

# INSPECTION REPORT

**St Anselm's RC Primary School**

Dartford

LEA area: Kent

Unique reference number: 118765

Headteacher: Mrs Catherine Ward

Lead inspector: Mr Jeff Lemon

Dates of inspection: 12<sup>th</sup>-15<sup>th</sup> January 2004

Inspection number: 257580

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll;	267
School address:	Littlebrook Manor Way Temple Hill Dartford Kent
Postcode:	DA1 5EA
Telephone number:	01322 225173
Fax number:	01322 224937
Appropriate authority:	Governing body
Name of chair of governors:	Mr Bob Morgan
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

St Anselm's Roman Catholic Primary School is an average sized school situated in Dartford, Kent. The school has strong links with the parish. The school has grown in number since the last inspection and there are now 267 pupils arranged in nine classes. This is due to an increase in planned admission numbers agreed with the local education authority alongside plans for increasing the accommodation at the school, however, the local education authority has now decided not to go ahead with these plans. The properties in the immediate area of the school are a mix of privately owned and local authority housing. Pupils come from this area, but also from other areas of the parish, which takes in the northern part of the town. The school population is relatively stable with little undue turnover of pupils. There is evidence of some social disadvantage in the immediate area served by the school, but generally the socio-economic context of families served by the school is average.

The percentage of pupils who are eligible for free school meals is below average. The pupils are from a range of ethnic backgrounds, but the majority are white British, which is typical of the area served by the school. The number of pupils who speak English as an additional language is lower than average. The percentage of pupils with special educational needs is above average. These pupils mostly have moderate learning difficulties, although some have more profound difficulties, including pupils identified as being autistic. An average number of pupils have statements of special educational needs. The school was successful in receiving "Investors in People" status in 2002. Attainment on entry is wide and represents the full range, but on balance it is average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21116	Jeff Lemon	Lead inspector	English Information and communication technology Physical education Special educational needs English as an additional language
10329	Brian Sampson	Lay inspector	
11227	John Moles	Team inspector	Foundation Stage <sup>1</sup> Science Art and design Design and technology
32226	Teresa Quick	Team inspector	Mathematics History Geography Music Personal, social, health education and citizenship

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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 a school, which provides a satisfactory quality of education. Teaching is satisfactory overall, the school is well managed and the recently appointed headteacher gives good leadership. Standards in the core subjects of English, mathematics and science are above average, and pupils achieve well in these subjects. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The school provides very well for children in the Foundation Stage.
- Standards in Year 1 to 6 are above average and pupils achieve well in the core subjects. Standards are above expectation in history, but standards in physical education are below expectations and pupils do not achieve as well as they should.
- The behaviour and attitudes of pupils are very good and they are very well involved in the life of the school.
- There are good links between subjects but overall the curriculum is not planned effectively to ensure equal opportunities for all pupils.
- The headteacher has a clear vision and is developing a strong team. However, some newly appointed subject co-ordinators and the special educational needs co-ordinator do not yet effectively lead and manage.
- Assessment is good in English, mathematics and science, but is not established in other subjects.
- Governors provide good support, although some statutory requirements are not met.

The school has made **satisfactory** progress since the last inspection. Standards in the core subjects have remained high and improved in information and communication technology. This is because the equipment has been improved and teachers are more confident to teach this subject. Standards in physical education have declined since the last inspection. An outside learning area has been provided and this is well used to improve achievement in the Foundation Stage. Although measures were taken to improve the playground, these have not been fully successful as it is still liable to flooding.

## STANDARDS ACHIEVED

Achievement is **satisfactory**.

### Year 6 results

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

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

Attainment in the national tests for 11 year olds when compared to all school is consistently above or well above average and sometimes, as in mathematics in 2002, the school's performance was in the top 5 per cent of all schools. When compared to similar schools, attainment in science was below average in 2003, this was because targets were not set as effectively for science as they were in English and mathematics. Children in the Foundation Stage **achieve well** and the majority of children are in line to exceed the goals expected of children at the end of the Foundation Stage, in most areas of learning. In Years 1 and 2, pupils' achievements are **good** in English, mathematics,

science and history, and standards are **above average** or expectations. This picture is the same in Years 3 to 6. Literacy and numeracy skills are well used in other subjects, which helps to raise standards and improve achievement. Standards in physical education for all year groups are **below expectations** and pupils' achievement is **unsatisfactory**.

Pupils' spiritual, moral and social development is **very good** and cultural development is **good**, with the study of non-Western art, music and literacy an area for further development. Attendance is **very good**. The behaviour and attitudes of pupils are **very good** in lessons and around the school, which helps their learning.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory**. The quality of teaching and learning in the Foundation Stage is **very good** which means that children make good gains in learning. The quality of teaching and learning in Key Stages 1 and 2 is **satisfactory**, with some **good** teaching of English, mathematics and science leading to **good** achievement in these subjects. However, the teaching of physical education is **unsatisfactory**. Assessment is good in English, mathematics and science, but is not yet satisfactorily established for other subjects.

The curriculum is **satisfactory** and the school teaches the required subjects, but does not ensure complete equality of opportunity, as some pupils in mixed-aged classes do not cover the same curriculum as their peers in single-aged classes. The care of pupils is **good** and there are **good** links with parents and the community, all of which have a positive effect on pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**.

The leadership of the headteacher is **good**. She has a clear vision and is committed to improvement. Subject and special educational needs co-ordination are not effective, mainly because many co-ordinators have recently been appointed and their role is not yet clear.

Management is **good**, and policies and planning reflect the school's ambitions and goals. Data is carefully analysed, and action has been taken to support and improve pupils' performance.

Governance is **satisfactory**. Governors are supportive and committed and have a good understanding of the areas the school needs to improve, but some statutory requirements are not met.

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

Parents are very satisfied with the school. They feel that their children do well and that behaviour is very good. Pupils say they like school and they have good ways to express their views and ideas, which are carefully listened to.

## **IMPROVEMENTS NEEDED**

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

- Raise the quality of provision in physical education.
- Improve the role of the co-ordinators.
- Ensure that pupils in the same year groups experience the same curricular opportunities.
- Improve assessment in the non-core subjects.

and, to meet statutory requirements:

- Produce a disability access plan.

- Ensure the governors' annual report to parents, details the professional development undertaken by the teaching staff and the school's targets for Key Stage 2 assessment.
- Report annually to parents on all subjects of the National Curriculum.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement for all year groups is **satisfactory**. In Years 1 to 6 standards are **above average** in English, mathematics, science and above expectations in history, but **below expectations** in physical education.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve well and the majority are in line to exceed expectations in most areas of learning.
- Pupils at both key stages attain above average results in the national tests for English, mathematics and science.
- Pupils achieve well in the core subjects and in history.
- Achievement in physical education is unsatisfactory.
- Pupils with special educational needs do not always achieve as well as they should.

#### Commentary

1. In the 2003 national tests for seven year olds, pupils attained standards which were well above average in reading, writing and mathematics when compared to all schools and well above average standards in reading and writing when compared to similar schools. Standards in mathematics were average when compared to similar schools. In the tests for 11 year olds, standards in English were well above average when compared to all schools and above average when compared to similar schools. Standards in mathematics were well above average when compared to all schools and to similar schools, and standards in science, although above average when compared to all schools, were below average when compared to similar schools. This dip in science was because no targets were set as they were for English and mathematics 'Challenging Individual Pupil Targets in science and whole school targets were set for the first time in the Autumn Term 2003'. There is evidence that standards continue to rise as improvement over time is above the national trend in Key Stage 1 and in line with it at Key Stage 2<sup>2</sup>. The value added measure for 2003 showed that by the end of Key Stage 2 pupils had made good progress and achieved well.
2. Children enter the school with a wide range of attainment, but generally this is average. Children in the two reception classes who are in the Foundation Stage achieve well and the majority are in line to exceed the goals they are expected to achieve in all six areas of learning. This is due to good teaching, which provides well-planned activities, which lead to good learning. Children are confident in speaking to adults and their personal development is supported by strong relationships with the adults in these classes.
3. In Years 1 and 2, observed standards of work in English and mathematics are above average and pupils achieve well. Pupils speak clearly and listen attentively. Their reading is accurate and fluent, and their writing is well constructed, with a good focus on using a wide range of vocabulary. Pupils are confident in addition and subtraction, and use mathematical vocabulary correctly. Standards in history are above expectations. Pupils show good knowledge and this is due to imaginative and enthusiastic teaching. Teachers lack secure knowledge in teaching physical education and as a result the good physical development seen in the Foundation Stage is not built on sufficiently, pupils underachieve and standards are below expectations.

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<sup>2</sup> The National Curriculum has been written on the basis that pupils are, by the end of Year 6, when pupils are age 11, expected to reach Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

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

Standards in:	School results	National results
Reading	18.2 (17.1)	15.7 (15.8)
Writing	16.8 (15.8)	14.6 (14.4)
Mathematics	17.5 (16.5)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year

4. In Years 3 to 6 pupils continue to achieve well in the core subjects and observed standards are above average. Pupils express their ideas clearly and listen to the views of others. They enjoy a wide range of stories and are able to search for information using good research skills. Pupils achieve well in writing and produce extended and well presented pieces of work. This is due to a commitment from the leadership and management of the school to ensure teachers plan work in other subjects that makes good use of pupils' literacy skills. In mathematics, pupils know their tables well and use their good knowledge of mathematical operations to solve problems. As in Key Stage 1, because history is well taught and integrated into other subjects, pupils gain greater understanding and knowledge, achieve well and standards are above expectations. Teachers have too little confidence and expertise in teaching physical education and, as a result, standards are below expectations and achievement is unsatisfactory.

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

Standards in:	School results	National results
English	29.4 (28.3)	26.8 (27.0)
Mathematics	29.4 (30.1)	26.8 (26.7)
Science	29.6 (29.9)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

5. There is no difference between the achievements of boys or girls, and the few pupils with English as an additional language are satisfactorily supported and achieve as well as they should. Pupils with special educational needs mostly make satisfactory progress. They achieve well when the support is carefully targeted and teaching assistants or teachers work on their individual targets in a focussed way. Teachers, however, do not consistently identify the needs of some pupils with special educational needs in their planning and this means that these pupils do not always do as well as they should.

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

Pupils' attendance, punctuality, behaviour, attitudes, values and other personal qualities and development are **very good**. Spiritual, moral and social development is **very good** and cultural development is **good**.

### Main strengths and weaknesses

- Attendance, and the school's action to promote attendance are very good. Pupils are punctual and parents are very supportive.
- Relationships are very good.
- Very good systems are in place for promoting good behaviour.
- The study of non-Western art, music and literacy, is an area for further development.

## Commentary

6. Pupils' attitudes and behaviour are very good because of the high expectations by the headteacher and all staff. There have been no recent exclusions. Pupils are expected to behave in a mature and sensible way whether in the classroom, playground or corridors, and regardless of whether they are working with teachers or other adults. Pupils' social and moral development is very well promoted. It is this sense of community that establishes very positive attitudes towards both work and the school. Relationships are very good. All staff talk easily and freely with the pupils. This means that pupils can put forward ideas and check their understanding of what is being taught. They are confident that, even if their reasoning is inaccurate, it will be listened to fairly by the staff and other pupils. This has a significant impact on the quality of learning and impacts well on standards and pupils' achievements.
7. Pupils speak highly of the school, and talk in an animated and interesting way about the work they are doing, often naturally making links between the subjects being taught. Pupils' personal development is very well promoted through the "buddy" system, where pupils take responsibility for looking after other pupils who may be feeling unhappy or not have others to play with. This positively impacts on pupils' confidence in class and their willingness to learn.
8. Spiritual development is promoted very well through regular and sincere periods of reflection in collective worship, and the presentation of pupils' work in assemblies when the rest of the school can appreciate the accomplishments of individuals. Suitable opportunities are taken in the curriculum to encourage pupils to wonder at the world around them, for example, when observing how plants grow or analysing a work of art. Cultural development is good. Pupils have a very good understanding of their own cultural heritage, but the study of non-Western art, music and literature is an area for further development to enable pupils to place all they have experienced in school into the context of the many cultures in Britain today.
9. Attendance is very good and compares well with the previous inspection. The pupils enjoy coming to school and unauthorised absences are low. Most pupils are very punctual and the majority of lessons commence on time. These factors are enhanced by the relevant, very good routines that the school has built up and the very conscientious attitudes of the parents to ensure the prompt and regular attendance of their children.

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

Authorised absence	
School data:	4.6
National data:	5.8

Unauthorised absence	
School data:	0.0
National data:	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **satisfactory**. Teaching and learning is satisfactory and the school provides a satisfactory curriculum whilst the care for pupils is good and there are good links with parents, the community and other schools.

### Teaching and learning

The quality of teaching and learning in the Foundation Stage is **very good** and in Key Stage 1 and 2 it is **satisfactory**. Assessment is **satisfactory** throughout the school.

### Main strengths and weaknesses

- Teaching in the two reception classes is very good.

- Teachers manage classes well and insist on good behaviour.
- Assessment is good in English, mathematics and science, but is not yet satisfactorily established for other subjects.
- Teachers have insufficient knowledge and expertise for teaching physical education.

## Commentary

10. Teachers in the two classes with Foundation Stage pupils work very well together to provide well planned and interesting activities, and this ensure pupils make good gains in learning in all the areas of learning. These teachers have very high expectations and encourage pupils to take responsibility for choosing activities and for clearing away. The teachers have very good knowledge of the needs of pupils in the Foundation Stage.
11. In Years 1 to 6 teachers have secure knowledge and have focussed much attention on improving their confidence in teaching English, mathematics, science, and information and communication technology. This has ensured that effective learning in these subjects has taken place. However, the teaching of physical education is unsatisfactory because teachers do not have the expertise and confidence necessary. As a result, pupils do not achieve as well as they could because lessons are rather restrictive, with too few opportunities for pupils to learn and develop their skills.
12. In all classes, teachers have agreed strategies for managing behaviour. These are very consistently applied and, as a result, behaviour and attitudes are very good, which results in good learning in many lessons. The teachers try to make lessons interesting and generally succeed, particularly when linking literacy to other subjects, for example, history. This approach owes much to the leadership of the new headteacher who has shown a clear vision for this approach and given staff the necessary guidance and training to ensure it is effective. Teaching is less effective in helping pupils learn sometimes because not all marking consistently gives pupils guidance on how they can improve their work and in some lessons pupils are not aware of their individual targets. Since the last inspection there have been several staff changes and evidence that recruitment has been difficult. Good support has been given to inexperienced teachers They have mentors and are regularly monitored and given areas to improve on and there is evidence of improving practice.
13. Assessment is thorough in the core subjects. The information gained in English and mathematics has been used to introduce “setting” in the Year 3 and 4 classes and this is having a positive impact on pupils of all levels of ability. Assessment is good in the lessons seen in these subjects, with good questioning and a suitable recap of learning at the end of most lessons. The setting of clear lesson objectives makes this assessment process more effective as pupils know what they are trying to learn and can begin to say how well they have done. More formal assessments are undertaken regularly and these are carefully analysed to determine targets for improvement. The headteacher and literacy co-ordinator have a good understanding of this process, but teachers have not adopted a consistent approach to individual target setting. As a result, in some classes pupils do not always achieve as well as they should. The school has not yet established simple procedures for assessing attainment in non-core subjects in order to determine areas for improvement.

## Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7(16 %)	15(35%)	18(42%)	2(5%)	1(2%)	0

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

## The curriculum

The curriculum is **satisfactory**, it provides a **satisfactory** range of opportunities with **satisfactory** enrichment. Accommodation and resources are **satisfactory**.

### Main strengths and weaknesses

- The curriculum in the Foundation Stage is a strength of the school.
- Links between subjects are good.
- The school does not ensure complete equality of curricular opportunities.

### Commentary

14. The curriculum in the Foundation Stage of learning is very good, with all children having equality of access. It covers all areas of learning and is well planned. Children are well prepared for their move into Key Stage1.
15. For pupils in Years 1 to –6 the curriculum is satisfactory and is good for the core subjects. Links between subjects are good with literacy and ICT skills being used effectively to help pupils learn. The curriculum meets all statutory requirements, including provision for religious education and collective worship. Most pupils have equal access to the curriculum. However, scrutiny of pupils' work and of teachers' planning indicates that pupils in Year 2 in the mixed Year 1 / 2 class do not have all the same curricular opportunities as pupils in the single age Year 2 class, and the pupils in Year 1 in the two reception classes do not have physical education during the first term. The provision for pupils with special educational needs is satisfactory overall. The requirements of the Code of Practice are met, although some records of annual reviews are not up to date. Pupils with statements of special educational needs are well supported in the classrooms and make good progress.
16. A range of extra-curricular activities satisfactorily enhances the curriculum. There is a satisfactory range of clubs and the curriculum is improved by visits, including residential visits, which helps pupils' personal development. Visitors to the school help further develop pupils' interests and learning. The school suitably promotes participation in sport, the arts and other interests.
17. The accommodation is satisfactory and compares with the previous inspection. The outside site appears a little drab with few facilities for the children to play with or relax in. Resources in all subjects are satisfactory except in physical education, where they are unsatisfactory.

### Care, guidance and support

The care, welfare, health and safety of the pupils are **good**, there is **good** support, advice and guidance for pupils and the school involves them **very well**.

### Main strengths and weaknesses

- The induction arrangements for pupils are very good.
- Pupils have good and trusting relationship with one or more adults in the school.
- The involvement of pupils through seeking, valuing and acting on their views is very good.

### Commentary

18. The school has good procedures to ensure that the children work in a healthy and safe environment. Accident and medicine procedures are caring and efficient. The school has an up to date Internet Safety Policy, which has been discussed with parents. The induction arrangements for new children, and for pupils who join the school at other than the normal times, are very effective.

19. The provision for pupils' support, advice and guidance is good. The headteacher has an open door for pupils asking advice on how they can improve themselves or to report they have an award for one or other achievement. From talking to pupils and staff and reading the pupils returned questionnaires, it is clear that all pupils have a very good trusting relationship with at least one or more adult in the school to whom they can talk. Recording of achievement in English, mathematics and science is detailed but the recording of achievements in other subjects is not yet established.
20. The school is very good at seeking out, valuing and acting on pupils' views. These are gained through the active school's council and regular questionnaires. Recently, new playground equipment was suggested and purchased, and now the pupils organise its use amongst themselves. Overall, the school is a very caring and secure place in which to learn and this aspect compares well with that of the previous inspection. Such care and security enhances well the success of the pupils' learning.

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

The school has **good** links with its parents, other schools and the community.

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

- The school involves parents very well in their children's education.
- The school has very good procedures to ensure parental satisfaction and to deal with any concerns and complaints.
- Arrangements for the transfer to the next school are very good.
- The annual pupils' reports to parents and the governors' annual report do not meet statutory requirements.

#### **Commentary**

21. The majority of parents believe this to be a good school. Parents receive satisfactory amounts of information from the school such as a prospectus, an annual governors' report and their children's annual reports. The existing prospectus contains all current statutory information. However, neither the governors' annual report nor the pupils' annual reports fully comply with statutory requirements. Parents also spoke highly of the termly newsletter and are further well-informed through home-school reading diaries. There are consultations in November and March to discuss pupil's targets, and regular curriculum sessions have been held to discuss reading, how parents can help their children at home, mathematics and handwriting.
22. The school is constantly involving its parents by questionnaire or word of mouth, made possible by its open door policy. Parents have had input into the latest school development plan and all will receive a published copy in due course. Parents highly praise the school's very successful procedure to ensure satisfaction and deal speedily with any concerns or complaints.
23. Although many parents have full time jobs, they support their children well and are willing to help out during the daytime. This is particularly noticeable in the younger classes where volunteers often help with displays or hearing reading. Others help with trips out and concerts for the older children. At home, many parents successfully aid their children with projects and topics, and particularly with their computer work. These links help pupils' learning.
24. Links with the community and other schools are good. The parish priest regularly takes Mass and talks to the children, and the church is used for all annual festivals. The children have a good link with a Peruvian village and also support charities. The school is part of two constructive educational relationships, one with other local primary schools and one with catholic schools. They share headteacher support groups, co-ordinator days and deanery groups. Arrangements for the transfer of pupils to secondary education are very effective and

pupils are well aware of procedures. The school has maintained successful links compared with the previous inspection.

## LEADERSHIP AND MANAGEMENT

The school's leadership and management are **satisfactory**. The leadership of the headteacher is **good**. Leadership of the other key staff is **satisfactory** and the management of the school is **good**. Governance is **satisfactory**.

### Main strengths and weaknesses

- The leadership of the recently appointed headteacher is good.
- The chair of governors has a very clear idea of areas where the school is most effective and the priorities for improvement, although some statutory requirements are not fully met.
- Subject co-ordination is not effective in all subjects as many co-ordinators have recently been appointed and are not clear about their roles.
- The school is highly committed to caring for each pupil so that they feel included in all aspects of school life

### Commentary

25. The leadership of the newly appointed headteacher is good. She has a clear vision, a sense of purpose and high aspirations for the school. She is well supported by the newly formed senior management team. The school improvement plan is a far-reaching document, containing many areas for development that now need to be put into order of priority. English and mathematics are well led by experienced co-ordinators, but the other teachers are very new to subject co-ordination and need to develop greater understanding of their roles. The co-ordination of special educational needs is not fully effective as teachers' planning is not monitored to ensure that work set for pupils with special educational needs is appropriate to their needs. The leadership of the school is committed to running an inclusive school in which each child is valued and treated as an individual.
26. The chair of governors is very supportive and although the recently formed governing body is not at full strength it is committed and hardworking. At present some statutory requirements are not in place. The school has no disability access plan and the governors' annual report to parents does not detail the professional development undertaken by the teaching staff or the school's targets for Key Stage 2 assessment. In addition, reports to parents do not include sufficient detail about all subjects of the national curriculum.
27. The management of the school is good. The policies and planning reflect the school's ambitions and goals. Staff and pupils are particularly well motivated in the Foundation Stage. School performance data is carefully monitored and action has been taken to support and improve pupils' performance. Good plans are in place for the continuing professional development of the staff.
28. There has been a fundamental change in the vision for the school. The planning for the expansion of the school was stopped by the local education authority in June 2003 because of new proposals to build a large housing estate in the locality with an accompanying new community school. This halt has had a major effect on the school, but with the support of the governors, the new headteacher has the confidence and ability to address the issues which were encompassed in the school's building programme and to improve the all round performance of the school. The financial management of the school is good and has secure plans to reduce the deficit budget. The headteacher works closely on all financial matters with the school' bursar. The governors are aware of the procedures in place and apply the principles of best value well.

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

Income and expenditure (£)	
Total income	602,337
Total expenditure	609,867
Expenditure per pupil	2,284

Balances (£)	
Balance from previous year	23,124
Balance carried forward to the next	-7,490



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

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

29. Provision for children in the Foundation Stage is **very good** and has improved since the previous inspection, particularly in the use of the outdoor learning area to stimulate all areas of learning. There are two mixed Foundation Stage and Year 1 classes. This is because the school has a policy whereby some Year 1 pupils are offered the opportunity to continue to work alongside the Foundation Stage children on a programme of work suitable to their academic achievement and personal, social and emotional development. This is beneficial to both groups of pupils and all pupils are very well prepared to begin work on the national curriculum. Children enter the school with broadly average attainment. Induction arrangements are very good and children settle in confidently and happily. The very good level of support continues throughout their time in this stage. Well-planned and demanding activities ensure children develop and achieve well by Year 1. Indications are that all children are on course to at least meet the expectations in most areas of learning, and the majority will exceed them. The leadership and management of the co-ordinator for the Foundation Stage are very good. As a result, teaching is very good and all staff work very well together as a cohesive team, having a clear view of the development of each child across their time in this stage. Significant to this are very good quality assessment procedures and practices that ensure work is accurately matched to the needs of all children. The outside area has been significantly improved since the previous inspection and this is having a positive impact on children's achievement. The inside areas are not generous, but good use is made of them by the teachers and other adults.

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

Provision for personal, social and emotional development is **very good**.

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

- Children achieve very well because of the very good quality support of all adults.
- Relationships are very good and children feel confident and happy.

#### **Commentary**

30. All children achieve very well and are on course to meet the expectations in this area of learning by the time they start in Year 1 and many will exceed them. Children enter the school with a wide range of development in this area, but broadly development is as expected for their age. Some children have underdeveloped social skills and find it hard to settle to group activities, take turns or sit quietly when others are speaking. Teaching is very good. The class teachers plan very well for such children, and organise groups so that they learn from other more mature children under the careful supervision of the very well experienced and highly knowledgeable adults working in the Foundation Stage classes. The very good relationships that exist between adults, children and pupils throughout the school, give very clear role models that reinforce the high expectations for behaviour and social interaction in this early stage of school life. By the second term of being in school, all the of children know the routines very well, show keen interest in what they are doing, concentrate well and accept responsibility for independent use of equipment, choice of activity and group responsibility for clearing away very quickly and efficiently. Children are continually encouraged to feel very confident about what they are doing and all adults take care to nurture confidence and self esteem in each child. These very supportive relationships mean that children feel they can confidently put forward ideas, attempt physical activities and try out new skills, and this results in good achievement.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **very good**.

### **Main strengths and weaknesses**

- All children speak confidently to adults and each other.
- Very high expectations exist amongst adults and children achieve well.

### **Commentary**

31. All children are on course to meet the expectations in this area of learning and the majority will exceed them by Year 1. All children speak confidently to adults, each other and speak out in whole class sessions when it is their turn to do so. This confidence and willingness to talk and describe what they are or have been doing is the result of very good teaching which includes careful nurturing of children's personal, social and emotional development and a very high expectation that children will speak in structured phrases and sentences. Their vocabulary is extended very well through shared story telling, early reading and recording, and writing strategies often linked to hand actions and rhymes that reinforce meaning. Very high expectations exist amongst all adults that pronunciation will be clear and accurate, and every possible opportunity is taken to link sounds to the written and printed word. Children are confident in their handling of books and a significant number of them point to text when telling stories and handling books. As a result children achieve well and are very well prepared for entry into Year 1 and for the National Curriculum.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **very good**.

### **Main strengths and weaknesses**

- Opportunities for mathematical experiences are very well planned.

### **Commentary**

32. All children are on course to meet the expectations in this area of learning and the majority will exceed them by Year 1. Teaching and learning are very good Teachers plan a wide range of activities to successfully build on whole-class introductory counting activities. Teachers and adults spot many opportunities to use number, for example, checking there are sufficient milk containers and expecting children to know if their are sufficient straws to go round. It is this regular practice of mathematical concepts and the expectation that children will use mathematical language correctly that ensures good achievement.

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

Provision for knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- A wide range of activities helps pupils explore and learn about the world around them.
- Teachers and other adults in the classroom are skilled at discussing and questioning the children about what they find out.

### **Commentary**

33. All children are on course to meet the expectations of this area of learning and they achieve well. This is the result of good teaching and learning. The class teachers plan a wide range of challenging activities and all adults use questioning skills very well to make sure that children

think through the reasons that things happen and observe and comment carefully on what they see. The regular insistence on self selected activities, and the good use of play in and out of doors, enables teachers and learning support assistants to assess children's grasp of their environment and so extend their learning. Children become very confident in using equipment to make things and use appropriate items for imaginative play. Children confidently use information and communication technology equipment, using the mouse to select a drawing program and then adding to or erasing parts of their drawing. They extend their view of the world by learning about other cultures and faiths from talking to people who visit their classroom.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Teachers and adults have high expectations that pupils will demonstrate good physical control.
- Children take part in physical activities with confidence.

### **Commentary**

34. Children are on course to meet the expectations of this area of learning and they achieve well. All pupils move with confidence around the classroom, outdoor area, playground and corridors. Most have good control and co-ordination, they control wheeled toys well in the outdoor play area, give space to each other on climbing apparatus in the cloakroom and when sitting together on the carpet or in the play space ship. They make recognisable shapes and models in play dough and sand, selecting and competently using simple tools to enable them to do this. They achieve well and improve their dexterity and control well. This is due to good teaching and learning. Teachers plan activities well and begin to teach children about more formal aspects of physical development, balance and control through physical education lessons in the hall.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Teachers plan activities that encourage good quality creative play.
- Children are strongly encouraged in the independent use of creative play areas by all adults.

### **Commentary**

35. The majority of children are on course to meet the expectations of this area of learning. The children use musical instruments to explore how sounds can be made, changed and selected for different purposes. They use a range of materials to make pictures and models that are recognisably what they intend to represent. They confidently amend and adapt drawings, for example, changing a smiling face into a flower and explaining that it is a sunflower. This creativity is extended well through play in the 'space ship', where they assemble items likely to be needed and go on highly imaginative journeys of exploration. This creative development occurs because the teachers plan many activities that encourage creative play and good learning leading to good achievement.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- At both key stages pupils achieve well and standards are above average.
- The co-ordinator is confident and knowledgeable and leads this subject well.
- Assessment is used well to determine future planning.
- Pupils use their literacy skills well in other subjects.
- The library and book areas in classrooms do not sufficiently stimulate pupils' interest in books.
- Teachers do not always plan well enough for pupils with special educational needs.

#### Commentary

36. In the 2003 national tests for seven year olds pupils attained standards, which were well above average in reading and writing. In the tests for 11 year olds pupils reached above average standards. Work seen during the inspection showed that, by the end of both key stages, pupils achieve well and standards are above average. The school has been successful in maintaining these standards since the last inspection. In Years 1 and 2, pupils speak clearly and listen well. These skills are further developed in Year 3 to 6 as teachers give pupils good opportunities to discuss ideas and express their opinions. Pupils in Years 1 and 2 read with accuracy and confidence, and have positive attitudes to reading. Pupils in Years 3 to 6 confidently read a wide range of books for enjoyment and to find information. Across the school, achievement in reading is hindered by the fact that the library is not well-organised or clearly labelled to enable pupils' to easily find information. In addition, book areas in classrooms generally contain many books, which are in poor condition and are not well arranged, and this does not stimulate an interest in books. The high standards in reading are helped by the good management of the timetable and staff training, which has resulted in effective "guided reading" times for all classes.
37. Standards in writing are above average at the end of Year 2 and Year 6. Teaching and learning are satisfactory overall with some good teaching in both key stages. Teachers are good at using a wide range of stories drawing on pupils' interests and also by linking writing to other subjects. Assessment procedures are good, the results of tests are analysed and areas for development noted. The co-ordinator, working closely with the recently appointed headteacher, has determined that pupils needed more focussed writing tasks. As a result staff have been given training in planning such tasks and these are often linked to other subjects. This has been effective in enabling pupils to produce well-constructed writing, often showing very good understanding.
38. Leadership and management are good. As well as effectively managing the writing initiative, the good knowledge and confidence of the co-ordinator are used to support and improve the quality of teaching. Work is scrutinised and teaching is observed, and this has resulted in training to improve the setting of different tasks for pupils of different prior attainment, although it is not yet fully impacting on practice. Pupils with special educational needs have individual education plans, but teachers do not effectively use these when planning which means that some pupils do not achieve as well as they could. The co-ordinator has a good knowledge of how assessment can be used to set individual targets. However, practice across the school is not yet consistent and many pupils do not have sufficient awareness of their targets to know how well they are doing, or what they need to do next.

## Language and literacy across the curriculum

39. The skills taught in literacy are used well in other subjects. Pupils produce well-written accounts in history and geography, and are developing a clear style for recording their observations in science. The success of the cross curricular work is as a result of the writing initiative described above, and the vision of the headteacher and co-ordinator to ensure that planning always considers this aspect. When marking work in other subjects, due consideration is given to correcting spelling and grammar as well as the subject knowledge or skill, which is being taught. The use of information and communication technology is effective in producing well-presented writing using word processing, and pupils are increasingly developing skills in spell checking, or the use of a thesaurus when redrafting their writing on the computer.

## MATHEMATICS

Provision for mathematics is **good**.

### Main strengths and weaknesses

- Standards in mathematics are good and pupils achieve well.
- Teachers have a good knowledge of the subject, which supports good learning throughout the school.
- The subject is well led and managed with clear focus for improvement.

### Commentary

40. Pupils in Year 2 and Year 6 achieve well and in the 2003 national tests attained standards which were well above average when compared to all schools. The 11-year-old pupils performed better than pupils in similar schools and seven year olds performed as well as pupils in similar schools. Standards of work in the inspection were above average. Both boys and girls achieve well. Standards in mathematics have been maintained since the last inspection except for year 2000, when there was a dip, but standards have now recovered.
41. Teaching and learning throughout the school are good. Teachers have good subject knowledge. Most teachers' methods and strategies are very effective in stimulating pupils to achieve well. Together with the pupils' very good behaviour and enthusiasm for the teaching, pupils' learning is good throughout the school. In the lessons where teaching is very good, there are clear learning objectives. Mental oral work gives a rapid start to the lesson. Probing questioning develops mathematical understanding and an expectation of high standards of behaviour results in good work. Where learning is less effective the pace of the lesson is slower, the initial mental part of the lesson is not as sharp, and there is limited challenge for the higher achieving pupils in these cases. There is no planning to meet individual pupils' needs. Pupils in Years 3 and 4 progress well in "set" groups and with the support of good learning assistants.
42. Achievement is good throughout the school. Realistic individual targets are set for the pupils. Pupils with special educational needs are well supported and achieve well. Pupils work well individually, in pairs and in groups, sharing equipment when required, and are eager to contribute as well as listen to others. This co-operation supports their social development. Pupils are gaining in confidence and are beginning to be able to evaluate their own learning. Pupils' attitude to mathematics is very good. Most pupils take pride in the way they present their work. Marking is positive, often providing support to develop the pupils' learning.
43. Leadership and management are good. The subject co-ordinator is an experienced subject leader who has a good knowledge of the subject. She has a clear vision for the needs of the subject, she monitors teaching and learning as part of the overall school strategy. She

analyses the regular assessments that take place throughout the school year and uses this analysis to help the teachers set realistic targets which impacts positively on achievement.

### **Mathematics across the curriculum**

44. Pupils have good opportunities to use and develop their mathematical skills in other subjects. These include data handling in science to present results of investigations in graphs and charts.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are above average.
- Pupils' attitudes are very good.
- Leadership is good, but management has not had sufficient time to impact on improving overall provision.
- Marking is inconsistent.

#### **Commentary**

45. Standards by the end of Year 6 are above average. This is the result of good teaching in most of the classes in the school. Above average standards have been a pattern of the school in the national tests over recent years. Compared to schools with a similar intake, the school did not perform as well in the 2003 tests as it had in previous years. This can be explained because no targets were set as they were for English and mathematics. The new headteacher has worked closely with the recently appointed subject co-ordinator and has set rigorous targets for individual pupil improvement throughout the school. This, coupled with good teaching in Year 6, has seen an increase in the number of pupils working at the higher levels of attainment needed to raise the school to an equal position to schools with a similar intake. The pupils enter Year 1 with above average standards in the subject, by the end of Year 2 they attain standards that are above average and this means that their achievement during this time is satisfactory. As a result of a greater focus on individual targets for pupils in Year 6, achievement during the current Year 6 is good and pupils with higher ability in the subject are now attaining standards commensurate with their ability. Pupils' attitudes are very good and this has a significantly positive impact on standards and achievement, as pupils are keen to learn and to debate in a sensible and mature way about things they are learning. The subject makes a very good contribution to pupils' spiritual, moral and social development.
46. Overall teaching and learning throughout the school are good. There is some inconsistency in the use of marking to aid pupils to understand what they should do next. Consistency of approach is an area for development. The recent revision of pupils' targets means that teachers now have a sharper focus on the areas of the curriculum that need developing. In particular, teachers are making clear links between acquiring knowledge of scientific facts, such as the conditions needed to enable plants to grow, and the practical activities that aid pupil's understanding of the fact that, without certain conditions, plants will not develop as they should. Such practical reinforcement of scientific concepts is securing higher standards of attainment and greater levels of achievement.
47. The joint leadership of the headteacher and science co-ordinator is good. They have identified where the school needs to improve and have devised a programme of development to support this. Management is satisfactory since the programme has not had an opportunity to impact on raising standards and provision throughout the school.

48. Following a dip in standards in 2003 the school has now returned to standards similar to those seen at the time of the previous inspection and this is a satisfactory improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- There has been good improvement since the last inspection.
- The ICT suite is used suitably to teach the requirements of the National Curriculum but needs some modifications to be more effective.
- Pupils have very positive attitudes to ICT, which helps them to make progress.
- Assessment procedures are not yet established.

### **Commentary**

49. Standards throughout the school are in line with expectations and pupils achieve satisfactorily. There is no significant difference in the achievement of boys and girls, and the achievement of pupils with special educational needs is helped by the provision of suitable software to help them make progress towards the targets in their individual education plans. Standards at the time of the last inspection were below expectation at both key stages, so there has been good improvement. This is due to improvements in the knowledge and confidence of staff, and also the provision of more computers.
50. The quality of teaching is good. Teachers have high expectations of pupils and give them responsibility and opportunities to try things out once they have given an initial introduction. As a result of this, pupils learn well and their achievement is satisfactory, for example, when learning how to input information into a data base or when preparing a power-point presentation. This good quality of teaching also ensures that pupils have very positive attitudes. They work well at problems they encounter and are keen to use their skills. A significant number of pupils have access to computers at home and make good use of them to complete work set for homework.
51. Leadership and management are satisfactory. Effective timetabling has ensured that the suite is used satisfactorily throughout the week and that all classes have equal opportunity to use it. Effective support has been given to teachers to improve their confidence, and some teaching assistants also help pupils' learning when they work alongside individuals or groups of pupils in the suite. There are some weaknesses in the management of resources. In some cases pupils do not have their own chair to sit on and have to share with their partner. This means that some pupils sit awkwardly and not able to see the screen easily, or that they are not able to manipulate the keyboard or mouse. When this issue is addressed by taking fewer pupils into the suite, then not all computers are in use and the pupils left in class have less challenging activities to work on. The co-ordinator is aware of these shortcomings, but has not yet been able to drive forward the necessary improvement.
52. Although, overall, the quality of teaching is good, assessment is not yet effective. There is no easy checklist for recording the skills pupils have mastered, or are having difficulty with, so that future work can either build on these skills or seek to address problems. Pupils are encouraged to make some self-assessments, but often these involve a written task, which is inappropriate in assessing their achievement and inefficient in the use of time, since it sometimes reduces the time pupils have to use ICT equipment.

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

53. ICT is used satisfactorily to help pupils' achievements in other subjects. Word processing is very well used to produce final copies of interesting and well-constructed writing, which is

enhanced by the use of different font sizes and colours or imported pictures. Databases are used to gather information in science and spreadsheets are used in mathematics. Pupils make good use of the Internet for research, for example, when visiting a range of different websites to find out about Henry VIII's wives.

## **HUMANITIES**

54. Insufficient evidence was gathered to make secure judgements about the overall provision in **geography**. One lesson was seen which was satisfactory. An analysis was made of samples of completed work, work on display around the school was looked at and discussions held with pupils. From this evidence it is clear the subject meets statutory requirements. The curriculum is satisfactorily enhanced by day visits and a residential visit for Year 6. ICT effectively supports learning in geography for map work and research. The local area is used well to make links with history and literacy.

## **HISTORY**

Provision for history is **good**.

### **Main strengths and weaknesses**

- Teachers have a very good knowledge of the subject.
- Good use is made of first hand resources.
- Teaching and learning extend pupils' literacy, ICT and creative skills.
- Art and design contributes effectively to the enrichment of the history curriculum.

### **Commentary**

55. All pupils achieve well and, by the end of Years 2 and 6, attain standards that are above expected levels. Teachers' use interesting strategies to engage the pupils, and this leads to high levels of interest and participation. In a very good lesson on the Fire of London in Year 2, for example, pupils' imagination was stirred through the very good use of drama and, as a result, they remembered in detail what they had learned. Their historical vocabulary was developed effectively through well-focused work on the meaning of relevant words. By Year 6, pupils continue to work above expectations, showing good links to literacy, for example, good empathetic writing as an evacuee writing home during World War 2, and good descriptive writing about the sirens and shelters. The good use of poetry also supports their historical learning. Pupils with special educational needs receive good support and achieve well. Pupils' attitudes to learning and behaviour are very good, and this has a positive impact on the achievement of good standards.
56. Overall, the teaching is good throughout the school. Teachers make good links with other subjects and use first-hand sources well to bring the subject alive to the pupils. Teachers obviously enjoy the subject and this ensures good learning. In better lessons, teachers provide good, relevant resources so that pupils have first hand evidence before them, and use good questioning skills to ascertain pupils' understanding. Planning is good, with clear provision made for the differing groups so that pupils respond well to the level of challenge. Learning objectives are clear and teachers return to consolidate good learning at the end of lessons. Interesting resources are used well and teachers use a range of techniques, including singing, drama and ICT, to ensure that pupils achieve well.
57. Leadership and management are satisfactory. The subject leader is new to the post, but has a good knowledge of the subject and a good vision for the development of the subject. There have been good improvements in provision since the last inspection.

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



58. Only two short **music** lessons and two **art and design** lessons were observed during the inspection and no lessons in **design and technology**. It is therefore not possible to make secure judgements about provision in these subjects.
59. Work in **design and technology** from several classes completed in the previous year and from the current term was of a satisfactory standard. Pupils in Year 6 take great pleasure in talking about their work and show very positive attitudes to the subject. They are aware of the process of evaluation and confidently suggest ways in which they would improve their designs or amend the processes they use in making things. In the various projects viewed the products and final outcomes are of a sufficiently different nature to indicate that pupils are correctly involved in following through their own designs and design processes. Leadership and management are satisfactory but as the co-ordinator is new to the post she has not yet had time to have an impact on standards or provision. Curriculum plans indicate that coverage of this subject meets National Curriculum requirements.
60. With regard to **music**, evidence from teachers' planning and discussions with pupils indicate that the subject meets statutory requirements. Teaching and learning in the lessons seen were satisfactory. Extra instrumental provision is provided for pupils at the local music centre. There is a very clear development plan for music for the next three years.
61. In **art and design** evidence from pupils' work indicates that standards are in line with expectations and pupils' achievement is satisfactory. In the lessons observed pupils were enthusiastic about their work and they worked very hard to complete their artwork to achieve what the teachers had set them to do in the lesson. In one lesson Year 2 pupils made close observations of flowers and in the other Year 4 pupils were competently using a computer program to design a repeat pattern wallpaper. There are limited opportunities to study the art of non-Western cultures. The subject co-ordinator has only recently been appointed to the post and leadership and management are satisfactory although have not yet impacted on raising standards or further improving provision.

## **Physical education**

Provision in physical education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils in both key stages make insufficient progress and achievement is unsatisfactory.
- Teachers lack knowledge and confidence.
- Too little time and focus are given to physical education and improvement since the last inspection is unsatisfactory

## **Commentary**

62. Standards are below expectations across the school. Pupils in Years 1 and 2 show satisfactory standards in developing movement skills and in linking these movements together, but the activities set are too limited and do not always give them enough opportunities to develop these skills and achieve as well as they could, for example, by changing speed and direction and the height at which they work. In Key Stage 2, these skills are not satisfactorily developed, as the teachers do not have the confidence to allow pupils to explore more challenging movements. Pupils show some good ball skills, throwing and passing accurately, and are beginning to understand the principles of attacking and defending in team games, but cannot develop these as the activities set do not give them enough opportunities to practice and refine their skills. Pupils are very well behaved in physical education lessons and are mostly positive despite the unsatisfactory challenge to them in lessons.

63. Teaching and learning are unsatisfactory. Teachers are well aware of the need to work safely, but sometimes they over control, for example, only allowing a small number of pupils to try out movements at a time. This lack of confidence means that pupils do not engage in enough physical activity, do not learn enough and do not achieve as well as they could. Teachers understand the need for pupils to evaluate their performance and that of others, and suitably plan time for this in lessons.
64. Leadership and management are unsatisfactory. The co-ordinator has recently taken responsibility for the subject and is knowledgeable and enthusiastic, and aware of the developments needed. The school carefully plans coverage of all the required elements for the National Curriculum and has recently adopted a commercial scheme of work. However, teachers have had too little training to effectively raise standards. The time allocated is below that normally expected and it is concentrated into one lesson per week, which further hinders achievement. Overall, planning is not satisfactory as outdoor activities are allocated to school terms when the weather is often most unsuitable. The lack of good drainage on the playground means that lessons cannot take place even when the rain has stopped. Resources are adequate, but storage is not well managed meaning pupils cannot easily get what they require and then responsibly and independently replace it. Improvement since the last inspection has been unsatisfactory. Some lack of teacher knowledge was identified at this time and this has not been addressed. The school has identified physical education as an area for improvement on its school development plan and has now arranged urgent expert support through the local education authority.

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

65. The personal, social and health education curriculum is predominantly found within the religious education scheme of work. Through topic work, lessons and extra-curricular activities, pupils are taught to maintain safe and healthy lives. The school has policies for sex education and drugs misuse. The teaching in these areas is supported by outside agencies, which include the police and nurses. Other aspects of personal, social and health education and citizenship are taught through timetabled Circle Time<sup>3</sup>. Only two sessions in this area were seen and no overall judgement about provision for personal, social and health education and citizenship is made. However, both sessions were soundly planned with the clear sense of the intended personal development of pupils. Pupils are learning to respect the views of others, take turns and listen with concentration to others' contributions. Standards are in line with expectations and pupils achieve satisfactorily. Well-planned assemblies support the development of personal, social and health education and citizenship. There is an elected school council, which is an active group giving the pupils a very good voice in the organisation of the school. The achievement for which the council is most proud is the "buddy" system to support pupils on the playground

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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

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	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	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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