

INSPECTION REPORT

ST OSYTH CHURCH OF ENGLAND PRIMARY SCHOOL

St Osyth, Clacton-on-Sea

LEA area: Essex

Unique reference number: 115257

Headteacher: Mr T Palmer

Lead inspector: Mrs M Gough

Dates of inspection: 17th – 20th November 2003

Inspection number: 257899

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:	Foundation
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	280
School address:	Norman Close St Osyth Clacton on Sea
Postcode:	CO16 8PN
Telephone number:	01255 820823
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Yrina Morgan-Kendall
Date of previous inspection:	December 2001

CHARACTERISTICS OF THE SCHOOL

The school is situated in the small town of St Osyth, close to Clacton-on-Sea. There are 280 pupils on roll between the ages of 5 and 11. Almost all pupils are of white ethnicity and no pupil has English as an additional language. The percentage of pupils with special educational needs is higher than average. Pupils come from a wide area, and many have difficult home circumstances. Because many families live in residential caravan parks which close during the winter months, there are exceptionally high levels of pupil mobility. The children's attainment when they start school is below the expected level. The school is awaiting assessment for awards for 'Basic Skills', 'Investors in People' and 'Active Sportsmark'. For several years the school has been an active member of the local Education Action Zone and this strong partnership provides additional support in helping the headteacher and staff to remove some of the barriers that might hamper pupils in their learning.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Foundation stage, information and communication technology, art and design, music, physical education.
19335	Mrs S Dixon	Lay inspector	
10767	Mr G Williams	Team inspector	Mathematics, science, design and technology, citizenship.
12997	Mrs C Cheong	Team inspector	English, religious education, geography, history, special educational needs.
16493	Mr N Sherman	Team inspector	

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school. The inspection findings indicate that pupils of all ages and abilities **achieve well**, and make **good progress** as they move through the school. The current Year 2 and Year 6 groups are currently on course to attain the nationally expected level in science and mathematics, although their attainment is below the expected level in English. Pupils of all ages have **very positive attitudes** to school, and their **behaviour is very good**. **Teaching and learning are good**, and some very good examples were seen during the inspection. The school is **very well led and managed by the headteacher**, and a **very effective Governing Body**. Its involvement in an Education Action Zone has a very positive impact on many aspects of its provision. Overall, the school gives **good value for money**.

The school's main strengths and weaknesses are:-

- The school is very well led and managed and there is a clear and shared commitment to continuing to raise standards and to ensuring that pupils achieve their potential.
- Pupils throughout the school achieve well from their very different starting points.
- Standards are above national expectations in information and communication technology at the end of Year 6.
- Although standards in writing are starting to improve, they are still below the expected level at the end of Year 2 and Year 6.
- The quality of teaching and learning is good.
- Pupils have very positive attitudes to school and their behaviour is very good.
- The provision for pupils with special educational needs is very good.
- The school provides a well balanced and broad curriculum for all pupils that is very effectively enhanced and enriched by a very good range of additional activities.
- Pupils are very well cared for.
- Links with parents and the local community are very good.
- Despite the best efforts of the school, the rate of attendance is well below the national level.

The **improvement** since the last inspection has been **very good** overall. The last report indicated that pupils were under-achieving. This situation has been fully addressed, and pupils are now achieving well. This is as a result of better teaching which focuses more effectively on the different ways in which pupils learn, the more effective use of assessment to plan the next stage of pupils' learning, and better leadership and management at all levels.

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	C	D	B
Mathematics	D	D	E	D
Science	E	C	E	C

*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.*

Pupils **achieve well** throughout the school. **Standards** are **satisfactory** overall at the end of the Foundation Stage, Year 2 and Year 6.

The attainment of children when they join the Reception class is below the expected level overall. Although a small number of children are high attainers, a significant number of children are at a low level, especially in terms of their language skills and in terms of their personal, social and emotional development. Most of the current Reception children are on course to attain the Early Learning Goals in each of the areas of learning.

Because of unusually high levels of pupil mobility, especially in Year 3 to Year 6, the results of the national tests paint a very different picture from year to year, and often mask the good achievement of the pupils. Typically the pupils who join the school during Key Stage 2 are working at a lower level than those who leave, and this adversely affects the test results. Test results are also affected by the high levels of pupils who have special educational needs. The inspection findings indicate that the current groups of Year 2 and Year 6 pupils are on course to attain the nationally expected level in science and mathematics, although their overall attainment in English is likely to be lower because of the difficulties many pupils have in producing cohesive, well structured and imaginative pieces of writing. Pupils throughout the school achieve well in reading, and attain the expected standards at the end of Year 2 and Year 6. Standards in other subjects are in line with national expectations at the end of Year 2 and Year 6, and in information and communication technology, standards are above the national expectation by the time pupils leave school at the age of eleven. Because the school has its own swimming pool, which is an excellent resource, pupils of all ages swim well.

The school caters well for individuals, and very good support is provided for pupils with special educational needs, enabling them to achieve well overall, and to make very good progress towards their individual targets.

The pupils' **spiritual, moral, social and cultural development** is **good** overall. Their social skills and sense of morality are very good. Their cultural development is satisfactory. They have good levels of spirituality. Pupils have **very good attitudes** to school, and their **behaviour** is **very good**. **Attendance** is **unsatisfactory**.

QUALITY OF EDUCATION

The school provides a **good quality of education** for all pupils. **Teaching and learning** are **good** throughout the school. Teachers use assessment information well when planning the next stage of the pupils' learning. As a result, tasks are well matched to pupils' levels of ability. The school provides a **good curriculum** for all pupils that is **enriched** by a **very good** range of additional learning opportunities. The school provides **very good** levels of **support and guidance** for the pupils, and arrangements for ensuring their health, welfare and safety are **good**. The school's **links** with **parents, other schools** and **the community** are **very good**.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides **very good leadership and management** for the school. He is innovative in his approach, and has designed some very good management systems that enable the school to run very smoothly. The headteacher **is ably and effectively supported by the deputy headteacher** in both strategic planning and the day-to-day running of the school. The overall **leadership by other key staff is good**, and the **provision for pupils with special educational needs is very well led and managed**. The **Governing Body is very effective** in its role, and plays a central role in planning the school's strategic development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are **pleased** with the school. They agree that the staff and headteacher are very approachable and that they are willing to listen to their views. Parents are mostly pleased with the levels of information they receive.

Most **pupils** are **very enthusiastic** about coming to school. They understand that their views are represented through the School Council and agree that the school is a safe place where all are respected. Pupils like their teachers and their lessons, especially the Early Reading Research Programme.

IMPROVEMENTS NEEDED

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

- to continue with the plans that are already in place to improve standards of writing;
- to improve the level of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is **good** throughout the school and in all subjects. Overall, **attainment** is **satisfactory** for all age groups.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well overall.
- Standards in information and communication technology are above the expected level by the time pupils leave school at the end of Year 6.
- Although improving, standards in writing are below the expected level for the current group of Year 2 and Year 6 pupils.
- The school's provision for pupils with special educational needs is very good and enables them to make very good progress towards their individual targets.

Commentary

1. Because of exceptionally high levels of pupil mobility, and changes in the nature of the pupil population, it is difficult to evaluate the extent to which the pupils' attainment has improved since the last inspection. However, the inspection evidence indicates that pupils throughout the school achieve well, and this reflects a very good improvement since the last inspection, when pupils in Key Stage 2 were deemed to be under-achieving. The school keeps excellent records of the movement of pupils in and out of the school which demonstrate quite clearly that the pupils who stay at school for the whole of their education often attain good standards in their work, and make very good progress. A higher than average percentage of pupils have special educational needs, and this figure is rising. Very good classroom support ensures that these pupils make very good progress towards their individual targets.

Foundation Stage

2. The children's attainment when they join the Reception class is below the expected level overall. A significant number of children have poorly developed language, personal and social skills when they start school. Because of the very effective teaching of early reading, writing and spelling skills, the children make very good progress in terms of their language development, and they are on course to attain the expected level in communication, language and literacy by the time they transfer to Year 1. Children of all abilities achieve very well in terms of acquiring personal and social skills, and their attainment in this aspect of their learning is at the expected level by the end of the Reception year. In the areas of mathematical development, physical development, and knowledge and understanding of the world, the children achieve well, and attain the Early Learning Goals by the time they transfer to Year 1. Although satisfactory, the children's achievement in the creative area of learning is not as good as in other areas because the children's creativity is constrained by the prescriptive nature of some of the activities. Nevertheless, the children are on course to attain the Early Learning Goals in this aspect of their learning by the time they transfer to Year 1.

Key Stage 1

Standards in national tests at the end of Year 2 – average points score in 2003

Standards in:	School results	National results
Reading	15.8 (16.0)	15.7 (15.8)
Writing	15.1 (15.1)	14.6 (14.4)
Mathematics	15.7 (17.0)	16.3 (16.5)

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

3. The 2003 end of Key Stage 1 national test results indicate that the pupils' attainment in reading and writing is in line with national expectations, but below national expectations in mathematics. In comparison with similar schools, the pupils' attainment is average in reading and writing and well below average in mathematics. It is not possible to draw meaningful conclusions about the trend in pupils' attainment over recent years because of high levels of pupil mobility and varying numbers of pupils with special educational needs.
4. The inspection findings indicate that the attainment of the current group of Year 2 pupils is in line with national expectations in mathematics and science. The pupils' attainment in English is below national expectations because of weaknesses in writing. Standards in speaking, listening, reading and spelling are at the expected level, and Year 1 and Year 2 pupils achieve very well in terms of learning word building skills that support their reading and spelling. In religious education, design and technology, history, information and communication technology and physical education, standards are at the expected level for Year 2 pupils. Not enough evidence was collected during the inspection to make reliable judgements about standards in geography, music or art and design. Throughout the key stage, pupils of all abilities, including those with special educational needs, make good overall progress and achieve well.

Key Stage 2

Standards in national tests at the end of Year 6 – average points score in 2003

Standards in:	School results	National results
English	25.9 (27.4)	26.8 (27.0)
Mathematics	24.8 (25.8)	26.8 (26.7)
Science	27.0 (28.7)	28.6 (28.3)

There were 48 pupils in the year group. Figures in brackets are for the previous year.

5. The results of the 2003 end of Key Stage 2 national tests indicate that pupils' attainment is well below the national average in English, mathematics and science. On the basis of their prior attainment, the pupils' performance is above average in English, below average in mathematics and average in science. The results over the last few years have been adversely and significantly affected by exceptionally high levels of pupil mobility, making it difficult to comment reliably on the pattern of pupils' attainment over time. However, the school's own comprehensive records show that pupils make good individual progress and achieve well in relation to their different starting points.
6. The inspection findings indicate that the current group of Year 6 pupils is on course to attain the nationally expected level in mathematics and science. Their attainment in English is below the expected level because, although the pupils' speaking, listening and reading skills are satisfactory, there is more to be done in terms of developing the pupils' writing skills so that they can produce well structured independent pieces of extended writing. Standards in religious education, design and technology, history and physical education are at the expected level by the end of Year 6, and in information

and communication technology, the pupils' attainment is above national expectations. Not enough evidence was collected during the inspection to make reliable judgements about standards in geography, music or art and design. As they move through Key Stage 2, pupils of all abilities make good progress and achieve well in relation to their ability.

Pupils' attitudes, values and other personal qualities

Pupils have **very good attitudes** to school and **relationships** amongst pupils are **very good**. **Behaviour** is **very good** overall. **Attendance** is below the national average and is **unsatisfactory** overall. The pupils' **spiritual, moral, social and cultural development** is **good** overall.

Main strengths and weaknesses

- Pupils have very good attitudes which have a very positive effect upon their learning.
- Pupils have very good independent learning skills, and also work very well together in small groups and pairs.
- The pupils' behaviour is very good, and is consistently very well managed by staff.
- Pupils of all ages have very good social skills, and a very well developed sense of morality. The pupils' spiritual awareness is good.
- Levels of attendance are below the national average and are unsatisfactory.

Commentary

7. Pupils of all ages are very enthusiastic learners. Because of the successful way in which teachers build up the pupils' self-esteem, most have very good levels of confidence, and this is reflected in the keen way in which they tackle new learning. The pupils are taught how to work effectively in small groups and pairs, and they do this very well. They share resources and ideas willingly and are very supportive of one another when working on groups tasks. Pupils are very responsive and enthusiastic in lessons, and show very positive attitudes to their learning. They are keen to take part in discussions and listen well to their classmates' contributions.
8. The pupils' behaviour is very good. The school has a very consistent approach to the management of pupils' behaviour, which is well known to pupils and their parents. Rewards are used well, and sanctions are used sparingly, and only when absolutely necessary. Relationships throughout the school are very good, and all adults set a very good example through their positive and friendly relationships with one another. Bullying is very rare, and pupils are confident that occasional incidents would be dealt with quickly and effectively. There have been no exclusions in the last year.

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	266	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Black or Black British – Caribbean	2	0	0
Chinese	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.

9. Pupils of all ages are very happy to come to school and usually arrive on time. The school has good procedures for promoting attendance and for following up absence, but the rate of attendance is lower than the national average and is unsatisfactory. Despite the good efforts of the school, a number of parents take holidays during term-time, and this impacts adversely on the overall rate of whole-school attendance.

Attendance in the latest complete reporting year (%)				
Authorised absence			Unauthorised absence	
School data:	6.7		School data :	0
National data:	5.4		National data:	0.5

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

10. The pupils have very good social skills and a very good sense of morality. Pupils throughout the school show very good levels of courtesy and friendliness in their dealings with others. They have a very good understanding of the difference between right and wrong, and the need for societies to work within an agreed set of rules or parameters. The pupils' spiritual awareness is good, and most pupils show good levels of respect for the views and beliefs of others. Although the pupils' knowledge of their own culture is satisfactory, their understanding of other cultures is constrained by their limited experience.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good quality** of education for pupils of all ages and abilities. **Teaching and learning** are **good** throughout the school. The **curriculum** is **good** and is enriched by a very good range of additional activities. The school provides **very good levels of care and guidance** for all pupils. Links with **parents** and the local and wider **community** are **very good**.

Teaching and learning

The quality of **teaching and learning** is **good** throughout the school. **Assessment** is used **well** to plan the next stage of pupils' learning and to track their achievement and attainment.

Main strengths and weaknesses

- Teachers' planning is very good and ensures very good levels of continuity in the pupils' learning as they move through the school.
- Assessment systems are good and assessment information is used well by teachers when planning the next stage of pupils' learning.
- Support staff are used very effectively to work with different groups of pupils.
- Pupils throughout the school are effective learners who enjoy their work.
- The monitoring of teaching and learning is very good, and has led to significant improvements in teaching since the last inspection.
- There are not always enough opportunities for pupils to use computers on a daily basis to support their ongoing classwork.
- The teaching of the Early Reading Research Programme in the Foundation Stage and Key Stage 1 is a significant strength of teaching in English.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	11 (24%)	16 (36%)	15 (33%)	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.

11. Overall, the quality of teaching is good throughout the school, and some very good and excellent examples of teaching and learning were seen during the inspection. Since the last inspection, there has been very good improvement in the quality of teaching and learning. The headteacher and other senior staff have been very effective in the way in which they have monitored teaching and learning through classroom observation, and the way in which they have encouraged teachers to take part in courses to further enhance their teaching skills. As a result of good professional development, teachers are open to new ideas and are reflective and thoughtful about their teaching styles and methods.
12. The teaching of children in the Foundation Stage is good overall. There are particular strengths in the way in which early reading, writing and spelling skills are taught, and the way in which adults promote the children's personal, social and emotional development. Although satisfactory overall, the teaching of the creative area of learning is less effective than that in other areas because tasks are sometimes over-directed by adults, and this constrains the children's creativity. During the day, there is a good balance between activities that the children choose themselves, and those that are led by an adult. Good use is made of ongoing assessments when planning the next stage of the children's learning, and as a result tasks are usually well matched to the children's different levels of ability. Children with special educational needs are quickly identified so that immediate additional support can be provided.
13. A significant strength of teaching in the Foundation Stage and Key Stage 1 is the way in which teachers deliver the Early Reading Research Programme. This programme

focuses on helping pupils to acquire and practise word-building skills which help them with their reading and spelling. The teachers involved have all received training and are very proficient and slick in their presentation. Pupils respond very well, and thoroughly enjoy the short but frequent sessions throughout the day. The programme is having a very positive impact on the pupils' learning and on their overall progress in reading and spelling.

14. Teaching and learning in English, mathematics and science are consistently good throughout Key Stage 1 and Key Stage 2. In Key Stage 1, teachers are highly skilled in the way in which they deliver the Early Reading Research Programme, and pupils respond with very high levels of enthusiasm. In science and mathematics, good emphasis is placed on pupils learning through practical experience, and the good and ongoing promotion of subject specific vocabulary helps the pupils to express their ideas clearly.
15. Although information and communication technology skills are taught well during information and communication technology lessons, there are currently too few opportunities in some classes for pupils to extend their learning, and to practise newly learned information and communication technology skills in their work in other subjects. Skills of literacy and numeracy are successfully promoted across the curriculum, and in a Year 5 science lesson seen during the inspection, pupils used both numeracy and literacy skills to very good effect as they took measurements and recorded their work.
16. A strength of teaching in Key Stage 1 and Key Stage 2 is the quality of teachers' planning. On a weekly basis teachers meet in year groups to plan the work for the following week. Very good use is made of ongoing assessments and evaluations of past lessons to ensure that the next stage of pupils' learning builds on what has gone before. The regular discussion amongst teachers about the work they are planning ensures good levels of continuity in the pupils' learning.
17. The school is currently involved in a project through the Education Action Zone which focuses on the pupils' learning. 'Critical skills' are taught to classes of Key Stage 2 pupils which enable them to work more effectively both in groups, and independently. Pupils are taught how to tackle new learning with confidence and to accept new challenges enthusiastically. Although in its early stages, this approach is beginning to have an impact, and older pupils, who have experience of this strategy, are often very effective learners.
18. Teachers effectively meet the needs of different groups of pupils, ensuring that all pupils achieve well in relation to their ability. Learning support assistants are used very well to work with groups of pupils, and individual pupils, and they have a positive impact on their learning.
19. The school has good assessment systems and procedures that enable the attainment and achievement of individual pupils, and groups of pupils, to be carefully tracked and monitored. Given the exceptionally high levels of pupil mobility in the school, the constant monitoring of assessment information is crucial in enabling the school to demonstrate the achievements of all pupils from their very different starting points.

The curriculum

The school provides a **good curriculum** for pupils of all ages. The way in which the school **enhances** and **enriches** the statutory curriculum is very good. The **accommodation** is **good** overall, and the school has a **satisfactory** range of **resources**.

Main strengths and weaknesses

- Additional learning opportunities have a very positive impact on the pupils' social and personal development.
- Accommodation is good overall, and the swimming pool and information and communication technology suite are excellent resources.
- The provision for pupils with special educational needs is very good.
- There is currently no scheme of work for citizenship, personal, social and health education to ensure continuity in the pupils' learning as they move through the school.

Commentary

20. The curriculum for children in the Foundation Stage, and pupils in Key Stage 1 and Key Stage 2 is good overall, and fully meets statutory requirements. Activities are well matched to the needs of individual pupils, enabling them to achieve well and to make good progress from their different starting points. The provision for pupils with special educational needs is very good. As a result of very good classroom support, these pupils make very good progress towards their individual targets, and are able to participate fully in class and group activities. The way in which the school promotes pupils' personal, social and health education and citizenship is satisfactory overall, but there is no formal scheme of work at present to fully support the work in this area, or to ensure that pupils make steady progress in their learning as they move through the school.
21. The school provides a very good range of extra-curricular activities that are well attended by pupils. A programme of regular visits to places of interest supports the pupils' learning in subjects such as history, religious education, geography and art and design, and visitors are warmly welcomed into school to share their experiences with the pupils. Pupils are encouraged to take part in inter-school competitions, and these opportunities have a very positive impact on their personal and social development. In addition to day visits, the school also offers an annual residential trip abroad for older Key Stage 2 pupils.
22. The accommodation is good overall, although some classes are housed in mobile classrooms. The grounds have been well developed over recent years, and firm plans are in place to improve the outside play area for Foundation Stage children. The swimming pool and information and communication technology suite are excellent resources that have a very positive impact on the pupils' learning. Overall, there are enough resources to adequately support teaching and learning.

Care, guidance and support

The school **effectively** promotes the **pupils' health, welfare and safety** within a **very caring and supportive** learning environment. The school is **very effective** in the way in which it **monitors pupils' personal and academic performance** so that it can provide **very good and targeted support** for individuals. The **involvement of pupils** in decisions about aspects of the school's life and work is good.

Main strengths and weaknesses

- The school provides very good levels of support and guidance for pupils of all ages and abilities.
- Relationships between adults and pupils are very good and pupils readily and confidently share concerns with members of staff.

- The school has very effective systems for ensuring that new pupils to the school are quickly made to feel welcome.
- The School Council is an effective group that represents the views of the pupils.

Commentary

23. The school is a happy and well ordered place where pupils of all ages and abilities are treated with very high levels of respect and sensitivity. Pupils are confident about approaching any adult with problems or concerns and are also keen to share happy items of news. Good procedures are in place for child protection, and the school's systems for ensuring the pupils' health and safety are good and effective. Very good relationships at all levels ensure that pupils are happy and confident, and do much to reinforce the very positive ethos of the school.
24. The school provides very good academic support. Many pupils have a good understanding of the extent of their own learning, and are helped in this by end of session discussions that help them to evaluate what they have learned. In some Key Stage 2 classes, pupils very confidently identify themselves as 'red light' pupils in individual lessons. This shows the teacher that these pupils need more information or explanation about the task they have been given. Pupils are aware of their own targets for improvement and know what they need to do next to achieve them. The personal support offered to all pupils is also very good. Each individual is well known, cared for and nurtured and this is very evident in the confident and happy pupils seen in this school.
25. The school has good arrangements for seeking pupils' views, and hopes to develop them further. The School Council offers good opportunities for pupils to put forward their ideas, and the 'problem' pot' is a good mechanism that enables pupils to alert the school to any ideas or concerns they have. The school operates very much as one community and the views of all parties are equally valued.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The involvement of parents in their children's learning at school and at home is very good.
- The school has a very good partnership with parents and provides them with good levels of information.
- The school has worked hard to develop links within the local community.
- The school has developed very good links with other local schools, and works closely with partner schools through its involvement in the Education Action Zone.
- The school is very effective in the way in which it encourages parents to participate in adult education classes.

Commentary

26. The school has very good links with parents, and there are high levels of parental satisfaction. Parents receive good levels of information, and are fully involved in the school's life and work. Overall, the support that parents offer to the school and to their children is very good, and has a very beneficial impact on their children's learning.

27. Those parents who have been involved in adult education classes speak highly of the provision, and recognise the value of learning skills that will enable them to support their children's learning more effectively. The school works hard to encourage parents to attend classes, and makes a great deal of effort to ensure that parents are made to feel welcome in the school, and well informed about the classes. Discussion with parents indicates that they welcome the classes provided by the school and have some ideas for further courses.
28. The school's links with the community, and its partnership with other schools, are very good. The school's involvement in the Education Action Zone has provided a very good opportunity for the school to become involved in joint projects with other schools. The close links with other schools in the area help to ensure that the transition of pupils from primary to secondary education is smooth.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are **very good** overall. The quality of the **headteacher's leadership** is **very good** and that of the other **key staff** is good. The **governance** of the school is **very good**

Main strengths and weaknesses

- The headteacher provides innovative and very effective leadership for the school. He is a very effective manager.
 - The Governing Body is well informed about the strengths and weaknesses of the school.
 - The leadership and co-ordination of subject areas are good. The management of the special educational needs provision is very good.
 - The school's finances are very well managed.
 - The school has improved at a very good rate since the last inspection.
 - The management of the school is very good and is significantly enhanced by the very good use of computerised systems.
 - The school is very inclusive, and pupils of all ages and abilities are equally valued and supported.
29. Very good leadership by the headteacher has ensured rapid change and very good development over the last two years. Under his guidance, staff have focused clearly on the need to improve the pupils' achievement, and have been very successful in this. The headteacher, deputy headteacher and staff form a united and highly committed team and there is an excellent team spirit amongst the staff. The headteacher's very strong leadership is characterised by the way in which he moves the school forward in an innovative and well paced manner.
30. The management of the school is very good. The headteacher has put in place meticulous, detailed and innovative systems to ensure that the day-to-day management of the school is smooth. Many of these systems make very good use of information and communication technology. A very good example of this is the computer disk that is given to all staff, which contains all school policies, the staff handbook and outline planning documents. Staff use this information very well to support their planning. The school also has very good computerised systems for tracking pupils' attainment and progress, analysing the impact of the very high levels of pupil mobility, and managing the school's finances. As a result, the headteacher, key

members of staff and the Governing Body, are very quickly able to access a wide range of up to date information about the school and its work.

31. The school has strengthened the Senior Management Team since the last inspection, and a deputy headteacher has been appointed who works closely and effectively with the headteacher and other key staff. The important development work that she has done with teachers and learning support assistants has had a positive impact on the overall quality of teaching and learning. She is also the special educational needs co-ordinator, and this key role gives her a good overall view of the pupils' attainment and achievement throughout the school. Subject co-ordinators fulfil their roles well, and work very closely and effectively together to target particular aspects of whole-school curriculum development. More experienced co-ordinators are very supportive of those who are newly in post. Overall, the leadership of co-ordinators is good.
32. The school has a very strong policy for inclusion that is fully reflected in practice. Very good provision for pupils with special educational needs enables them to take a full and active role in all activities. Teachers work hard to meet the needs of individual pupils, and the school does what it can to remove the barriers to learning for those pupils who are regarded as being vulnerable because of their difficult home circumstances.
33. The governance of the school is very good. Governors have a very clear understanding of the school's strengths and weaknesses. They have very good working relationships with school staff and make regular monitoring visits to their 'link classes', and maintain a very good overview of the subjects for which they have responsibility. The Governing Body ensures that the school fulfils its statutory duties well. Governors form a committed and supportive team, but are nevertheless keen to fulfil their collective role of 'critical friend' to the headteacher and to be actively involved in the decision making process.
34. The school's budget is managed effectively. The Governing Body and the headteacher make sure that spending is closely linked to school improvement. The school development plan is tightly costed and evaluated. All income to the school is used for its correct delegated purposes. The finance committee of the Governing Body works with the headteacher to maintain the best value for money with tenders being sought for major developments and services. Day-to-day finances are managed very effectively by the bursar in consultation with the headteacher and the Chair of the governors' finance committee.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	734 345	Balance brought forward from the previous year	66 335
Total expenditure	774 752	Balance carried forward to the next	26 928
Expenditure per pupil	2 766		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good** as it was at the time of the last inspection.

Main strengths and weaknesses

- The school's involvement in the Early Reading Research programme helps children of all abilities to make very good progress in learning early reading and writing skills.
- In the areas of communication language and literacy, and personal, social and emotional development, teaching is very good. Overall, the teaching of the Reception children is good.
- Adults are very successful in the way in which they promote the children's independent learning skills.
- Very good links with parents ensure that the children are happy and confident about starting school.
- The school provides a good Foundation Stage curriculum that fully meets the needs of all children.
- Assessment is used very well to plan the next stage of the children's learning.
- Some of the art and craft activities are not as imaginative as they might be, and children do not always have enough choice about the media they use.
- Children with special educational needs are quickly identified so that help can be given as soon as possible.

Commentary

35. Children are admitted to the Reception class twice yearly. At the time of the inspection, only one of the Reception classes was running. When they start school, the children's attainment is below the expected level overall, and often weak in terms of their language development, and their personal, social and emotional development. By the end of the Reception year, most children are on course to attain the Early Learning Goals in each of the six nationally recommended areas of learning. The school provides a good curriculum for the Reception children that is very effectively enhanced by a wide range of visits to places of local interest. Very good links with parents ensure that the children have a smooth start to their education, and that staff know the individual needs of each child. Very good ongoing assessments of the children at work help staff to plan work that is well matched to the children's different levels of ability, and to quickly identify any child who is having difficulties with their learning and who may have special educational needs.
36. The children achieve very well in the **communication, language and literacy** area of learning, and most attain the Early Learning Goals by the time they transfer to Year 1. The teaching of this aspect of the Foundation Stage curriculum is very good. The school is involved in the Early Reading Research Programme, and short but frequent daily sessions really help the children to learn word building skills which in turn help them to develop confidence and good levels of competence in reading and spelling simple words. Reading and writing are promoted as pleasurable activities, and there are many very good 'free-choice' activities where children can practise early writing skills, such as when they work in the class 'post-office'. Adults are very effective in the way in which they promote spoken language by talking to the children when they are involved in role play activities, for example, helping them to add new words to their

existing vocabulary. There are many very good opportunities throughout the day for the children to take part in class discussions, and most listen well and with interest to the contributions of others.

37. By the end of the Reception year, most children are on course to attain the Early Learning Goals in terms of their **personal, social and emotional development**. From a low starting point, the children make very good progress. Because of very good teaching, and very high expectations, children of all abilities achieve very well in this area of learning. The teacher and classroom assistant are very effective in the way in which they promote independent learning skills, and soon after they start school, the children are expected to make choices about their work, and to take responsibility for their belongings. The children are introduced at an early stage to the school motto of 'believe, succeed and grow', and because of the very good use of praise and encouragement by adults, most have good levels of confidence in themselves as learners. This is evident in the keen way in which they take part in shared activities, and in the enthusiasm with which they greet new learning opportunities. By the time they transfer to Year 1, most children know how to take turns, and are willing to share resources with others. They work co-operatively in role play areas, and during the inspection, some very good collaborative work was seen as the children worked side by side in the 'post-office'.
38. Overall, the children's attainment in terms of their **mathematical development** is at the expected level by the end of the Reception year. Children of all abilities achieve well in this area of learning, and higher attainers are appropriately stretched so that they achieve their potential. The quality of teaching and learning is good overall, and there is a good combination of adult directed activities, and those that the children choose themselves. The daily teaching of number skills gives the children confidence in counting, and this learning is enhanced by opportunities for them to sing number songs that reinforce their knowledge of order of number, and of simple subtraction and addition. When taking part in structured play activities, the children are often given mathematical tasks, such as when children 'measured' their teddy bears using small wooden blocks, or built the 'tallest' sandcastle when playing in the sand tray. Good adult intervention ensures that the children's mathematical vocabulary is extended, and a good example of this was seen during the inspection when children worked with the classroom assistant, weighing and measuring the ingredients prior to making porridge.
39. In their **knowledge and understanding of the world**, children achieve well, and most attain the Early Learning Goals by the time they transfer to Year 1. Teaching is good, and a daily range of activities effectively promotes skills of observation and enquiry. Good use is made of the local area, for example, when the children observed seasonal changes during an 'autumn walk', and this learning is often successfully reinforced back in the classroom as the teacher reminds them of their discoveries. For example, the teacher referred to the autumn leaves and trees the children had seen when she read them the story of 'Goldilocks and the Three Bears'. Children have good opportunities throughout the day to make constructions using blocks and building kits, and most show a good appreciation of the need for a firm base when they are building towers. Children learn some well-known Bible stories throughout the course of the year, and the school meets statutory requirements in ensuring that religious education is taught to pupils who are five. The children have good daily access to computers, and many have good mouse control, and know how to move from different screens within a given programme. Computer generated pictures show varying degrees of attainment but are of a satisfactory standard overall.

40. The children achieve well in the **physical** area of learning, and attain the expected standards by the end of the Reception year. Teaching is good in this area of learning. Most children have good pencil and brush control and show good skills of cutting with scissors, although a few still have some difficulty with this activity. In the classroom, the children move around with a good awareness of space and a sense of purpose. The teacher provides a good combination of daily play activities, where the children can select and use wheeled toys and other equipment, and formal weekly lessons in the hall, where the children are taught how to stretch, travel in different ways, and to balance. In a movement lesson seen during the inspection, the children's achievement was enhanced well when the teacher suggested ways in which the children could develop their skills further. The vast majority of children show very good levels of confidence when using very simple gymnastics apparatus and put a good amount of physical effort into their work.
41. In the **creative** area of learning, most children attain the Early Learning Goals by the time they transfer to Year 1. Their achievement is satisfactory overall, but could be even better if there were more opportunities for them to develop their creative skills and talents. Although teaching is satisfactory overall, there are times when the children's learning is constrained by the prescriptive nature of some of the tasks. Although there are frequent opportunities for the children to take part in art and craft activities, there is often insufficient choice in terms of the range of media and the outcomes. For example, during the inspection when the children made hats for themselves and their teddy bears, the hat templates had already been prepared, and the children were guided in such a way that the outcomes were very similar for all children. There are good opportunities for the children to take part in role play activities, and at the time of the inspection, the 'post-office' and 'teddy bears cottage' were very popular 'free-choice' activities for children of all abilities. Very good adult intervention in these areas teases out specialised vocabulary and helps the children to develop their play well. There are regular opportunities for the children to take part in music making activities, and to use instruments, and they show very good levels of enjoyment as they take part in impromptu singing sessions.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Good improvements have been made since the last inspection which have had a positive impact on the pupils' levels of achievement.
- The quality of teaching and learning is good and pupils achieve well.
- Very good systems are in place to record the progress of individual pupils and groups of pupils.
- Pupils have a good understanding of what they need to do to improve their work further.
- Pupils' attainment in writing is unsatisfactory.
- The Early Reading Research Programme is having a positive impact on the learning of Key Stage 1 pupils. This programme is very well taught.

Commentary

42. Pupils throughout the school achieve well. However, this is not always evident from the results of the national tests that pupils take at the end of Key Stage 1 and Key Stage 2. These results are often adversely affected by very high levels of pupil mobility, especially in Key Stage 2. The school's careful tracking systems show clearly that pupils who are with the school for their entire primary education often make very good progress and attain good standards in their work. Overall, the attainment of the current Year 2 and Year 6 pupils is below national expectations.
43. Standards of speaking and listening are satisfactory throughout the school, and provision for this aspect of the English curriculum is better than it was at the time of the last inspection. Teachers provide good opportunities for the pupils to talk to one another in a variety of situations, such as when they are involved in 'critical skills' sessions where they work together on shared tasks in small groups. Teachers place good emphasis on the pupils developing subject specific vocabulary in subjects such as mathematics and science and as a result, pupils of all ages are confident and clear when giving explanations about their work. Pupils achieve well and make good progress in speaking and listening as they move through the school.
44. In reading, pupils of all ages and abilities achieve well, and most reach the expected standard by the time they leave school at the age of eleven. However, despite good teaching, and regular practice by the pupils at home, only a small number of pupils in each key stage attain higher than expected standards in their reading. The school's involvement in the Early Reading Research Programme has had a very positive impact on the pupils' learning in Key Stage 1 where pupils are confident about tackling unknown words and spelling them out sound by sound. In literacy lessons, teachers provide good opportunities for pupils to take part in shared reading sessions which promote good levels of confidence, even amongst the poorest readers. Pupils throughout the school enjoy using the library, and Year 6 pupils have good library skills.
45. The attainment of the current Year 2 and Year 6 pupils in writing is below the nationally expected level overall. The school has identified writing as an area for whole-school development and has a carefully thought out programme for tackling this problem. One of the main weaknesses in both key stages is the pupils' lack of ability to develop their ideas in a logical and progressive manner. With support, pupils can produce structured pieces of writing, but independently many pupils have difficulty in organising their ideas. Teachers give pupils targets to help them to improve their writing, and most pupils are aware of what they have to do to improve their work. Most pupils take pride in the presentation of their written work, and handwriting skills are satisfactorily developed across the school.
46. The quality of teaching and learning is good overall. The teaching of word-building skills using the Early Reading Research Programme in Year 1 and Year 2 is very good. Teachers have high expectations of pupils, employ good lively methods and choose good pieces of text for the pupils to study. Good use is made of support staff to work with groups of pupils, and their impact has a positive and beneficial impact on the pupils' learning. Pupils of all ages and abilities have very positive attitudes to their work, and try hard. Because teachers use praise and encouragement well, the pupils are confident in their learning, and are keen to take a full part in all activities.
47. With key support from the deputy headteacher, the English co-ordinator has moved the subject forward since the last inspection and both have a clear view of what needs to be done to improve standards of writing. This is a current focus of the school

development plan. Good systems are in place for tracking pupils' progress as they move through the school, and the involvement of pupils in setting their own targets for improvement is a positive step forward.

Language and literacy across the curriculum

48. The promotion of language and literacy across the curriculum is good overall. Pupils are encouraged to use their language and literacy skills to good effect in their work in other curriculum areas.

MATHEMATICS

Provision in mathematics is **good** overall.

Main strengths and weaknesses

- Teaching is good throughout the school.
- Pupils achieve well from a low starting point.
- The subject is well led and managed.
- There are not enough opportunities for pupils to use information and communication technology to support their learning in mathematics on a daily basis.

Commentary

49. Pupils throughout the school achieve well in all elements of the mathematics curriculum, and the current Year 2 and Year 6 pupils are on course to attain the nationally expected level in their work by the end of the year. The provision for mathematics is good and has improved since the last inspection, and teaching is better than it was. High levels of pupil mobility mask the very good progress of pupils who have been in school for the whole of their primary education, and adversely affect the results of the end of key stage national tests.
50. Year 2 pupils have a satisfactory grasp of number and pattern. A weakness is the speed with which lower attaining pupils work out mental calculations. Their knowledge of multiplication facts and number bonds is weak, and this slows them down in their written work. Very good support for pupils with special educational needs enables all pupils to take a full and active part in mental arithmetic sessions at the start of lessons. Most pupils are secure in their knowledge of two and three dimensional shapes, but do not always see the relationship between the number of corners and sides or edges. Pupils know the times for the hour and half past the hour, but they are less secure with quarter to and a quarter past the hour.
51. By the end of Year 6, most pupils multiply quickly by ten, one hundred and one thousand. Most have a good understanding of the different methods that can be used to make calculations, and use this knowledge well when they use alternative methods to check the accuracy of their answers. Pupils understand and use decimal notation, and multiply, divide and order numbers up to three or four decimal places. However, their ability to convert fractions to decimals and percentages is less secure. The pupils' knowledge of aspects of shape, space and measure is satisfactory and they can identify the types and features of a range of shapes and objects. Pupils are given some good opportunities to carry out investigative work, although there are times when over-direction by teachers limits the imagination of the pupils in terms of their approach to problem solving.

52. The quality of teaching and learning is good overall. Teachers know their pupils' needs very well and they set them regular targets which help them to make good progress both in lessons and over longer periods of time. At the beginning of lessons, teachers use mental arithmetic sessions very well to challenge pupils in their thinking. Pupils respond very positively to the wide range of demands set by their teachers. They enjoy good levels of encouragement and support from their teachers and all pupils show good levels of confidence in the classroom. Pupils of all ages feel confident enough to be able to take risks during question and answer sessions and they are not frightened of making mistakes. Teachers are secure in their knowledge and understanding of the subject and are skilful in developing pupils' mathematical ideas and language. Homework tasks are set regularly and are linked to classwork, enabling pupils to consolidate their understanding.
53. The subject co-ordinator provides good, strong leadership and management for the subject across the school. Very good use is made of assessment information when planning the next stage of the pupils' learning.

Mathematics across the curriculum

54. Numeracy skills are taught well in all classes and there are some good opportunities for pupils to use mathematics in their work in other subjects.

SCIENCE

Provision in science is **good** overall, and has improved since the last inspection.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well from a low starting point.
- Good ongoing assessments of pupils' achievements are used well to set targets and to plan the next stage of their learning.
- Pupils have very positive attitudes and older pupils show very good levels of confidence and independence.
- Opportunities for pupils to use information and communication technology to support their learning in the classroom are limited.
- The subject is well led and managed.

Commentary

55. Pupils throughout the school achieve well. They make steady gains in their learning as they move through the school, but this progress is sometimes masked by the end of key stage national test results which are adversely affected by exceptionally high levels of pupil mobility in the school. The current Year 2 and Year 6 pupils are on course to attain the expected standards for their age by the end of the year.
56. Investigative skills are well developed as pupils move through the school. By the end of Year 2 pupils know how to observe carefully, to predict what will happen next and to record their findings in different ways. As they move through Key Stage 2, pupils make good progress in developing their investigative skills, and by the end of Year 6, many are confident about finding things out for themselves, setting up investigations, making repeated measurements, and recording their ideas in a systematic and scientific way. Pupils of all ages are encouraged to use scientific vocabulary to explain their ideas, and most do this satisfactorily.

57. Pupils of all ages and abilities make steady gains in their knowledge and understanding of science. Their understanding of living things is often good, and they have a particularly good appreciation of how to maintain healthy lifestyles, the impact of exercise on their bodies, and the dangers of drug misuse. Most pupils have a secure understanding of materials and their properties, although some Year 2 pupils are not yet confident about making a distinction between permanent and reversible changes. By the end of Year 2 and Year 6 pupils have a satisfactory knowledge of physical processes, and a clear understanding of the principles of making simple electrical circuits.
58. The teaching seen during the inspection was mostly satisfactory, with some excellent teaching seen in the upper part of Key Stage 2. However, taking into account discussions with pupils, teachers' planning, and samples of pupils' work, teaching is good overall. Teachers plan together weekly, as a whole school team, to produce good quality activities which are firmly rooted in the requirements of the National Curriculum. This strong team approach enables teachers to share ideas, discuss and evaluate the strengths and weaknesses of pupils' learning and to identify the next step forward. Good use is made of assessment to track pupils' progress and attainment and to enable teachers to set achievable targets to move all pupils forward. Teachers have good subject knowledge, and they use question and answer sessions effectively and frequently to challenge pupils to think in depth and explain their reasoning. They provide good support and guidance to all their pupils during practical work, and direct learning support assistants well to work with groups of pupils. Where the best teaching and learning occur, pupils work with limited teacher input and are confident about taking measurements and drawing conclusions. Pupils throughout the school demonstrate a very positive attitude towards their work in science. The subject is well led and managed.

INFORMATION AND COMMUNICATION TECHNOLOGY

The quality of provision for information and communication technology is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school, and by the end of Year 6, standards are above the expected level.
- The information and communication technology suite is an excellent resource that has a very positive impact on the pupils' progress and attainment.
- The resources for supporting pupils' work in the control and monitoring elements of the curriculum are very good and have a very positive impact on the pupils' learning.
- The teaching of information and communication technology skills is good.
- In some classes, and some subjects, not enough use is made of information and communication technology to support pupils' day to day learning.
- The subject is well led and managed, and effective assessment systems enable teachers to plan activities that build effectively on what the pupils already know and can do.

Commentary

59. There has been very good improvement since the last inspection in terms of the quality of provision for information and communication technology. Because of regular training opportunities, teachers now have good levels of confidence when teaching the subject, and pupils of all ages and abilities are achieving well. Standards at the end of Year 2

are in line with national expectations, and standards at the end of Key Stage 2 are above national expectations. Pupils' learning and achievement are significantly enhanced by the excellent computer suite, which is supplemented by a good range of free-standing and lap-top computers in class bases. The school has been well supported in its development of information and communication technology by the Education Action Zone to which it belongs.

60. From an early age, pupils use computers for a variety of word-processing activities, and quickly grasp how to controls the mouse, and to open and close programs. By the end of Year 2 most pupils know how to change the size and style of the font they are using. As they move through Key Stage 2, their progress accelerates, and by the end of Year 6 most pupils confidently move text within and between applications, and enhance their word-processed work by the use of imported graphics. Recently Year 6 pupils have produced 'power-point' presentations, with the best of these showing the pupils' good grasp of sophisticated features of the program. The school has made a good investment in control and modelling software, especially in Key Stage 2, and as a result, this aspect of the information and communication technology curriculum is well taught and covered. In Key Stage 1, pupils learn how to program floor robots, and understand that each movement requires a specific command. By the end of Year 6, a good number of pupils confidently use a complex control program which leads them to the early stages of programming as they type in commands which dictate the sequence of lights in a lighthouse. Key Stage 2 pupils have good opportunities to use a variety of sensing equipment, and have used sensors for measuring and monitoring sound, temperature and light.
61. Teaching and learning are good overall. Teachers often share learning objectives with the pupils so that they have a clear understanding of what is expected of them, and so that they can evaluate their learning at the end of the lesson. There is a good mixture of teacher directed tasks and those where the pupils can practise newly learned skills. Instructions are clearly given and teachers have high expectations of what the pupils can achieve. Pupils have very good attitudes and work hard, showing good levels of confidence when they tackle new learning. Pupils work well together in pairs, and sensitively support one another. The subject is well led and managed and the co-ordinator sets a good lead for other staff in the way in which she encourages her pupils to use computers to support their learning in other subjects. Good use of ongoing assessment means that lessons build effectively on the pupils' previous learning.

Information and communication technology across the curriculum

62. There are often good links in information and communication technology lessons with other subjects, but on a day to day basis, pupils do not always have enough opportunities to use information and communication technology to support their learning in class. There are exceptions, notably in Year 6 where pupils make very good use of the computers in the shared area to support their learning across a range of subjects.

HUMANITIES

The inspection focused on **religious education** and **history**. In **geography**, two lessons were seen in Key Stage 1, and the pupils' attainment in these lessons was at the expected level. No lessons were seen in Key Stage 2. Discussions with the pupils and the co-ordinator indicate that geography is taught on a regular basis and that the National Curriculum programmes of study are addressed. The geography curriculum is enhanced by a very good

range of visits, including an annual trip abroad. The subject is well led and managed by the co-ordinator.

Religious Education

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

Main strengths and weaknesses

- Standards have improved since the last inspection.
- The leadership and management of the subject are good.

Commentary

63. The school has made good progress since the last inspection, and as a result, standards have improved and are now in line with the expectations of the Locally Agreed Syllabus at the end of Year 2 and Year 6. The subject is taught regularly in all classes for an appropriate amount of time. Pupils' achievement is satisfactory overall.
64. By the end of Year 2, pupils know and understand some of the principles of Christianity and know that Jesus was the Son of God. They have a secure recall of several stories from both the Old and New Testaments, and know their underlying messages. Visits to the local church have enabled pupils to learn about some of the signs and symbols associated with Christianity as they explored the outside and inside of the church building. Many pupils know the main Christian festivals, and they have a good knowledge of important occasions such as Easter, Christmas and celebrations such as baptisms. As they move through Key Stage 2 pupils continue to satisfactorily extend their knowledge of Christianity, and they begin to explore some of the other world faiths. Older Key Stage 2 pupils make a satisfactory attempt to compare aspects of Christianity with those of other faiths, and use reference materials well to find the information they require. Pupils understand that worship is a common thread that runs through most religions, and they show good levels of respect for the views and beliefs of others.
65. Teaching and learning are satisfactory overall and some very good teaching was seen during the inspection in the upper part of Key Stage 2. Lessons are well planned and reflect the requirements of the Locally Agreed Syllabus. Good opportunities are provided for the pupils to explore their ideas through discussion, and pupils are confident about explaining their personal beliefs. Teachers often make good use of open-ended questions to extend the pupils' thinking, such as in a Year 4 lesson seen during the inspection when the teacher teased out the pupils' ideas about how they saw 'God'. A strength of teaching is the use of resources such as videos, and the local church, which bring the learning to life for the pupils.
66. The subject is well led and managed, and good monitoring has helped to improve the quality of teaching and learning. The school has a good system for assessing and recording the pupils' progress. Resources are satisfactory overall.

History

The provision for history is **good**.

Main strengths and weaknesses

- Teaching and learning are good.

- The co-ordinator provides good leadership and management for the subject.
- Pupils achieve well.
- The provision has improved at a good rate since the time of the last inspection.

Commentary

67. Standards of attainment are in line with those expected nationally at the end of Year 2 and Year 6. Standards are better than they were at the time of the last inspection, and pupils throughout the school are now achieving well because of good teaching and the improvements that have been made to the curriculum planning.
68. Pupils cover a good range of topics, and by the end of Year 2, most pupils have a satisfactory knowledge and understanding of famous historical events and people. Pupils confidently explain the changes that have taken place over the years, and recognise the significant impact that electricity had on homes and industries. Higher attaining pupils know how historical evidence can be found, and are aware that first-hand or primary evidence is more reliable than secondary evidence. Most Year 2 pupils still struggle to sequence historical periods accurately, and have difficulty in grasping the notion of the long ago past. In Key Stage 2, history plays a good part in supporting pupils' literacy skills as they are encouraged to seek information for themselves. Pupils have a secure grasp of the period of history they are currently studying, and enthusiastically explain what it was like to live in the 1940s. Higher attaining pupils link cause and effect well, and appreciate that the course of history could have been changed by a single event.
69. Teaching and learning are good overall. Teachers prepare lessons well and do their best to bring the learning alive for the pupils. Good opportunities are provided for pupils to work together in groups, sharing ideas and finding information out for themselves. Visits and visiting speakers enhance the pupils' learning well. Pupils have very good attitudes to their learning and work very well in small groups. They take an active part in lessons. Leadership and management of history are good, with good monitoring and a good school wide-assessment and record keeping system.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **design and technology** and **physical education**. No lessons were seen in **music**, and therefore no judgements can be made about pupils' attainment or achievement, or the quality of teaching and learning. However, the subject is well led and managed, and is taught on a regular basis to all classes. The school offers a very good range of extra-curricular music activities, including instrumental lessons for a small number of pupils. Two lessons were seen in **art and design** in Key Stage 1, and in these lessons pupils attained the expected level in their work. However, there is not enough evidence to make secure judgements in either key stage about the overall standards pupils attain or their achievement. Discussion with the co-ordinator indicates that the subject is well led and managed, and that assessment is used well to plan the next stage of the pupils' learning.

Design and Technology

The provision for design and technology is **satisfactory** overall as it was at the time of the last inspection.

Main strengths and weaknesses

- Pupils' skills of making are good.
- Not enough emphasis is placed on pupils designing and evaluating their work in some classes, and this is a weaker aspect of pupils' learning.
- The activities and resources are sometimes too prescriptive and this constrains the pupils' creativity.

Commentary

70. By the end of Year 2 and Year 6, pupils' attainment is at the expected level overall, although in some classes not enough emphasis is placed on pupils planning initial designs against which to evaluate their final products. Pupils achieve satisfactorily overall and make steady gains in their learning as they move through the school. Their making skills are often good, but there are weaknesses in terms of their designing and evaluation skills.
71. By the end of Year 2, pupils know how to cut and join a variety of materials. Higher attaining pupils talk confidently about the purpose of hinges, and when making cardboard houses, some pupils had made a good attempt to incorporate a 'hinge' into their model. Pupils pay good attention to detail when decorating their models, but do not always put enough thought into their work at the designing and planning stage. Pupils have the opportunity to make verbal evaluations of their finished products, but not enough links are made with initial designs so that pupils can see clearly how they might improve their subsequent work. There are times when the limits of the materials that are available constrain the imagination of the pupils.
72. As they move through Key Stage 2, pupils gain experience of working with a wider range of materials, including resistant materials such as wood. They know how to build simple frames and explain how corners can be strengthened by cross pieces. Pupils' knowledge of how to join different materials together is good. However, there are weaknesses in their designing skills. Although pupils produce initial plans, they rarely include measurements and pupils often have little sense of the scale or size of the final model. As a result of inadequate designs, pupils often make significant changes during the making process, and adopt a 'trial and error' approach. Pupils do not always appreciate the value of a design specification, and they rarely refer back to their initial planning for guidance. Pupils regularly make verbal evaluations of their work, but make few written records. As a result, they have little on which to draw at a later date when they embark on a similar project.
73. The quality of teaching and learning is satisfactory overall. During the inspection some very good teaching and learning was seen in the upper part of Key Stage 2. Teachers plan together closely, discussing and sharing ideas, and devising activities that pupils enjoy undertaking. Good emphasis is placed on the pupils solving problems as they engage in the making process, and on them using tools safely. Teachers plan and prepare lessons well, but do not always provide a sufficiently wide range of resources so that the pupils can make more choices about their work. Teachers make good use of technical vocabulary and encourage pupils to explain their ideas clearly. Good use of learning support assistants enables pupils with special educational needs to take a full and active part in lessons. Pupils throughout the school have high levels of enthusiasm for practical activities, and are very keen to make and decorate models. However, they are not as keen to spend time on initial designs, preferring instead to adapt their models during the making process. The subject is satisfactorily led and managed.

Physical education

The provision for physical education is **good** as it was at the time of the last inspection.

Main strengths and weaknesses

- Teaching is good and pupils of all ages and abilities achieve well.
- The school provides a good curriculum that is enriched by a very good range of additional learning opportunities.
- The subject is well led and managed.
- The swimming pool is an excellent resource, and pupils throughout the school achieve very well in swimming.

Commentary

74. The school provides a good and well balanced curriculum for Key Stage 1 and Key Stage 2 pupils, and during the course of the year, pupils take part in a full and wide range of physical education activities. By the end of Year 2 and Year 6 pupils attain the appropriate standards in their gymnastics work. The school provides very good opportunities for the pupils to take part in extra-curricular activities, and their performance in inter-school events over the last few years has shown good improvement. The swimming pool is operational from Easter to October half term, and is an excellent resource. All classes have weekly lessons when the pool is open, and as a result, pupils' achievement is very good and their attainment is above the expected level at the end of both Year 2 and Year 6. The annual swimming gala, hosted by the school, provides a good opportunity for the school to extend its links with other schools in the area.
75. During the inspection, gymnastics lessons were seen in both Key Stage 1 and Key Stage 2. At the end of Year 2 and Year 6 pupils attain the expected level in this aspect of their work. Pupils of all ages and abilities achieve well, and make good progress in individual lessons because of the way in which teachers help them to focus on ways in which they might improve their performance. As they move through the school pupils become noticeably more co-ordinated in their movements and show better control of their bodies as they hold balances, travel in different directions and at different levels and speeds, and join movements together to form short sequences. Pupils of all ages have a good understanding of the impact of exercise on their bodies, and where teaching is at its best, high levels of demand and challenge ensure that pupils put a great deal of effort into their work.
76. The quality of teaching and learning is good, and there are times when older pupils benefit additionally from the expert coaching of teachers from the local high school. Teachers often make good use of pupil demonstration to illustrate main teaching points and to share examples of good practice. Where teaching is most effective, pupils are asked to critically appraise the work of their classmates, picking out the positive aspects they have noticed about the performance of individuals. Throughout the school, very good attention is paid to matters of health and safety, and pupils are very well supervised when putting out apparatus. In the main learning support assistants are used well in physical education lessons to support individual pupils. Pupils of all ages have very positive attitudes and work hard in lessons, responding well to the teachers' suggestions for improvement. They are very co-operative, and work well together in small groups and pairs.

77. The subject is well led and managed. Good assessment systems are in place enabling teachers to build on what has gone before. Links with other schools and a wide range of extra-curricular activities add much to the pupils' learning and enhance the overall provision. The school's strong inclusion policy is very much in evidence in the way in which pupils with special educational needs are fully involved in lessons, and in the way in which abler pupils support those who are less agile and mobile than they themselves are.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. The provision for pupils' **personal, social and health education and citizenship** is **satisfactory** overall. No specific lessons were seen during the inspection, but good incidental opportunities for promoting pupils' personal development were observed throughout the inspection. There is currently no scheme of work to guide teachers' planning, and as a result, the provision is not as consistent as it might be.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	