

# INSPECTION REPORT

## **TENDRING PRIMARY SCHOOL**

Tendring, Nr Clacton on Sea, Essex

LEA area: Essex

Unique reference number: 114738

Headteacher: Mr Peter Brackley

Lead inspector: Mr Paul Evans

Dates of inspection: 29<sup>th</sup> September – 1<sup>st</sup> October 2003

Inspection number: Inspection number: 258091

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	113
School address:	School Road Tendring Near Clacton on Sea Essex
Postcode:	CO16 0BP
Telephone number:	(01255) 830 307
Fax number:	(01255) 831 297
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Anne Rigby
Date of previous inspection:	April 1998

## CHARACTERISTICS OF THE SCHOOL

Tendring Primary School is a small primary school which provides education for 113 pupils, 61 boys and 52 girls. Only a small number of pupils who attend the school live in Tendring village. The majority live in the surrounding area. The proportion of pupils who have been identified as being eligible for free school meals is well below the national average. There are no pupils in the school for whom English is an additional language or who come from an ethnic minority background. The proportion of pupils on the schools special educational needs register is below the national average, although the proportion with a statement of special educational need is broadly in line with the national average. Children's attainment on entry to the school varies from year-to-year but is average overall. Occasionally the number of pupils who join or leave a class is high and this has had an effect on the standards that pupils' reach and their achievement.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20737	Mr Paul Evans	Lead inspector	Special educational needs English Information and communication technology Music Physical education Religious education
19374	Mrs Wendy Sheehan	Lay inspector	
27667	Mrs Carolyn Renault	Team inspector	Foundation Stage Mathematics Science Art and design Design and technology Geography History

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## PART A: SUMMARY OF THE REPORT

A small village school near Clacton-on-Sea, inspected from 29<sup>th</sup> September to 1<sup>st</sup> October 2003 by an inspection team led by Mr Paul Evans.

### OVERALL EVALUATION

**The overall effectiveness of Tendring Primary School is very good.** This is a happy, ambitious and very effective school. Good teaching ensures that all pupils achieve well and are very well prepared for the next steps in their education. The very good assessment systems and the excellent monitoring of performance data contribute well to pupils' success. The excellent vision of the headteacher and his very good leadership promote good leadership and management in the rest of the school. The school promotes very good attitudes and behaviour among all its pupils. **The school provides very good value for money and offers a very good education to all its pupils.**

The school's main strengths and weaknesses are:

- The outstanding educational vision of the headteacher and his skills in teambuilding are central to the very good quality of education provided by the school.
- The headteacher's commitment to equality of opportunity and the needs of individual pupils is excellent.
- The monitoring of performance data, the reviewing of the school's provision and taking action to improve are excellent.
- Very high standards are attained in English, mathematics and science in national tests over an extended period. Standards in information and communication technology (ICT), art and design, design and technology and dance are above expectations.
- The use of literacy sessions and ICT to help pupils to learn other subjects is very good.
- In religious education there is inconsistency in the teaching in one class, some of which has been caused by the employment of a temporary member of staff.
- Teaching including the quality of planning and assessment is good throughout the school and leads to good learning and achievement.
- There is good provision for learning for children in the Foundation Stage and for those with special educational needs.
- Pupils are not taught well enough about the multi-cultural nature of society and their place within it.
- The cost of lettings is high. This restricts the use of the school's premises and resources by the wider community for lifelong learning.

Since the last inspection high standards have been maintained. The best improvements have been in the quality of the building and of teaching and learning. **Improvement overall has been good.** The key issues raised in the last inspection report have been **dealt with well.**

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	A	B	C
mathematics	A*	A*	A*	A*
science	A	A	C	C

Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.

**Pupils achieve well in all areas of the school and the achievement that they make between joining the school in the Foundation Stage and leaving at the end of Year 6 is very good.** The attainment of children joining the school fluctuates from year-to-year but is **average overall.**

Children in the **Foundation Stage reach standards which are above expectations** by the end of the reception class in all six areas of learning. At the end of Year 6, standards in English, mathematics and science have been well above average or in the top five per cent nationally since 1999. These results fell in English and science in 2002 due to unusually high levels of pupil movement, an unusual distribution of pupils' abilities in an unusually large class. The unconfirmed results of 2003 national tests show a return to the school's normally high levels.

**Pupils' attitudes and behaviour are both very good throughout the school and their spiritual, moral, social and cultural development is good overall.** However, pupils are not taught well enough about the multi-cultural nature of our society and their place within it.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. The quality of teaching is generally good, with many examples of very good teaching.** Teachers throughout the school have good knowledge and understanding of the subjects that they teach. Their planning is very good and they have high expectations for pupils' achievement. Pupils respond well to these expectations and have very good attitudes to their work. The quality of learning is good throughout the school.

**The quality of the curriculum offered to pupils is good and is well supplemented through a good range of extra-curricular activities.** Pupils are very well cared for and **receive very good support and guidance.** **Procedures for child protection, health and safety are very good.** The school has **very good links with parents and good links with the community.**

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the headteacher are very good.** The headteacher is a visionary leader and **promotes good leadership and management in his staff.** Financial management and monitoring are very good and governors know the strengths and weaknesses of the school.

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

**Parents have very positive views of the school.** In questionnaires, at their meeting with the lead inspector and when spoken to during the inspection, parents were very complimentary about the school. A very small number feel that they are not well informed about the progress that their children are making. Inspection evidence shows that the annual reports sent to parents are of high quality and give very clear information about all the subjects that pupils learn and the progress that they make.

**Pupils are very pleased with their school.** They have great confidence in all adults working in the school. Their questionnaires show that a small minority of pupils, both older and younger, do not think that lessons are fun or that other children behave well. Inspection evidence does not support either of these views.

## **IMPROVEMENTS NEEDED**

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

- Improve the teaching and learning about the multi-ethnic nature of society.
- Ensure the consistency of the delivery of religious education, particularly by temporary staff.
- Enable the community to have easy access to the school's accommodation and resources for learning purposes.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**All groups of pupils in the Foundation Stage achieve well** and by the time that they join Year 1 as a group they exceed expectations for their age in all six areas of learning. **Achievement in Years 3 to 6 is very good** based on pupils' levels of ability and their previous achievement. **Standards are good at the end of the Foundation Stage and Year 2 and very good at the end of Year 6.**

#### Main strengths and weaknesses

- At the end of Year 2, in the 2002 national tests, the schools results were well above the national average in reading, writing and mathematics.
- The school has achieved standards in reading and writing which are well above average and in mathematics which are above average, since 2000.
- At the end of Year 6, standards in English and science have been well above average, until 2002 when standards fell overall. The unconfirmed results of 2003 national tests show a return to the school's normally high levels.
- Standards in mathematics have been in the top five per cent nationally since 2000.
- Children in the Foundation Stage exceed the goals expected for their age (Early Learning Goals or ELGs) and achieve well in all six areas of learning.
- The use of the Literacy Strategy and ICT to teach other subjects is very well developed.
- The school's priority to raise standards in writing is having a positive effect.
- There are very high expectations for pupils' attitudes to their work and for their behaviour. The effect is that the school has a very effective learning environment which enables all pupils to achieve well.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	18.3 (15.9)	15.8 (15.7)
writing	15.8 (15.6)	14.4 (14.3)
mathematics	17.8 (16.9)	16.5 (16.2)

*There were 22 pupils in the year group. Figures in brackets are for the previous year.*

##### *Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	27.8 (29.8)	27.0 (27.0)
mathematics	30.0 (30.6)	26.7 (26.6)
science	28.9 (30.2)	28.3 (28.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year.*

1. **Pupils' attainment is average when they join the school. Children in the Foundation Stage exceed the expectations of the Early Learning Goals (ELGs) for children of this age because of good provision, high expectations and good teaching.**
2. The 2002 national test results show that by the end of Year 2 in reading, writing and mathematics, pupils' standards were well above the national average for all schools. In comparison to those in schools with a similar entitlement to free school meals, these results



were well above average in reading and above average in writing and mathematics. Teacher assessments in science showed that the percentage of pupils reaching Level 2 and above was above the national average. Pupils with above average abilities achieved very well and many of them attained the higher Level 3 in reading, mathematics and science.

3. In 2002, by the end of Year 6 standards in English were above the national average. In science standards were average, but in mathematics they were in the top five per cent nationally. The class also had an unusual distribution of ability levels and a high number of pupils joined and left the class during Years 3 to 6. However, the school's unconfirmed results for 2003 show a return to the higher levels in both English and science and a continuation of the very high levels attained over the previous years in mathematics. In 2002 the school exceeded its targets for the percentage of pupils reaching Level 4 and above in both English and mathematics. The percentage of pupils reaching the higher Level 5 was in line with the target in English and above that in mathematics. The school has exceeded all its targets for both Level 4 and Level 5 in both English and mathematics in the 2003 unconfirmed results.
4. An analysis of results shows how well different groups of pupils achieve. It was this process which identified the need to improve the school's results in writing, because they were not as high as those in reading. That initiative is having the effect of raising standards. Assessment information is very well used to track pupils' progress as they move through the school and inspection evidence confirms that they all achieve well in the Foundation Stage and Years 1 and 2 and very well in Years 3 to 6. The improved achievement of older pupils is made possible by the school building consistently on what they have learned earlier and, appropriately, increasing the level of challenge offered. Pupils with special educational needs make the same progress as their classmates because of the good work of the co-ordinator for special educational needs (SENCO), the very good support offered by teachers and learning-support assistants and the use of the well-written individual education plans in lessons.
5. **Standards are above average** throughout the school in **English, mathematics and science. Standards in information and communication technology (ICT) are above expectations** at the end of Year 2 and Year 6 and ICT is well used in the teaching of other subjects. **Standards in art and design, dance and personal and social development are above expectations** at the end of Year 2 and Year 6. This level of achievement throughout the school is due to good teaching and learning, very good use of assessment and the good monitoring of the quality of teaching and learning. Pupils of all abilities, including those with special educational needs, achieve well in relation to their capabilities and prior attainment.
6. Few lessons were seen in **history, geography, music, religious education and design and technology**, but from looking at the school's and the teachers' planning and pupils' past work it is judged that **standards** in these subjects **are satisfactory. Pupils' achievement in these subjects is satisfactory overall. Improvement since the last inspection has been good.**

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

**All pupils have very good attitudes to school. Attendance is average and punctuality is very good. Spiritual, moral, social and cultural development is good.**

### **Main strengths and weaknesses**

- Pupils' attitudes and behaviour are very good and on occasions exemplary.
- Children in the Foundation Stage have settled in very well.
- Relationships throughout the school are very good.
- There are few rules and self-discipline is very strongly promoted.
- Pupils are confident, because of the very good provision for personal, social and moral development.
- The school's provision for multi-cultural education is less than satisfactory.
- In spite of the school's efforts, links with the Education Welfare Service are less than satisfactory.

- Procedures for monitoring and promoting attendance are very good.
- Some families take holidays during term time which affects the school's attendance figures and the progress of those pupils involved.

## Commentary

### Attendance in the latest complete reporting year (94.8%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.2
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.

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Information not obtained

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
75	0	0
3	0	0
27	0	0

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

- The behaviour and attitudes of all pupils are very good and are a major factor in the friendly family feel of the school. There is a very good working environment in almost all lessons and friendship and high quality relationships pervade the school both in classrooms and at playtimes. In questionnaires a small number of pupils say that they would like to see the behaviour of others improved and that some lessons are neither interesting nor fun. Inspection findings show that behaviour is always very good and sometimes excellent. This is true even when no staff members are close by. Further investigation shows that pupils only find lessons dull when they are working in their least favourite subjects. The very consistent application of the behaviour policy and the high expectations for behaviour are very effective. Their attitudes to learning are also promoted well through the school's very good planning to deliver many foundation subjects through a topic based approach. This has a very positive effect on the way pupils learn.
- Pupils know the difference between right and wrong, have very good manners and respect the right of others to hold different opinions and beliefs to theirs. Attendance figures are affected by the few families who take holidays during term time. When pupils are absent from school for term time holidays it slows their learning and achievement. The school contacts families on the first day of any unexplained absence and actively promotes good attendance. The punctuality of all pupils is very good. Almost all parents say that the behaviour of pupils is good.
- The school council is in the early stages of its development. However, older pupils express the view that they already feel more involved in the workings of the school. Spiritual development is very good. However, there is an inconsistent approach to the teaching of religious education in one class taught on a short term contract by a temporary teacher. This has a limiting effect on the spiritual development of a small number of pupils on a few occasions. Moral development is fostered well through the expectation that pupils take responsibility for themselves and for others. Provision for social development is very good and pupils, through their learning and experiences in school, become mature, responsible young people by the time they leave the school. However, the provision for teaching pupils about the multi-cultural nature of our society and their place within it is unsatisfactory. The personal, social and emotional development of children in the Foundation Stage is very good.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided by the school is very good.** The quality of teaching and learning is good. Pupils are very well prepared for the next stage of their education.

### Teaching and learning

**The quality of teaching and learning is good overall, with assessment being very good. This leads to almost all pupils achieving well compared with their prior attainment** and compared with those in similar schools.

### Main strengths and weaknesses

- Teachers have good command of the areas of learning and planning for teaching more than one subject at a time is very good.
- Assessment is used very well by teachers to help them identify the next step in learning for pupils of different ages and different abilities in each class.
- Most teachers are very good at designing activities which interest and engage the pupils.
- There is a consistent approach to managing pupils' behaviour in a calm, firm manner, so that it is very good.
- Teaching assistants play an important role in supporting pupils with special educational needs or with different groups within classes.
- Pupils show good application and work hard. They can work collaboratively and independently.
- In a small number of lessons some pupils were not challenged appropriately and their achievement was reduced because of a drop in pace.

### Commentary

10. Good teaching makes learning interesting, creative and often fun throughout the school. The topic based approach to teaching and learning is effective because of the careful distribution of the National Curriculum programmes of study across the school's plan for the curriculum. The teachers' knowledge of individual pupils and their use of assessment to plan activities which interest them and match the next step in their learning are generally very good. The use of assessment information to track pupils' progress as they move through the school means that teachers can check that individuals remain on track to meet the targets they have been set. This contributes well to pupils' learning throughout the school. Parents and pupils believe that the quality of teaching and learning is good and this is well supported by inspection evidence.
11. In the best teaching a range of different strategies are used to achieve the learning objectives, including the use of ICT when appropriate. For example, the use of discussion partners ensures that pupils have the opportunity to discuss their work and develop reasoned opinions. ICT is used well to teach many other subjects, including English, mathematics, history and art and design, amongst others. For example, Year 6 pupils use computers to prepare "Maths Trails" for younger pupils. These are very well prepared problem sheets which test younger pupils' ability to put their mathematical knowledge to use in real situations. The "Trails" are presented as laminated cards, which are accompanied by quiz sheets and certificates which are presented when a pupil has completed a "Trail" successfully. This enables Year 6 pupils to use their mathematical and ICT skills in a practical way and gives excitement, challenge and reward to younger pupils in their mathematical learning.
12. The best lessons have good pace so that pupils achieve a lot. In a few lessons where activities did not engage the interest of all the pupils or appropriately match their ability, their interest dropped, as did the pace of learning. Overall, the expectations teachers set and the encouragements they offer pupils are very good throughout the school and this has the effect of raising pupils' achievement and the standards that they reach.
13. Group teaching is very well supported by learning assistants, who have a positive effect on pupils' learning. However, in a small number of lessons they are not as well deployed as they should be to support pupils during lesson introductions and summaries.

14. Mutual respect and positive work habits have been established throughout the school, with an emphasis on self-discipline and good behaviour. Homework is used well to reinforce learning and to encourage independence.

**Summary of teaching observed during the inspection in 19 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10	6	3	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

**The curriculum**

**The curriculum is broad and balanced and meets statutory requirements. Provision for children in the Foundation Stage is good and the provision for pupils in Years 1 to 6 is good.**

**Main strengths and weaknesses**

- Good provision is made for children in the Foundation Stage.
- The National Literacy Strategy has been adapted very well to improve pupils' writing. The National Numeracy Strategy has been implemented very well.
- Good provision is made for pupils with special educational needs.
- Good enrichment of the curriculum is produced through extra-curricular activities and educational visits and visitors.
- The use of information and communication technology (ICT) in other subjects of the curriculum is well developed.
- There is a weakness in the consistency of the delivery of religious education, when taught by a temporary replacement teacher.
- Year 6 pupils are taught simple French conversation, this raises their level of achievement.
- Work in the mixed-age classes is very well planned, both in the school's curriculum and in teachers' lesson plans.
- The improvement in the school's accommodation since the last inspection has had a very positive effect on the curriculum.
- The curriculum has had to be redesigned because of the increase to five classes. This has been achieved very well.

**Commentary**

15. The curriculum for reception children is good. Detailed plans successfully incorporate all the areas of learning that should be taught to children before they enter Year 1. Lesson planning is comprehensive and children have access to a wide range of interesting activities and learning experiences which provide a good balance between play and rigorous skills development. The easily accessible outdoor play area means that children have lots of opportunity for using a range of small and large play equipment. Children's achievement is promoted well in all areas of learning.
16. The school has adapted the National Literacy Strategy to match the needs of its pupils. The most recent strategy is to teach with a focus on writing or reading for a number of consecutive lessons. The early evaluation of this strategy is that it is raising pupils' achievement across the school. This is confirmed by inspection evidence. The school's very consistent application of the National Numeracy Strategy and its focus on the use of mathematical knowledge and understanding in practical problem-solving are factors in the high levels of mathematical achievement over a number of years. The school's curriculum planning for most foundation subjects is very well organised into topics. This approach, which links areas of art and design, design and technology, science, history, geography, music and religious education provides holistic learning for all pupils which makes it easier for them to see the links between subjects and has a positive effect on their learning. Plans for topics include links to the National

Curriculum programmes of study for each subject and short-term planning shows what pupils should learn in each lesson. Science is taught as a separate subject in Year 6. Both ICT and literacy lessons are used well in the teaching of other subjects which promotes good achievement.

17. There are a good range of sporting and other clubs such as ICT and drama. These are very well attended and have the effect of raising standards and achievement for all pupils who take part. Visitors to the school contribute well to pupils' learning. For example, a visiting sculptor promoted high-level learning and achievement in the creative arts. Many models are seen in the common areas of the school, which reflect its priority of promoting the creative arts.
18. The provision for pupils with special educational needs is very good. Clear procedures are in place and they closely follow the code of practice on the identification and assessment of pupils. The code has been carefully and effectively implemented by the experienced SENCO. Individual education plans are of good quality. Care is taken to ensure that the work provided for pupils is closely suited to their needs. Pupils are involved in the full range of school activities. However, recent changes to the way that pupils are assessed for a statement of special educational need have lowered the test and assessment requirements to a level which is presenting a barrier to learning for a small number of pupils.
19. The overall number and qualifications of teachers and learning-support assistants are good and contribute to the achievement of all pupils. Due to the very good leadership and management of the headteacher and the governing body, significant improvements have recently been made to the accommodation through the Public Private Partnership (PPP) between Caxton Facilities Management, the school and the local education authority. This means that there are very good areas for the teaching and learning of all subjects and this impacts well on pupils' achievement and the standards that they reach.
20. The school has good resources for teaching and learning in all subjects. These are easily accessible and are well used to promote good standards and very good achievement in all pupils by the time that they leave the school.

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

**The school offers good care, guidance and support to its pupils.**

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

- The school has a very good health and safety policy which is effectively implemented, ensuring that pupils work in a healthy and safe environment.
- The school has effective procedures for child protection.
- The school provides very good support, advice and guidance for pupils, based on monitoring their achievements and personal development.
- The school is improving at involving pupils in its work and development.

#### **Commentary**

21. The school buildings, playground and grounds provide a secure and safe environment and are very well maintained.
22. When pupils first enter school in the reception there are good induction procedures to familiarise children with the school and help them feel secure. They develop trusting relationships with the adults in school and this is noted by parents as a strength. The pupils say they have access to well-informed support, advice and guidance as they progress through the school. They are given advice on how to improve the standard of their work through regular discussions with teachers and by the consistently high quality of marking in every subject. This contributes well to their achievement and the standards that they reach.

23. Pupils' personal and educational well-being is a priority for staff. They know the pupils well and plan to meet individual needs. Pupils are involved in setting targets for improvement in their work and reviewing their own progress. This effectively raises pupils' standards and their achievement.
24. The learning-support assistants have a very good understanding of the needs of the pupils they support. They have very good partnerships with the class teachers; for example, providing notes taken in some lessons to inform planning and assessment. The learning-support assistants have very good relationships with pupils, promoting good learning by prompting them to think. In a very few lessons observed during the inspection the learning-support assistants were onlookers during the introduction or plenary section of lessons. In the very best lessons they are involved with individuals or groups at these times. They interpret, review or repeat the class teacher's questions and instructions, thus ensuring that all pupils are fully involved.
25. Pupils know that their views matter. They have appropriate opportunities to take on responsibility in school; for example, preparing the hall for PE or Year 6 pupils preparing music for assembly. The school council is in its early stages, but the pupils who have been chosen to represent their class have a clear idea of issues the council might consider and are confident that their ideas will be respected. Older pupils say that they are already more involved in decision making. This improvement is raising pupils' self-esteem and self-confidence which, in turn, has a positive effect on their achievement.

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

The school has very good links with its parents and other schools. **Community links, especially with the church, are good** and impact well on pupils' personal development.

### **Main strengths and weaknesses**

- There are very positive responses in the OFSTED questionnaire for parents.
- A good number of parents help in school.
- The attendance of parents at information evenings and the governors' annual meeting for them is poor.
- Most parents listen to their children read. Reading diaries provide good two-way communication, but are not well used by the oldest pupils.
- The school's location hampers community links.
- The high cost of lettings prevents the use of the school's buildings and resources by the local community for lifelong learning.
- Transfer arrangements with secondary schools are good.
- Annual reports are very good. They are very well written and give very clear messages in all subjects.
- Newsletters are a very good mix of curriculum information and advanced dates for performances, meetings and extra-curricular activities. They are very professionally produced.

### **Commentary**

26. The majority of parents value the information they receive. Their responses indicate that they are very happy with the quality of education provided for their children and their good rates of progress and almost all give the school both their personal and financial support.
27. All statutory requirements for the information that parents should receive are fully met. Annual reports on pupils' progress show very clearly what has been achieved in each subject and are of high quality. There are no procedures to regularly seek the views of parents, but the school is planning to develop this as part of the healthy schools initiative.
28. The level of support parents provide for their children's learning is very good and is helped by a wide range of relevant curriculum information, regularly provided through high-quality newsletters. Parents help out in school and support extra-curricular activities which have a

positive effect on pupils' learning and the standards that they achieve. A thriving friends association, Friends of Tendring School, raises good amounts of money which are used to support school initiatives; their well-run social events are important in promoting community links. These activities support the school well and contribute positively to pupils' achievement.

29. The high fees that are charged for hiring the school's buildings and using its resources, presents a barrier to them being used by the local community for life long learning.
30. The school has good links with its local cluster of schools and with Tendring Technology College. Colleagues from the two schools, including the SENCO, liaise closely, enabling the efficient transfer of vital information about individual pupils' needs. This contributes well to the good transfer of pupils and to their continued learning and achievement. Pupils transferring to the college are highly valued because they are so well prepared. The schools work together on cross-phase teaching in literacy, numeracy, ICT, science and physical education. This close co-operation contributes well to pupils' learning.

## LEADERSHIP AND MANAGEMENT

**Overall the quality of leadership and management is good. The quality of the leadership and management of the headteacher is very good. He inspires good leadership and management in the governors and all his staff.**

### Main strengths and weaknesses

- The headteacher is an inspirational leader.
- The teamwork amongst all staff is strong.
- Governors know what the strengths and weaknesses of the school are.
- Governors ensure that the school fulfils all its statutory duties.
- The headteacher's promotion of equality for all pupils irrespective of race, gender or ability is excellent.
- The monitoring of performance, including the analysis of data and the development of suitable action for improvement, is excellent.
- All staff provide good role models for pupils.

### Commentary

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

Income and expenditure (£)		Balances (£)	
Total income	341,957	Balance from previous year	49,708
Total expenditure	270,107	Balance carried forward to the next	21,558
Expenditure per pupil	2,126		

31. The headteacher and governors have used their knowledge of the school well to prioritise the needs of the school effectively. Financial management is very good and has been a demanding issue as the headteacher has had to make many adjustments due to the shortfall in the school's budget for the current year. The carry-over figure has had to be used to maintain staffing levels while balancing the books, in order to protect the provision for pupils' learning and achievement. Because of the budget reduction the school has been caused extra work in radically reviewing its development planning for the coming year.
32. The headteacher and governors have been very successful in improving the school's buildings through their involvement in the PPP with Caxton Facilities Management and the local education authority and the school is now well placed to provide very good conditions for teaching and learning for future years. The school has very good systems of self-evaluation in place and both staff and governors have a very secure knowledge of what needs development

to ensure that the school improves on its previous best performance. They have raised standards in English and mathematics significantly by the end of Year 2 and maintained high levels at the end of Year 6 by introducing a very good tracking system to monitor pupils' progress, which is used well by all staff to help them plan suitable work for pupils of all capabilities. The training of teaching assistants has been very effective and enables them to support pupils of different capabilities in the classroom so that they achieve well.

33. The good management of special educational needs by the co-ordinator and the headteacher's and governors' commitment to inclusion, ensuring that all pupils are equally involved in school life, also has the effect of raising standards and achievement significantly in class because individual needs are addressed very well. The headteacher's practice of including all staff in the development of initiatives for improvement is effective in raising standards throughout the school, including the Foundation Stage, where pupils make good progress and achieve well in response to good provision and teaching. The Foundation Stage is managed very well by the very hard working co-ordinator.
34. The senior management team is successful and contributes well to strong teamwork as it includes all members of the staff. However, staff changes have meant that the headteacher has had many pressing issues to deal with. He is working hard to create an appropriate work/life balance within the school through computerising the school's planning systems. This is already being implemented by staff and is already seen to be of benefit to them as there is a growing understanding of how it could reduce the time taken to plan. This enables staff to focus more effectively on raising the achievement and standards of their pupils.
35. The headteacher is a very good manager who is well supported by a very efficient administrator. The headteacher and the governors ensure that the principles of best value are used and these are central to the school's management and purchasing of resources. Procedures are good. The race-relations policy is monitored effectively and all staff are aware of its contents. The school has worked very hard to ensure that all pupils have equality of access to the curriculum. Opportunities for the continuous professional development of staff are good, arising out of the effective monitoring of teaching and learning and all teachers and learning-support assistants have been well supported.
36. The health and safety policies are implemented through the work of the very good premises manager. He ensures, through Caxton Facilities Management, that the buildings are kept in very good repair and that all the facilities are kept very clean and hygienic. The school has good systems for self-evaluation. All staff and the governing body are very keen to provide the very best for the pupils. Governors know the school's strengths and weaknesses well.



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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

**Foundation Stage children have a very good introduction to school** because they come into a secure environment where they are helped as individuals to settle quickly into school routines and make rapid progress. Most will achieve the goals set nationally at the end of the Foundation Stage and many will exceed them.

### Particular strengths in teaching and learning include:

- Excellent relationships between adults and children.
- Children's individual needs are well assessed and met.
- The integrated curriculum is well planned.
- Learning activities are fun.
- The quality of teaching is good in all areas of learning.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for children's personal, social and emotional development **is very good**.

### Main strengths and weaknesses

- Children are happy in school.
- They behave exceptionally well and playtimes are friendly and safe.
- They are learning to work with others and becoming self confident and independent.

### Commentary

37. The small number of Foundation Stage children admitted each term into the reception class means that children receive very good support from the teacher, the learning-support assistant and older pupils as they adjust to school life. They settle quickly and begin to achieve well, so that the great majority develop self-esteem and self-confidence at an early stage. **Leadership in the Foundation Stage is very good**, with the co-ordinator having a good understanding of how children develop and learn, which informs her planning and teaching. All staff have high expectations and share a commitment to providing a lively curriculum. This means that children soon develop positive attitudes to working well together. This has a positive effect on their learning and achievement.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- The curriculum is planned well and very good assessment is used to provide good opportunities for children in reception to develop at a pace appropriate to each individual.
- The teacher is skilful at directing questions to children of different abilities which provide exactly the right level of challenge for each one.
- The learning-support assistant provides very good support for small groups and individuals.
- Sometimes whole-class discussion sessions in this mixed-age class are too long for the reception children.

### Commentary

38. Children quickly become confident at speaking through answering questions or sharing their views, which are always valued by the adults. Children have lots of opportunities to speak and listen within small groups or as individuals throughout the day, developing a good vocabulary and listening skills. For example, they readily offered suggestions to develop the story about a child and a giant which was used very effectively by the teacher in PE and dance. Children

listen with enjoyment to rhymes and stories, look at books readily for pleasure and are encouraged to develop neat cursive handwriting.

39. The planning of the curriculum for communication, language and literacy is very closely linked to the national guidelines for children of this age. Opportunities for the use of language are frequent and children achieve well because of this. The learning-support assistant is well guided by the teacher. She understands the planning, is involved in ongoing assessment and supports the children's work very well. This has a positive impact on their learning and achievement.
40. On rare occasions the discussion or instruction at the beginning of a lesson is too long for children in the Foundation Stage. They find it difficult to maintain their attention, in spite of the close support of the learning support assistant and they do not learn as well as they could.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development **is good**.

### **Main strengths and weaknesses**

- There is a broad range of opportunities for children to use mathematics throughout the day.
- The good planning and assessment ensure that each child is helped to develop understanding at an appropriate level.
- There is good emphasis on exploring, investigating and talking about mathematics so that children develop very positive attitudes and secure understanding before recording.

### **Commentary**

41. The children develop a good understanding of number through activities which are enjoyable, for example, when children acted out the story of the Prince and Princess distributing 10p coins to the poor. The teacher used well-directed questions to help the most able children count forwards and backwards in tens and to carry out mental subtraction. Lower attaining children were encouraged to use their fingers and other strategies to count to ten.
42. Good use is made of the outdoor area, where children make good progress developing their understanding of "more than" and "less than". They have lots of opportunity to explore pattern, shape and space. These well-planned activities are carefully matched to the curriculum guidelines for children of this age. The teacher and the learning support assistant provide very good support for all children and assess their progress as they learn. Whenever possible children are given practical tasks which develop their understanding of mathematics well. These well-ordered learning opportunities impact well on children's learning and achievement in mathematics.

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

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

### **Main strengths and weaknesses**

- A very large proportion of activities are based on first-hand experience, encouraging exploration, observation, problem solving and discussion.
- Good use is made of the outdoor space for pupils to undertake activities linked to the topics that they are studying.
- Staff plan activities that are imaginative and enjoyable.

### **Commentary**

43. Resources are good and pupils are encouraged to use a wide range of tools, materials and equipment and to play with construction toys in their learning. For example, they constructed mobiles from a variety of junk modelling materials and hung them outdoors where they will be

used to learn about wind direction and force as part of the current topic work on air. Learning is good and pupils also attain greater manual dexterity and powers of observation because of the tasks that they are set.

44. Planning is always matched well to the national guidelines for the curriculum for children of this age. The teacher makes clear links with children's knowledge and understanding gained from their own experiences. Many activities involve role play and children thoroughly enjoy themselves often unaware of learning until the teacher reviews this at the end of a lesson. This contributes very well to children's achievement and forms a good base for future learning.

## **PHYSICAL DEVELOPMENT**

Provision for physical development **is good**.

### **Main strengths and weaknesses**

- The safe environment and positive ethos encourage children to move freely and with confidence so that they all join in well with physical activities.
- The easily accessible outdoor play area means that children have lots of opportunity for using a range of small and large play equipment.

### **Commentary**

45. Children have well-planned opportunities for physical development through a range of activities offering appropriate physical challenges using indoor and outdoor space and equipment. In the PE and dance lesson observed, the children showed a good range of physical control and co-ordination. All were helped to be aware of the difference between strong slow movements and short quick movements because of the teacher's skilful use of demonstration and explanation.
46. The good outdoor area is easy to get to from the classroom and is used well to extend the classroom into the outside. The teacher regularly plans to include children's physical development in all work no matter what the theme and they work actively both inside and outside. They develop good manipulative skills and work well together, often combining their physical efforts when working with small and large scale equipment. All children learn and achieve well because of the teacher's good knowledge and understanding of their needs and the range of activities provided.

## **CREATIVE DEVELOPMENT**

Provision in creative development **is good**.

### **Main strengths and weaknesses**

- The ethos of the whole school provides a rich environment in which creativity and expressiveness are valued.
- Teachers plan activities that are imaginative and enjoyable.

### **Commentary**

47. The school takes a pride in the value that it places on creative subjects. This work begins in the Foundation Stage and results in good learning and achievement for all children. Teachers plan imaginative and enjoyable activities so children have lots of opportunity to explore colour, texture, shape, form and space in two and three dimensions through drawing, painting, printing, modelling and sculpture. They are learning to memorise a large repertoire of songs and rhymes, which are sometimes used to reinforce other learning, such as mathematics. They are learning to appreciate musical performance. For example, they listened with interest to a piece of improvised music performed by Year 1 pupils.
48. Pupils are learning to express their thoughts and feelings in a variety of ways, for example, they joined in a PE and dance lesson with very good expression of emotions, such as fear. There is a well-equipped home corner and children are given opportunities for imaginative play as well

as more structured opportunities for role-play. All children have regular opportunities to develop artistic skills and the good range of opportunities enables good learning and achievement.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Provision for English is **good with some very good features**.

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

- The quality of teaching and learning is good with many strengths.
- Pupils' standards are high, especially in reading, speaking and listening.
- Recently-implemented strategies are raising standards in writing across the school.
- The assessment of pupils' progress is very good. Assessment information is very well used to track pupils' progress from year-to-year, to set targets and to promote achievement.
- Learning-support assistants are almost always used very well.
- Pupils' have very good attitudes to their work.
- Pupils' skills of literacy are used very well in other subjects.
- The way pupils present their work is developed well.
- Marking of pupils' work is good. Teachers almost always use written comments to guide future improvement.

#### **Commentary**

49. Standards in national tests are high and all groups of pupils achieve well in relation to their prior attainment. Those with special educational needs also achieve well. Pupils enter school with sound speaking and listening skills. This capability, combined with good teaching and a high level of parental support at home, provides a satisfactory starting point for developing high standards later in reading and writing. Pupils make good progress and achieve well as a result of this combination. Teachers provide challenging work in both grammar and texts and plan very well as a result of their very good use of assessment techniques. This enables them to extend and improve the knowledge of all pupils. Pupils with SEN receive good individual teaching and this gives them confidence to manage their own problems better and work more independently. Teachers and teaching assistants use individual education plans well and parents are kept fully informed and involved in their children's progress. This impacts well on the learning and achievement of these pupils.
50. Teaching is good, with brisk pace, thorough planning and interesting texts. The teaching of reading, especially reading aloud, is very good. In Years 1 and 2 teachers set a very good example to pupils as they are learning to read expressively and, by the time pupils are in Year 6, they read aloud with confidence, able to use their voices well to add meaning and interest to the text. As a result, other pupils listen with interest and respect and it is a positive experience. Teachers work very well with teaching assistants, giving clear written instructions and almost always making good use of their time. On those very few occasions when they are not used well, they are not required to give direct support to pupils during lesson introductions or summaries. This fails to support pupils as well as they should be and has an adverse effect on their achievement in a small number of lessons.
51. Teaching assistants keep careful notes of pupils' attempts at their work and by their focused support enable them to improve their rate of progress. By the end of Year 2 pupils know the sounds of letters very well. They read fluently, their writing is clear, imaginative and well punctuated and their spelling is phonetically justifiable and good overall. Pupils know the writing conventions of fairy stories, such as "Once upon a time" and "Long ago" and they really enjoy poetry, especially when they match up rhyming words. By the end of Year 6 they are avid readers with a love of learning. They write in many genres and some very good writing was seen in their history books when they wrote accounts of life in the Second World War and of

poverty in Victorian times. Pupils in both the infants and juniors speak clearly and articulately. They have a good, varied vocabulary and clear thinking skills.

52. At the moment the school has a particular focus on raising pupils' standards of writing. This was identified as a priority when the very good analysis of tests results showed a gap between the standards achieved in reading and writing. The school is being innovative in the ways that it is approaching this and one strategy being used is the teaching of writing as a focus in a series of consecutive lessons. The evaluation of this so far is that the extended focus, for example, in a Year 3 and 4 class when pupils developed a piece of non-chronological writing about Boudicca's response to the Roman invasion, is that it is already having the effect of raising standards and pupils' achievement. Inspection evidence supports this judgement. Progress and achievement in these lessons are always good or very good. It is also a very good example of the very effective use of the National Literacy Strategy to teach other subjects.
53. While pupils work at a good speed, their presentation does not suffer. There are high expectations for presentation and even in draft work pupils in Year 2 and beyond write in a good, cursive style and take a pride in their work. Teachers' marking is almost always helpful to pupils in showing them how to further raise their standards. The library and ICT suite are well used in the teaching and learning of literacy. Pupils are keen to learn and work hard and their behaviour is very good.
54. The co-ordinator's leadership is good. The school team has worked together very well to raise pupils' standards and achievement in English, particularly in writing.

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

55. Pupils' good general knowledge, combined with their good use of grammar when speaking means that they communicate very fluently and confidently in English and other subjects. Use of literacy across the curriculum, especially in science, ICT, drama, history and geography is very good. This use of literacy skills in a wide area of the curriculum has a positive impact on pupils' learning and achievement.

### **French**

The quality of provision in French **is good**. All pupils achieve well.

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

- A good programme of study enables progression from lesson to lesson.
- The teacher is well supported by the school secretary in providing this teaching and learning in French.
- Pupils are keen to learn and their attitudes to the subject are good.
- Extra practice during assemblies is not the best use of this time.

#### **Commentary**

56. Standards in spoken French are good and pupils make good progress in lessons. The quality of teaching is good and the programme of study ensures progression. Each lesson builds upon the previous one and the range of vocabulary is repeated in successive lessons. This successfully consolidates pupils' knowledge and understanding of French vocabulary and basic grammar as they progress. One half of the class is taken out of assembly once a week for extra practice in preparation for the next lesson. This has only a limited effect and although the content of the assembly is conveyed to pupils who were absent, this provision is not the best use of their time.
57. Pupils enjoy their French lessons, behave very well and show a real interest in the subject. The teacher and her assistant show good knowledge and understanding of French and are careful to foster good pronunciation from the pupils.

## MATHEMATICS

Provision in mathematics is **good** because it is well-planned and taught throughout the school and the pupils achieve very well.

### Main strengths and weaknesses

- There is a positive attitude towards mathematics and learning is enjoyable.
- Teachers have high expectations of pupils' behaviour and work.
- Teachers make very good use of assessment.
- By the end of Year 2, pupils' attainment is well above the national average. By the end of Year 6, their attainment is in the top five per cent nationally.
- Pupils achieve well throughout the school and by the end of Year 6 their achievement is very good based on their abilities and prior learning.
- Relationships between adults and pupils and between pupils are very good.
- Leadership and management of mathematics are very good, with staffing and resources used well to achieve the highest standards.

### Commentary

58. The lessons observed demonstrated that teachers have good subject knowledge and a good understanding of the pupils' needs, based on very good use of a range of assessment strategies. The teachers and learning-support assistants help and encourage the pupils to learn. For example, skilful questioning was used to challenge the more able pupils in Year 6 to reduce equivalent fractions, using their knowledge of times tables and doubling. In a Year 2 lesson the most able pupils were familiar with the term "multiple" and knew that it is helpful to start with the highest number when adding three numbers. They carried out rapid mental addition of two- and three-digit numbers and reinforced their understanding of the concept of difference through a fun activity in pairs. All lessons observed demonstrated good variety and pace to keep pupils working hard and maintain their interest. This very good provision enables pupils to achieve very well and to reach high standards.
59. The standard of work seen in pupils' books overall is above national expectations. Pupils of all abilities are given work that matches their ability in all areas of mathematics. Regular marking offers suggestions on how pupils can improve and develop. The most able pupils are able to make rapid progress because they are set challenging work including mathematical investigations and extension activities. Homework is regularly set and marked, helping pupils consolidate their learning and raise their achievement. Since the last inspection the school has sustained good standards of teaching, learning and attainment.

### Mathematics across the curriculum

60. Well-planned topics provide rich opportunities for pupils to use their mathematical skills and knowledge in a variety of real situations, helping to consolidate their understanding. This contributes well to pupils' learning, achievement and the standards that they reach. The youngest pupils have many opportunities to use mathematics as an integral part of classroom activities and discuss their work using well-developed mathematical language. As they progress through the school they are encouraged to try different approaches and overcome difficulties when they are solving problems. By Year 5 and Year 6 the pupils are able to apply their mathematical knowledge and skills to practical projects in other subjects such as science, art and design and design and technology such as measurement in map-work, graphs in science, and tessellation in history work on the Romans. Numeracy is used well across the curriculum. There are very effective links with other subjects, such as ICT, science and the creative arts, which helps to consolidate pupils' knowledge and understanding.

## SCIENCE

Provision in science is **good**.

### **Main strengths and weaknesses**

- A well-planned curriculum provides lots of opportunities for pupils to carry out their own investigations and explorations.
- A good scheme of work has clearly identified science objectives in each topic.
- Science is taught as a separate subject in Year 6, ensuring that pupils consolidate their knowledge and skills in every area of science.
- There are no individual targets for pupils in science to help ensure that they make appropriate progress in line with their prior attainment.

### **Commentary**

61. Pupils of all abilities achieve well. By the end of Year 2, pupils' attainment is broadly in line with national averages, with the proportion of high-attaining pupils above national averages. By the end of Year 6 the proportion of pupils attaining the national standard and higher is above the national average.
62. Although standards are still slightly above the national average for pupils at the end of Year 6, there has been a slight decline in the standards attained in science since the last inspection. The reason for the decline is explained by the number of pupils leaving and entering the school, with some classes having more turbulence and a higher level of lower attaining pupils than others.
63. In the lesson observed in Year 6 there was good direct teaching, with science being treated as a separate subject. The teacher used very good strategies to involve the pupils and help them develop scientific skills of predicting, extrapolating and interpreting data and the pupils all demonstrated good achievement in constructing a graph based on scientific data. Thus good use was made of their mathematical knowledge and understanding. The overall attainment of the pupils was above national expectations for this age.
64. Pupils have good opportunities to carry out scientific investigations and develop their understanding, knowledge and skills through a good variety of activities. For example, the recent topic on water provided very good opportunities for pupils to carry out scientific enquiry, and a pupil of below average ability in Year 6 was able to construct a graph to record the rate at which sugar dissolves in water. The temperature and time were accurately recorded and the method described. The work was at the level expected nationally for pupils of this age. In a piece of work about air resistance a pupil of average ability in the same class demonstrated how subject links are made with literacy. The work of very able pupils in Year 5 demonstrates that they have already exceeded the national expectations for pupils at the end of Year 6. The marking of pupils' work was constructive in showing them how they could improve in future, as well as affirming their good efforts. This effectively promotes pupils' learning and achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teachers plan an interesting range of activities that help to make learning purposeful.
- ICT is used to teach a good range of other subjects.
- Teachers' use of computers for planning provides good role models for pupils.
- Pupils are confident about using their ICT skills in other subjects.
- ICT skills are sometimes taught in lessons which are planned to develop pupils' specific knowledge, understanding and skills in the subject. However, much skill development is undertaken while computers are being used to teach other subjects.
- The leadership and management of ICT are good. Provision has been improved well since the last inspection.

### **Commentary**

65. Only a small number of lessons were seen during the inspection. Other evidence was gathered by sampling pupils' work and talking to them and members of staff.
66. Standards of attainment are above national expectations by the end of Year 2 and Year 6, with pupils achieving well. They have a good range of basic skills and benefit from the good opportunities they are given to apply these skills in lessons. They have a good understanding of the many applications of ICT, with teachers acting as good role models by making good use of ICT as a teaching aid.
67. All pupils have equal access to computers, irrespective of their ability, gender, age or the fact that they have special educational needs. Teachers know what each pupil can do and what they need to learn next.
68. Overall the quality of teaching is good. The school is fortunate to benefit from a well-resourced ICT suite. This is used well to teach specific skills and other subjects. For example, one junior class used computers to publish a news report about the Roman Invasion. The quality of teaching and learning was very good and the lesson successfully combined teaching and learning in English, history and ICT. This promoted pupils' learning and achievement well.
69. The school chooses the areas in which it uses ICT as a medium for teaching and learning and this results in ICT being used very well in this way. Leadership and management are good. There have been significant improvements in provision since the last inspection, with attainment higher because of the improved resources, teaching and leadership. The headteacher has worked through a carefully considered plan for the improvement of provision, with funds allocated wisely. Training of staff has been a key factor in the improvements that have taken place.

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

70. Pupils are given good opportunities to use ICT across the curriculum and use a good range of software in subjects such as geography, history, science, English and mathematics.

## **HUMANITIES**

### **Religious education**

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

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

- The locally agreed syllabus is followed closely.
- Most teachers have high expectations of pupils' presentation and the amount of work that they do.
- On one occasion pupils' learning has been slowed because the replacement teacher did not follow the school's programme for religious education.

#### **Commentary**

71. No lessons were seen. However, whole-school curriculum planning and teachers' plans show that the subject is taught regularly and that the locally agreed syllabus is closely followed. From looking at pupils' work it is clear that most lessons provide a sound level of learning and achievement. Standards are in line with the expectations of the Locally Agreed Syllabus. Teachers have high expectations of the amount of work that pupils will complete and of the presentation of work. Teachers always mark pupils' work and much of their marking contains written comments which praise pupils' efforts or give clear guidance on how they could improve their work. Looking at pupils' work also showed that in one class lessons were not taught as required in the school's scheme of work or to the expected timetable. This happened when a short-term supply teacher have covered for a regular member of staff. The school did



identify this through monitoring but too late to correct it. This had the effect of slowing learning in religious education for the class involved and is less than satisfactory.

## **History and geography**

Provision in history and geography **is satisfactory**.

### **Main strengths and weaknesses**

- The integrated curriculum helps reinforce learning in history and geography.
- History provides a tool through which pupils can develop skills in other subjects, such as narrative writing in literacy.
- When activities in lessons are unchallenging and are not matched carefully to pupils' abilities and learning style the pace of learning falls.
- Pupils achieve well because there are lots of good opportunities for them to use the mathematical, literacy and ICT skills in geography.
- Progress is slow in lessons when pupils do not behave well.

### **Commentary**

72. Standards in history and geography are in line with expectations at the end of Year 2 and Year 6. Neither history nor geography was a focus for this inspection and few lessons were observed. Work in pupils' history folders and books shows that they achieve well in lessons and have a sound understanding of events, people and changes in the past. For example, in a lesson observed in Years 3 and 4 the pupils were challenged to reason and think about the storage of food and rubbish in Roman Britain. By the time they reach Year 6 most pupils demonstrate sound understanding of chronology and the more able know that some events have been interpreted in different ways and give reasons why. Pupils throughout the school are given opportunities to find out for themselves from a range of sources of information, including IT.
73. Pupils' geography work shows that they achieve well in lessons and acquire a sound knowledge of where places are and what they are like, including an appreciation of the lifestyles of people who live there and how places and environments change over time. They develop a sound understanding of patterns and processes in physical and human geography, such as the effect of different climates on the way of life in India and the Nile delta. They develop sound mapping skills. For example, a lesson in Years 1 and 2 helped pupils identify the angles from which objects are viewed in order to interpret plans. They have opportunities to carry out geographical enquiry, using fieldwork as well as a range of other sources of geographical information.
74. Pupils' learning and achievement in history and geography are satisfactory overall.

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

### **Art and design**

Provision in art and design **is good overall**.

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

- Art and design is given high status, with pupils' work displayed attractively throughout the school.
- Art and design are successfully integrated into other areas of the curriculum, enhancing the learning.
- ICT is well integrated into the art and design scheme of work.
- There is not enough opportunity for pupils to look at art and design from other cultures and traditions.

### **Commentary**

75. During the inspection it was not possible to observe art lessons in every class. The pupils attain high standards and their achievement is good, for example, in the work in Years 1/2 based on Van Gogh's "Sunflowers".
76. The successful integration of art and design with other areas of the curriculum is evident from, for example, the large three-dimensional figure of a Roman soldier whose armour and uniform had been researched for accuracy. Greek theatre masks made by pupils in Years 3 and 4 not only demonstrate the development of skills of handling and rolling clay but also good understanding of the concepts of tragedy and comedy in Greek theatre.
77. By the time they reach Year 6, pupils attain standards above those expected nationally at this age. For example, the sketchbooks of pupils in Year 6, at the beginning of the present school year demonstrate their ability to experiment with pastels to achieve variations in tone, shape and form as they begin to plan a design based on containers. They achieve well and their standards are good.
78. The school gives a high status to the creative arts. Pupils are given time to study projects in depth, returning to work to improve and develop ideas. This is evident from work produced during a recent Creative Arts Week, where pupils had achieved a good standard of finish to large three-dimensional figures. The pupils take pride in their work and it makes a good contribution to the social and spiritual life of the school, with, for example, a millennium quilt project having pride of place. Governors support the work in school through voluntary help in lessons and supplying resources. Visiting artists are used to working with staff to improve their skills and to working with pupils, providing artistic inspiration.

### **Design and technology**

Provision for design and technology **is satisfactory**.

The subject was not a focus for inspection and no lessons were observed. From looking at the school's planning it can be said that the school meets the requirements of the National Curriculum in this subject. Design and technology is taught as part of the school's three year cycle of topics which ensures progression in mixed age classes.

### **Music**

No lessons were seen; consequently no judgement were made about provision. However, the school's curriculum plan, timetables and teacher's planning show that all aspects of the subject are taught regularly. Pupils' learn to appreciate music, for example, when listening to and interpreting different pieces in a dance lesson. The school meets the requirements of the National Curriculum and pupils' standards are at least in line with expectations.

### **Physical education**

Provision for physical education **is good**.

### **Main strengths and weaknesses**

- The provision for dance is good throughout the school.
- Standards in dance are very good by Year 6.
- Traditional games skills are well taught.

### **Commentary**

79. In keeping with its commitment to the creative arts, the school provision for dance is very good. The youngest pupils are taught to listen carefully to music, to interpret what they hear and to fit their movements to the rhythm, pulse and beat. Good and very good teaching promotes the

development of poise and high expectations for the use of space encourage an awareness of the range of movement which is possible. By the time that they reach Year 6, pupils have a very good range of movements. They also develop a very keen awareness of the power or subtlety of different pieces of music and fit graceful or strong movements to them showing a very good interpretation of sounds. Throughout the school pupils make good progress in dance and their achievement is very good by the time that they leave.

80. Traditional games skills are well taught throughout the school and this is well supported through a good range of extra-curricular sports clubs. The school enters games and sports competitions and is often successful. The school was runner up in the latest McDonalds rugby union competition. Pupils' achievement is good and the well-subscribed sports clubs benefit those who attend and contribute significantly to their achievement and the standards that they reach.

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

No direct teaching of citizenship was seen although the school has a clear scheme of work for its delivery. The school's plan shows that the school does provide a suitable curriculum covering sex education and it develops in its pupils an appropriate awareness of the dangers of the abuse of alcohol and drugs. Personal and social development is very strong, as recorded in other parts of this report.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

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

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