

# INSPECTION REPORT

## TUDOR COURT PRIMARY SCHOOL

Grays, Essex

LEA area: Thurrock

Unique reference number: 115057

Headteacher: Mrs V E Northall

Lead inspector: Mr G Bassett

Dates of inspection: 15<sup>th</sup> - 17<sup>th</sup> March 2004

Inspection number: 258244

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:	546
School address:	Bark Burr Road Chafford Hundred Grays Essex
Postcode:	RM16 6PL
Telephone number:	(01375) 480 662
Fax number:	(01375) 480 262
Appropriate authority:	Governing body
Name of chair of governors:	Mr M Carpenter
Date of previous inspection:	25 <sup>th</sup> February 2002

## **CHARACTERISTICS OF THE SCHOOL**

Tudor Court Primary School is situated within the Chafford Hundred housing development in West Thurrock near Grays. The socio-economic status of the area is broadly average. At the time of the inspection, most of the children were white, with a small proportion of Asian and Black African children. All the pupils come from owner-occupied homes and a small proportion from housing association houses. Twenty-nine children have joined the school this year and 22 have left. The school was opened in 1992 with approximately 60 pupils on roll. The building has been extended twice since then and is about to have further building work added to help accommodate the 521 full-time pupils in Reception to Year 6 and 25 part-time children in the Nursery in the morning and 25 in the afternoon. There are 275 boys and 246 girls. There are 18 classes and some of the pupils are grouped into mixed-age classes. It is much larger than most primary schools and has grown from 357 since the last inspection two years ago. The Reception children join the school in September and January each year as they move up from the Nursery class where they have attended part-time. Their attainment on entry to Year 1 is shown by the school assessments to be well below the expected levels in reading, writing and mathematics, although their skills and knowledge are higher in the other areas such as knowledge of the world, creative and physical development.

The number of pupils with special educational needs is below the national average. There are four pupils with statements, which is also below the national average. There are 43 pupils with English as an additional language but none who require additional language support.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21500	Mr G Bassett	Lead inspector	Information and communication technology Art and design
14347	Mrs J Lindsay	Lay inspector	
22990	Mr C Furniss	Team inspector	English Physical education
30669	Mrs M Sandercock	Team inspector	Science Special educational needs
20560	Mr P Adams	Team inspector	Mathematics Geography History
18524	Mrs A Shaw	Team inspector	Music Religious education English as an additional language Foundation stage
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school that has improved significantly since the last inspection. It is no longer an underachieving school. The headteacher is the driving force behind all the improvements that have taken place since the last inspection. The pupils' standards are in line with the national expectations and their achievement is good, overall. The governance of the school is satisfactory and the governors fulfil their statutory responsibilities. The school provides **good value for money**.

#### The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good and she has a very clear vision for the future development of the school, which is well supported by the governing body.
- The pupils' attitudes and behaviour throughout the school are very good because the school cares for all pupils very well, giving them good support and guidance.
- The standards in all subjects are not high enough because some higher-attaining pupils need to be challenged by more demanding tasks.
- The quality of teaching is good overall and often better, and this leads to good achievement.
- There is no common format for the day-to-day recording of what each pupil can do in all subjects.
- The provision for pupils with special educational needs is very good and all pupils benefit from the good support given to them by the teachers and teaching assistants.
- The accommodation is unsatisfactory for the number of pupils in the school.
- Attendance is below the national average.

The school has made good improvements since the last inspection and all the issues raised have been dealt with appropriately. The headteacher has provided a very clear direction to the improvements made through the school. Where there were weaknesses in the curriculum, she has improved the arrangements of the timetable for the pupils in Years 1 and 2 and has established schemes of work for all subjects and assessment procedures for English, mathematics and science that are completed accurately at the end of each half-term. She has developed the skills of the governing body effectively so that they now fulfil their responsibilities satisfactorily. The quality of teaching has improved, with more lessons being good or better because of the good quality of planning. The pupils all achieve well as they move through the school. The school is now well placed to continue to make improvements and to raise standards.

### STANDARDS ACHIEVED

**The pupils' achievement is good overall and standards are in line with the expected levels by the time the pupils are eleven.** Most of the children enter school in the Nursery and Reception classes with standards in the six areas of learning that are below the levels expected for their age. Their achievements are good and most are on course to reach the expected goals in their creative, physical and personal development as well as in their knowledge of the world by the time they enter Year 1. However, their standards in literacy and numeracy are currently well below the levels expected and most will not reach goals expected by the end of the Reception class.

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

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

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

The achievement of the pupils in Year 2 is **good** overall and standards **are in line** with the expected levels in reading, writing, mathematics, science, ICT and religious education. Those pupils with special educational needs achieve well. The pupils from ethnic minority groups achieve as well as other pupils in each class. At the end of Year 6, the overall trend in the pupils' standards in English, mathematics and science is broadly in line with the national trend. However, in the recent national tests in 2003, the standards in science and mathematics fell below the national average. This was caused partially by an increase in the number of pupils with special educational needs in this year group and the fact that the proportion of pupils that reached the higher Level 5 was below the national average in science and well below in mathematics. Current standards in Year 6 in English, mathematics, science, information and communication technology and religious education are in line with the expected levels and the pupils achieve well. The pupils' achievement in their personal qualities, including their spiritual, moral, social and cultural development is **very good**. Their behaviour and their attitudes towards their work are **very good**. They are confident and show good interest in their work. Attendance is **below average** because of the rise in the number of holidays taken during school time.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good overall** and **very good** in the Foundation Stage. The quality of teaching throughout the school is **good overall** and the curriculum is **satisfactory**.

The quality of teaching in the Foundation Stage and in Years 3 to 6 is good, overall and often very good, whilst in Years 1 and 2 it is satisfactory. The teachers use effective teaching methods to develop the pupils' skills and knowledge but they do not always provide extension work for the more able pupils. They have high expectations for the pupils' behaviour. The curriculum is satisfactory, and is now based securely upon the national guidelines and schemes of work. This is a significant improvement since the last inspection. There are good arrangements at the end of a theme for recording what each pupil can do in English, mathematics and science but, for other subjects, this is not totally satisfactory. The teaching assistants are deployed well and give good support. All pupils are fully involved in all that the school does. The links with parents and the community are good and those with other schools are satisfactory. The school looks after its pupils well and listens to their views very sensitively through the school council and also through discussions in lessons. The accommodation is unsatisfactory especially because of the cramped conditions in the hall and the lack of a school library, which restricts the pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**. The leadership of the headteacher is very good. The school's performance is checked carefully and the headteacher is fully aware of the school's strengths and weaknesses. The governance of the school is **satisfactory**. The headteacher has formed a conscientious senior leadership team, which has supported effectively all the improvements since the last inspection. The co-ordinators provide effective leadership to the development of their subjects.

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

The parents have positive views about the school. They appreciate the openness of the staff and the headteacher and the way they welcome their children into the school. Parents do not always give support to functions organised. They praise the quality of care and support that the school gives their children. The pupils enjoy coming to school.

## **IMPROVEMENTS NEEDED**

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

- Ensure that all the higher attaining pupils are sufficiently challenged by more demanding tasks to raise the standards in English, mathematics and science.
- Agree common assessment procedures for all subjects.
- Pursue all methods possible to improve the accommodation for the number of children in the school.
- Do more to improve the attendance rate.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The standards at the end of Year 6 are currently in line with the national expectations overall and the pupils' achievement is good. The pupils' standards on entry to the school are below, and often well below, the expected levels for their age. All the children in the Reception Year achieve well but there is still a high proportion that will not reach the goals expected in literacy and numeracy by the time they enter Year 1. Currently, the pupils in Year 2 continue to achieve well overall and their standards in reading, writing, mathematics, science and ICT are broadly in line with the expected level for their age. The pupils' standards in Year 6 are currently in line with the national expectations in English, mathematics, science and ICT.

#### Main strengths and weaknesses

- Most of the pupils achieve well in all subjects and raise their standards from well below average to broadly average, during their time in the school, because of the good quality teaching.
- Not all the higher-attaining pupils are challenged by extension tasks that raise their standards to above average.
- Most of the children enter the school with attainment well below expected levels for their age but they achieve well.
- The pupils with special educational needs and those from ethnic minority backgrounds achieve well.

#### Commentary

1. Last year, the pupils in Year 6 attained standards in the national tests that were broadly in line with the national average in English but below average in mathematics and science. These results were lower than those for the previous year and were a direct result of the significant proportion of pupils with special educational needs in the year group and the additional pupils with special educational needs who joined the school at the beginning of the year.

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

Standards in:	School results	National results
English	26.9 (28.4)	26.8 (27.0)
mathematics	25.7 (27.6)	26.8 (26.7)
science	28.1 (29.1)	28.6 (28.3)

*There were 68 pupils in the year group. Figures in brackets are for the previous year.*

2. The proportion of pupils that reached the higher Level 5 was in line with the national average in English and this reflected the additional focus placed upon raising the pupils' standards in reading and writing. However, the proportion of pupils that reached the higher Level 5 in science was below the national average and well below in mathematics. This pulled down the overall attainment in these two subjects. When compared with similar schools, the results show that the school's performance was well below average in all three subjects. The target set for English was met because of the good quality of teaching and the effectiveness with which the teachers had planned the pupils' development in reading and writing. The school target for mathematics was not met, partly because too many pupils did not reach the expected level. The results of the national tests for the past few years show that the school's trend is broadly in line with the national trend in all three subjects. There is no significant

difference between the standards reached by boys and girls, and the pupils from ethnic minority groups achieved as well as other pupils.

3. The results of the national tests at the end of Year 2 in 2003 show that the school's performance in reading and writing was well below the national average. The proportion of pupils reaching the higher Level 3 was also below the national average in reading and writing. The results for mathematics show that the school's performance was in line with the national average and the proportion of pupils reaching the higher Level 3 was also broadly average. These results when compared with similar schools show that standards were well below average in all three areas. However, since the last inspection, the pupils' standards in reading, writing and mathematics have improved, even though the comparisons shows that results are below the national average.

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

Standards in:	School results	National results
reading	14.3 (16.0)	15.7 (15.8)
writing	13.0 (14.2)	14.6 (14.4)
mathematics	16.3 (17.4)	16.3 (16.5)

*There were 67 pupils in the year group. Figures in brackets are for the previous year.*

4. The children's attainment on entry to the school varies from child to child but overall, their standards are well below the expected levels for their age by the time they enter Year 1. Nevertheless, they make good progress and achieve well whilst in the Nursery and the Reception class. The children settle very quickly to the routines of the school and they achieved well in the lessons observed. They have made particularly good progress in the development of their creative and physical skills, in their knowledge and understanding of the world and in their personal, social and emotional development. It is evident, from the good quality of teaching and the very thorough assessment records already completed, that nearly all are on course to reach the Early Learning Goals in these areas of learning. However, despite making good achievements since joining the school, only a third of the children have reached the Early Learning Goal in literacy and half in their mathematical development.
5. Currently, the achievement of the pupils in Year 2 is good, overall, and standards are in line with the national expectations in reading, writing, mathematics, science and information and communications technology (ICT). The pupils' standards in Year 6 are in line with the levels expected nationally in English, mathematics, science and ICT, overall. The analysis of the pupils' assessment records and their work indicates that all pupils have achieved well since Year 2 but not all the higher-attaining pupils are exceeding the expected levels to achieve very well. The pupils identified as having special educational needs and the lower-attaining pupils achieve well in relation to their peers. There is no significant difference between the achievements of the pupils from the ethnic minority groups and other pupils.
6. This good achievement is a direct result of the raising of the school's expectations by the headteacher and the good quality of teaching. The accurate assessment records at the end of each half-term also provide the teachers with reliable information about each pupil's achievements. The organisation of the pupils in Years 3 to 6 into groups of similar ability has also helped to raise standards and achievement.
7. The pupils' standards in religious education throughout the school match the expected requirements of the locally agreed syllabus. It is not possible to make judgements about the standards reached in art and design, design and technology, history, geography, music or physical education because too few lessons were seen during the inspection.

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

The pupils' attitudes are **very good**, as is their behaviour. Relationships are also **very good** throughout the school. The pupils' social and moral development is **very good**; their spiritual and cultural development is **good**. The attendance levels are **unsatisfactory**. The pupils' punctuality to school is **satisfactory**.

## **Main strengths and weaknesses**

- Pupils of all ages show a very high level of interest in all aspects of school life.
- Behaviour is very good and bullying and harassment are kept to a minimum.
- The pupils relate very well to each other and to the adults in school.
- The pupils are very confident and welcoming.
- The pupils' social and moral development is very good.
- The level of authorised absence is increasing and attendance is now below the national average.

## **Commentary**

8. It is very evident from observing pupils and from talking to them that they enjoy coming to school very much. The great majority of parents state that their children like school confirms this. Attitudes to school have improved since the last inspection. Pupils become engrossed in their work and concentrate very well, especially when the tasks are suitably challenging and interesting. For example, children in the Nursery were very interested in the seedcake-making activity, talking about how the ingredients changed and what we use a fridge and an oven for. Older pupils showed a high level of interest in a personal, social and health education lesson discussing the role of Members of Parliament. Pupils of all ages are willing to take on responsible roles in school, with younger pupils adding up the house points each week and older pupils having a wide range of jobs such as helping with the youngest children.
9. Standards of behaviour have also improved from the good levels seen at the last inspection and this is also the opinion of parents. All pupils are very aware of the school's behaviour strategies such as the consequence of "three strikes" leading to the loss of the much-valued weekly privilege time. Staff members, both teaching and non-teaching, are consistent in their use of positive behaviour strategies and this not only encourages very high standards of behaviour but also enhances the pupils' self-esteem. Behaviour is also very good in assemblies and at breaktimes, despite the very cramped conditions in both the hall and the playground. There are some pupils with challenging behaviour in the school but it is to the school's credit that these pupils have been supported within school and consequently there have been no recent exclusions. This is an improvement since the last inspection.
10. There was no evidence of any intimidation during the inspection and pupils spoken to were very confident that if anyone is bullying or upsetting them then an adult will deal swiftly and fairly with it. Racist incidents are very rare, but when they do occur, they are recorded and handled appropriately. All adults treat pupils with a high level of respect and this is returned, so that relationships amongst staff and pupils are very strong. Pupils also relate very well to each other and are encouraged to collaborate and work productively together, for example in a Year 4 literacy lesson where pupils shared tasks amicably to produce sequels to well-known fairy tales. Pupils are particularly polite to visitors in the school, greeting them, holding doors open and generally being very friendly.
11. Spiritual, moral, social and cultural development is a strength of the school. In particular, the school is working very well to promote social and moral development. This is reflected in the very good relationships within the school. Pupils work successfully as members of groups and show respect for each other and the school. Personal, social and health education lessons

during the inspection week were used consistently well across the school to emphasise personal values. This and the school council are introducing the pupils well to the basics of citizenship. In discussions with pupils, it was clear that they value their school and respect others, wanting visitors to feel 'comfortable'.

12. The promotion of spiritual development is evident in the way the school teaches pupils to understand human feelings and this is well supported through assemblies. In an assembly, pupils listened very attentively and became aware that some precious gifts cannot have a value placed on them. They recognised the analogy between the cost of a new pair of football boots and the value of the school hamster; their responses showed a sense of humanity and understanding. In most lessons, teachers do not give enough thought to adding a spiritual dimension to subject teaching in order to take their pupils beyond the material and obvious.
13. The school promotes cultural development well by methodically planning references to other countries and ways of life into lessons. Pupils' individual talents are recognised and developed. The junior children sang a Swahili song from Kenya and the rest of the pupils show respect and appreciation of this cultural diversity.

### Attendance

14. The school's attendance level has declined since the last inspection and is now below the national figure although the school has slightly fewer unauthorised absences than similar schools. The main reason for the decline is the increase in the number of holidays being taken during term time. There is currently a strict line taken on this; for example, not all holidays are authorised if a pupil has already had time off or it is felt that the absence is not essential. However, with effect from September 2004, parents have been informed that all absences for holidays during term time will be marked as unauthorised.
15. There are satisfactory procedures to monitor attendance. The school uses a combined system of written and computerised records effectively. First day of absence phone calls are made to parents and the education welfare officer is asked to visit families where there are concerns about attendance. There are not yet any incentives or rewards for pupils or classes who have very high levels of attendance.

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

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.2
National data	5.4	National data	0.4

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

## Exclusions

There were no exclusions last year.

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	456	0	0
White – Irish	1	0	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	22	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – African	44	0	0
Black or Black British – any other Black background	4	0	0
Chinese	3	0	0
Any other ethnic group	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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The quality of teaching is **good**, overall and the curriculum is **satisfactory** and has been developed well since the last inspection. The provision for pupils with special educational needs is **very good** and all pupils benefit from the **good** support given to them by the teachers and teaching assistants. There are weaknesses in the assessment procedures because there is no common format for the day-to-day recording of what each pupil can do in all subjects. The accommodation is **unsatisfactory** for the number of pupils in the school.

### Teaching and learning

The quality of teaching and learning are **good** overall and pupils make **good** progress. The quality of teaching in the Foundation Stage and in Years 3 to 6 is **good overall** and **often very good**, whilst in Years 1 and 2 it is **satisfactory**. Assessments at the end of each topic in English, mathematics and science are **good** but the ongoing assessments are unsatisfactory because they are not recorded consistently for all other subjects.

### Main strengths and weaknesses

- The quality of teaching in the Foundation Stage and in Years 3 to 6 is good overall and often very good.
- The teaching of pupils with special educational needs is good and effective measures are taken to support them in their classroom activities.
- Teachers do not always plan effectively to challenge and extend all more able pupils in the lessons.
- The teachers manage pupils well and have very high expectations of behaviour.
- The very good relationships between the teachers and the pupils are a strength and help to motivate pupils.
- The very good quality of assessment in the Foundation Stage helps to focus the learning and make sure those pupils progress well. However, there is no consistent method of recording ongoing assessments for subjects other than English and mathematics throughout the rest of the school.
- Teachers and teaching assistants work together well and the latter provide good support.

## Commentary

16. During the inspection, the quality of teaching in almost two-thirds of the lessons seen was good or better. There was one lesson in which the teaching was excellent. This is a good improvement since the last inspection when half the lessons were no better than satisfactory. Most of the good or better lessons were seen in the Foundation Stage and in Years 3 to 6. There was only one unsatisfactory lesson, whereas during the last inspection there were several. More than 40 per cent of the teaching staff have only been at the school a short time. During the 12 years since the school opened, there has been continual growth, which has made it difficult to achieve and maintain stability of staffing. Nevertheless, there is now a feeling of stability in the school and staff work well together.

### **Summary of teaching observed during the inspection in 53 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	11 (21%)	21 (40%)	19 (36%)	1 (2%)	0 (0%)	0 (0%)

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

17. The teaching of the pupils with special educational needs continues to be good. The pupils' needs are identified early and they have individual programmes of work planned for them. If appropriate, their programmes include the use of specialist support materials. Good measures are also taken to support them in class. These include extra support by the special needs co-ordinator, teachers and teaching assistants. This ensures that all pupils are fully included in all classroom activities and are treated very fairly. This high quality support and inclusion in all activities was clearly evident in a very good mathematics lesson in Year 5 and 6 where pupils with special educational needs worked together in a set with the special needs co-ordinator and a teaching assistant. They were supported very well. During this lesson, the staff aimed to develop pupils' knowledge of compass directions. The work was exciting and stimulating because it was at precisely the right level; questions were carefully phrased and laptop computers were used so that pupils were totally involved and interested in what they were doing and they achieved well.
18. The teachers all have a sound understanding and knowledge of the subjects they teach. The teachers and teaching assistants work well together and the assistants are fully involved in planning and know what is expected of them. However, the needs of the more able are not always so well catered for as well as they might be and there are times in lessons when they are not sufficiently challenged. Often, the extension tasks are more of the same level of work as opposed to tasks that will further extend the pupils' skills and knowledge. The teachers have very high expectations of behaviour and they manage all pupils well. This ensures that lessons

are orderly and that pupils can focus well on their work. This is particularly important in a school where sound insulation between classrooms is poor and it would be easy for pupils to become distracted. At lunchtime, for example, younger children go for lunch whilst older pupils are still working. Because classrooms are open to the corridors there is a significant amount of noise even though the pupils are well behaved. In the lessons observed, pupils were able to ignore the distraction and concentrated on their work conscientiously. The teachers and other adults have very good relationships with pupils. This is a strength of the school and this helps to create a positive and purposeful learning environment where pupils want to work. The school has an inclusion policy and is committed to ensuring that all pupils are fully included in all that happens within the school and their classrooms. Observations confirm this and that the teachers and the teaching assistants give very good encouragement to all the pupils. The pupils are friendly and courteous to staff and to visitors.

19. The ongoing assessments in the Foundation Stage are very good and give a clear picture of each child's progress at the end of each term. This helps to focus their learning and ensure progress. It also helps pupils to have a good understanding of how they can improve. Throughout the rest of the school, the teachers use good procedures and end-of-topic tasks for assessing pupils' progress in English, mathematics and science. These are used to determine which pupils need extra help or booster classes and extended literacy classes. The pupils are given targets in English and mathematics. However, there are no consistent procedures in all classes for assessing and recording progress in other subjects.

## The curriculum

Overall, curriculum provision is **satisfactory** and very good in the Foundation Stage. This shows **good improvement** since the last inspection. The curriculum is enriched **satisfactorily** through visits and sports and music events. The accommodation is **unsatisfactory** for the number of pupils in the school but resources are **good**.

## Main strengths and weaknesses

- The curriculum framework has been improved significantly and now details how and when all subjects of the National Curriculum and religious education (RE) are taught.
- The school provides very well for pupils with special educational needs and ethnic groups. They are all therefore fully included in all aspects of school life and achieve well.
- The implementation of the national strategies and guidance on the teaching of literacy and numeracy is good and makes a significant contribution to raising pupils' achievement in these subjects.
- There is a good match of trained and experienced support staff and non-class-based teachers to the needs of the pupils and the curriculum.
- Shortcomings in the accommodation have a negative impact on the curriculum and pupils' achievements.

## Commentary

20. The school provides a broad range of worthwhile curricular opportunities and all statutory requirements are met. The adoption of a detailed curriculum framework now assures appropriate development of the pupils' knowledge and skills in all subjects of the National Curriculum, including religious education. The curriculum for the children in the Nursery and the Reception classes is very good. The school has effective policies on sex education and on raising awareness of the dangers of drugs misuse.
21. The school has been under considerable pressure to raise standards in English, mathematics and science and it is to be praised for developing the wider curriculum by linking subjects. These cross-curricular links enhance learning and improve the relevance of the curriculum to

pupils. The school has gained confidence with the curriculum and developed a good curriculum overview. The National Strategies for Literacy and Numeracy have been implemented effectively because of a commitment by the school.

22. Overall the children are well prepared for entry into the Reception class and other years within the school. The school provides good opportunities for all pupils with special educational needs and ethnic minority backgrounds to have equal access to all aspects of its work and to achieve their best. The school joins successfully with the other local schools to provide programmes that effectively extend the talents and skills of the gifted and talented pupils. This, coupled with good additional support, results in pupils with special educational needs making good progress and being involved in all aspects of school life.
23. The curriculum is enriched through extra-curricular provision in sports. There are football and netball teams and the school participates in athletics in the summer; these activities are for older children. The opportunities for learning outside the classroom are satisfactory; there is a homework club and breakfast club, to which all pupils have access.
24. The provision for pupils with special educational needs is very good and is a strength of the school. The curriculum is fully inclusive so that these pupils enjoy access to every aspect of school life. Through their planning, teachers ensure that pupils with special educational needs can understand their tasks in all subjects. They take account of the detailed individual programmes for learning devised for each pupil. Good support is available to help pupils complete their work and this supports their good level of achievement. The special needs co-ordinator is knowledgeable and supports the teaching staff well. Teaching assistants are committed, well trained and form an integral part of school team.
25. Recent permanent appointments have taken place and the school now has a satisfactory number of teachers. They know their subjects and are conversant with the curriculum and planning. The quantity and quality of support staff and non-class-based teachers is well matched to the school's needs. They make a valuable contribution to pupils' learning, particularly in supporting inclusion practices.
26. The school is well resourced in English, religious education and information and communication technology; in particular, the new computer suite has been effective in raising standards in ICT.
27. The school makes the best use of the accommodation, making it a welcoming and stimulating environment that adds positively to pupils' desire to learn. Overall, accommodation is unsatisfactory, even though the headteacher and governors have allocated money to improvements over the past two years. There are some significant deficiencies, such as the small size of the hall and some classrooms, poor acoustics, temporary buildings and the lack of a library. The latter has a negative impact on important aspects of pupils' language and literacy development as well as their ability to undertake research in subjects such as history and geography. The noise levels around the school are intrusive because of the lack of sound-proofing between classrooms. The open-plan nature of the building means that the sounds of other classes can disrupt learning.

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

The procedures to ensure pupils' care, welfare, health and safety are **good**. **Very good** levels of support, advice and guidance are provided based on monitoring. The involvement of pupils is **very good** and their views are acted upon.

### **Main strengths and weaknesses**

- Staff are well trained in child protection procedures.



- Lack of a caretaker has had some impact on other staff.
- Behaviour and personal development are very well monitored.
- Pupils are very confident that they have an adult they can trust.
- Pupils are fully involved in the school and there are very good methods to take their views into account.
- Induction arrangements are good.

## Commentary

28. The school's procedures for child protection are good. The headteacher is the named co-ordinator and she has attended regular training courses. In addition, the deputy headteacher and the special educational needs co-ordinator play an active role in ensuring child protection issues are given a high priority in the school. All new staff who join the school, including support staff such as midday supervisors, are trained about child protection as part of their induction.
29. The issues raised at the previous inspection in relation to health and safety matters have been resolved and all the necessary testing of equipment that is required is now carried out. There have been some difficulties in retaining a caretaker and this has meant that staff in the school have undertaken some of the duties and it has not been possible to carry out daily health and safety walkabouts. However, a new caretaker is starting imminently so the difficulty will be resolved. Risk assessments are now regularly carried out by the school's health and safety representative and there are also annual checks made by the local education authority.
30. There are very good systems in place to monitor behaviour, with records kept by teaching staff and also support staff such as midday supervisors. They record any incident or accident and this is reported back to the class teacher each afternoon and, if serious enough, to a member of the senior management team. Pupils risk losing their weekly privilege time if they misbehave and parents are contacted where necessary. Although this is a large school, staff do know pupils well and have a very caring attitude towards them. They are aware of any behaviour difficulties or any social or emotional problems the pupil may be experiencing. In addition, there have been improvements in the way assessments are carried out in literacy and numeracy, and personal targets are now used for pupils. This enables staff to give very good levels of support and guidance for all pupils but especially for those with particular needs. Pupils feel very secure in the school and know that if they have a problem they can talk to an adult about it. For example, some pupils say they would tell a midday supervisor if they were upset, others would speak to their teacher or the headteacher.
31. There are very good arrangements in place to seek pupils' views. The school council meets regularly and discusses a wide range of topics. There are opportunities for the class representatives to canvass their peers about any ideas or concerns and to feed back after the meeting. In addition, the school has used pupil questionnaires and also asked older pupils to draw a map of the playground showing "bullying hot-spots". As a result of this survey, playground supervision was changed.
32. There are good arrangements to induct pupils who join the school at a later point in the term. Visits are arranged for parents and the pupil and they are teamed up (buddied) with a "Friend for Free" for the first few days. A follow-up meeting with parents is also arranged for about three weeks after the pupil starts so that any concerns can be addressed. As a result, pupils settle quickly and happily.
33. The school provides very good levels of personal support for pupils with special needs, who agree that they are very well cared for. They are well integrated in their classes and relate very well to the adults who work with them. The special needs co-ordinator works as closely as possible with other agencies so that pupils' needs are met as quickly as the local arrangements allow, though the school currently lacks external support for those pupils with

serious behaviour difficulties. The special needs co-ordinator, teaching staff and the well-trained teaching assistants work effectively to meet the needs of all pupils with special educational needs and to monitor their progress in relation to the targets on their learning plans.

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

The school has **good** links with parents and with the local community. There are **satisfactory** links with other schools.

### **Main strengths and weaknesses**

- Parents generally have very positive views about the school.
- All staff are very accessible and complaints are dealt with well.
- A very high level of information is provided for parents, especially about their child's progress.
- There are good links with the parents of pupils who have special educational needs.
- Support from parents at school functions is sometimes very low.
- Productive links have been established with the community.

### **Commentary**

34. The headteacher has been successful in strengthening links with parents since the previous inspection and now parents have much more positive views about the school. Parents feel that the teaching staff are very accessible and are also happy that they can take any concerns to the headteacher. Although less than 20 per cent of parents returned the pre-inspection questionnaire, those who did were particularly positive about the way the school is led and managed, the good teaching and the way pupils new to the school settle in. The evidence from the inspection would confirm all of these opinions. A small number of parents think they could be better informed about their child's progress. However, there is no evidence to confirm this as indeed, the amount and quality of information that parents receive is very high. For example, the annual progress report is very good. It has improved greatly since the last inspection as it now includes very clear judgements about the pupils' levels of attainment in relation to those expected for their age. Targets are also included for each pupil, and these form the basis of the initial consultation evening in the new academic year.
35. Throughout the year, parents receive information in the home-school communication book about the results of, for example, spelling tests and mathematics assessments. They also receive regular information about what their child will be learning in the coming term. Newsletters are sent home frequently and parents of children with special educational needs are kept particularly well informed as they receive a very informative specific newsletter as well as regular updates on their child's progress.
36. The school liaises closely with parents whose children have special educational needs. Individual education plans are shared with them and they review progress towards the targets identified. Several parents attend the regular meetings introduced by the special needs co-ordinator. Through these regular meetings and a regular newsletter, the special needs co-ordinator provides good opportunities for parents to become more aware of pupils' needs and what the school is doing to help.
37. The formal information that the school must produce - the prospectus and the governors' annual report - have also greatly improved. Both documents are very informative and clearly laid out. Only one very minor matter is that the prospectus should make it clearer that parents can withdraw their child from religious education as well as collective worship.

38. Parents generally give good support to pupils' learning at home and at school through listening to their child read or helping with other homework tasks. A very large number of parents also attend the consultation evenings. However, an increasing number of parents are removing their children from school during term-time for holidays and this is having a detrimental impact on the school's attendance figures. In addition, some of the meetings arranged by the school have a very low attendance, leading to their cancellation. Nevertheless, parental support for fundraising events can, on occasions, be very high. For example, a recent "sponsored spell" raised substantial sums that individual classes were allowed to spend on agreed items for their class, such as compact disc players and a hamster!
39. The local community supports the school through attending fundraising events such as the Christmas Bazaar. In addition, the school has benefited in several ways from a local business partnership that has sponsored science events for pupils and provided speakers for staff in-service training. Pupils also make use of the local community through visits to shops, and the choir has been invited to sing at several local venues. Members of different churches visit, as does the local community police officer. The school also makes good use of the wider community and particularly the museums and galleries in London. This does much to enhance pupils' knowledge and their experience of the wider world.
40. Satisfactory links with the two main secondary schools that most pupils transfer to are in place, with pupils able to visit and to meet staff before they transfer there. Tudor Court Primary School now belongs to a consortium of local primary schools and this has led to a joint training day for staff which gave the opportunity to share a wide range of multicultural experiences.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**, overall. The leadership by the headteacher is **very good**. The governance of the school is **satisfactory**. The management of the school is **good** and the senior leadership team and the co-ordinators have a real sense of purpose in the development of their responsibilities and subjects. The accommodation is **unsatisfactory** and creates a significant barrier to learning because of the cramped conditions, the lack of a library and the lack of sound-proofing throughout the school.

### Main strengths and weaknesses

- The headteacher has a very clear vision of the future developments for the curriculum and teaching throughout the school and has developed a very good ethos.
- The deputy headteacher and the key stage co-ordinators are establishing their management roles effectively.
- The subjects are being developed well under the influence and inspiration of the headteacher and the subject co-ordinators.
- The school has a very good commitment to the inclusion of all pupils in all that it does.
- The management of the Foundation Stage is very good and is well supported by the creation of effective teams.
- The management of special educational needs is very good.
- The school's contribution to the initial training of new teachers is very good.

### Commentary

41. The quality of leadership of the headteacher is very good. Soon after her appointment, the school was inspected and it was judged to be underachieving. Since that time, she has worked rigorously alongside the deputy headteacher and senior leadership team to raise the quality of management of the school. She has been the driving force behind the establishment of the schemes of work and the assessment procedures. She is committed to improving the quality of education and has a clear sense of direction for the future. Through her very good

leadership, the staff work as a happy and coherent team. She has brought about a shared understanding of the long-term aims of the school. The school has developed good strategies to check upon the school's performance and carries out good evaluation of what it achieves. The staff all appreciate the values that the headteacher has developed across the school and they willingly promote the aims effectively. The headteacher has fostered a very positive attitude throughout the school so that all adults and children make sure that all pupils are valued as individuals and that they are given very good guidance. All pupils are totally involved in all that the school does. Consequently, the school has a very good ethos, which is a major strength.

42. The governing body is given very good guidance and a clear direction for future developments by the headteacher. Over the past two years since her appointment, she has endeavoured to raise their awareness of their duties and this is working extremely well. Consequently, the governors have improved their role in fulfilling their responsibilities since the last inspection when they were judged to be failing to ensure that legal requirements were met in many areas of governance. The governance of the school is now satisfactory. There is full compliance with statutory requirements and, over the past two years, the governing body has succeeded in preparing action plans and reviewing policy statements as well as monitoring what is happening in classrooms. The chair of the governing body gives the school very good support. Many governors visit the school frequently and work closely with the headteacher and staff by giving them good support. All governors follow training sessions and they now have a reasonable understanding of the strengths and weaknesses of the school. They have agreed reliable procedures to help shape the vision and future direction of the school and now ask for reasons why policies are changed or expenditure made. However, they have not checked effectively enough to ensure that standards improve and that the school has set up assessment procedures for all subjects.
43. The quality of management of the school is good. The headteacher, staff and governing body have established a comprehensive school improvement plan, which gives a clear outline of the planned priorities for the next three years. The role of the key stage co-ordinators has been established very well and together with the headteacher and the deputy head, they form the senior leadership team. This team oversees the future developments of the school. They also monitor the quality of teaching in every class and manage team meetings to prepare the curriculum and lessons for the following week. However, when planning lessons, they do not always place enough emphasis upon the needs of the more able pupils, some of whom are not always challenged sufficiently with additional work that further extends their skills and knowledge. As well as the monitoring of the quality of teaching in each class, the senior leadership team has carried out staff training, and from classroom observations and subsequent discussions, realistic targets are set for each member of staff.
44. The subject co-ordinators have also developed their management roles effectively since the last inspection and they have completed training courses to enhance their skills of leading the development of their subjects. They manage the budget and the resources for their subjects carefully and many have checked upon the quality of teaching for their subjects. They have focused appropriately upon the development of schemes of work, and planning of what the teachers need to teach next has been improved. Some emphasis has been placed upon the development of their ICT skills and all teachers have completed the national course to use ICT to enhance pupils' learning in other subjects. This has been successful.
45. The management of the Foundation Stage curriculum is imaginative and very good. The planning routines are good and the assessment procedures very good. The daily routines are very well organised to ensure that all children experience the six areas of learning. There are well-equipped secure outdoor areas immediately outside the Reception and Nursery classrooms, which are used regularly by children under the supervision of the teacher or the teaching assistant.

46. The leadership and management of special educational needs are very good. This is a significant improvement since the last inspection, when it was satisfactory. The special needs co-ordinator organises all paperwork very well, ensures that the targets on individual education plans are met and endorses the school's commitment to the full inclusion of all pupils. The school uses the specialist help available, including the educational psychologist, but this is not as wide-ranging as is usual, and the school is fortunate that the special needs co-ordinator has considerable expertise to support staff and pupils. The co-ordinator also supports the training and deployment of teaching assistants, who work very closely with her.
47. The school provides very good support for the initial training of new teachers and has encouraged effectively the development of the graduate teacher training programme within the school by organising a shared teaching role in Year 4. Two students on teaching practice were observed being encouraged to make a significant contribution to the development of ICT in Year 6.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	1,471,333	Balance from previous year	149,497
Total expenditure	1,376,333	Balance carried forward to the next	95,000
Expenditure per pupil	2,539		

**Financial information**

48. The school has a good monitoring procedure to ensure that funds are allocated sensibly and carefully. Furthermore, it makes good use of the resources available and deploys the teachers and teaching assistants effectively to raise standards. The school has developed good principles of best value for money, especially when deciding upon staffing levels. For example, the headteacher and governors have checked upon the provision for the Foundation Stage and have expended money to improve the facilities for a growing number of children in this age group. All funds made available to the school are used prudently and wisely. The school has put aside some money to counteract the reduction in the annual budget for next year so that it can maintain the staffing currently deployed in the school and has also allocated some funds to improve the building.
49. The school has made substantial improvements since the last inspection. The quality of teaching has improved, with more lessons being good and better, and the planning of lessons is good. The headteacher and all staff have developed a very caring school. The pupils, whose attainment on entry into the school was well below the expected levels for their age, achieve well by the end of Year 2 and Year 6. The quality of the leadership by the headteacher is very good and the governance of the school is satisfactory. The school is no longer underachieving and there is strong evidence to show that the school has the capacity to improve further. The annual expenditure per pupil is below the national average and consequently, the school provides good value for money.

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

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

50. The provision in the Nursery and Reception classes is very good. This is an improvement upon the last inspection. Twenty-five children attend the Nursery in the morning and a further twenty-five attend the afternoon sessions, following their third birthday. Ninety children entered the Reception classes either in September or January when they became four. Children in the Foundation Stage enjoy coming to school and quickly develop very good attitudes to learning. The three Reception classes are organised as separate bases for literacy, numeracy and creative activities. The children move from room to room and select tasks that have been carefully planned and organised to provide learning opportunities in all curriculum areas. This is very effective as children benefit from the attention of all the adults as they interact and talk to them.
51. Attainment on entry is in line with the expected levels in personal, social, physical and creative development but is below in knowledge and understanding of the world. Attainment is well below in some aspects of mathematical, communication and language development.
52. The quality of teaching throughout the Foundation Stage is good overall. The very good planning and teaching develop the children's independent and co-operative skills. For example, as they plant bean seeds and observe their rapid growth. The adults plan together on a weekly basis and this close teamwork is reflected in the many opportunities that are taken to develop the personal and social skills of the children. The good teaching of both teachers and teaching assistants enables the children in the Nursery and Reception classes to learn to share, work collaboratively and to move about independently as they select tasks that are appropriate for their needs and abilities.
53. Very good assessment procedures are used to record all aspects of a child's academic, personal and social development. Assessment takes place on a daily basis and all the adults are aware of the progress made in the children's social skills. The organisation of the class bases ensures that all the adults know and are closely involved with every child. Those pupils who have special needs or who are a cause of concern are quickly identified and effective action is taken to provide them with appropriate support. All the children make good progress in their learning due to the good teaching and very good assessment procedures that are used to plan activities suited to their needs and abilities. Teachers use the very good assessment procedures to plan appropriate tasks for the development of reading and writing.
54. A key factor in the success of the Foundation Stage is the dedication of the co-ordinator who leads a very good staff team. They work hard, have high expectations and show very good care and concern to the children and their parents. The good induction arrangements that include home visits enable all the families to join the school confidently.
55. At the time of the inspection the re-organisation of the Nursery and Reception classes was in its early stages. The accommodation afforded to the Foundation Stage is unsatisfactory due to the size of rooms, the distance of the Nursery from the Reception classes and the increasing number of new pupils. However, the very good planning and organisation, together with the effective use of teaching assistants and resources enable the curriculum to be delivered in an imaginative and efficient manner.

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

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

### **Main strengths and weaknesses**

- The imaginative organisation of the activities leads to the very good attitudes and behaviour of the children.

### **Commentary**

56. Overall teaching is very good in the Foundation Stage in this area of learning. The nursery children make good progress in their social skills as they play in the home corner, or play basketball with the teacher. Children in the Reception classes enjoy the independence of taking their snack time when they require it or going outside to play in the garden. This focus on independence leads to very good behaviour.
57. Towards the end of the academic year, nursery children take part in school assemblies and in physical education lessons. This prepares them to move confidently into the more formal routines of the Reception classes.
58. The adults have consistently high expectations of behaviour both in the Nursery and the Reception classes and as a result, the children behave and concentrate very well.
59. All the children at the end of the Reception Year will reach the expected learning goals in their personal and social development.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The standard of writing of the majority of children on entry to the Foundation Stage is well below average.
- The children make good progress in speaking and listening due to the many stimulating activities planned daily.
- Good parental links extend the phonic and reading skills of the children.

### **Commentary**

60. Attainment on entry to the Nursery is well below average in writing and below average in expressive language. The majority of the children achieve well, due to the consistently good teaching in the Nursery and Reception classes. All the adults focus on extending children's experiences and vocabulary through talk, play and planned activities, such as observing the growth of the beans the nursery children planted. A very good lesson in a Reception class extended the children's vocabulary as they handled the gardening tools highlighted in the book '*Jasper's Beanstalk*'. In the same lesson, the more able children had the opportunity to identify and write sentences about the roots, petals and stalk of a daffodil. Those children needing extra help and reinforcement made satisfactory progress sorting words into a sentence with the support of a parent helper.
61. In the Nursery, the parents are encouraged to share books with their children. This is done initially through the loan of 'story sacks'. In the Reception classes, the parents hear their

children read regularly, developing learning at home and school. A 'letter of the week' is sent home so that children and their parents can find words that start with that initial sound. Parents are encouraged to help in the classes and in this way, good home links are established.

62. Resources for reading and writing are displayed prominently, teaching children in the Nursery initially to make marks on paper progressing to writing their names. Letter formation is taught satisfactorily, but in the Reception classes, there is insufficient emphasis given to the correct formation of letters and numbers. From the wide range of starting points, children achieve well, making good progress in this area of learning. About a third of children will attain the expected standard by the end of the Reception Year and this is below the expected levels for their age.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers know the subject well and understand the needs of the children.
- The correct formation of written numbers is not emphasised sufficiently.

### **Commentary**

63. Overall, teaching is good in the Foundation Stage in this area of learning. One very good lesson was observed in the Nursery class where children counted reliably and accurately to ten, combining numbers up to five. Teachers use mathematical language that enables children to understand 'greater or smaller' 'more or less than'. Effective questions challenge their thinking and observational skills as they use constructional apparatus and mathematical games.
64. Comprehensive records that record the knowledge, understanding and skills in mathematical development attained by individual children are kept very well and inform the next stage of learning. Apart from the daily recording, formal assessments are made and evidenced work collected each term. These form the annual targets and records that are passed on as the children move through the school.
65. Most children in the Reception classes can recognise, combine and write numbers to ten but the correct formation of written numbers is not given enough attention. About half of the children will attain the Early Learning Goals in mathematical development and this is below the expected proportion for their age.

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

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

### **Main strengths and weaknesses**

- The planned experiences and activities encourage children to think and discover facts collectively and independently.
- Information and communication technology is used well to support learning.

### **Commentary**

66. The quality of teaching throughout the Foundation Stage is very good. The organisation of the three class bases in Reception allows the children free access to well-selected activities that



promote learning and language acquisition. Children learn to use a magnifying glass as they look at plants and bugs, using books as reference. They make cakes, understanding the changes that take place in the cooking process and they use the computer confidently to design graphical representations of growing plants, printing their results for all to see. Children begin to understand 'now and then' as they collect items they used as babies and compare them with items they use today.

67. Every week, the teachers and teacher assistants assess the specific activities and record the progress made by each child. In this way, the development of every child is tracked and the information is used to plan progressive skills.
68. All the children make good progress in knowledge and understanding of the world. Those with special needs acquire a wider range of vocabulary with which to describe their environment. Most children will attain the standard expected at the end of the Reception Year.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The environment, although restricted, allows children to experience challenging physical tasks.

### **Commentary**

69. Overall teaching is good in this area of learning. Children in the Nursery make good progress in the development of physical skills as they use paints and pencils, scissors and glue. In the outside area, the planned activities develop gross motor movements as they use the bikes and basketball nets. The 'forest walk' enjoyed by children in the Nursery further enhances physical skills.
70. In the Reception classes, children, including those with special educational needs, achieve well. They can change for the lesson requiring little help, as they know the routines. When ready, they move safely to a space and listen carefully to instructions. During one good lesson observed, the children interpreted music well as they leaped and jumped, enjoying the sounds and excitement of the piece. This added to their spiritual and social development. As a result of the good progressive planning and organisation of challenging activities by the Nursery and Reception teachers, the majority of children achieve well and most will attain the Early Learning Goals in this area of learning.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- The very good organisation and planning by the teaching staff provide very good opportunities for creativity.
- Music is used well to support language and communication.

### **Commentary**

71. Overall, teaching is very good in this area of learning. Children enjoy singing and dancing. They learn many songs and rhymes that enrich vocabulary and further mathematical and linguistic

understanding. The 'Good Morning' song sung each day encourages co-operation and social skills. They use their voices to understand dynamics and the use of loud and soft sounds.

72. All the children work with enthusiasm and achieve well. Children in the Reception class make good progress in controlling a brush as they paint a pattern on their clay pots with care and precision. The house corner is used well to develop dramatic and imaginative play and as the adults play with the children, they place great emphasis on extending their vocabulary and developing speaking and listening skills. Every opportunity is taken by the Foundation staff to use the immediate environment to further creativity, especially in the outside garden areas where children are free to explore, investigate and think.
73. The majority of children at the end of the Reception Year will reach the expected standard for this area of learning.

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

### **ENGLISH**

Provision for English across the school is **good**. There have been **good** improvements since the last inspection.

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

- The good quality teaching in the school enables pupils to learn well and to achieve well.
- A range of innovative measures, such as work set for the more able pupils, has been introduced to raise standards.
- The very good relationships and very positive attitudes make for a good learning environment.
- There are effective procedures in place for monitoring and tracking pupils' progress.
- The more able pupils are not consistently challenged and extended in lessons.
- The library is inadequate for the needs of the school.

#### **Commentary**

74. The results of the most recent national tests in 2003 indicated that pupils' standards at age seven were well below the national averages in both reading and writing. The pupils' attainment in reading and writing was also well below the average of similar schools at age seven. The number of pupils reaching levels higher than those expected nationally for pupils aged seven was well below the national average. At age 11, the pupils' standards were about in line with the national average. The number of pupils achieving the higher Level 5 at age eleven was broadly in line with the national average. The pupils made satisfactory achievement from the time when they were seven at the end of Year 2
75. The observations during lessons and the analysis of the pupils' work show that the pupils enter Year 1 with standards that are below the expected level but achieve well in speaking and listening, reading and writing so that by Year 2, their standards overall are in line with expectations. The standards of the pupils in Year 6 in reading, writing, speaking and listening are broadly in line with the level expected for their age and a review of their previous performance shows that they too have made good progress. The pupils with special educational needs are well supported and make good progress and those from the ethnic minority groups achieve as well as the others in the year group.
76. Most pupils enter the school with below average listening and speaking skills. The teachers develop these skills well through discussion, by using effective questions and answers and by getting pupils to discuss their ideas with each other. A good example of this was seen in the Year 1 and 2 'talking partners' where they were discussing what words they could use to

describe position and direction. By Year 6, the pupils are much more confident speakers and many of them express themselves clearly, using both informal and formal language. Two Year 6 girls spoke with great maturity about how pupils try hard to 'make visitors feel comfortable in the school'.

77. The pupils are taught to value books for both pleasure and use in research. Their attitudes to reading are positive through the school, with all pupils spoken to saying that they read regularly both at home and at school. The pupils in Year 2 use a satisfactory range of skills, such as phonics and picture clues, to help them. Wider book skills are about average and most can explain what is meant by the terms 'author', 'contents', 'fiction' and 'non-fiction'. By Year 6, the pupils can demonstrate clearly how to use a contents page and an index to help them with their research. They regularly use books and the Internet to help them in school projects. Several of the pupils use their local library regularly. Good use is made of guided reading and there is effective home/school communication to support the reading.
78. The standards in writing are improving. Regular attention is paid to handwriting practice but this is not always transferred to day-to-day work, which is sometimes quite poorly presented. The pupils are consistently taught to use cursive script and this is emphasised effectively in lessons. The pupils are given regular opportunities to improve their writing through a range of topics. In lessons seen in Years 5 and 6, the pupils were considering a 'proposal' to build a shopping complex near Saffron Walden. They analysed the formal writing competently and discussed what they should include in the writing of draft letters for or against the proposal.
79. The teaching is good overall, with no unsatisfactory teaching being seen and some very good lessons being observed. This consistently good teaching, supported well by the effective work of the teaching assistants, enables the pupils to progress well. The very good relationships between the staff and the pupils are a strength and teachers inspire pupils well. These relationships and the very positive attitudes they create make for a very good learning environment. The teachers manage the pupils well and have high expectations of behaviour. The lessons have a clear focus, and learning objectives are routinely shared with pupils so that they know what is expected of them. Pupils with special educational needs are well supported but more able pupils are not always sufficiently challenged in lessons. Even when 'extension' work is provided for them, it is often just extra work for them to do when they have finished, rather than work clearly aimed at extending and challenging them. The assessment procedures are good and there are effective recording systems for monitoring each pupil's progress and tracking how well each one is achieving.
80. The leadership and management are good. The subject co-ordinator has a clear view of the strengths of English through the school and of what still needs to be developed. The need to provide more challenge for the more able pupils has been recognised and strategies have been put in place to support them more effectively. The development of extended literacy classes for more able pupils in Year 1 and 2 is an example and in the lesson seen, the well-trained and clearly competent teaching assistant was challenging the group of six Year 2 pupils appropriately. Altogether, 32 pupils are attending such groups. The co-ordinator monitors the teaching and the learning throughout the school effectively. The resources are good and are used well. Overall, the accommodation, though somewhat cramped and limited, is satisfactory. However, there is no effective school library; the small corridor space where books are placed is wholly inadequate for a school of this size.

### **Literacy across the curriculum**

81. The teachers have concentrated on teaching literacy through other subjects and some good examples were seen. In a lesson in Year 1 and 2, literacy was being developed through geography as pupils described their route to school. Geographical language was well developed. The Year 5 and 6 pupils' visit to Saffron Walden has been well used for a range of work linking information and communication technology (ICT), geography and English. The

pupils in Years 3 and 4 have developed research and literacy skills well through their history project on Vikings. A number of good examples were noted in religious education, such as the Year 6 writing, which developed from a modern 'Good Samaritan' story. Another example was seen in the artwork by pupils in Year 4 where the theme on 'Dreamland' linked well with music and poetry, as well as encouraging the pupils to record 'How I made my dream print'. Science and personal, social and health education have been used effectively to develop literacy skills, for example in the making of 'Healthy Eating' leaflets and 'Stop Bullies' posters.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The pupils' achievements in mathematics throughout the school are good.
- The teaching and learning are good overall.
- Assessment is used well to identify standards and to track pupils' progress but is not used well enough to plan what is taught next.
- Standards overall are not high enough.
- A lack of challenge means that by the end of Year 2 higher-attaining pupils are not always achieving as well as expected.
- There are different methods and inconsistencies for planning lessons across school.

### **Commentary**

82. Judgements are based on evidence from the work provided, from talking to pupils and from the scrutiny of displays around the school; they show pupils achieving satisfactory standards. In the lessons observed, the overall progress of pupils, including those with special educational needs and those for whom English is an additional language, is good. Inspection evidence shows no significant differences in the attainment of boys and girls.
83. The pupils' standards in the 2003 national tests at the end of Year 6 were below average and well below standards in similar schools. The proportion of pupils reaching the higher Level 5 was below the national average and the average for similar schools. However, there is evidence of improvement over time and, given that the pupils' prior attainment was below average at the end of Year 2, their achievement is now good. Current standards in Year 6 are in line with those normally expected for their age. Evidence from the inspection indicates that these pupils are achieving standards expected because of the challenge arising from the setting arrangements in Years 3 to 6.
84. The pupils' standards in the 2003 national tests at the end of Year 2 were average, and in comparison with similar schools, below average. The proportion of pupils reaching the higher Level 3 was below the national average and below that of similar schools. Currently, the pupils' standards in Year 2 are average, but the number of higher-attaining pupils reaching the higher Level 3 is not high enough. It is clear that these pupils are not given sufficient challenge.
85. The pupils in Year 6 have good recall of multiplication facts and can deal effectively with decimal numbers; they show good awareness when commenting, 'never move the decimal point because you will confuse the place value'. They use their knowledge of geometry, being able to identify an unknown angle within a triangle. The higher-attaining pupils identify a reflex angle and know how to measure it. In a good Year 5/6 lesson, the pupils understood the functions of the numerator and denominator, making use of this knowledge as they identified and simplified equivalent fractions. In the top set in Year 5/6, the pupils develop their understanding of equivalent fractions to determine the ratio of probability in a problem. The pupils in Year 2 can use number facts to 10 reliably and are familiar with numbers to 100 and

the relevance of place value; however, they are less confident with larger numbers. The pupils' attitudes are positive and teachers set good expectations of behaviour. In lessons, pupils sustain interest in their work and enjoy the challenge of activities.

86. The teaching and learning are good overall, with some very good teaching seen in the mixed aged groups in Years 1 and 2 and also in Years 5 and 6. This is characterised by questioning based on good subject knowledge, so lessons develop logically and at pace. For instance, in a very good lesson in Year 6, good learning resulted from very effective use on the mental warm-up activity. Within a set time limit, the pupils had to make up a target number using five numbers. They concentrated and applied their knowledge very well, being able to explain their results. In the lower ability set in Year 6, very good teaching takes place because the teacher develops the pupils' self-confidence. The good relationships between the teacher, teaching assistant and pupils mean that the pupils assess their own work accurately and the teacher uses this knowledge to develop the content of the lesson effectively.
87. In a lesson in Year 2, the average- and lower-attaining pupils' needs were met well. However, there was insufficient challenge for higher-attaining pupils, when they were asked only to count up to 50 or 60. This results in inconsistency of learning. However, in a very good lesson in the Years 1 and 2 class, the strength in teaching was seen in the very good match of work to ability. Some pupils investigated the properties of 30 and ways in which it may be divided equally; others were looking at a range of numbers to 50 considering whether 3 would divide equally or not into each; as a result, learning was good.
88. The quality of assessment is good, because it is used well to assess each pupil's standards and to track their progress. Whilst used to identify areas of subject weakness, it is not always used effectively enough to identify groups of pupils who need more help or those who could cope with extension tasks. For instance, the pupils in Year 2 have been assessed as higher attainers but the work set does not always match this assessment. The targets are identified for each pupil and made clear to pupils and parents. The provision of homework is good, offering reinforcement and extension to the work completed in lessons.
89. The leadership is satisfactory, but the new co-ordinator has had little time to develop her role. However, she has already brought her enthusiasm to the subject and has a clear idea of priorities for development. In particular, whilst teachers plan together effectively, their short-term planning is presented in various formats. Some teachers have enthusiastically adopted Internet lesson planning and download daily lessons in mathematics but these new structures have not been evaluated or approved with a whole-school agreement before they are taken as the norm for planning across the school. The co-ordinator has begun monitoring and evaluating teaching and has initially looked at planning but has not yet sampled work or observed lessons.
90. The progress made in developing the subject since the last inspection is good. The school is making more effective use of assessment, but standards for some of higher-attaining pupils could be higher.

### **Mathematics across the curriculum**

91. Improvement in the curriculum has promoted more opportunities in most classes for using and applying mathematics in learning through cross-curricular links. This is developing well.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- The pupils' standards in the latest national tests show that too few pupils attain the higher Level 5 to reach the national average.
- The teaching in Year 3 to 6 is good.
- Lessons are well planned to give good opportunities for discussion and investigation.
- There is good support for the pupils with special educational needs.
- The tasks for the more capable pupils are not always planned with sufficient precision to fully challenge them and extend their learning.

### Commentary

92. Currently, the standards in science at the end of both Year 6 and Year 2 are average. The 2003 National Curriculum test results for pupils in Year 6 indicate that the number of pupils attaining the expected Level 4 is slightly above the average. However, the number achieving the higher Level 5 is slightly below average compared to the national picture and this is also the case when comparing results with those in similar schools. The number of pupils on the special educational needs register in that year was slightly higher than usually seen in the school. The work in pupils' books currently shows that they have a reasonable knowledge of scientific vocabulary and investigative methods. Their knowledge and understanding of subjects like insulators and conductors, micro-organisms, the properties of air, magnetism and animal habitats is appropriate for their age. However, the evidence of work at the higher Level 5 is currently less than is usually found, though teachers are beginning to boost the more capable pupils with a view to improving their attainment. In last year's tests, boys did not achieve as well as girls. Although there is a gender imbalance in the current Year 6, there is no evidence that girls achieve better than boys.
93. Based on the teachers' assessments in 2003, the number of pupils in Year 2 achieving the expected Level 2 was slightly lower than average. The comparisons both at the higher Level 3 and with similar schools indicate that standards were well below average. The work in the pupils' books in Year 2 currently shows they are working at levels broadly typical for their ages. They understand that some animals need to camouflage themselves to survive. They also have an appropriate understanding of a life-cycle, use scientific terms at a level appropriate to their age and record their findings in suitable ways using charts, lists and labels. Although there is little evidence of work at the higher Level 3, many pupils are working at the usual Level 2. There is no evidence to indicate differences in the achievement of boys and girls and the pupils from an ethnic minority achieve as well as others.
94. The teaching is good. In Year 4 to Year 6, it is consistently good, with some very good elements, particularly relating to investigative work. Only one lesson was seen in Years 1 and 2 and teaching in this was satisfactory. The evidence in the pupils' books in Year 2 indicates that teaching is satisfactory, with a good range of investigation and observation, so that pupils' achievement is satisfactory. The lessons are well planned and linked to the school's programme for learning. The teaching is characterised by clear informative introductions, which remind the pupils what they have learned previously and set clear challenges for the lesson. A good level of discussion is encouraged and generally, the pupils use these opportunities well. They work together well and fathom out their challenges fairly and pleasantly. The resources are well prepared and usually plentiful and this leads to a high level of involvement in their work. Both teachers and teaching assistants engage in high-quality discussion with individuals and small groups, carefully questioning pupils and clarifying points

so that all, including those pupils who have special educational needs, can complete their tasks. This was particularly noticeable amongst the older pupils, for example in a Year 4 class, where the pupils were making a 'steady hand' game. The teacher's very high level of knowledge inspired the pupils' enthusiasm; her discussions enabled them to fully understand the reason why the game worked. The pupils enjoyed the process of scientific enquiry and achieved well, showing a high level of satisfaction in their learning. The pupils are encouraged to use their literacy skills appropriately, recording their work using a range of writing skills.

95. Throughout the school, there are regular assessments of what the pupils know and what they should learn and this is an improvement since the last inspection, when assessment was not effective. In the best lessons, all pupils, including those with special educational needs, have targets for learning and these are the focus for individual support. The careful preparation of tasks and the high-quality support for learning ensure that the pupils with special educational needs and those with English as an additional language achieve as well as others. However, more capable pupils do not always, as yet, have challenging targets nor receive the same careful planning for stimulating tasks in their investigative work. They often complete the same task as others and although teachers invariably provide an extra task to interest them if they finish, time does not always allow this and the opportunity to extend their knowledge, skills and understanding is missed.
96. Two co-ordinators share responsibilities for science, and leadership in the subject is satisfactory and is developing well. The whole-school scheme for learning, introduced since the last inspection, when the curriculum was under-developed, is beginning to have a positive effect. The planning is now checked to ensure that the science curriculum is fully covered and is consistently delivered through the school. A satisfactory range of accessible resources is now used to support the work. These improvements contribute well to the good level of achievement and improving standards since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory** and has improved since the last inspection.

### **Main strengths and weaknesses**

- The standards have improved since the last inspection and are now in line with the expected levels at the end of Year 2 and Year 6.
- The teachers have gained confidence in the use of ICT, following their training.
- There is no list to show when skills should be taught.
- There is no whole-school system for recording what skills, knowledge and understanding each pupil has acquired.
- The subject leader has expertise in ICT and has established good routines for the use of the ICT suite, providing good support for the teachers.

### **Commentary**

97. From the scrutiny of work on the computers in the computer suite, it is clear that the standard of the work by the pupils in Year 2 is now in line with the expected levels for their age. It is not possible to judge the quality of teaching in Years 1 and 2 because only one lesson in these classes was seen during the inspection but it is clear from the planning and the pupils' work that the curriculum is covered satisfactorily. In Year 6, two lessons were observed but the scrutiny of the work stored on the computers shows that the pupils' standards are in line with the levels expected nationally in their use of the Internet, text processing, graphics and preparing graphs and data-handling programs, and their achievement is satisfactory. They have experienced

- aspects of controlling devices using computers and communicating electronically using e-mail and they have used LOGO to explore the properties of two-dimensional shapes.
98. Since the last inspection, all teachers have completed training in the use of computers to enhance the teaching and learning in other subjects. This has proved to be successful and the teachers' confidence and expertise have developed well, following this extended training. The satisfactory two-year planning ensures that the pupils experience most aspects of the subject over two years. This should ensure that revision is made for all skills but there are times when skills are not taught effectively enough because the school does not have a definitive list to show when skills should be taught.
99. In the three lessons seen, the teaching was good, overall. The teachers used their subject knowledge well to give pupils clear explanations and demonstrations. The teachers use questioning effectively to confirm what the pupils have learned. They maintained a reasonable pace in lessons. In a Year 1 /Year 2 lesson, the pupils were seen using a database to search for different fruit. They access the information effectively and learned to pose questions to ascertain which fruit have seeds or which are sour. In the lesson in Year 6, the quality of teaching was excellent because the level of challenge was continually made more demanding as the teacher imposed new limitations upon the pupils. They were totally engrossed in planning their own garden, and tasks incorporated design and mathematics in the costing-out of the total project. The pupils were engaged in negotiation skills with their partner before items could be purchased and installed in the garden in an agreed position. The standard of work in this lesson was well above the expected level for their ages.
100. Currently, the teachers keep examples of the pupils' work on the computers in the suite and the co-ordinator uses these files to check up on the standards of work in each year group. This is a good method and gives him reliable information about the coverage of the curriculum as well as the teachers' knowledge and skills. There is no whole-school system to record each pupil's attainment and progress but some teachers maintain their own system.
101. The co-ordination of ICT is good. The subject is on the timetable for all classes, and pupils receive regular lessons. The subject leader has a good level of personal knowledge of the subject. His plans for the future are clear but he has little time to work alongside other teachers to help them to improve their skills.

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

102. The use of ICT across the curriculum is satisfactory but the stand-alone classroom computers were not seen being used regularly during the inspection. The pupils used the modern laptop computers in whole-class lessons but as yet these cannot be connected to the Internet. The computers in the suite provide good links to the Internet and the pupils research their own topics to provide good information for RE, history and geography. In English and mathematics the school provides good programs to enhance the pupils' learning.

## **HUMANITIES**

### **Geography and History**

103. In the humanities, work was sampled in **geography** and **history**. Only one lesson was seen in history and one in geography. It is therefore not possible to form an overall judgement about the quality of the teaching in these subjects. There are indications from the pupils' work that standards are meeting those expected nationally and that standards have been maintained since the last inspection.
104. In the lesson in Year 6 in **geography**, teaching and learning were good. The strengths of this lesson were that it built on previous learning, linked to a field trip and this was used well to prompt purposeful discussion. The teacher used well-timed and clearly related tasks that



developed direction-finding and mapwork. The pupils were able to record accurately the directions for following a particular route. They understood about a map requiring scale and a key. Higher-attaining pupils made reference to 16 point compass bearings. In discussion with pupils in Year 6, they were able to describe aspects of rural and urban economies, making comparisons and recognising the advantages and disadvantages of each and how this affects people's lives.

105. Scrutiny of work in pupils' books indicates that the pupils achieve well. In Year 2, pupils can identify and use appropriate vocabulary. They can explain that Norway and Spain are different countries with different climates; this affects the types of clothing worn. The curriculum follows a two-year cycle and when themes are revisited, there is clear evidence of progression. For example, pupils in Year 1 use a simplified large-scale map of the area to show their homes, the school and other local features. In Year 2, this is extended and pupils use pictures of local features, placing them correctly on a map; further interest is engendered as homework set expects pupils to identify more features on their journey to school. In Years 3 and 4, pupils are introduced effectively to key and scale. They can explain that different colours on these maps represent different land uses; consequently, they can identify marshland, rivers and forests. In Years 5 and 6, they are aware of the link to height of the colour range on an Ordnance Survey Map.
106. Cross-curricular links with English, mathematics and history are well developed. In Year 1, pupils write down their addresses and write weather poems; in Years 3 and 4, the pupils know stories of the Norse gods and are aware of the routes taken by Vikings as they cross the North Sea. In Years 5 and 6, pupils are able to use tables that convert miles into kilometres, as well as use map co-ordinates.
107. In the one **history** lesson seen, in the Year 3/4 class, teaching and learning were very good. This was because of the very good relationships in the classroom and the effective way in which the teacher planned with pupils' prior learning in mind. The task that involved pupils in becoming amateur archaeologists was good and well thought out. Because of this, they made good gains in their learning, accurately deciphering Viking rune signs and constructing their own messages. Pupils show understanding of Norse life. They are able to write messages in a style appropriate to the task: '*Odin protect us.*' The higher attaining pupils are able to explain that the Vikings did not write on paper and these runic signs, carved on stone, are sources of information.
108. The work in pupils' books shows that in Year 1, they are familiar with toys from different periods, and this learning was reinforced by a visit to a toy museum. In Year 2, the pupils have written about events in the life of Florence Nightingale and their own personal history. In Year 4, pupils have written about how a settlement grows in different ways for different reasons and that the place-name may reveal some historical and geographical link. In Years 5 and 6, pupils have learned about life in Victorian times, with a range of displays showing their work. The quality of their learning was enhanced by a visit to a Victorian classroom. This role-play experience was developed in school as a class assembly, with the pupils showing an understanding of the changes in schools across different periods.
109. There are good links with literacy. For instance, in Year 5 and 6 classes, pupils are interviewed and asked to respond in the manner of a Victorian, commenting on the 'new-fangled invention' of railways polluting the local town with their 'smoke and noise'.
110. The lack of formal and informal assessments in geography and history means that pupils' previous and current learning cannot be tracked and built upon in a systematic way. However, the subjects are well planned and the curriculum plan ensures good coverage and progression. Limitations in the school's accommodation create a cramped and distracting environment. There is no school library to support pupils in developing their research and enquiry skills.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- The good range of resources enhances the teaching and learning.
- The subject is well developed through the good support given to teachers by the co-ordinator.
- There are good links to other subjects.
- The assessment procedures are unsatisfactory.

### Commentary

111. The pupils' attainment at the end of Year 2 and Year 6 is in line with the expectations in the locally agreed syllabus. The subject now meets the statutory requirements and this is an improvement upon the last inspection.
112. Teaching and learning are satisfactory overall. Lessons are well planned and organised according to the needs and abilities of pupils, hence pupils make satisfactory progress and pupils with special needs make good progress, with the support of the teaching assistants.
113. Four lessons were observed: two in Years 1 and 2 and two in Years 3 to 6. In all the lessons, pupils were interested and responsive, taking part in discussions and researching information from the wide range of materials and artefacts recently purchased by the co-ordinator.
114. The pupils in Year 2 prepare for a forthcoming visit to a Sikh Temple, recognising that it is a place of worship. They suggest a number of ways to behave that will be in keeping with the visit such as being polite, following instructions and being respectful. The lesson added to the pupils' spiritual, moral, social and cultural development.
115. The pupils in Year 4 learn about the importance of Easter to Christians as they follow the Easter story, recording the events in their own Easter diaries. In one very good lesson seen, pupils wrote satisfactorily about the crucifixion. The pupils with special needs made good progress in their writing and understanding with the help of the teaching assistant. Good links were made with art as pupils looked at ancient and modern pictures of the crucifixion scene. Other good links are made through literacy and music.
116. The co-ordinator has held the post for a year and has made a significant contribution to the subject by attending courses and feeding back relevant details to teachers. The good range of resources that she has introduced has widened the experiences and knowledge of the pupils, as do the visits that are organised to places of worship. The monitoring of teaching and learning is not yet in place but teaching plans that include cross-curricular links are monitored regularly. There are no assessment records kept to show what each pupil has understood.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

117. Work was sampled in art and design, design and technology, physical education and music as too few lessons were seen in these subjects to make a firm judgement about provision. However, the inspectors also spoke to co-ordinators of these subjects about their work. The teachers' plans throughout the school are comprehensive and follow the national guidelines for each subject well.

118. In **art and design**, the work on display and in lessons observed in Years 4 to 6 was scrutinised. In the three lessons seen, the teaching was good overall and standards reached by the pupils were broadly in line with the expected levels. The pupils worked conscientiously and skilfully in all the lessons and created prints to depict movement of a person involved in activities such as jumping and running. The pupils worked individually to create their prints and showed good understanding of foreground and background, and how these could be enhanced by the use of “stronger/weaker” colours. It is evident from the displays around the school that the work that is planned is varied and interesting, and that the pupils clearly enjoy the subject.
119. Only one **design and technology** lesson was seen. Work was analysed from a limited selection and because only one lesson was observed, a judgement on standards cannot be made. Following discussions with the co-ordinator and looking at the teachers’ plans, it is clear that the provision is satisfactory, and has been improved since the last inspection. The school uses national guidelines for planning work and this has contributed to the progress made.
120. From the examples of work seen, the pupils are encouraged to carry out research before beginning their design project, for example when making a toy for a younger child. There are links with other subjects such as literacy because of the planning details which provide a flow chart for the project.
121. Two **music** lessons, one in Years 1 and 2 and one in Year 4 were observed. The standards in these two lessons were broadly in line with the expected levels for their ages. From the scrutiny of the planning and the other evidence gathered from talking to pupils and in displays around the school, it is clear that the subject now meets statutory requirements and this is an improvement upon the last inspection.
122. During one assembly, the choir sang a song in two parts that was melodious, tuneful and rhythmically correct. The standard of singing was good as pupils in Years 4-6 sang to the rest of the school and won their warm applause. Their performance added to the spiritual and social life of the school. The choir perform locally and will be singing in London later this year. There are opportunities for pupils to take part in instrumental tuition that enhances music-making throughout the school.
123. In one very good lesson in Year 4, the pupils thoroughly enjoyed attempting to play the rhythms for a New Zealand stick dance. They persevered enthusiastically with the task and co-operated well, as in pairs they beat a three-beat rhythm with sticks whilst gently throwing one stick to each other. All pupils, including those with special needs, made good progress. The more able pupils attempted a more difficult pattern in time with the music. The lesson added to the spiritual, social, cultural and moral development of all the pupils.
124. In Year 2, the pupils begin to learn the art of composition as they use a variety of percussion instruments to depict a journey. They learn about notation and use symbols to represent the instruments. They make satisfactory progress, realising that they need to practise to improve their performance.
125. At the present time, there is no music co-ordinator but the school has a satisfactory range of instruments and resources. There is no whole-school procedure for recording what each pupil has achieved in music.
126. Only two lessons were observed in **physical education** so there is insufficient evidence to make a judgement on standards of physical education in the school. A discussion with the recently appointed subject co-ordinator and a review of planning through the school show that all elements of the National Curriculum are being planned and delivered adequately throughout the school.

127. Although teachers keep their own records of the skills pupils attain, there is no consistent whole-school procedure for assessing and recording what pupils can do and what progress they are making. The co-ordinator is in the process of adapting a system of assessing and recording so that it meets the needs of the school. She is hoping to begin introducing it as from September. Although she has not long had the responsibility, the subject co-ordinator has already developed a draft development plan which indicates a clear grasp of what needs to be done.

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

128. The provision for pupils' personal, social and health education is good. The governing body has fulfilled its statutory requirement and there are agreed policies covering both sex education and drugs misuse. The school makes time each week for PSHE lessons; this is planned within the school's curriculum framework. A Year 5 class was observed learning about the work of Members of Parliament; by using newspaper headlines and articles; they identified and discussed the MP's role in each case. Also, a Year 3 class was observed being taught about road and rail safety; pupils showed secure understanding, explaining why playing with a ball nearby could be dangerous. Effective links with other subjects help to promote pupils' learning. In a good science lesson in a Year 3 and 4 class, the pupils discussed the dangers of mains electricity, the importance of insulators and described the effectiveness of plastic socket covers for home safety.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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