy skills, enabling them to be practised and developed appropriately. In another class pupils' recorded work showed that all were expected to complete the same writing activity; for example, a spider diagram on Islam, which was too difficult for the lower attaining pupils.
88. The curriculum is planned on a two-year cycle to accommodate the mixed-age classes. There has been no opportunity for the co-ordinator to monitor teaching and learning in the subject, so as to enable her to have a clear picture of standards across the school. The local church is used well in studies on Christianity. Good use is made of ICT to provide virtual tours of different places of worship.

## **History**

Provision is **good**

### **Main strengths and weaknesses**

- Planning and systematic coverage of history in the Year 3 to 6 classes are good
- Pupils' written work in history in the Year 3 to 6 classes is good
- The teaching observed in the Year 1-2 class was good
- The planning and recording of pupils' work in the Year 1-2 class are weak

### **Commentary**

89. Only one lesson was observed. This was taken by a temporary teacher in the Key Stage 1 class and was very well taught. A very wide range of artefacts and books were brought in to illustrate how the washing of clothes was carried out in times past, and the teacher presented the lesson in a very lively manner. The children were engaged well in 'washing and drying the clothes' and good insights were gained of the recent past.
90. History is taught regularly and systematically at Key Stage 2. This is evidenced in the planning, the written work of the pupils and in the displays around the classrooms. The teaching of history topics is carefully undertaken in a two-year cycle and alternates with the teaching of geography. The knowledge and understanding of the pupils in the Year 5-6 class following the study of World War II is seen in their writing about how the soldiers suffered and about the life story of Anne Frank.

## **Geography**

91. No geography lessons were seen during the inspection and only a limited work sample was available. Therefore no judgements are given on standards and achievement or the quality of teaching and learning. Planning follows national guidelines, covering a two-year cycle to take account of mixed-age classes. The school plans to incorporate the subject into a more fully integrated curriculum. Resources are adequate for the teaching of geography, although the school has identified the need to purchase more atlases of good quality.

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

### **Physical education**

The provision is **satisfactory**.

## **Main Strengths and Weaknesses**

- PE is regularly and enthusiastically taught
- Accommodation for PE is unsatisfactory
- A good range of after-school sports clubs is organised
- Swimming is regularly taught to all pupils

### **Commentary**

92. Two lessons were seen in physical education (PE); one in dance was well taught and the other in gymnastics was soundly taught. The teaching displayed a good understanding of the PE curriculum and soundly promoted the pupils' fitness, fluency and creativity. High expectations were set and the pupils were encouraged to evaluate their movements against a clear set of criteria. The pupils responded well. A good feature of the dance lesson was the pupils' self-evaluations and how they sought to improve their performances. PE is planned and taught regularly across the school from a well-balanced PE curriculum. Gymnastics, dance, games and swimming are systematically taught in all year groups.
93. The PE curriculum is enhanced by after-school sports clubs which are well attended and regularly taken by teachers and parents. These include gymnastics, hockey, football and cricket. The school's accommodation for PE is unsatisfactory. The hall is too small for teaching a whole Year 6 class. The school deftly adapts to this by arranging to have only half of the class being taught PE, while the rest study design and technology. The distance of the games field from the school is another disadvantage. It takes about fifteen minutes for pupils to get from one to the other. Storage for PE equipment is also unsatisfactory.

### **Art and design and design and technology**

94. Only one lesson was seen in both art and design and design and technology. It is not possible, therefore, to make a firm judgement on provision in these subjects. From the displays around the school it is evident that the work planned in art and design is both varied and interesting, and supports learning in other subjects. This is evident from the woven fish displayed in the entrance hall and the work linked to studies of World War II and of water. Both lessons were seen in Year 5-6, and were judged to be good. The effective introduction to the lesson on art deco enabled pupils to plan and evaluate their own designs.
95. In the design and technology (D&T) lesson it was apparent that skills had not been progressively taught throughout the school, and this restricted the progress being made. This is evident despite the school's adoption of a national scheme of work organised on a two-year rolling cycle. The subject co-ordinator has recently conducted a review of the teaching of D&T across the school. He concluded that while all teachers ensure that the subject is taught, there is a lack of enthusiasm for it because there are inadequate resources, insufficient specialist knowledge and a lack of blocked time to follow through a particular D&T topic. The co-ordinator has therefore prepared an action plan to acquire better equipment, to timetable the subject for longer sessions and to use his expertise more effectively across the school. This is good practice in reviewing and developing a subject.

### **Music**

96. Music teaching was not directly observed on this inspection. The planning shows that an appropriately broad programme of learning, based on the National Curriculum, is in place. This covers all aspects of music, including singing, performance, appreciation and composition. The pupils have regular weekly teaching in music as well as following up aspects which link to their studies in other subjects. For example, linking with their history work, the pupils were taught songs connected with World War II. A wide range of musical activities is provided outside the main curriculum. This includes class and school performances of plays and

concerts, recorder groups, choral singing in the community and instrumental performance and composition tuition after school. The choir visits local old people's homes to sing carols and contributes to events held in the parish church. The school reports that there is reasonable range of musical expertise on the staff but this could be enhanced with the hiring of external teaching. Equipment for the teaching of music is adequate but the school plans to augment this with better recording equipment and more tuned instruments.

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

97. The provision for personal, social and health education (PSHE) is **good**. It is taught explicitly from a broadly based PSHE curriculum, included in other subject teaching such as religious education and taught implicitly in the day-to-day routines and relationships at school. The whole school programme for PSHE includes good teaching at the Foundation Stage where the children are given a good start in playing and working co-operatively. The learning programme for the whole school includes sex and relationships education, and differences and similarities in backgrounds, and features weekly on the timetable for each class. This programme, combined with teaching on citizenship, prepares the pupils for life in contemporary Britain. The teachers give much time and attention to promoting the personal development of the pupils. 'Circle-time' where issues and problems are regularly considered by the pupils with their teachers in class is well managed. Frequent opportunities are provided in school and in the local community for the pupils to experience working with and helping others. Their visits to the old people's homes and the choral singing in the town provide good insights for the pupils. The full programme of PSHE contributes much to the kind and welcoming behaviour of the pupils in the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
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	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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