

# **INSPECTION REPORT**

## **ST ANDREW'S PRIMARY SCHOOL**

Cullompton, Devon

LEA area: Devon

Unique reference number: 113070

Headteacher: Mr R W Whitell

Lead inspector: Mr D Speakman

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> January 2004

Inspection number: 257572

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll;	234
School address:	St Andrew's Estate Cullompton Devon
Postcode:	EX15 1HU
Telephone number:	01884 32206
Fax number:	01884 34312
Appropriate authority:	Governing body
Name of chair of governors:	Mr C Eggins
Date of previous inspection:	5 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

This average sized primary school serves a catchment area within the small town of Cullompton. The immediate local area experiences high levels of social deprivation. The school population is stable and a below average number of pupils join or leave during the school year. The vast majority of pupils are White British, with about three per cent coming from other ethnic backgrounds. No pupils speak English as an additional language. The percentage of pupils with special educational needs is above average. Special needs include moderate learning difficulties, social emotional and behavioural problems, speech and communication, visual impairment and autism. Pupils' attainment on entry to reception is well below average. At the time of the previous inspection, the school had been re-organised from a junior into a primary school. The profile of the school changed significantly. There is now a greater proportion of lower attaining pupils and a significant proportion that are classified, by the school, as 'vulnerable'.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	Mr D Speakman	Lead inspector	Mathematics Science Art Citizenship
11546	Mrs J McKay	Lay inspector	
31801	Mrs Y Bacchetta	Team inspector	English Information and communication technology Geography History Religious education
22704	Mr G Williams	Team inspector	Design and technology Music Physical education Foundation Stage <sup>1</sup> Special educational needs English as an additional language

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<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school that provides a **good quality of education** and gives **good value for money**. As a result of good teaching, high levels of inclusion and a good ethos of care, pupils are interested in school, achieve well and starting from a well below average base, attain average standards in mathematics and science, but below average standards in English. Standards in other subjects are generally satisfactory. Leadership is good overall with the headteacher providing very good leadership. Governors provide good levels of support for the work of the school. Management systems are effective.

The school's main strengths and weaknesses are:

- The quality of teaching and learning is good overall and starting from a well below average baseline, pupils at all levels of attainment achieve well.
- The leadership of the headteacher is very good and is a key factor in the school's successful drive to raise standards.
- The headteacher is effectively supported by, a very capable and inspirational deputy headteacher and others with leadership responsibility.
- Standards in writing are unsatisfactory and the quality of presentation in many subjects is a weakness.
- Learning opportunities for pupils in the mixed reception and Year 1 class are not as good as in other classes. The school is aware of this and an action plan for improvement is being implemented.
- Resources in information and communication technology are insufficient and prevent the pupils from achieving satisfactory standards.
- Provision for pupils with special educational needs and those with other behavioural and emotional needs is good.
- The school looks after its pupils very well and provides very effectively for their personal development. This reflects its caring ethos, which supports a gradual improvement in their attitudes and behaviour as they get older. The personal, social and health education curriculum provision is very good.
- Standards in music and physical education are good.
- The governors make a good contribution to the school's development.
- Curriculum enrichment is very good.
- Parents have a high regard for the school.

**The level of improvement since the previous inspection has been satisfactory.** Just before the previous inspection the school was reorganised from a junior into a primary school and in the time since then there has been a long period in which the profile and nature and consequently, the learning needs of pupils have changed considerably. The headteacher provided very effective leadership throughout this period and since the creation of a new and strong senior leadership team, two years ago, improvement has been more rapid. Standards are beginning to recover because the quality of teaching and learning is good. The school provides a good quality of education and meets the wide and varying range of pupils needs well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E	D
Mathematics	E	E	E	D
Science	E	D	E	D

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 start in foundation with well below average attainment. **Foundation children achieve well** but attainment remains below average in all areas of learning, except in physical development, where the majority achieve the goals children are expected to reach by the end of reception. By the end of Year 2, standards remain below average and pupils in **Years 1 and 2 achieve satisfactorily**. In **Years 3 to 6, pupils achieve well** and currently in Year 6, standards in English remain a little below average but are average in mathematics and science. Standards in most other subjects are satisfactory and in physical education and music they are above. In information and communication technology the school's unsatisfactory resources limit pupil's achievement and means that attainment is below average overall. Writing across the curriculum is unsatisfactory, but the core skills in information and communication technology and in numeracy are satisfactory in other subjects.

Pupils' personal development is **good**. This is supported through good provision for their spiritual, moral, social and cultural development. Pupils' attitudes towards school and learning are good and their behaviour is good. Attendance is satisfactory and punctuality is good with the vast majority of pupils arriving to school in good time.

## QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

Teaching and learning are **good in the Foundation Stage** and at **Key Stage 2** and **satisfactory at Key Stage 1**. Teachers have good knowledge of their pupils' varying needs and go to great efforts to meet them effectively. This is effective in supporting the good quality of learning because pupils feel confident and develop a mature approach to their learning. Planning is good and teachers provide pupils with good opportunities to use and apply their learning in a good range of subjects, including mathematics and science. Teachers have high expectations of their pupils' behaviour and, as pupils respond with growing awareness this again supports the quality of learning. Support for pupils with special educational and other specific needs is generally good. Teaching assistants often provide valuable support and are mostly effective in what they do. However, some pupils miss valuable learning opportunities when taken out of lessons for extra literacy support and this is not sufficiently monitored.

The **curriculum is satisfactory**. The school provides a broad and balanced curriculum that is appropriate to these pupils' needs. There is a very good provision for personal, social and health education. There is a very wide range of extra-curricular activities. The provision of resources is unsatisfactory, particularly for information and communication technology and in the mixed reception Year 1 class. Accommodation is unsatisfactory and some classrooms do little to support the school's drive to promote an effective learning environment.

## LEADERSHIP AND MANAGEMENT

**Leadership is good** and that of the **headteacher is very good**. He has a very clear vision of the needs of the school, which is based on rigorous and reliable school self evaluation and analysis of assessment data. He is supported well in this work by, a highly competent and perceptive deputy headteacher, a strong senior management team and other staff with responsibility. The governors provide good levels of support and contribute well to the work of the school. Together, the headteacher, staff and governors have developed good management systems that are effective in identifying the school's needs and moving it forward at a good pace.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. There was a very strong sense of satisfaction and support in response to the parents' questionnaire, and parents spoken to during the inspection supported the school and what they believe it is doing for their children.

## **IMPROVEMENTS NEEDED**

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

- Standards in English, particularly in writing and writing in other subjects.
- Standards in information and communication technology.
- Provision in the mixed reception/Year 1 class.
- Resources, particularly for information and communication technology and in the reception Year 1 class.
- Presentation of pupils' work.
- Monitoring of the arrangements for the withdrawal of pupils from lessons for extra support.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **average** at the end of Year 6. Because pupils enter the school with well below average attainment, **their overall achievement is good**. Achievement in the Foundation Stage is **good**, it is **satisfactory** for pupils in Key Stage 1, and in Key Stage 2 it is **good**. Standards in mathematics and science are average and in English standards are below average in Year 6.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve well. Starting from a well below average baseline, overall attainment by the time they move into Year 1 is below that expected nationally for their age.
- Pupils in Key Stage 1 make satisfactory progress, whilst those in Key Stage 2 make good progress overall.
- Standards in English, especially writing, are below average at the end of both Years 2 and 6. In mathematics attainment is below average the end of Year 2, but average by Year 6.
- In science, standards are average at the end of both Years 2 and 6.
- Overall standards in information and communication technology are below those nationally expected for this age.
- Standards in all other subjects are in line with expectations at the end of Year 6, except in physical education and music, where they are above.
- Standards in core skills of numeracy, reading and speaking and listening are satisfactory in other subjects. Writing and information and communication technology across the curriculum is a weakness.
- All groups of pupils, regardless of gender, race or ability, achieve well overall.

#### Commentary

1. Children in the Foundation Stage achieve well, but starting from a low baseline means that they still do not attain the recommendations of the early learning goals<sup>2</sup> by the end of reception, except in their physical development. Standards remain below expectations by the time they enter Year 1 in all other areas of learning.
2. Since the school reorganised shortly before the previous inspection, results in the National Curriculum tests have gone down at both Years 2 and 6. This is because of the changing intake of the school. The school now serves a population, which has a much higher proportion of pupils with special educational needs and with other significant emotional and social needs that affect learning. The attainment on entry is now well below average. These factors have had the effect of depressing results. The school has got to grips with the situation, standards are improving and inspection evidence shows that attainment is now better than indicated by the National Curriculum test results in recent years. Inspection evidence shows that pupils in Year 6 classes are working at nationally expected levels in mathematics and science, but below in English, particularly in writing. Pupils' below average language competence also affects their performance in understanding questions in mathematics and science and therefore performance. Attainment in information and communication technology is below that nationally expected. Standards in religious education meet the requirements of the locally

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<sup>2</sup> These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

agreed syllabus. By the time they leave school, pupils show good levels of attainment in music and physical education.

## Key Stage 1

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

Standards in:	School results	National results
Reading	14.8 (14.4)	15.7 (15.8)
Writing	13.5 (13.1)	14.6 (14.4)
Mathematics	15.0 (14.0)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

## Key Stage 2

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

Standards in:	School results	National results
English	24.4 (25.1)	26.8 (27.0)
Mathematics	25.2 (25.5)	26.8 (26.7)
Science	27.3 (27.7)	28.6 (28.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

3. Attainment in English is below average in Years 2 and 6. By Year 6, pupils have made satisfactory progress and they are at the nationally expected level in reading, speaking and listening, but writing remains below average. This is reflected in work in other subjects, where the quality of presentation is not good enough and sometimes disorganised and careless. Although standards in speaking and listening are average, some younger pupils have limited vocabulary and struggle to explain clearly. Their writing shows weaknesses in the use of punctuation and in their spelling. The quality of their handwriting is unsatisfactory. In mathematics standards at the end of Year 2 are below average and average at the end of Year 6. Although younger pupils have a secure understanding of smaller numbers and simple number operations, too few pupils show competence in using numbers to solve problems, for example. By Year 6, the majority of pupils have learned to use their mathematical skills competently, sometimes with some support from the teachers or other pupils, and this helps them work at levels nationally expected for their age. In science pupils have developed secure experimental and investigative skills and sufficient knowledge and understanding of fair testing. This has a positive impact on the acquisition of skills and knowledge in other aspects of the science curriculum. In both mathematics and science, pupils' limited literacy skills affect their ability to answer questions accurately.
4. From a very early age, pupils are taught basic computer skills and become familiar with the keyboard, using the mouse and a suitable range of programs in different subjects. This secure start enables pupils to maintain sound basic computer skills. However, the lack of resources, particularly classroom computers in Years 3 to 6, means that pupils are unable to satisfactorily consolidate what they have learned in the suite. Standards of information and communication technology seen in other subjects are unsatisfactory because pupils have insufficient opportunity to work with computers.
5. In music pupils are given meaningful opportunities to work with a good range of instruments and equipment, including tape recorders. This leads to the achievement of good standards in music appreciation and in performing and composing and very good quality in their singing. Similar good standards are achieved in physical education, where pupils have developed good skills and effective team work. This is supported by a good range of extra curricular activities in sport and their participation in sport is very good.

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

Pupils' attitudes throughout the school are **good**, and they behave well. The provision for pupils' social, moral, spiritual and cultural development is **good** overall. Attendance is **satisfactory**, but pupils' punctuality is **good**.

### **Main strengths and weaknesses**

- The good ethos of the school helps pupils to value themselves and increase their desire to learn.
- Pupils feel secure and confident in school and form very good relationships with each other and the adults with whom they work.
- The school enables pupils to act responsibly and make decisions.
- Pupils behave well and look for opportunities to help each other.

### **Commentary**

6. Provision for pupils' personal development is a strong feature of the school and the provision for pupils' spiritual and moral development has improved since the previous inspection. The school critically examines and changes its practice to meet the personal and learning needs of its pupils and adults. Opportunities are provided in both assemblies and in lessons for pupils of all abilities to experience and celebrate success. This effectively encourages them to work towards further achievement. In addition, creative and practical activities have increased pupils' spiritual and social development and desire to learn as well as they can. Creative and practical tasks encourage pupils to collaborate well and share ideas to good effect. Most pupils, particularly older ones display positive attitudes to their work. However, a minority of pupils finds difficulty in concentrating when inactive.
7. The school is a community in which pupils feel happy, secure and confident. Pupils know what the school expects of them and they respond well. Pupils like and trust their teachers and those new to the school comment on how easily they are able to make friends. Pupils' moral development is very good and almost all are fully aware of how well they follow the 'Golden Rules' because they are consistently applied and recognised in classroom practice. Pupils value their 'Golden Time' and badges as rewards. Teachers use 'Golden Assembly' time very well to celebrate achievement and to encourage pupils to reflect on how rules help the school to be a special place where they can feel safe.
8. Pupils welcome opportunities to be good citizens, show care and respect for each other and adults within the school and the local community. They confidently discuss their schoolwork with visitors. The school acts upon decisions made by the school council, which are informed by class councils. School council pupils show initiative in planning and how they organise the distribution of toys during lunchtime. It was their decision that mixed ages play together and they do so amicably. The school makes very good provision for pupils to extend their social skills on residential visits. They have a good understanding of their own culture and are beginning to recognise cultural diversity from teaching and learning in religious education and music.
9. Behaviour has improved since the last inspection and there have been no exclusions. Pupils' behaviour is good both inside and outside the classrooms and exemplary in assemblies. A few pupils occasionally show challenging behaviour, however, the teachers and teaching assistants deal with these situations firmly but with kindness and patience. Lunchtime supervisors comment upon how well pupils' behaviour has improved since pupils in Year 5 and 6 in the role of 'mediators' help pupils solve their own problems when playground disagreements occur. Mediators skilfully act as fair and sympathetic listeners.

## 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	213	0	0
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – any other mixed background	2	0	0
No ethnic group recorded	2	0	0

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

## Attendance

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

Authorised Absence		Unauthorised absence	
School data	6.0	School data	0.0
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.

10. Attendance is satisfactory for the vast majority of the pupils in the school. The higher than average authorised absence rate is largely caused by pupils being away from school for medical reasons, and for some pupils who take holidays in term time. Pupils spoken to during the inspection said they enjoyed coming to school, and the vast majority arrive on time.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. The curriculum is satisfactory. The school shows good levels of care for all pupils and parents have a good opinion of the school. Links with support services and other schools are very good.

### Teaching and learning

Teaching is **good**. In the foundation class and for pupils in Years 3 to 6 it is good. In Years 1 and 2, teaching is satisfactory. Good and very good teaching was seen at all stages. In the mixed reception and Year 1 class it is satisfactory, but there are some weaknesses. Assessment of pupils work is good.

### Main strengths and weaknesses

- Teachers have good subject knowledge.
- Planning is good, based on good assessment of pupils' work. As a result teaching usually meets all pupils' needs and enables good learning in most classes. Teaching in the mixed reception and Year 1 class lacks pace and rigour.
- Teachers have high expectations of their pupils and set challenging tasks. Expectations of behaviour are good throughout the school.
- Teaching methods match the pupils' learning needs well.
- Teaching for pupils with special educational needs is good. Teaching assistants often provide valuable support and are effective in what they do.

- Pupils sometimes miss valuable learning opportunities when taken out of class for extra support. The monitoring of this is unsatisfactory.

## Commentary

11. Since the previous inspection, there has been a satisfactory improvement in the quality of teaching and learning. Although teaching was judged to be good then, one in eight lessons was considered to be unsatisfactory. During this inspection, only one lesson was judged unsatisfactory.

### Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (10%)	25 (52%)	17 (36%)	1 (2%)	0 (0%)	0 (0%)

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

12. Teachers' knowledge and understanding of the pupils and their specific learning needs is good. Teaching for pupils with special educational needs is good and pupils achieve well. They interact well with adults and are confident when responding to questions directed at them. Activities planned for these pupils and the support provided by the teaching assistants is focused effectively on the targets in their individual education plans and enables the good progress that these pupils make. However, some pupils with special educational needs and others receiving literacy support are occasionally withdrawn from class for short periods for one to one support. Occasionally these pupils miss valuable learning experiences in other subjects, such as the interesting introduction to a religious education lesson on Judaism, when preparing for practical investigation in science, or in physical education.
13. Teaching in the mixed age class for reception and Year 1 pupils lacks sufficient pace to support effectively the wide range of learning needs of pupils at different stages in their schooling. The teacher plans to provide for both groups of pupils, but in practice both she and the teaching assistants are fully stretched. Because the teacher's attention is often diverted, the work with a focus group, such as a Year 1 mathematics group, is interrupted, lacks continuity and sometimes progresses at a slow pace. The school is aware of the need to address weaknesses in this class and has drawn up an action plan to immediately rectify the situation. Throughout Years 1 and 2 teachers effectively enable pupils to develop satisfactory learning skills, so the by the time pupils move into Key Stage 2, the quality of learning improves.
14. On the whole, teachers have high expectations of the standards they accept from pupils and of behaviour in class. In mathematics, older pupils are placed into groups with pupils of the same age. This enables teachers to focus closely on pupils learning needs in this subject. Throughout the school the assessment of pupils' work is good. However, data from assessment is not used well enough to plan for more able pupils to achieve higher standards in literacy. Expectations in relation to pupils' behaviour are made clear and pupils know that good behaviour is the norm. They respond well, the behaviour in class is good and the quality of learning is good. The impact of this can be seen in the gradual improvement in pupils maturing approach to their work as they get older.
15. Teaching methods match pupils' learning styles well and effectively support pupils' learning. Pupils are encouraged to use and apply what they have learned and teachers often use practical methods effectively. These are evident in science, where pupils are given good opportunities to investigate and experiment. In mathematics, teachers give pupils good opportunity to solve problems using their knowledge and understanding effectively to consolidate learning. In art, pupils are encouraged to learn independently, by trying out, evaluating and improving their work.

## **The curriculum**

The school provides a broad range of learning experiences and opportunities, and the curriculum is **satisfactory**. Opportunities for enrichment, including extra-curricular activities, are very good. The range of resources is unsatisfactory. The level of staffing is good. Accommodation is unsatisfactory.

### **Main strengths and weaknesses**

- The curriculum caters well for the interests, aptitudes and needs of pupils, especially those with social and special educational needs.
- The provision for personal, social and health education is very good.
- Teachers are well deployed but there are too few teaching assistants in Key Stage 2.
- Resources for information and communication technology are inadequate.
- Intervention programmes contribute significantly to how well pupils with special educational needs achieve in core subjects.
- There is very good provision for extra-curricular activities.
- Accommodation is unsatisfactory and some classrooms, in particular those for Years 5 and 6 pupils, do little to support the school's endeavours to provide an effective learning environment.

### **Commentary**

16. All subjects of the National Curriculum are taught using national guidance, which has been modified to seek ways to link with the context of the school. A good example observed was how a geography unit on settlements linked features of Collumpton with settlements of other times and places. In their termly plans, all teachers in all year groups plan effectively to include interesting learning opportunities to include art, dance and role play as well as literacy numeracy and information and communication technology for pupils to communicate their specific understanding of subjects.
17. For the curriculum to meet statutory requirements for information and communication technology, the school has to borrow equipment for pupils to experience controlling devices. The school has facilities to use e-mail, but these are recent and older pupils have been unable to extend their understanding of communication sufficiently. The lack of computers in classrooms limits pupils' opportunities to use them to support their learning particularly in writing for different purposes.
18. The curriculum provides satisfactorily for the development of pupils' enquiry skills. There is good provision in science and mathematics, which is an improvement since the last inspection. In history and geography pupils research information in school and at home as part of their homework. Planning to develop and apply literacy skills within other subjects such as science history and geography is not firmly established enough so as to raise the quality of pupils' language imaginatively.
19. The quality of learning opportunities provided for pupils with special educational needs is generally good. Pupils benefit from good clear individual education plans, which are monitored regularly to ensure the progress each pupil makes is evaluated. The organisation of the special needs provision ensures that pupils are confident members of the community. There are examples of good practice of support in class by teaching assistants and this quality is consistent throughout the school, particularly in numeracy and literacy. However, pupils are occasionally taken out of class for literacy support and can sometimes miss out on important learning opportunities in other lessons such as class discussions and practical physical education activities. This practice is not sufficiently monitored.
20. The provision for personal, social and health education is very good. Issues such as healthy food, the importance of exercise and healthy minds, information at appropriate levels on sex and relationships and harmful substances are promoted well throughout the school.

21. A very good range of activities are arranged out of class for pupils. These are interesting and relevant to their school work, are well attended and have a significant impact on pupils' standards. A good range of visits to such places of educational interest, including residential visits to London and to activity centres, supports pupils' learning well and contributes positively to the progress they make in their personal development. Through visitors to the school and specific event weeks the spiritual, social and cultural development of pupils is extended and they develop a clearer understanding of the world outside school.
22. There are a good number of teachers, who are deployed effectively. However, insufficient are deployed to assist in raising the standards in literacy in Year 5 and Year 6, where pupils are taught in mixed age classes. Teachers with specific talents, for example, in pastoral care, and drama are deployed very well in setting up specific activities, which meet the needs of pupils with social difficulties. Resources for information and communication technology and for reception children in the mixed age class are unsatisfactory and have an adverse effect on pupils' achievement. The accommodation for most pupils supports the delivery of the curriculum satisfactorily, but the classrooms for older pupils are unsatisfactory. Teachers do their best to create an effective learning environment but the situation and fabric of these rooms make this difficult.

### Care, guidance and support

There are **good** procedures to support pupils' welfare, health and safety. Support and guidance based on monitoring is **very good**. There are **very good** procedures for involving pupils in the life of the school and through seeking, valuing and acting on their views. There are **satisfactory** arrangements for the induction of pupils.

### Main strengths and weaknesses

- Pupils feel secure and work in a healthy and safe environment.
- Pupils achieve well because their progress is closely monitored.
- The work of the school council is effective and ensures pupils' involvement in the work of the school.

### Commentary

23. The good care and protection of pupils mentioned in the last report has been maintained and even extended since that time. Procedures for ensuring child protection are well known and are carried out in accordance with local practice. Teaching staff are very well supported by many outside agencies who regularly visit the school. Parents at the meeting, and those spoken to during the inspection said how much they appreciated the care and guidance that their children receive. Learning support workers show considerable sensitivity and patience as they work with individuals or groups of pupils, especially those with special educational needs. The school takes seriously the health and welfare of all its pupils, and makes regular safety checks of the school.
24. The very good monitoring of pupils' academic and personal achievements is at the heart of the school's caring ethos, and parents spoken to during the inspection said they would have no hesitation in approaching the school if they had a problem.
25. Pupils spoken to during the inspection said they thought their views were listened to and concerns were dealt with swiftly. Pupils say they know who to approach if they have a problem. Pupils particularly like the school's mediation system, which is run by older pupils. The Golden Rules, which are linked to the behaviour policy are known to all pupils, and as a result pupils are polite, well mannered and considerate of each other and visitors. Pupils are confident that the school takes good account of their thoughts, feelings and opinions. The school council and class councils regularly debate issues such as the purchase of toys for playtime, and what to do during wet lunch hours.



## Partnership with parents, other schools and the community

There are **good** and effective links with parents and the community. There are **very good** links with other schools and colleges. There is **very good** educational support provision.

### Main strengths and weaknesses

- Parents have very positive views of the school.
- Parents receive good quality information about what is happening in school and about their children's progress.
- The school tries to involve parents in the work of the school.

### Commentary

26. Since the last inspection when links with parents were said to be effective, the school has made strenuous efforts to improve this aspect of school life. There was a very strong sense of satisfaction and support in response to the parents' questionnaire, and parents spoken to during the inspection said they would have no hesitation in approaching the school if they had a problem. The headteacher and governors are aware of the importance of working in partnership with parents and have an open approach to parents, often providing them with advice and help. The weekly newsletters provide up to date information. Parents receive good information about their child's progress through written reports, twice yearly parental meetings, and the informal feedback they receive throughout the year. The governors report and annual reports to parents on their children's progress are comprehensive and include targets for development. Curriculum information keeps parents well informed about work to be covered by their children.
27. The school makes good efforts to involve parents in its work. However, despite these efforts only a limited number of parents are fully involved. The school believes that this parental help reinforces the importance of education in pupils' minds. Although a number of parents support the school by supervising the completion of homework, not all ensure that pupils complete the work they are expected to do at home. Some parents would like older children in Years 5 and 6 to receive more homework, to prepare them for their entry into the comprehensive school. The parents who help within the school, for example, by listening to reading, helping with sporting events and residential visits, know that their help is greatly appreciated by the staff. The parent teacher association makes a significant contribution to the school, and has amongst other things provided computers, books, and the newly built adventure playground. It arranges social events to which members of the local community are invited. The school also uses the parish church for its Christingle and school leaving services.
28. There are good links with the pre-school groups, and also with the local comprehensive schools. Pupils spoken to during the inspection said they were confident about leaving this school to commence the next stage in their education. The school has also implemented sessions on promoting a greater understanding of child development with parents, and the strategies which can be used to support their learning.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership of the headteacher, who is particularly well supported by his deputy, is **very good**. The leadership of senior staff is good. The work of the governing body is **good**.

### Main strengths and weaknesses

- The governing body, headteacher and staff work well together as an effective team in their continual drive to raise standards within a very caring, supportive and secure environment.
- The headteacher is a proficient leader and manager.

- The deputy head teacher makes a significant contribution to the school ethos and leadership vision.
- The senior management team is enthusiastic, committed and well focused on school improvement.
- The management of the Foundation Stage does not provide the same curriculum opportunities in both classes.
- The well targeted planning for the school's improvement is being implemented with energetic determination.
- The governing body takes a full and active role in all aspects of the work of the school.
- The finances of the school are prudently managed and appropriately focused on school priorities.

## Commentary

29. The headteacher has a very clear and accurate view of what needs to be done to continue to raise standards achieved by all pupils. His much focused sense of purpose is shared by all staff at the school. The headteacher and deputy headteacher together make a formidable team whose experience and expertise complement each other. Together they strive successfully to ensure that standards continue to rise but within an atmosphere of care. The school shows determination to consult with and meet with the individual needs of staff that work together harmoniously and provide good role models for the pupils.
30. Under the skilled leadership of the headteacher and deputy head teacher and full consultation with the governing body, the school is gradually raising standards. The senior management team is enthusiastic and committed to fulfil the ambitions of all the stakeholders of St. Andrews School. They share the high expectations of improving the quality of education and support the headteacher and deputy with energetic determination to provide quality of education within a school where quality of life for all underpins its philosophy. The senior management team focuses its energies on continuing to develop procedures and practices that will enable the school to continue to drive up standards, particularly in writing and in information and communication technology. Co-ordinators are conscious of the school's high expectations and work effectively to ensure professional support is provided for teachers and support staff. However, they recognise the need to improve procedures in monitoring and evaluating planning, teaching, learning and standards. The leadership and management of special educational needs are good. The co-ordinator has put in place efficient systems for the identification and support for these pupils. The school makes good use of support agencies and is committed to continuing professional development to respond to both individual and school needs, which are paramount to school improvement.
31. The school has a well-conceived school improvement plan. Members of the governing body are well informed and are able to identify the strengths of its school as well as areas for development. It is a proactive governing body and its regular review and monitoring procedures keep them well informed. They have a clear understanding of the achievements of the school and decisions made are objective and based on first hand knowledge. However, they acknowledge that previously informal procedures to identify strategies to move the school forward now need to be formalised through some form of strategic mechanism. Plans will involve the governors at the early stage of strategic planning and secure a base, which will be structural and strategic and allow monitoring to become more effective and sufficient. This is a very positive move.
32. The previous financial year indicated a low percentage carry forward figure. During the financial year in order to maintain staffing and resources that was further reduced. This left the governors with very little room for manoeuvre but they are prudent in their approach to financial management, balance priorities with available finance and make the best possible decisions to meet the school's needs. The recommendations of the most recent audit report have been addressed. The day-to-day financial operations are effectively and efficiently managed by the school administrators. The governors are effective in ensuring that their spending is well

targeted on school improvement and that best value is achieved. The school provides good value for money.

## Financial information

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

Income and expenditure (£)	
Total income	632,552
Total expenditure	623,861
Expenditure per pupil	2,525

Balances (£)	
Balance from previous year	- 8,095
Balance carried forward to the next	596

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

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

Provision in the Foundation Stage is **good**.

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

- Teaching is good overall.
- The quality of curriculum planning is good.
- The leadership is effective and leads to the whole team working closely together, so that children's individual needs are fully met in the main Foundation class.
- The opportunities afforded to Foundation children in the mixed Foundation / Year 1 class are less effectively managed resulting in one third of Foundation children not having the same opportunities as those in the main class.
- Accommodation is good in the main Foundation class but less appropriate in the mixed class. Outside provision is good.

#### **Commentary**

33. Children are achieving well due to the good teaching in all areas of learning but because of their very low baseline standards on entry, are not likely to reach the early learning goals by the end of reception class with the exception of physical development. The quality of the curriculum ensures that there is a good balance between adult focused activities and those children choose for themselves. The timetable is well structured and the contribution classroom assistants contribute to planning is generally positive. They also take a responsible role in leading groups and making observations of children's progress in consultation with the teachers. In the foundation class the environment is stimulating, but the provision is unsatisfactory for those children in the mixed foundation Year 1 class because the focus of the teacher and teaching assistants is not sufficiently directed on the wide range of learning needs of the different ages. Accommodation and resources are well focused on motivating children and developing positive attitudes and good behaviour. Consequently, children achieve well. This is less successful in the mixed class. However, the school has acknowledged this as an area of major concern and already strategies to improve the situation have been identified and agreed and will be put into place as a matter of some urgency.
34. The achievement already indicates good progress but pupils will achieve below average standards by the end of reception in all areas except their physical development, which is on course to be broadly in line with standards nationally expected.
35. The leadership of the Foundation Stage is satisfactory. Although there are many good features leadership has failed to manage the curriculum effectively in the mixed class. Otherwise the shared vision of leadership, teachers and support staff ensure children in the single age reception class are continually challenged with opportunities to become independent learners and gain confidence and self-esteem. Good induction procedures ensure that children usually make a smooth transition between home and school and understand what school life is like before they start. This is a strength of the school in that they know that there is someone there to help them when things do not go according to plan.

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

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

### **Main strengths and weaknesses**

- Children achieve well but are not likely to attain nationally expected standards by the end of reception year.
- Well-established routines help children to learn about acceptable behaviour.
- Opportunities for choice enable children to begin to develop levels of independence are good.
- The very caring and stimulating atmosphere enables pupils to establish good relationships.

### **Commentary**

36. The school day is organised well, regular routines are established, which are generally consistent throughout both classes. This enables children in the foundation class to understand how to behave and respond to the various interesting challenges offered. The good ratio of committed staff means children are supervised well. The children are continually engaged in question and answer sessions about what they are doing. The good quality of personal relationships established with adults underpins the learning, which takes place in the Foundation Stage. However, in the mixed class, the teacher and teaching assistants are diverted by the poor social skills of the children and the learning is less effective. In the reception class children are eager to please and enjoy the relevant and interesting activities offered. They are learning quickly how to share with each other and take turns. Effective activities are planned to give children choices to play with others and to build up their social skills. Boys and girls play happily together and the teaching of good manners has high priority. Children learn from adults and older pupils on how to be polite and helpful to each other and adults.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good teaching ensures that children are making good progress towards the Early Learning Goals.
- Children are learning well and the focus on sustaining attention to listening skills and to pre-reading and recalling stories are promoting a basis for independent writing.
- The way that the Foundation class staff work and plan together to ensure similar learning opportunities for all children is good. These qualities are not as effectively provided in the mixed Foundation / Year 1 class.
- Assessment information is used successfully to match work to individual needs. Children with special educational needs are given good support resulting in improved attainment.

### **Commentary**

37. In the foundation class children have good opportunities to develop their knowledge of letter sounds and their names. They discuss pictures, sing songs and play games and practice their sounds. This together, with the pre-reading, following words in the big books contribute well to developing their reading skills. Staff work very hard to extend children's speaking and communication skills through effective questioning and their own careful use of language. Vocabulary is a focus of the children's learning and this threads through all areas of learning. The opportunities for structured and focused play and talk are used continually to extend their vocabulary.
38. Children of reception age have well organised group sessions, but in the mixed class these are not as effective because the adults attention is divided between groups of pupils at different

ages. Children read big books, practice their phonic skills and learn how to sequence the events of a story. Although they make good progress in these areas of language and literacy, most will not reach the goals children are expected to reach by the end of reception in this area of learning. Children develop positive attitudes towards their work in language and literacy. They enjoy handling books and are beginning to confidently retell the story in its correct sequence in whole sentences. Children are beginning to hold their pencils properly to write, but some do not yet produce writing, such as their names, that is of a sufficiently legible quality.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children are achieving well due to effective teaching.
- All adults use every opportunity to encourage children to count.

### **Commentary**

39. As a result of good teaching, children in reception achieve well but many will not achieve the goals children are expected to reach by the end of reception. They learn to count to ten accurately and the more able beyond. Teachers plan opportunities to ensure that children understand number bonds and relate numbers to objects. Children's mathematical development is well constructed with teachers and support staff planning appropriate learning opportunities. Introductory and task sessions promote and extend vocabulary and provide opportunities for children to confidently place numbers and objects in order. Visual representation is used well in activities such as placing bears in order of size, comparing different size toys and gardening tools. Children can see what is happening and they develop a secure concept of size and order. They look at objects horizontally to compare length and vertically to compare height. Children focus on comparing weights using an equalising balance, enabling them to judge which is heavier and which is lighter. Teachers and support staff encourage children to predict and to think about what they are doing and what will happen.

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

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

### **Main strengths and weaknesses**

- Teaching is good overall and children are achieving well, although they are unlikely to reach the Early Learning Goals by the end of reception.
- Children make good progress with their acquisition of information technology skills.
- Structured play gives children a wide range of opportunities to experiment, for example, building bear traps with different equipment.
- Children have good opportunity to enjoy and learn from role play activities.

### **Commentary**

40. Children in the reception class have regularly planned opportunities to use computers in the computer suite. They are making good progress in their ability to use the mouse pad to click and drag. Children work in pairs, take it in turns to use the mouse and support each other. They choose which program they intend to use, setting up chairs for the three bears and placing them on the chairs or building a face confidently clicking and dragging on the main features. They know what to do if they are stuck and wait patiently for an adult to help them. The help given is in the form of questioning to prompt children to think their way through the problem.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

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

- Children achieve well and are likely to achieve the expected standards by the end of reception year, particularly in their gross motor skills.
- Children demonstrated good levels of control and use of space.

#### **Commentary**

41. As a result of good teaching, children achieve well and are on course to attain the goals children are expected to reach by the end of reception in their physical development. In the reception class, children use the main school hall and their own outside area to promote and develop their physical development. In a dance lesson observed, emphasis was given to promote children's understanding of the beat of music in order to respond to that in their dancing. They listened carefully, rehearsed their movements with partners, firstly without music and then with accompaniment. Throughout the lesson and in the warm up, children used space well, listened carefully to instructions and many responded well to the beat of the music. Both teachers and pupils dress appropriately and the behaviour in the lesson was good. A most important feature of the lesson was that the children enjoyed the lesson and focused intently on all aspects, particularly 'threading the needle'. Teachers take full advantage of the spacious hall and outdoor play area and use them both well to improve pupils' skills in moving, dancing, skipping and working together. Fine motor skills of cutting and pencil control are developing well but lag behind pupils' gross motor skill development.

### **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

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

- Teaching and learning are good overall.
- Children make good progress in responding creatively and imaginatively in a range of contexts.

#### **Commentary**

42. As a result of good quality teaching, children achieve well in their creative development, but many are not yet on course to reach the early learning goals by the end of reception class. They develop early awareness of colour mixing through blending coloured chalks, mixing colours and being encouraged to think when two colours merge into one. In one lesson observed, the children were using different media, including wax crayons and paint. Their drawing and pattern making helped children develop their creative and fine motor skills. Through talking about their drawing and painting they learned early skills in improving their work.
43. Teachers emphasise the development of creative thinking and this is an important part of the curriculum provided at the Foundation Stage. Of particular importance is the emphasis on helping children to develop their own ideas independently and confidently, and to discover and explore. To this end many different activities are planned throughout the day to ensure continuous progress is not left to chance.



## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards in national tests have improved in reading in Year 2.
- Pupils do not write, spell or use punctuation well enough.
- Teachers' expectations for more-able pupils in Year 6 are too low.
- Pupils do not develop their literacy skills well enough in other subjects.

#### Commentary

44. Year 2 national test results in 2003 showed that pupils of average ability had achieved well in reading and satisfactorily in writing compared with their standards on entry to the school. Achievement of pupils of above average attainment in reading and writing was unsatisfactory. Year 6 national test results showed that pupils of lower abilities had achieved well in reading and satisfactorily in writing. Improvement has been satisfactory but standards have remained low. However, current Year 6 standards indicate that results are likely to show improvement in 2004.
45. Presently standards in Year 2 are average in reading, but below average in writing. Pupils' speaking skills in Year 2 are average, but they listen well. More able readers confidently explain how to find information and most pupils use a range of strategies when reading unfamiliar words. The quality of handwriting in Year 2 lacks correct use of capital letters, clear letter formation and joined script. Pupils achieve satisfactorily in Years 3 to 6. In Year 6, standards are average in speaking, listening and reading and below average in writing. Above average pupils written book reviews show a clear grasp of characters but they do not select relevant information from the text to illustrate their opinions. The main weaknesses in writing of above average pupils are that the vocabulary tends to rely on familiar words and an inability to write complex sentences, to punctuate or spell challenging words correctly. The quality of pupils' handwriting and presentation and how well they structure different forms of writing in other subjects are unsatisfactory.
46. Pupils' speaking skills are average overall in Year 6. They describe their experiences fluently and confidently but only a minority use a breadth of vocabulary to express themselves in an interesting way. Pupils in Year 3 and 4, struggle to think of a range of words to give fluent description. These pupils recognise how to use punctuation in stories to read with sufficient expression. In all year groups a significant minority of pupils find difficulty in developing skills of listening. Very good intervention programmes such as 'listening friendship' groups assist pupils to reach expected standards. Additional literacy sessions regularly provided for infant pupils and pupils in Years 3 and 4 contribute well to raising pupils' achievement. Currently reading intervention groups in Year 3 and 4 are successfully extending pupils' use and understanding of a wider range of vocabulary. Pupils of all abilities in Year 5 and 6 do not have the advantage of additional literacy support throughout the year. More able pupils and pupils of average ability in Year 6 have insufficient opportunity to extend the depth of their literacy skills. Less-able pupils are supported well with educational plans and in groups by a teaching assistant.
47. The quality of teaching and learning is satisfactory overall. Where it is best teachers adapt the content of the lessons to communicate the purpose of the lesson in ways that capture pupils' imagination and fully involve them in their own learning. Effective use is made of music to identify rhythm in poetry. Good teaching in infant classes created a sense of high expectation and challenge in group activities. Activities match pupils' abilities well and help pupils extend their literacy skills. In a Year 3/4 lesson by working in reading and listening pairs, pupils were given good opportunities to extend their understanding of how to use punctuation to capture the

attention of an audience. Good use is made of word processing by teachers and pupils in Year 3 and 4 to improve the quality of pupils' writing for example when writing about the Egyptians. Effective use of role-play helps pupils to identify the qualities of characters in a traditional story.

48. Pupils in Year 6 are not encouraged enough to respond to questions in well-formed sentences. They are dependent upon the teacher for too long during reading lessons, which focus on text that is the same for all levels of ability. Pupils of average ability are too frequently asked to carry out the same group task as pupils of a lower ability. Although pupils' in Year 6 have good recall of imaginative words in spelling tests, they are insufficiently encouraged and not expected to apply them in sentences to consolidate their meaning.
49. Assessment is not used well enough to identify opportunities to encourage pupils to take more responsibility for their improvement. Teachers are aware that pupils' handwriting and punctuation needs improvement but do not sufficiently expect pupils to redraft it in response to marking. Computer resources are insufficiently used to assist these pupils to extend and include more complex forms of language. Teachers of pupils in Year 1 and 2 make effective use of reading diaries to comment on the needs of pupils. Too little attention is given to ensuring that higher ability pupils are progressing acceptably towards their targets.
50. Leadership and management are satisfactory. Teachers and teaching assistants are well supported by the co-ordinator with guidance for planning lessons and literacy support. The co-ordinators' monitoring has not included monitoring of teaching and learning or individual work against set targets to consider whether standards are high enough in each year group. This means that achievement by average and above average pupils has not been fully analysed.

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

51. Language and literacy across the curriculum are under-developed. Because pupils are enthusiastic readers they respond well to opportunities for researching information. Most borrow books from their local library or from the school library and collaborate in sharing information in small groups. Writing tasks in lessons such as geography and science are not structured well enough for note taking, summarising and other non-fiction styles and standards are below those expected. There are good examples of well presented writing in religious education but this is inconsistent in the Year 5 and 6 classes. The use of computers in the suite to promote pupils' literacy skills is not planned well enough to improve or promote pupils' literacy skills particularly in Year 5 and Year 6.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils in Years 5 and 6 achieve well because they are taught in single age groups, which enables teachers to focus clearly on their learning needs.
- Standards are below the national average in Year 2.
- The quality of teaching and learning is good for pupils in Years 3 to 6.
- Pupils in Year 1 in the mixed Year 1 and reception class, do not progress as well they could because provision fails to meet their learning needs effectively.
- There is good support for pupils with special educational needs, which enables them to make good progress.
- The subject co-ordinator gives a good lead to the subject and she has a clear picture for future development that is firmly based upon further improvement in standards

## Commentary

52. Standards in mathematics are improving. In the national tests at the end of Year 6 in 2003, pupils achieved standards that were well below average. At present, arrangements for teaching Years 5 and 6 pupils are effective. Because the headteacher teaches a group, it is possible to divide the two mixed Year 5 and 6 classes into three groups: one for Year 5 pupils and the other two for Year 6 mixed ability groups. This means that teachers are able to more closely focus on learning needs of pupils. This has had the effect of enabling pupils to achieve well and standards are rising. Inspection evidence indicates that pupils in Year 6 are now working at levels expected for pupils at this age and current attainment is average.
53. Pupils enter Year 1 with attainment that is below that nationally expected for pupils entering Key Stage 1. Throughout Years 1 and 2 pupils make satisfactory progress but attainment remains below average at the end of Year 2. Year 1 pupils in the class where they are mixed with children new into reception make only satisfactory progress and standards remain below average. Nonetheless, the demands made on the teacher and other adults are considerable. Children in reception are in the same room and working, often in an unsettled manner. This sometimes affects the pace of learning for Year 1 as the teacher is often interrupted and her attention diverted away from the focus group, leading to fragmented learning.
54. Teaching in single age classes in Years 1 and 2 is stronger, but pupils have not yet developed effective working and learning habits. This is largely due to the high proportion of pupils with special educational needs or other pupils about whom teachers are concerned, (often between 45 and 50 per cent of the class). Teachers of younger pupils are still very much providing pastoral support. Teachers are effective in this, which is evident in the much-improved attitudes and work habits of older pupils at the end of Key Stage 2. Pupil's personal development is weak and consequently many are failing to develop the skills needed to meet the expected standards. As a result, despite their commitment to ensuring pupils are well-supported, teachers are forced to spend too much time on and establishing pupils' learning skills and this means that, whilst their achievement is satisfactory, their standards remain below average. Teachers expect a lower than average percentage of Year 2 pupils to attain the nationally expected level for their age by the end of Year 2. In addition the proportion expected to attain the higher Level 3, is also below the national average. This means that attainment is below average by the end of Year 2.
55. By Year 6, pupils have caught up and their achievement is good and attainment is average. This is because Key Stage 2 teachers build well upon the solid foundation, established by the end of Year 2. A strong focus throughout Years 3 to 6 is on enabling pupils to use and apply their knowledge and understanding of mathematics to solve problems. Pupils in a Year 3 and 4 lesson did this well. Once they were able to double 32 or 48 for example, they were soon using their understanding of place value to double numbers such as 320 and 3200. In this lesson the teachers had a good knowledge of the needs of the pupils and questions were well focused and challenging for pupils at all levels of attainment. The pace was rapid and held pupils' attention, resulting in good quality learning. This learning technique is carried through to Year 6, where pupils are able to adapt their understanding of number operations to change between English pound to Euros using a calculator and then moving onto constructing and using a conversion line graph. This is at the level nationally expected for pupils of this age and some higher attaining pupils use inverse operations to convert back or check their answers. This indicates attainment at the nationally expected level.
56. During the inspection, the quality of teaching ranged from satisfactory to good, but was good overall. All lessons are well planned with clear learning objectives. Teachers have good subject knowledge and this enables them to explain new knowledge simply and in a way that is understood by the pupils. During the inspection, a feature in most lessons was encouraging pupils to use and apply their mathematical knowledge and understanding in real life situations and to solve problems. This results in pupils trying hard and co-operating fully. Pupils have good attitudes and behaviour in class is good. The best teaching is in the juniors because

teachers are more consistently meeting the needs of all pupils, particularly those with above average ability. Teachers have high expectations of what these pupils can achieve in terms of quantity and quality of work.

57. Pupils' work is marked up to date but the quality of marking is variable. Too often, it consists of a series of ticks with no identification of the standard of the work. The best marked books contain a termly progress review, written in the pupils' books by the teacher. This informs pupils what they are doing well and where they might improve, and is a practice worth extending through the school.
58. The subject co-ordinator gives a good lead to the subject. She is aware of what steps need to be taken in order to raise standards further, particularly at the end of Year 2. There is a subject action plan, with appropriate targets, which are evident in the school's practice and supporting rising standards. There are good systems in place for collecting and analysing assessment data. This data is used effectively in tracking pupils' progress across the school, identifying pupils who need additional support, and in setting targets for improvement. Despite the changing profile of the school and the in-take of several pupils with marked special educational needs, the school has made satisfactory improvement in this subject.

### **Mathematics across the curriculum**

59. Numeracy skills are being satisfactorily developed across the curriculum. Pupils make good use of their acquired skills in supporting their learning in other subjects. In design and technology, they accurately measure the length of materials before cutting to the correct size. In science, pupils use timers and stop clocks to time their exercise to ensure fair testing and count pulse rates accurately. Line graphs and bar charts are used to effectively record findings in science investigations generally.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils at all levels of attainment achieve well
- There is a good emphasis on experimental and investigative science and pupils develop good skills in this area of science.
- The quality of teaching and learning is good.
- Leadership and management in science are good.

### **Commentary**

60. Pupils enter Year 1 with attainment that is below that expected for their age. Pupils achieve well throughout Years 1 to 6 and attainment is approaching the levels nationally expected by Year 2 and is average by the end of Year 6. Pupils are given good opportunities to investigate and experiment and this helps them build a secure understanding of different areas of science. Standards have varied over the past few years, and despite a gradual improvement over time, have generally remained below average. Standards in lessons seen and the work scrutinised in pupils' books were in line with the nationally expected levels for their age. However, it is clear from lesson observations that a significant number of pupils do not fully understand questions and sometimes answers are not appropriate to the questions asked. Work scrutiny also shows a lack of skill in recording their findings scientifically. These weaknesses are connected with pupils' below average language and literacy skills and are areas for improvement of which the school is aware.
61. From an early age, pupils are given good opportunities to experiment and to build their investigation skills. Younger pupils in Years 1 and 2 make predictions about whether the oldest pupil in the class is the tallest. They investigate their hypotheses and learn to test by

measuring and analysing the data at an appropriate level to check whether they were right or wrong in their assumptions. This builds up sound early investigation skills and a secure basis on which to progress in later years. Activities of this nature also help to develop pupils' numeracy skills, which provide sound levels of support for work in science.

62. By Year 6, pupils at all levels of attainment are able to talk with satisfactory understanding about their work. Both higher attaining pupils and those with special educational needs, talk knowledgeably, for example, about the properties of solids, liquids and gases. Their sound level of understanding enables them to apply what they know to practice, and explain how they can use different methods, such as evaporation or filtration to separate different substances from water. This level of understanding is built firmly on earlier work in Years 3 and 4 where pupils are given good opportunities to use different grades of sieves to separate stones and soil to look at the properties of different types of soil.
63. Investigative approaches to learning science are well promoted throughout the school, and skills are developed systematically. Although the very youngest pupils do not yet show sufficiently well developed collaborative working skills, teachers are aware and strive to improve this method of learning for all pupils. Pupils make good progress in developing these skills and by the time they reach Year 6 they are quite capable of working effectively in groups without the direct supervision of teachers. This was clear when a Year 5 and 6 class organised themselves to investigate the effects of exercise on the human body. Their behaviour and enthusiasm was a clear strength of this activity and they approached the investigation sensibly and with maturity. They worked effectively with different resources, including balls, skipping ropes and hula hoops and timing with stop-watches. Pupils worked in mixed ability groups and those at all levels of attainment made significant contributions to the investigation and all made good progress in developing their knowledge and understanding of the human body.
64. The quality of teaching is good and is characterised by high expectations, good subject knowledge, very good pupil management and good use of assessment information. Good subject management also makes a significant contribution to pupils' good achievement. The subject co-ordinator has made a thorough assessment of the provision in this subject and she has identified relevant areas for development. Recent past initiatives included the promotion of experimental and investigative science and the linked staff development to enable teachers to provide this effectively. This has been successfully achieved and is already impacting on standards of attainment. Leadership and management are good. The subject co-ordinator has a good knowledge of how to manage science through good professional knowledge and she and her work have been central to improving standards, even though science has not been a priority for development. However, it is a priority in the school improvement plan for the next academic year and the subject leader is already clear about what needs to be addressed and where she is going to focus her initial investigations.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards at the end of Year 2 and 6 are below those nationally expected.
- The lack of resources is limiting pupils' achievement and makes teaching more difficult.
- Some aspects of the National Curriculum cannot be taught because of the lack of resources.
- The subject leader makes every effort to develop her subject within the constraints of the school's budget and lack of information and communication technology resources'.

## Commentary

65. At the time of the previous inspection, it was judged that standards were below those nationally expected. Standards are still below expectations so there has been insufficient improvement since the previous inspection. However, subject leadership is good and there has been some development within the constraints of the budget planning. The lack of progress is mainly due to two factors. Computers in the suite have only recently had the same software and a technician to maintain them. The lack of classroom resources limits pupils' access to computers when they are not in the suite and therefore they have insufficient opportunity to practice and consolidate their computer skills. .
66. Although pupils achieve satisfactorily throughout the school, standards remain below those nationally expected. By Years 5 and 6, pupils use skills satisfactorily to search web sites, such as the local education authority learning grid, to find out information for group projects on a variety of topics. In the lesson observed, pupils' choice of topic was too wide and only a few reinforced or extended pupils' learning linked to the current planning of teaching and learning of the curriculum. Worksheets focussed well on presentation, organising information and challenged pupils to including sound. Pupils found this interesting and stimulating because the activity challenged most pupils. Those pupils with special educational needs were carefully supported through the extra support of one other adult in the room. There was a high level of co-operation between the groups with very good opportunities for pupils to discuss the layout and use a microphone to read their work aloud. Although attainment was as expected for pupils of this age more able pupils achieved less well because teachers failed to build on their previous attainment and opportunities for home learning. The majority of pupils do not have this advantage and the suite is not made available to them before or after school to enable them to have the choice of doing homework. The subject leader has identified this as part of improvement in provision. Many pupils in Year 6 are unfamiliar with email since provision is recent. Their use of control technology is undeveloped since the school does not have the equipment. The use of monitoring equipment for external change in science is not used enough.
67. Pupils in Year 1 and 2 are able to enter information into specific cells, and use the icons at the top of the screen to change the data entered to different forms and evaluate which best presents the information. They do this confidently and some very quickly. They have developed adequate computer skills and they are becoming familiar with the keyboard and find the correct keys to edit sentences. Because of the lack of opportunity pupils are unable to develop skills in story writing. Pupils' attitudes to working with computers are positive and they find the work interesting and stimulating and remain on task.
68. The lack of resources makes teaching some aspects of the curriculum progressively and purposefully, difficult. The school does not have equipment to project computer screens so that the teacher can guide the whole class through demonstration of small steps and this makes teaching more difficult and less effective than it need be. In Year 3 and 4, because pupils' word processing skills are so slow the teacher types in pupils' writing to enable pupils to work at a higher level in using the computer to delete and insert changes to accounts of Egyptian myths. Subject leadership is good and the co-ordinator is doing the best to develop the subject within the financial and resource constraints. The subject leader and supporting governor are fully aware of the need for more resources and are frustrated by the lack of funds available.

## Information and communication technology across the curriculum

69. This is unsatisfactory overall due to the lack of resources. However, other forms of information and communication technology are used satisfactorily. Pupils enjoy using listening centres during group reading and poetry sessions which improves their listening skills. Teachers use videos effectively to extend pupils understanding, for example in religious education. The timetables for classes in Years 1 to 6 make provision for pupils to have access to the suite on

two occasions each week, one for learning information and communication technology skills and the other for cross-curricular work. This enables pupils to support work in only one curriculum subject because of timetabling constraints. However, the fact that there are no computers in classrooms for pupils in Years 3 to 6 means that their instant access to a computer is limited. Pupils in Year 5 and 6 are located too far away from the suite for them to make better use of computers for independent learning in a wider range of subjects.

## **HUMANITIES**

70. Whilst it was possible to make judgements about provision in religious education, it was not possible to make secure judgements about history and geography. From pupils' work and talking to pupils, pupils in the infants and juniors have a good understanding of places, how an environment is affected by people, and the nature and impact of natural disasters.

### **Religious education**

Provision in religious education is **good**.

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

- Pupils have a good understanding of the meaning of the ceremonies and practices of different religions.
- The study of different religions contributes well to pupils' learning.
- Leadership is good.

#### **Commentary**

71. Pupils achieve well and standards are in line with those expected by the locally agreed syllabus for religious education. This is similar to the last inspection and the level of improvement since then has been satisfactory. Pupils understand the significance of religious artefacts and traditions. From visits to the local church and role-play in lessons pupils in Year 1 and 2 recognise that baptism is a ceremony to welcomes a person into the 'Church family'. They can correctly explain the meaning of the symbol of a cross and of a candle as representing beliefs. Pupils in Year 3 and 4 have a sound understanding of events that are represented by the symbols in a Passover meal. In discussion pupils in Year 6 link the values and commitment of school rules with Christianity such as 'watching out for someone being kind' with one of the ten commandments, 'love thy neighbour.'
72. Teaching is good. Teachers use a good range of learning strategies to develop pupils' ideas, encouraging different ways of communicating information by writing in different forms, artwork, and in acting out religious practices. Assemblies make an effective contribution to how the mission of the school links with the teaching of Christ. Year 5 and 6 in one class present their written work neatly in booklets, which they carefully decorate attractively, showing respect for the topic. Pupils recognise the main teachings and beliefs. Their work indicates that they recognise what belonging to a religion involves and that people of the same beliefs are found in most countries around the world.
73. Leadership and management are satisfactory. The co-ordinator ensures that pupils study major religions in line with the locally agreed syllabus and that they benefit from good first hand experiences such as visits to different kinds of places of worship. The lack of artefacts for each of the major religions means that teaching is not as effective as it could be. Assessment procedures have yet to be decided upon. The co-ordinator has had no opportunities to monitor teaching and learning in the subject to enable her to have a clear picture of standards across the school.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. **Art and design** was not the main focus of the inspection, so only a limited sampling of evidence was undertaken. From this sampling there were indications that the standards achieved are in line at Year 2 and above at Year 6. The analysis of pupils' work throughout the school shows that a wide range of techniques and media are used. Many are linked with other subjects, such as the study of Ancient Egypt in history. Assessment is an important part of the art programme and in two files of evidence, the good progression between reception and Year 6 can be clearly seen. Leadership and management are effective, assessment constructive and resources good.
75. **Design and Technology** was not a focus for the inspection but from discussions with the co-ordinator scrutiny of some models and the evidence in the assessment folder, indications are that standards are satisfactory. No lessons were observed, so it was not possible for any judgement to be made on teaching and learning. The use of assessment folders provides staff with information to evaluate levels of achievement and progress over time. Resources are satisfactory and leadership and management are satisfactory with strong elements, such as the use of a folio of pupils' work against which to evaluate standards and progress.

### Music

Provision for music is **very good**.

#### Main strengths and weaknesses

- Good and very good teaching allows pupils to develop their knowledge of music, their high quality singing and their performing, with tuned and untuned instruments.
- Teachers focus effectively on skills development.
- The subject is effectively organised, managed and led.

#### Commentary

76. Standards and pupils achievement in music are good overall. In singing they are very good. In performing, composing and appraising they are good. Teaching and learning is very good with lessons being carefully prepared to give pupils many opportunities to experiment with instruments and explore sound. The school offers opportunities to use information and communication technology, such as tape recorders and keyboards. In Year 5/6 pupils spend half a term per year using a music sampling programme – Dance EJay. They effectively combine sample sounds on an eight track recorder to produce good quality compositions based on the musical element structure. Pupils work very well collaboratively, taking turns in sharing instruments and offering suggestions. They learn respect, how to listen attentively and do not interrupt as their others speak. This provides them with opportunities to explore its richness and enables them to make good progress and contribute knowledgeably to group discussion. Pupils say they enjoy music.
77. Pupils are encouraged to handle and use instruments wherever possible. In all lessons, pupils are provided with opportunities to handle instruments and experiment with sound. As they progress through the school pupils learn to distinguish between rhythms and pitch and develop the skills of interpreting music, discussing how it makes them feel and exploring their own ideas and imagination. This allows all pupils, including those with special educational needs, to develop their skills of interpreting, composing and performing. They display confidence in their approach to music and feel comfortable and enthusiastic when asked to perform individually or in a group.
78. The subject is effectively organised and managed and maintains the high quality of provision acknowledged by the previous report. The subject manager is passionate in her belief that music is an important contributory element in supporting spirituality within the school as a



community. Music offers many opportunities to enrich the curriculum and to enhance pupils' spiritual and cultural development. Pupils learn to play many instruments through the peripatetic service and perform individually in assemblies with a high degree of quality. She ensures that planned lessons are of high quality. Pupils participate in musical events and concerts and the quality of singing can only be favourably compared to the high rate of enjoyment pupils experience when they perform. They sing with emotion to match the mood of the music.

## **Physical Education**

**Provision in physical education is good.**

### **Main strengths and weaknesses**

- The overall quality of teaching is good with very good features.
- Extra-curricular activities, including the residential experience, make a significant contribution to extending and complementing school-based activities.
- Subject leadership is good.

### **Commentary**

79. Standards in physical education are above those expected nationally and pupils achieve well. This represents an improvement since the previous inspection when standards were judged to be satisfactory by the end of Year 6.
80. Over time in school and supported with extra-curricular activities, teachers ensure that pupils develop confidence, self-discipline and other personal qualities, such as dependency, as well as supporting their peers. They are aware of the need to warm up and cool down, to handle equipment with care as well as understanding the effect activity has on the body. In gymnastics pupils acquire skills, such as using space balancing and responding to music, as was observed in a Year 5/6 dance lesson. Pupils display enjoyment in all aspects of dance and perform well in pairs. For example, each assumes a different role; one the monster; the other, the would-be slayer. The movements the pairs create display balance and good synchronisation with the music. They acquire a competitive edge in matches and tournaments while retaining respect for opposing teams as well as each other and understand the principles of fair play. Teachers ensure that all pupils participate fully and are good role models in terms of appropriate dress and learning from each other. Pupils in Years 5 and 6 attend swimming classes over a two year period and by the end of the course, almost all pupils achieve the 25 metres unaided swim and many pupils achieve other awards in life-saving and distance swimming.
81. Overall the quality of teaching and learning is good. Teachers consider the individual needs of pupils very well. They provide opportunities for them to work in pairs, evaluate each other's performance and develop strong partnerships to promote social interaction. The management of pupils' behaviour, subject expertise and use of time and resources contribute to the high standards being achieved. The curriculum for physical education is very good. The extensive opportunities provided within the extra-curricular programme enrich and enhance the acquisition of skills development in this subject area very well. As a result, individual pupils and teams compete in a variety of sports. The school has a wide range of resources and the accommodation in school is appropriate. The residential experience for Years 5 and 6 pupils contributes strongly to pupils' physical education, extending and complementing school activities as well as promoting independence and interdependence. The potential for continued development is good. Pupils' progress is well supported by the effective co-ordination of the subject.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- The school has an effective programme and ensures a consistent approach in all classes.
- Leadership and management are very effective.

### Commentary

82. The school has a particularly well-organised programme, which is delivered consistently, applied equitably and impacts positively. The programme provides very good guidance to teachers and promotes pupils' achievement well. The quality of teaching and learning are very good and leads to very good achievement and high standards. This represents a good level of improvement since the previous inspection.
83. Very good opportunities are provided in all classes for circle time<sup>3</sup> to discuss matters concerning them. Pupils indicate their appreciation for these opportunities. The programme includes drugs awareness and sex education. Similarly, healthy eating and keeping safe are aspects of pupils' personal development that are explored effectively, enabling pupils to develop a very good awareness of their own selves and of others. Throughout the programme, pupils are encouraged to take responsibilities for their own actions and the actions of others. For example, the peer mediation approach is proving to be highly successful and pupils appreciate the opportunity to consider others as well as themselves. Their awareness of citizenship is promoted through a 'hands on' approach and the establishment of a school council develops pupils' committee and debating skills.
84. The leadership and management of this area are particularly well managed by the deputy head teacher and another senior colleague. They have carefully considered the needs of the pupils and have provided an opportunity for learning, which is acceptable and exciting. Pupils on school council and those who act as peer mediators feel they are contributing to school life.

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<sup>3</sup> During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
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>4</b>
Pupils' achievement	3

<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	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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