

## **INSPECTION REPORT**

### **WARREN PRIMARY SCHOOL**

Chafford Hundred, Grays

LEA area: Thurrock

Unique reference number: 131226

Headteacher: Mrs L Pritchard

Lead inspector: Mr J V Drinkwater

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> March 2004

Inspection number: 258306

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:	3 - 11
Gender of pupils:	Mixed
Number on roll:	468
School address:	Gilbert Road Chafford Hundred Grays Essex
Postcode:	RM16 6NB
Telephone number:	(01375) 482 288
Fax number:	(01375) 482 299
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Silverman
Date of previous inspection:	8 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Warren Primary School opened in September 1997. When it was last inspected, in 1998, it had 63 pupils on roll. The school is now much bigger than other primary schools, with 468 pupils on roll. The percentage of pupils identified as having special educational needs, including statements, is broadly in line with the national average. Pupils' varying needs include moderate to profound and multiple learning difficulties, autism, social, emotional and behavioural difficulties, speech or communication problems and physical disabilities. The school acts as a resource for the area for pupils with a hearing impairment and consequently the percentage of pupils with statements of special educational needs is well above the national average.

The school serves an ethnically diverse area of Chafford Hundred in Grays, Thurrock. The area consists largely of recent housing development. The community makes very good use of the school building. The majority of children come from a variety of social backgrounds that are mainly fairly advantaged. The range of ability of the pupils when they first start school is wide but many of them are below national expectations with regard to their speech and levels of independence. The percentage of pupils known to be eligible for free school meals is below the national average. Pupils are predominately white with a significant representation of other ethnic groups. The percentage of pupils whose first language is believed not to be English is higher than in most schools, with seven who are at an early stage of English language acquisition.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15090	Mr J V Drinkwater	Lead inspector	Information and communication technology Music
9590	Mr R Kitson	Lay inspector	
18936	Mrs C Frankl	Team inspector	Special Educational Needs
19482	Mrs S Ditchburn	Team inspector	English Physical education Religious education
21597	Mrs C Robinson	Team inspector	The Foundation Stage Design and technology Science Art and design.
2639	Mr M Harvey	Team Inspector	Mathematics History Geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Warren Primary is a good school**, with significant strengths, that values children's personal development as highly as academic attainment. The ethos of the school is outstanding. Children make good progress and achievement is good. Teaching and learning are good overall. Leadership and management are good. The learning support assistants give excellent support. The school provides good value for money.

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

- The clarity of vision, sense of purpose and high aspirations of the headteacher are excellent. This has contributed significantly to the school's excellent sense of community, known as "The Warren Way", where all individuals matter and all pupils are included in what the school does.
- Pupils attain above average standards in English, mathematics and science by the end of Year 6. Standards in art are below average at the end of Year 2.
- Teaching is good overall, and results in good learning. There is, however, some unsatisfactory teaching by some temporary staff Key Stage 2.
- Pupils are given excellent support and advice.
- Provision for deaf pupils is very good and the quality of teaching is very good. These factors ensure that the achievement of deaf pupils is good.
- The school has a broad curriculum that is very well enriched through extra-curricular activities, but there are limited planned opportunities for pupils to be creative in some subjects.
- Information and communication technology is not consistently developed within other subjects.
- The pupils enjoy school and their attitudes are very good. There are innovative approaches to raising pupils' self-esteem.

The school has changed considerably since last inspected in 1998, rising in roll from 63 pupils on roll to over 450. Identified areas for improvement have been addressed effectively. The school has detailed schemes of work to inform teachers' medium-term planning. Good provision is now made for pupils in the Nursery and Reception classes.

### STANDARDS ACHIEVED

*The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.*

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

*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.*

**Achievement is good.** The range of ability of the pupils when they first start school is wide but many of them are below national expectations with regard to their speech and levels of independence. However, pupils make good progress in the Nursery and Reception classes, achieving average standards. Standards rise as pupils move through the school. Overall, standards are satisfactory by Year 2 and good by Year 6. Warren Primary helps pupils to make good progress and adds very good value. Standards in English are above average by Year 2. By Year 6, standards are above average in English, mathematics and science. Standards in other subjects are in line with the national average by Year 6.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** The pupils' attitudes, behaviour and attendance are all very good.

## QUALITY OF EDUCATION

**The quality of education provided by the school is good.** Pupils learn well and their progress is good because, overall, **teaching is good.** The best teaching is imaginative and makes learning vivid and relevant. The quality of teaching by permanent teachers of Warren Primary ranges from satisfactory to excellent, whereas for temporary teachers it ranges from unsatisfactory to very good. Where teaching is only satisfactory, there is scope for improving the opportunities for pupils to be more actively engaged in their learning.

The **curriculum is satisfactory.** It is broad and opportunities for enrichment are very good through, for instance, after-school clubs and visits. However, there are limited planned opportunities for pupils to initiate and develop their own ideas in an imaginative manner in the more creative aspects of the curriculum.

The care, welfare and support that pupils receive are very good. The school values the views of the pupils and their involvement as peer mentors and play leaders is exemplary. Relationships between pupils and staff are excellent. The help offered to pupils, by the school achievement coordinator for instance, is also excellent.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are good.** The leadership of the headteacher is very good and she works in a close and effective partnership with her deputy. Subject leaders provide good support and guidance for their colleagues. Management is good and induction of staff is excellent. School self-evaluation is very good. The work of the governing body is good; governors challenge and support the school well and take very effective steps to ensure that the school successfully meets statutory requirements.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents:** the vast majority of parents have very positive views of the school.

**Pupils** also have positive attitudes to the school, their teachers and to learning.

## IMPROVEMENTS NEEDED

**In order to build upon existing strengths the most important things the school should do to improve further are:**

- Share within the school the existing imaginative teaching that makes learning productive, vivid and relevant in order to improve satisfactory teaching and to eradicate unsatisfactory teaching.
- Review the balance of the curriculum to provide more planned opportunities for pupils to be creative in English, art, design and technology, music and physical education in Years 1 to 6 and in creative development in the Nursery and Reception classes
- Raise standards in art in by the end of Year 2.
- Develop information and communication technology more consistently within other subjects.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, standards are good and pupils achieve well. Standards rise as pupils move through the school, from below average on entry to above average in English, mathematics and science by Year 6. English language and literacy skills are good. Competence in mathematics improves from satisfactory by Year 2 to good by Year 6.

#### Main strengths and weaknesses

- Achievement of pupils, including those who have special educational needs, is a strength.
- Standards in English are above average by the end of Year 2 and Year 6.
- Standards are above average in mathematics and science at the end of Year 6.
- Aspects of creative development in the Nursery and Reception classes are unsatisfactory.
- Personal, social and emotional development in the Nursery and Reception classes is good.
- Standards in art and design are below average at the end of Year 2

#### Commentary

1. Attainment on entry covers a relatively broad spectrum, but many pupils are below national expectations with regard to their speech and levels of independence. Good teaching in the Nursery and Reception classes overcomes most of these disadvantages. Pupils' achievement is good and most pupils are on course to meet the standards expected of them by the end of Reception. Aspects of pupils' creative development are below average but their personal, social and emotional development is good.

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

Standards in:	School results	National results
reading	15.3 (14.3)	15.7 (15.8)
writing	15.3 (13.3)	14.6 (14.4)
mathematics	15.9 (15.6)	16.3 (16.5)

*There were 55 pupils in the year group. Figures in brackets are for the previous year.*

2. In the 2003 national tests for pupils in Year 2, overall results were below the national average. Over time, standards have varied; in some years they have been above average and some below. Overall, the trend has been for Year 2 results to be below the national trend. The current standards in Year 2 are at least in line with the national average and pupils make good progress. This is because of the focus given by the school to raising attainment in Key Stage 1. This has been most successful in English. Standards in reading and writing are above average by Year 2, reflecting good leadership and good teaching.
3. Standards in both science and mathematics are average by Year 2. Standards are average in all other subjects except in art and design where they are below average. This is because pupils do not have the opportunity systematically to develop their knowledge and skills in drawing and painting and in a wide range of media in Years 1 and 2.

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

Standards in:	School results	National results
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English	28.2 (28.8)	26.8 (27.0)
mathematics	27.6 (28.5)	26.8 (26.7)
science	30.7 (31.8)	28.6 (28.3)

*There were 50 pupils in the year group. Figures in brackets are for the previous year.*

4. Over the last three years, the standards achieved by pupils at Warren Primary School at the end of Year 6 have been above or well above average. Warren Primary helps pupils to make good progress and adds very good value. Standards in reading and writing are above average by Year 6. Standards in both science and mathematics are above average by Year 6.
5. Handwriting and presentation skills are good throughout the school. There are too few opportunities, however, for developing creative writing such as story-writing or poetry.
6. Standards in other subjects are in line with the national average in all subjects by Year 6.
7. The school is very inclusive and enables pupils, whatever their ethnic background, to learn and make good progress. Pupils with special educational needs are well supported. Progress for pupils with statements of special educational need is monitored very effectively and their achievement is good. Pupils with English as an additional language are fully included and their achievement is good.

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

Attendance, punctuality, pupils' attitudes, behaviour and spiritual, moral, social and cultural development are all **very good**.

### **Main strengths and weaknesses**

- Promotion of the social development of the pupils, their relationships with others and racial harmony are excellent.
- The school stimulates in pupils a desire to learn.
- The school sets high expectations for pupils' conduct and very successfully works to achieve them.
- Attendance is very good because of the action taken to promote it, and parents respond positively.
- Pupils' interest in school life is very good and the range of activities provided is very good.
- Pupils are willing to take responsibility within the school community because of the work of the staff.
- Pupils' confidence and self-esteem are very good.
- Respect for feelings, values and beliefs of others is very good.

### **Commentary**

8. Attendance and punctuality are very good because, as one child put it, *"This school makes learning fun."* Pupils are very keen to come to school and arrive promptly. Parents and carers support very good attendance. The high priority given to attendance is promoted by certificates that are awarded for excellent attendance.

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

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.9
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.*

9. Pupils' behaviour is very good in and around the school. The politeness of pupils is a credit to them, their parents and the staff. Visitors cannot approach a closed door without a child or adult quickly opening it for them. If doors are held open for pupils, they always say, "Thank you". This aspect of the pupils' social development is outstanding and is a good example of what staff, pupils and parents refer to as "The Warren Way". Clear principles are established that enable pupils to distinguish right from wrong. The very good behaviour does not happen by chance. It is constantly modelled by staff. The school has very high expectations of pupils' conduct. The headteacher and her team work tirelessly to achieve them. Parents are very appreciative of this.

The table below shows that there were few fixed term exclusions and no permanent 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	372	2	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	12	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	19	0	0
Asian or Asian British – Pakistani	7	0	
Black or Black British – Caribbean	6	0	0
Black or Black British – African	45	0	0
Black or Black British – any other Black background	2	0	0
Chinese	8	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	4	0	0

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

10. All pupils' successes are equally valued and there is evidence of positive representation of people with disabilities. The school is free from racism and other forms of harassment. The rare instances of bullying are dealt with very quickly. As a parent explained, *"It is dealt with straight away and nipped in the bud"*.
11. Warren Primary is a culturally diverse school. The school's promotion of good relationships, including racial harmony, is excellent. Children back this up with comments such as the following, by a child with English as an additional language, *"This school is 100 out of 100"*. There is very good respect for feelings, values and beliefs of others. A Year 6 pupil made the following comment in a discussion in religious education: *"Each person has their own belief. I think it is good that they all have different religions – we can learn from each other"*. Parents' positive comments about the integration of different cultures in the school included, *"I have been amazed at how well they all get on. It is really great"*. One parent talked of her daughter who has transferred to Warren Primary as *"Happily integrated and happy about her culture"*.
12. The school's adherence to the 'Warren Way' and the dedication of staff are successful in stimulating a desire to learn. Pupils' relationships with each other are excellent. They have high levels of self-esteem and confidence. Where this is not the case, the school takes

innovative steps to address the issue. Special courses are arranged for selected pupils to help build their confidence and feeling of worth.

13. The pupils are encouraged to understand the responsibilities of living in a community. Social development is excellent. This starts from the moment the pupils enter school in the Nursery and Reception classes, where the achievement of early learning goals in personal, social and emotional development of pupils is very good.
14. Throughout the school, pupils are very socially aware and take their responsibilities as members of the school community very seriously. Pupils are enterprising and willing to take responsibility. Their roles as play leaders, peer mentors and in the school council are very good examples of this.
15. Collective worship makes a very good contribution to pupils' spiritual development. Pupils understand the importance of religious festivals. Parents commented that at Warren Primary, their children can be proud of their background and beliefs. In the acts of collective worship, there are good opportunities for reflection. The spiritual, moral and cultural development of the pupils is very good.
16. All of the above factors have a positive impact upon lessons where pupils' attitudes are very good. Pupils are enthusiastic and keen to work hard. Consequently, they learn effectively.

#### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good**. Teaching and learning are good overall. The school has a broad curriculum that meets National Curriculum requirements.

#### **Teaching and learning**

Teaching and learning are **good** overall. In Stage 1, the teaching and learning are good; in Key Stage 2, they are good overall, but inconsistent across the classes. The quality of assessment is good.

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

- Use of teaching assistants and other support is excellent.
- There are examples of imaginative teaching that make learning vivid and relevant.
- Relationships between staff and pupils are very good.
- In Key Stage 2, there are inconsistencies in the quality of teaching, some of which is unsatisfactory.
- Inclusion is a strength – all pupils are provided with equality of opportunity.
- The teachers' planning for lessons is good.
- Pupils' learning is good and they collaborate well.
- Assessment is very good in mathematics and English.

#### **Commentary**

##### ***Summary of teaching observed during the inspection in 58 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (7%)	12 (21%)	21 (36%)	17 (29%)	4 (7%)	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. Taking full account of the broad range of evidence, overall, the teaching and learning are good in the school. Parents value the quality of the teaching. There are examples of good teaching throughout the school and some of it is excellent. The quality of teaching in mathematics is very good throughout the

school. In English, teaching is good throughout the school with some outstanding teaching in both Key Stage 1 and Key Stage 2. When only taking account of lesson observations, there is greater variety of quality in Year 3 to 6, with unsatisfactory teaching by some temporary teachers. The school currently employs six temporary teachers who provide cover for leave of key staff. Many temporary teachers make a valuable contribution to the school. The range in the quality of teaching for temporary staff is from unsatisfactory to very good. The range in the quality of teaching for permanent staff is from satisfactory to excellent. This variation has been recognised by parents and the school. The school setting arrangements (i.e. the grouping of pupils by ability rather than class) and support systems minimise the impact of this unsatisfactory teaching in the long term. Pupils do not remain with one teacher and classes are broken down into smaller teaching groups. Evidence from talking to pupils and scrutiny of work demonstrates that these strategies are effective and that teaching, overall, is good in Years 3 to 6.

18. There are a number of strengths common to most of the teaching at Warren Primary. Relationships between staff and pupils are very good. Planning is good. The teaching and planning requirements of the National Numeracy and Literacy Strategies have been very well assimilated. Teachers expect high standards of behaviour and pupils respond very positively. Equality of opportunity is very good. All pupils, including those with special educational needs and those from ethnic minorities, are provided with good opportunities to succeed. Teachers encourage pupils to do well. These strengths have a positive impact upon learning, which is good.
19. During the inspection, 28% of the teaching seen was very good or excellent. In these lessons, the high quality teaching ensured that pupils were actively involved in their learning. Below are examples of imaginative teaching that made learning vivid and relevant:

*In a Year 5 French lesson about giving instructions, the teacher took the pupils outside. After an enjoyable exercise in which the teacher gave directions in French, the pupils were asked to work in pairs. One partner had to have his or her eyes closed while the other gave directions to a chair situated across the playground. The pupils showed complete trust in each other, typical for pupils at Warren Primary, by keeping their eyes shut tight. This resulted in pupils having to give precise instructions in French – which they did. The pupils learned a lot through this imaginative and practical session.*

*In a Year 2 English lesson, pupils were learning about “persuasive language”. The teacher demonstrated this in a vivid manner by trying to “persuade” pupils to eat a raw sprat! She offered merit marks and told them that fish was very good for them and would make them healthy. Pupils squealed with delight and horror at the idea. No one was persuaded although one child at the very end did offer to eat the fish for ten merit marks! The opportunity to explore and practise persuasive language in this exciting and enjoyable way clearly underpinned the writing activity for the next lesson.*

Teaching that was very good or excellent displayed many of the following strengths:

- Questioning that extended understanding.
- Very good pace with no time wasted.
- Challenge and high expectations of behaviour and learning that resulted in above average standards.
- Building skilfully on previous learning so that new skills are acquired in the lesson.
- Giving good feedback to pupils about how well they are doing and what could be improved.
- Good development of vocabulary, such as using the technical vocabulary of mathematics.
- The use of a plenary session at the end of lessons to review and reiterate learning.

This high quality teaching had a significant impact upon learning and standards. Pupils were fully engaged in tasks, learning was frequently very good and standards above or well above average.

20. Teaching was satisfactory in 29% of lessons observed. Where teaching was satisfactory, strengths included: high expectations of good high behaviour; ensuring equality of opportunity for pupils; good use of learning support assistants and good relationships between staff and pupils. All of these qualities ensured that satisfactory learning took place. Introductions to these lessons were often good. However, there was a tendency for teachers to control the lesson too tightly. Sometimes they talked for too long or

asked closed questions, resulting in too few opportunities for pupils to be fully engaged in the learning. Increasing the level to which pupils are actively involved in their own learning has already been identified by the school as an area for improvement and is currently being addressed through the improvement plan.

21. In four lessons in Key Stage 2, teaching was unsatisfactory for the following reasons:

- Low expectations of pupils and insufficient challenge.
- Unsatisfactory organisation; for instance, slowness to set out tasks caused disquiet and lack of concentration by pupils.
- Unsatisfactory use of time and resources, for instance where up to four pupils had to share one instrument in music.
- Unsatisfactory use of strategies for promoting high standards of behaviour.
- Insufficient attention paid to skill development.

In each instance, unsatisfactory teaching resulted in unsatisfactory learning. Pupils did not acquire skills and they did not work productively.

22. Overall, assessment is good. Marking is consistently good throughout the school and relates to the individual targets set for pupils and the learning objectives. In English and mathematics, assessment is very good. Here, the progress of pupils is carefully tracked and teachers attend challenging meetings where they have to account for pupils who fail to make the expected progress or to meet the agreed targets, and explain the action they have taken.

23. The homework policy supports pupils' achievement well. At the pre-inspection meeting for parents, homework was described by parents as good. They reported that there had been some issues but that the school had listened to parental concerns and had made improvements. The school provides useful guidance to parents in the form of leaflets for each year group explaining the units of work. Individual homework books are a record of all work completed at home. Pupils speak with confidence about the work they do at home.

24. The support given by learning support assistants is excellent.

### Example of outstanding practice

**The work of the learning support assistants:** this highly skilled team have a positive impact upon learning and inclusion.

Learning support assistants work in close partnership with teachers. They very effectively support the teachers by acting, for example, as "signers" for deaf pupils. Learning support assistants often stand at the front when teachers are working with the whole class and sign all that the teachers say so that deaf pupils can be fully involved, for example in a music lesson, enabling them to sing and sign the lyrics for their "protest song".

Learning support assistants also work with pupils who have special educational needs, including those with personal behaviour plans. They know the children very well and are quick to support sensitively or, when necessary, to intervene to keep them on task. They have a significant impact upon the good achievement of pupils with special educational needs.

The support given is consistently of very high quality.

### The curriculum

The curriculum provision is **satisfactory**. The school has a broad curriculum that meets all National Curriculum requirements, including provision for religious education and collective worship. Accommodation and resources are good.

### Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- The curriculum in Nursery and Reception is good.
- Opportunities for enrichment through a range of clubs, visitors and visits are very good.
- Provision in art and design is unsatisfactory.

- In some subjects, there are insufficient planned opportunities for pupils to initiate and develop their own ideas in a creative manner.
- The match of support staff to the curriculum is very good.
- Equality of opportunity is very good.
- The development of ICT across the curriculum is inconsistent.

## Commentary

- Curriculum provision in the Nursery and Reception classes is generally well planned and promotes all areas of learning. Teachers work well together as a team to ensure consistency in planning and delivery of the curriculum. Consequently, pupils make good progress from the Nursery to Reception classes. The arrangements for outdoor learning are good. Pupils have free access to outdoor activities in the Nursery and timetabled sessions in the Reception classes. The opportunity to develop skills in drawing and painting is unsatisfactory.
- The school provides a broad range of curriculum experiences for pupils in Years 1 to 6, meeting statutory requirements. The curriculum is enriched by French in Key Stage 2, and by the range of extra-curricular activities and visits. There are, however, few planned opportunities for pupils to be creative. Currently, insufficient emphasis is given to this in creative development in the Nursery and Reception classes and in English, art and design, design and technology, music and physical education in Years 1 to 6.
- Art and design is not organised so as to ensure pupils experience it in sufficient depth in the Key Stage 1. They lack opportunities to build up systematically the skills and knowledge required. This results in below average standards in by the end of Year 2.
- The school's implementation of the National Strategies for Numeracy and Literacy has been good. The classroom environments offer good support for teaching and learning in these subjects. There is a good range of visual support and related vocabulary in classroom displays. This is consistent across the school. The result is that pupils know the classroom systems well, are confident learners and demonstrate a good level of independence. In English, mathematics and science, pupils know the standard of their work compared with National Curriculum levels and they are clear about what they have to do to improve.
- The school has identified the need to increase the integration of ICT throughout the curriculum. This is being addressed through the current improvement plan and is beginning to have an impact, for example in music and mathematics. The development of ICT skills within other subjects remains a pertinent target because these successes are not consistent for all subjects.
- The quality of provision for personal and social education is very good. "The Warren Way" is clearly understood by all pupils, and teachers teach the pupils right from wrong and encourage the development of positive attitudes between all pupils. Health education, including sex education and drugs education, is satisfactory. There is a good and active school council which takes its responsibility very seriously.
- Equality of access and opportunity for all pupils to the curriculum is very good. Provision for pupils with special educational needs and for pupils with English as an additional language is good. The individual education plans for pupils with special educational needs are well focused. The progress of pupils with statements of special educational need is monitored very effectively. The school's approach is inclusive and all members of staff are strongly committed to including all pupils in the life of the school.
- There is a wide range of clubs and out-of-school activities that are well attended. The curriculum is further enriched by themed weeks and visits to places of interest. A strong feature of these activities is the opportunities pupils have to experience food and traditions from other countries during multicultural weeks. They have the opportunity to pursue musical tuition and learn a range of instruments. Year 5 have the opportunity for a visit to Leeds Castle and Year 6 make a residential visit to the Isle of Wight.
- The match of permanent teachers to the curriculum is good.
- The accommodation and learning resources are good. The school has ample space in classrooms. There are two good-sized halls. There are also some good specialist facilities. For instance, the ICT suite is a valuable asset. Pupils in the Nursery and Reception classes

have a good range of resources to support all areas of learning. They have full access to an outdoor curriculum, which is well maintained and well managed.

### Care, guidance and support

The school takes **very good** care of its pupils and procedures to ensure that the pupils work in a safe environment are very good. It provides very good levels of support and guidance so that pupils develop into confident young citizens. The school actively seeks the views of pupils through the work of the school council.

### Main strengths and weaknesses

- Excellent relationships ensure that all pupils are individually cared for and supported.
- Play leaders and peer mentors ensure that pupils settle well into school and maintain good relationships.
- The school's procedures for health and safety and child protection are very good and ensure the pupils work in a safe environment.
- The extent to which pupils have trusting relationships with adults in the school is excellent.
- Assessment procedures are very good and are used effectively to guide pupils' learning.

### Commentary

35. The school ensures the environment is a safe one in which pupils can learn effectively. There is a comprehensive health and safety policy. A named governor and the site manager carry out the health and safety checks regularly. Child protection procedures are well embedded and all staff are trained and know the procedures to follow. Teachers ensure that an appropriate adult meets pupils after school and any child who is not collected is taken to the entrance hall where they are supervised.
36. Playtime supervision is very good. Pupils have excellent involvement through their roles as play leaders and peer mentors to ensure that pupils settle well into school and maintain good relationships.

### Example of outstanding practice

**The involvement of pupils:** peer mentors and play leaders enhance playtime.

The peer mentors provide support for fellow pupils who may be unwilling to go to an adult with a problem. They befriend and comfort any pupil who may have a broken relationship and they try to arbitrate in any disputes that may arise. Prior to becoming a peer mentor, they receive six weekly one-hour training sessions. Pupils talked about their training which includes:

- not taking sides;
- listening skills;
- what is meant by equality;
- team building;
- the importance of being patient, and
- working confidently.

The play leaders also receive training and their role is to help the younger children in the playground and support them in developing positive relationships. They also make up games to help those children who may be bored. The children are proud that they have such a special and responsible role in school and expressed pleasure at being chosen.

37. The appointment of a school achievement coordinator is an innovative management strategy. The person undertaking the role makes a valued and valuable contribution to the excellent support and advice available to pupils. This work supports the excellent relationships which are evident throughout the school.

38. The school has very good procedures for seeking pupils' views. A representative from each class from Years 1 to 6 sits on the school council. The representatives meet with their class before each meeting and put forward suggestions and ideas for school improvement. The school council is properly constituted with a chair, secretary and treasurer. The chair of the council meets with the headteacher after each meeting and puts forward suggestions. The ideas are well received and valued by the school. The introduction of an adventure play area and more after-school clubs have been the result of suggestions put forward by the school council. The pupils feel the school council is very worthwhile and the headteacher always considers their views.
39. The school has good arrangements to support pupils with specific physical and medical needs and this information is communicated to staff working with these pupils. Staff liaise with visiting specialists such as the educational psychologist and specialist teachers to maximise their interventions. Learning support assistants learn how to deliver specialist and therapy programmes. The support they provide for all pupils, including the pupils who are deaf, is excellent. They are all able to 'sign' and this impacts positively on the pupils' learning.
40. Pupils with English as an additional language make good progress and achieve well. The large majority of them are bilingual. Where necessary, they receive very good support from teachers and teaching assistants in lessons. They are provided with good models of spoken and written English by adults in the school and there is recognition of the importance of their home language and culture. They are monitored in their progress along with all others in the school. This aspect of the school's provision is well led and managed by a dedicated member of staff.
41. The procedures to deal with any concerns and complaints are very good. At the parents' meeting, there were positive comments about the manner in which the headteacher responds to parents.
42. Assessment procedures are good and have a positive impact on raising attainment. The pupils have a clear understanding of what they have to do to improve. For pupils with special educational needs, their individual education plans targets are reviewed each term and renewed. The tracking of individual pupils' progress is having a positive impact on pupil achievement.
43. The teachers provide excellent role-models for the pupils and this leads to a purposeful learning environment. Induction of pupils is very good. Throughout the school, the pupils are friendly and supportive of others and in lessons they actively help each other. The support they receive from staff and other pupils helps them to develop into confident and articulate young citizens. This reflects the headteacher's high aspirations and clarity of vision.

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

The school's partnership with parents is **good**. There are **very good** links with the local community and **good** links with other schools.

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

- The school has good links with its parents who support the pupils' work in school and at home.
- The school has very good links with the local community, which uses the school for community purposes and gives valuable support to the pupils' learning.
- The school has good links with other schools in the local cluster and the high school, which are used to support pupils' learning and development.

#### **Commentary**

44. The significant majority of parents are positive about the school and the education provided for their children. A small number of parents expressed some concerns about the information they receive regarding the pupils' progress. However, inspectors judge that overall, parents are provided with good information throughout the year about their children's progress and targets. Annual and interim reports provide satisfactory information, including an overview of work covered and comments on pupils' progress. Consultation meetings are held three times each year at which specific targets are discussed with parents. Parents also receive a curriculum



overview each term. There are good mechanisms in place to keep parents of pupils with special educational needs informed of their child's progress. Parents' views are sought for individual education plans and the reviews of statements of special educational needs. Teachers are readily accessible to all parents to answer questions and discuss concerns.

45. Parents report that the school engenders a love of books and that pupils make good progress. Parents are involved well in their children's learning and this supports their progress effectively. The Friends of Warren hold regular meetings where fund-raising is discussed as well as topical issues and there is a regular question-and-answer session when the headteacher is present. The headteacher regularly seeks parents' views through questionnaires and at the Friends' meeting. Parents feel that their views are valued.
46. Some parents help in school on a regular and planned basis, particularly with the younger pupils. Parent helpers and members of the community run art classes, listen to readers and help with visits. They also support fund-raising activities and attend signing lessons. The home /school agreement helps to cement this relationship. The school's open door policy is well used and this was evident during the inspection.
47. The school has very good links with the community. The school is used seven days a week by the community ranging from church on Sunday and a fish and chip stand on Wednesdays to providing a venue for Community Forum events. The school is in partnership with a number of local companies who sponsor attendance and merit marks, provide adults to hear pupils read and support fund-raising events. Local clergy attend school assemblies. The local Pyramid Trust is also providing funding and resources for pupils who may lack confidence and self-esteem. There are good links with local sports clubs such as gymnastics and running to ensure that the higher attaining pupils can be further challenged. The school provides a resource for, and draws from, the community, which effectively supports pupils' learning.
48. The school works well with local primary schools as well as the local high school. The transfer of pupils to the local high schools is good - teachers visit the pupils at Warren Primary, parents' evenings are held prior to transfer and pupils visit their new school. The local high school also invites feeder primary schools to the events held at the school such as a technology day and a joint carol service at Christmas. Warren Primary provides a base for breakfast, after-school and holiday clubs for children.

## **LEADERSHIP AND MANAGEMENT**

The school's leadership and management are **good**, overall. The headteacher's leadership is very good and has some excellent features. The governance of the school is **good**. All statutory requirements are met.

### **Main strengths and weaknesses**

- The headteacher provides the school with a very clear vision for the future and a real sense of purpose. She has, together with the deputy head, provided an excellent role-model and has motivated and inspired staff to develop an excellent ethos and sense of community, described as "The Warren Way".
- The headteacher, staff and governing body are committed to a fully inclusive school where all individuals matter.
- Induction of staff is excellent.
- Performance data are used effectively to bring about improvement in standards.
- The governing body is supportive of the school, and is becoming more challenging and influential.
- The school's finances are well managed and the school provides good value for money.

### **Commentary**

49. The clarity of vision, sense of purpose and high aspirations of the headteacher are excellent. The headteacher exemplifies a sense of purpose and direction which is shared with staff, governors and parents. This has contributed significantly to the school's excellent sense of community, where all

individuals matter. Good strategic planning and her open style of leadership ensure that the work of the school is very well focused on raising standards, and on developing pupils' personal behaviour and attitudes. The school has an outstanding ethos, morale is high and there is a shared commitment to the future development of the school. The headteacher has introduced a number of innovative management strategies. In all this, the headteacher is very ably supported by her deputy who contributes significantly to the vision, evaluations and planning.

### Example of outstanding practice

**Innovative leadership:** the establishment of a non-teaching post of School Achievement Coordinator to manage all the work of external agencies and to organise support for pupils in danger of under-achievement.

The Student Achievement Coordinator undertakes a number of key roles. These include:

- linking with the Education Welfare Officer about attendance;
- supporting peer mentors and play leaders;
- supporting and developing the "circle of friends";
- ensuring the welfare of Looked After Children;
- supporting transition; and
- teaching assistant mentor for Thurrock.

The School Achievement Coordinator also gives support to pupils who do not achieve their targets that go beyond academic support.

50. School self-evaluation and the use of performance data are very good. Patterns of achievement are identified and action initiated through the school improvement plan, which is a comprehensive but overlong document that provides clear direction. The action plan to address standards in Key Stage 1 is being pursued consistently and is having a positive impact on raising standards through a more consistent approach to teaching and planning. As a result standards in reading and writing are now above average at the end of Year 2. The school has also identified variation in the quality of teaching. It has successfully minimised the impact of this variation upon learning and standards. through setting arrangements and support systems.
51. The senior managers are well supported by subject coordinators who have a consistent approach to planning and provide good advice to colleagues. Overall, they provide good leadership and management for their areas. Teamwork is a strength.
52. The school was granted Investors in People status in 2002 in recognition of its performance management systems. Performance management of teaching and non-teaching staff is good. Staff development is managed well by a member of the senior management team. In-house and external courses are used for in-service training. Recruitment and retention of staff is a concern at this time, although induction of staff, which is managed by the deputy head, is excellent. The school is committed to initial teacher training and has developed a programme to train graduates who wish to enter teaching.
53. The governance of the school is good. The governing body challenges and supports the school well and takes very good steps to ensure that the school meets statutory requirements. The governing body is effective in setting the direction for the school. The governing body is well informed in its role as "critical friend" to the headteacher and school. There has been an analysis of what governors do well and where things could be better. The governors have commissioned subject reports at each governors' meeting. Governors have attended training courses and benefit from information provided by the LEA. The governing body is becoming more influential in the life of the school. Governors support, wholeheartedly, the inclusive nature of the school and welcomed the establishment of the resource for deaf pupils.

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

Income and expenditure (£)	
Total income	1,183,478
Total expenditure	1,156,916
Expenditure per pupil	2,623

Balances (£)	
Balance from previous year	98,341
Balance carried forward to the next	124,903

54. Finances are managed effectively and the school ensures that the services it receives reflect good value for money. Funding is used appropriately. The school maintains a relatively high carry forward in anticipation of the continued and rapid growth of the school. The school uses the additional funding it receives for pupils with special needs to support their learning. Overall the school provides good value for money. The school makes good use of the principles of best value.

## THE WORK OF THE HEARING IMPAIRED RESOURCE

The provision for deaf pupils is **very good** and the effectiveness of the hearing impaired resource is very good. The achievement of deaf pupils is very good.

### Main strengths weaknesses

- Pupils make good progress and achievement is very good.
- The quality of teaching is almost always good and often excellent.
- Pupils have very good attitudes to learning.
- The curriculum is appropriately enhanced for deaf pupils.
- Leadership and management of the provision are strong.
- Inclusion of deaf pupils is excellent.
- The accommodation for the Key Stage 1 resource base needs improving.

### Commentary

55. The hearing-impaired resource was created two years ago to meet the needs of deaf children referred to the school. It is a 12-place unit with nine pupils currently on roll. There are two teachers of the deaf and five learning support assistants plus a British Sign Language (BSL) instructor. Other professionals regularly visit the school, including the speech and language therapist. The school uses a wide range of strategies to develop communication skills for the pupils. These are BSL, Sign Supported English, (SSE) and oral/aural communication. Methods of communication are selected on the basis of pupils' individual needs and are frequently reviewed.
56. The school provides inclusive education and all pupils spend some time in mainstream classes' with a number of older pupils attending all lessons in mainstream classes. On entry to the school, pupils' attainments are well below average because of their deafness. However, pupils in both Key Stages achieve very well because they are set challenging targets, which are regularly reviewed. Progress in communication is very good. Pupils using BSL also make very good progress in signing.
57. Pupils' attitudes to school and each other are very good. They develop very well morally and socially and they behave very well. They listen carefully to adults and use the signing and other visual cues very well to help them understand the context of lessons. They work very hard and can work both independently and cooperatively. All adults in school provide very good role models and encourage pupils to follow "The Warren Way", which pupils understand and strive to achieve. Pupils also develop very good attitudes to their deafness through outings and residential trips that help pupils develop their identity in the deaf world.
58. The quality of teaching and learning is very good overall. The lessons in Key Stage 1 are excellent. The new teacher in the Key Stage 2 resource is embedding into the school well and pupils' work shows that teaching and learning here is very good. Support for pupils in mainstream lessons is very good. The assessment of pupils work is very good. The school succeeds in creating an inclusive setting where pupils learn very effectively. This is because lesson planning is very good and is shared with the learning support assistants who can prepare and modify materials where necessary. Signing in lessons is very good and teachers and learning support assistants use a variety of visual aids. Teamwork between adults in classrooms is very good leading to very good support for all pupils.
59. Assessment for learning is very good. Pupils' progress is regularly recorded and used to plan the next steps for learning. Pupils are involved in setting their own targets for improvement.
60. The curriculum for deaf pupils is good with an appropriate focus on developing a wide range of communication skills for deaf pupils including BSL, SSE and oral/aural approaches. The approaches to developing the communication skills of deaf pupils are excellent. Choices about which is to be the first language for pupils are made in conjunction with professionals and parents and these decisions are regularly reviewed. The use of signing by staff and pupils is very good. Extra-curricular provision is very

good. Additional therapies are carefully planned to ensure pupils remain fully included in lessons. Last year, the school put on a signed production of "Cinderella" for all pupils in the school and this was a great success. Deaf pupils do attend some of the after-school clubs and the school provides regular opportunities for deaf pupils to have an outing together. There was a successful residential trip for deaf pupils last year. These activities are successful in ensuring pupils develop positive identities as deaf individuals.

61. Deaf pupils in lessons are fully included in all activities and this is made possible because of the effective signing and support given by learning support assistants. Pupils requiring additional speech and language provision and BSL teaching have the lesson time they miss through attending these sessions made up at other times during the day, ensuring pupils catch up on work missed.
62. Accommodation is very good for Key Stage 2 but the resource base for Key Stage 1 is too small. The school's plan to move the base next year is good. The teachers and learning support assistants are very well qualified although it has been difficult to recruit a teacher of the deaf to cover maternity leave.
63. The provision for pupils' care, welfare and health and safety is very good. The teachers and learning support assistants in the resource bases are available for pupils throughout the school day. Part of the morning routine includes checking pupils' hearing aids and ensuring pupils are comfortable and able to fit them themselves. Staff provide "ten minute catch-up time" for pupils throughout the day to help with their work. Pupils' targets are carefully monitored and pupils are involved in their review.
64. Schools links with parents are very good. The school hosts an SEN parents' support group, run by a parent, on a monthly basis. The school is developing effective links with other schools of the deaf. The school invites a deaf theatre group and deaf adults to visit the school to promote inclusion. Resource base staff have effective links with other deaf schools and are developing links with local special schools.
65. The leadership of the hearing impaired resource is very good with an appropriate focus on maximising pupils' communication both with deaf and hearing peers. There is a very good focus on inclusion and the resource improvement plan ensures that the provision develops to support these priorities. Management of the provision is good, the improvement plan is regularly monitored and targets for the current year are almost all achieved. An appropriate plan for 2004/5 has been drawn up which is driving the developments in the school. Monitoring of the quality of teaching and learning is appropriate and management of the work of the learning support assistants is effective.

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

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

The overall provision for the pupils in the Foundation Stage is **good**. This is an improvement since the last inspection.

Pupils in the Nursery and Reception classes receive a good start to their education. Overall, teaching is good. The staff in the Nursery work very well together. They ensure that children receive a consistently good induction into school. Very good planning and assessment systems across the Nursery and Reception classes contribute to the good start children receive in the early years of school. The Foundation Stage coordinator

working with the headteacher and the early years team has introduced supplementary assessment schemes by which the progress of all pupils is carefully monitored and assessed from the time they enter the school. Attainment on entry covers a relatively broad spectrum, but many pupils are below national expectations with regard to their speech and social and independent skills. Children with special educational needs are well supported and achieve well. Parents are kept well informed about what their children are to learn and have learnt at school.

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

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

### **Main strengths and weaknesses**

- Pupils develop confidence and improve levels of concentration.
- Pupils cooperate and behave very well. They work collaboratively.
- There are many opportunities for pupils to develop independence.
- Opportunities for outdoor activities are very good; they are well developed and supported by an excellent nursery nurse.

### **Commentary**

66. Pupils achieve well during the foundation years. They quickly develop confidence and have very good relationships with other pupils and all the adults that work in the Nursery and Reception classes. Children move independently about the room. They are very familiar with the routines and systems; they select activities, materials and books and complete some activities without adult intervention. Children receive praise and encouragement and this is effective in building up their self-esteem and confidence.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The teaching is good.
- Early reading skills and knowledge of sounds are fostered well.
- Early writing is developed through effective support from both the class teacher and the classroom assistants.
- There are limited opportunities for pupils to practise what they have learnt in focused literacy sessions in the Reception classes.

### **Commentary**

67. Pupils achieve well in all aspects of this area of learning. Good opportunities exist for pupils to extend their speaking and listening skills through all areas of learning. All adults encourage pupils to talk about what they are doing and discuss what may happen next in a story. Pupils join in with reading a big book and comment on their perceptions of the meaning of a painting. A number of pupils can spell simple words well. Pupils in the nursery are actively encouraged to choose a new storybook to take home every day with the result that their early book knowledge is developing well. They are generally making good progress towards achieving the early goals by the end of the reception year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The curriculum is well planned to include many opportunities to develop mathematical knowledge.
- There are many opportunities to explore materials and ask questions.
- There are many opportunities for pupils to initiate their own learning.

- Resources are good and pupils can access them independently.

#### **Commentary**

68. Pupils achieve very well because of the strong emphasis on the development of mathematical skills and language in all lessons. They put numbers in order confidently and match groups of farm animals to a picture, using the correct number on a line. The classroom environment supports the development of mathematics very well; there is a wide range of visual resources on display to reinforce the teaching points. Teachers take every opportunity to embed learning of number and shape through stories and songs and rhymes.

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

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

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

- Pupils take part in experiments that develop curiosity and stimulate learning.
- There are a number of opportunities to explore materials and ask questions.
- Pupils have regular opportunity to visit places of interest.

#### **Commentary**

69. Pupils achieve well and activities based on real situations provide a very sound basis for future work in science in Year 1. Staff involve pupils in exciting activities such as growing and planting, visiting the farm to observe animals and caring for the class rabbit. They closely observe natural objects by using a magnifying glass and are encouraged to discuss their findings. They experience the change in colour of a range of natural materials.

### **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

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

- The use of the outdoor area is good.

#### **Commentary**

70. Daily physical activities in the outdoor area are well planned and all pupils have regular access. They have regular opportunities to run, climb and jump in the out door area. There are many opportunities to acquire skills in cutting and sticking and working with malleable materials. All foundation classes have regular access to a range of construction activities both inside and out. With the result that pupils quickly develop a good standard of manual dexterity in handling materials.

### **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

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

- Opportunity for developing knowledge and skills in music is good.
- Opportunity for developing imaginative play is satisfactory.
- Opportunity for developing creative skills is an unsatisfactory aspect.

#### **Commentary**

71. Pupils enjoy imaginative play in the farm shop role-play area, where they can buy a range of produce, write lists and practise their knowledge of money.
72. In music sessions, they have good opportunity to use untuned percussion instruments to accompany simple songs and to participate in musical rounds. They demonstrate good listening skills and know when it is their turn to play. Pupils handle and manage the instruments very well.
73. Opportunities to develop systematically the skills needed in art are limited. There is an over reliance on templates and pre-cut shapes for pupils to work from. This limits the opportunities for pupils to express their creativity and draw upon their imagination and originality. Knowledge of colours and colour mixing is weak, as is the ability to closely observe and draw with freedom and imagination. The result is that pupils join Year 1 with underdeveloped creative abilities in drawing, painting, printmaking and three-dimensional work.

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

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

#### **English**

Provision in English is **good**.

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

- Some teaching is inspirational and imaginative in English.
- English language and literacy skills are good.
- The focus on raising attainment in reading and writing in Years 1 and 2 has improved standards.
- Planning for literacy identifies opportunities for stories and poems but too much emphasis is placed on non-narrative writing and the skills to support story-writing.
- There are too few opportunities for pupils to initiate their own writing and to develop a more creative approach in English.
- Assessment and marking of English is consistently very good throughout the school.
- The English subject coordinator has a clear vision, provides very good leadership and is committed to raising attainment.
- All pupils have a clear understanding of how to improve.

#### **Commentary**

74. Standards in writing and reading are above average by Year 2 and by Year 6. Achievement and learning are also good. Deaf pupils and others with special educational needs make good progress.
75. Speaking and listening skills are below average when pupils start school but they make good progress in Nursery and Reception. Good progress is made throughout the school and standards and achievement in speaking and listening are satisfactory by Year 2 and Year 6. Teachers encourage pupils to ask and answer questions confidently. The pupils are interested in their work and listen attentively to adults and to one another. Effective classroom organisation enables pupils to share ideas and opinions in small groups and pairs, and to practise their speaking and listening skills. Skilful questioning encourages the pupils to explain their ideas and to indicate whether they understand new concepts and ideas.
76. Reading in the 2003 national tests standards were in line with the national average. The current Year 2 pupils are in line to achieve above average results in reading. This is because of the focus on raising attainment in Key Stage 1. Year 2 pupils are becoming confident readers. They are developing a range of strategies, including using phonic and graphic clues, to read unfamiliar words. By Year 6, pupils read well and are able to talk enthusiastically about

their favourite authors and the books they have enjoyed. Standards in Year 6 are above average in reading although pupils have limited library skills.

77. Standards in writing in Key Stage 1 have improved and are now above the national average. Handwriting and presentation skills are good throughout the school. Pupils write for a range of purposes. Activities are often interesting and they enjoy writing. Spelling is taught effectively, using a number of strategies, for example phonics and spelling tests. Standards in writing are also above average by the end of Year 6. In Year 4, many of the pupils are able to use paragraphs and punctuation correctly. In Years 5 and 6, the more able pupils are achieving standards well above national levels of expectation.
78. Teaching tends to focus on the skills that underpin story-writing. There are too few opportunities throughout the school for developing more creative aspects of writing, such as story writing or poetry. There are also insufficient opportunities for pupils to write at length.
79. Teaching and learning are good throughout the school with some outstanding teaching in both Key Stage 1 and Key Stage 2. The teaching in Key Stage 2, however, is not consistent. Planning is generally detailed and learning objectives are clearly shared with the pupils. Assessment is good; for instance, marking is consistently good throughout the school and relates to the individual targets set for pupils and their learning objectives. The pupils have a clear understanding of what they have to do to improve. In the best lessons, the teachers' subject knowledge is very good and the activities are imaginative and exciting. There is an appropriate emphasis on speaking and listening and this has a positive impact on the writing the pupils produce.
80. An example of imaginative and exciting teaching of persuasive language is shown earlier in the report in the section on "Teaching and learning". Teaching such as this has a positive impact upon pupils' attitudes, learning, achievement and standards. Pupils work enthusiastically and contribute well in plenary sessions, demonstrating their newly-acquired skills.
81. Where teaching is satisfactory, there are strengths. Relationships are good and learning objectives are shared with pupils. There are, however, missed opportunities for pupils to develop their speaking and listening skills because teachers tend to control the learning too much. These lessons are sometimes rather sedentary and lack excitement and sparkle.
82. Learning support assistants make a very effective contribution to the pupils' learning. They help the children with special educational needs to make good progress and ensure that the children who are deaf are integrated well into mainstream lessons. Many teaching and non-teaching staff are able to 'sign' and this impacts positively on learning. Where deaf pupils are present for the introduction of a lesson, a teaching assistant will 'sign' as the teacher is speaking. The teacher for the deaf is also present for the input when the lesson continues with the deaf pupils in their base unit.
83. The subject coordinator provides very good leadership and has a clear vision for the development of English within the school. The learning objectives have all been re-written in pupil-friendly language so that they read as "Can I ...?" statements. The teachers respond to this question in their marking. Resources are well organised and easily accessed. The monitoring and evaluation systems are well embedded and have been used effectively to raise standards. Where weaknesses in teaching have been identified, the school has taken rigorous measures to provide support in order to ensure good progress being made is maintained. The insufficient use of ICT in English is a weakness that is recognised by the coordinator.

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

84. Pupils are encouraged to talk together in pairs and to share ideas in other subjects such as geography, science and mathematics. Good questioning allows them to explain their thinking. The subject leader has recognised the need to link more explicitly in other subjects, what pupils have been taught in English. In RE in Year 5 some pupils have recently been using the



skills they have learned. For example, pupils have been set the objective "Can I summarise my knowledge of Christianity in two paragraphs?"

## **French**

85. The school enriches the curriculum by teaching French to pupils in Key Stage 2. French was not a main focus and only one lesson was observed. In this lesson, there was imaginative teaching with a practical exercise that ensured pupils spoke French with accuracy. The pupils showed a positive attitude. The limited evidence indicates that pupils achieve the expected standards set out in the non-statutory guidelines for a modern foreign language in primary schools.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because of very good teaching and learning.
- Teaching is well focused on the key objectives in the National Numeracy Strategy.
- There is a particularly strong attention to number skills.
- Teachers promote a "can do" approach through their teaching and marking.
- Pupils with special needs are well supported in a good range of ways.
- Pupils can use their mathematical skills in other lessons such as in geography and science but the use and application of mathematics is not well integrated routinely into mathematics lessons.

### **Commentary**

86. Pupils achieve at an increasingly fast rate in mathematics as they move through the school. Standards in mathematics in Year 2 are average and by Year 6 they are above average. The standards of the current Year 2 are better than the school's performance in last year's national tests. This improvement is as a result of the positive impact of the school's actions to improve the provision in Key Stage 1 years. The trend in the school's results in the tests for pupils in Year 2 is erratic, but generally below the national trend. The trend in results of tests for the eleven-year-olds has been broadly in line with the national trend. In 2003, the school's test results at the end of Year 6 were above average, in line with what was observed during the inspection. Pupils make good progress in Key Stage 2 and achieve well.
87. In Year 2, pupils are learning their tables and have a good grasp of the multiples of 2, 5 and 10. They can recognise simple fractions and say what the numerator and denominators mean. They can interpret graphs, tell the time, and recognise plane shapes. By Year 6 pupils can use numbers up to three decimal places, manipulate fractions, plot and read coordinates and calculate area. Able pupils in Year 6 are achieving a very good standard, being able to respond readily to mental calculations involving fractions of fractions. They can solve problems using ratio, can translate shapes using coordinates, handle data, and understand pie charts, mean, median and mode, for example.
88. Pupils with special educational needs, including those in the hearing impaired resource, achieve very well, often as a result of clearly focused support from the teacher or from a learning support assistant. Boys and girls and those from ethnic minorities achieve equally well and this is due to the inclusive approaches of the teachers.
89. The quality of teaching is very good. From Year 1, pupils are taught to use the correct vocabulary. They are encouraged to use the correct words and share their answers with others, which they do sensibly. Year 1 pupils use "divide". Year 2 understand "estimate" and "predict". Year 4 pupils use "origin", "axes" and "quadrant" in their co-ordinate work. By Year 6 pupils have a good mathematical vocabulary and understand "function", for example.
90. In many lessons, teachers engender a sense of fun and enjoyment by their own enthusiasm. Relationships are very good between teachers and pupils. Lessons are well planned, with crisp starts and enjoyable warm ups that actively involve pupils. Transitions between activities in a lesson happen quickly and routinely, with a minimum of fuss from pupils. Pupils are familiar with the routines, such as

accessing the computer programs and use of the interactive whiteboard. Throughout, pupils use individual whiteboards to record their answers and do so readily. This enables teachers to make quick assessments of pupils' learning and to rephrase questions to challenge any misunderstandings. Pupils find the variety of activity and resources, from computers to play dough, to be motivating and they are keen to learn. In Key Stage 2, teachers also ask challenging questions at a good pace, which gives a sense of urgency to the pupils and requires them to think for themselves to respond to "How did you do that?" and "Why did you do it like that?"

91. The subject leader provides very good and enthusiastic leadership. Staff are well supported. The action plan to improve mathematics in Years 1 and 2 is being pursued systematically and enthusiastically. It has clearly had an impact and is already improving the quality of teaching and learning and standards achieved. The very good teaching involves consistent lesson planning and organisation, which is testament to the subject leader's sense of purpose, teambuilding and high aspiration for the subject and pupils in the school.
92. Very good assessment procedures are in place and individual pupils' progress is tracked across the school. Pupils who need extra support are readily identified and suitable support is given.

### **Mathematics across the curriculum**

93. Pupils use mathematics as part of their work in other subjects and have suitable opportunities to develop their understanding and use of mathematical skills in other contexts. For example, in science, pupils organise and analyse data. In geography lessons, coordinates are used in map reading. There are good displays involving mathematical work in most classrooms. This values pupils' work, motivates them and stimulates their interest.

### **SCIENCE**

Provision in science is **good**.

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

- Standards by Year 6 are above average.
- Practical investigative tasks challenge pupils' thinking particularly in Years 3 to 6.
- Teaching is good.
- Learning support assistants work very effectively with groups of pupils.
- Insufficient use is made of ICT in science.

#### **Commentary**

94. Pupils in Year 2 broadly achieve average standards and achievement is good. They are enthusiastic about science and are beginning to use some scientific vocabulary. They can talk about their own experiences of growing, from the early work in the Reception year to the work in Year 2. They understand the correct conditions plants need for growth and they have a well-developed knowledge about healthy eating and which foods are necessary for human growth.
95. Standards in science rise as pupils move through the school and at the end of Year 6 are above those expected and achievement is good. In the national tests, pupils achieve high standards. They have a good understanding of scientific vocabulary. They can confidently discuss the effect of exercise on the human body and relate this to their own experiences and give very clear and accurate descriptions of how shadows are formed.
96. Overall, teaching of science is good. Teaching and learning are good in Years 3 to 6 and satisfactory in Years 1 to 2. Pupils' work clearly shows that wherever possible, lessons include practical activities, although this is much more evident in the work from Years 3 to 6 where pupils write competent descriptions of their practical work and present their results in tables and in graphs. They regularly set questions and draw conclusions from their observations. Work is neat and well-written and factual knowledge is taught well. There was little evidence of ICT being used within science. During lessons, teachers question pupils skilfully to check understanding. Misunderstandings are quickly identified and tackled promptly. Good links are made to previous learning. Teachers mark pupils' work thoroughly, with

the result that pupils have a good understanding of their level of achievement in science and they know how to improve their work.

97. Subject leadership is good. Schemes of work have been adapted to provide breadth and more opportunity for investigations. Regular monitoring of planning and pupils' work has ensured that any weaknesses are addressed. Resources are well organised, accessible and linked to the units of work. Improvement since the last inspection has been good. At that time, provision was good but this has been successfully built on, with the result that pupils make good progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Learning in lessons is often good.
- Teachers take good care to include and involve all pupils in lessons.
- Learning support assistants give excellent support.
- Leadership is good and is beginning to have an impact upon the pupils' development of ICT skills.
- The use of the ICT suite and its facilities, such as the interactive whiteboard, enhances learning in lessons.
- ICT is not consistently developed within other subjects.
- Pupils work together very well.

### **Commentary**

98. Standards are in line with the national average by Year 2 and Year 6 and achievement is satisfactory. In discussions, pupils were able to demonstrate an appropriate mastery of ICT skills. Younger pupils talk with confidence about using cassette players and word-processing – they can alter text and fonts as well as add graphics to documents. The ability to use word-processing skills is a strong point in ICT. Older pupils understand how to use the Internet for research and how to present information. However, by Year 6, pupils' skills in handling data, such as using spreadsheets, and simulations are weak points.
99. Teaching is satisfactory for Key Stage 1 and Key Stage 2 when taking account of discussions with pupils, the scrutiny of work and lesson observations. In lessons, the work set is challenging and pupils complete tasks that are normally completed by older children. This reflects the school's high expectations. However, their work lacks the depth required to attain above average standards.
100. Where teaching was good and very good, it resulted in good learning and good achievement. For example, in a Key Stage 1 lesson where teaching was very good, the teacher showed very good subject knowledge and gave excellent instructions about predicting the results of a sequence of instructions. This lesson actively challenged the pupils and their work was above average standard. More able pupils were given good opportunities for higher order thinking through prediction. The pupils collaborated well when sharing ICT equipment and maintained high levels of concentration.
101. In two parallel classes in Key Stage 2, there was good teaching about spreadsheets. Again, clear explanation and demonstration were strengths of the teaching. Very focused questioning and good pace had a positive impact upon learning. Standards attained were higher and achievement better in one lesson because the lesson was longer and gave sufficient time for skills to be more fully developed. In discussions, pupils expressed the view that there is not enough time for ICT.
102. Pupils have very positive attitudes to ICT. In lessons, there was good acquisition of ICT skills and they developed their understanding, for instance, of predicting the results of a set of instructions in a Year 1 lesson. The latter pupils demonstrated good levels of application and worked productively.
103. Leadership of ICT is good. A plan to ensure coverage of the curriculum is in place. A manageable and effective system for recording assessments in ICT has been set up.

104. The school's ICT suite is a valuable asset. Teachers make good use of the interactive whiteboard for direct teaching. Unfortunately, the keyboard for the interactive whiteboard is too high for pupils to use effectively. When they are available, laptops are also used to good effect in classrooms.
105. In lessons, the learning support assistants give excellent support. They skilfully sign for those with hearing impairments, give good support to pupils with SEN and support the learning of others when appropriate. This support is key to good inclusion of all pupils.

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

106. The extension and application of ICT skills has been a success in areas such as music and mathematics. For instance, older pupils clearly enjoyed using a program where they had to put music to video clips taken from "Tom and Jerry" cartoons. They also show positive attitudes to using the Internet for research. However, ICT skills are insufficiently developed in English, science, religious education, history and geography. The subject leader has set out an effective plan for integrating ICT into other subject areas but this has yet to have a full impact. Other subject leaders, such as for English and RE, report their difficulties in fully integrating ICT. The school has recognised the need to integrate ICT throughout the school curriculum and has initiated steps to address the issue.

#### **HUMANITIES**

107. The main focus of inspection was not on **history, geography and religious education**. Judgements in these subjects are based on work scrutiny, a small number of lesson observations and discussions with pupils.
108. Standards in **geography and history** are as expected by the end of Year 2 and by the end of Year 6. Pupils' achievements are satisfactory. There is no significant difference between the achievements of boys and girls or those of ethnic minorities. Pupils are taught to use their skills of enquiry in both geography and history. In geography the skills of map reading are particularly well taught and pupils achieve well in this area. In history pupils have a good understanding of chronology and people and events of the past. Older and higher attaining pupils can begin to explain cause and effect, such as the reasons for Henry VIII's divorce and its implications. Pupils have a less secure grasp of the range of historical sources.
109. Teaching is satisfactory overall in both history and geography. Work in geography and history is presented in a good range of ways and used to create interesting learning environments. Lessons are well planned, following the school's well-established format that ensures learning objectives are well understood at the beginning and revisited at the conclusion of the lesson to check that they have been met. Teachers involve pupils well in discussions and seek their views. In one geography lesson, teaching was unsatisfactory. There were too few pictures available to research the coastal erosion features of the Isle of Wight. This meant that pupils did not have a good sight of what was to be studied, instructions were not understood and some pupils became disinterested and their learning was unsatisfactory as they drifted off task.
110. There is a good range of educational visits for both history and geography. For example, in history, pupils visit West Stowe Anglo-Saxon village, a Victorian ragged school, the virtual British Museum and Leeds Castle. In geography, pupils visit London to see the Thames as well as historical sights such as the site of the Fire of London. Year 6 pupils enjoy a residential course on the Isle of Wight where they study a different environment and coastal erosion and deposition. The work arising from these visits is often used to produce interesting classroom displays.
111. The co-ordination of the subjects is good. The co-ordinators provide good support for their colleagues. The geography coordinator has been in post for three weeks. The history coordinator is also recently in post and has made an impressive start by monitoring aspects of the teaching and learning. She has reported back to colleagues and acted on the evaluation by modifying schemes of work and improving resources for some units of study.
112. There is insufficient use of information technology in history and geography. This is recognised by the school.

113. In **religious education**, the scheme of work, which is being updated to match that introduced by the local authority, provides sufficient guidance for the teachers' planning and there is appropriate coverage of the curriculum in all year groups. The pupils' work is neat and well presented. The pupils in Year 2 are able to talk about aspects of different religions and by Year 6, they can demonstrate a tolerance for the beliefs of others and understand the importance of celebrating difference: "I think it is good that we have different religions – we can learn from each other".
114. The subject leader, who has only recently taken up this post, is providing good leadership and clear strategic direction. The support provided by the Local Education Authority is being used well by the subject leader.
115. There is insufficient use of information and communication technology and of literacy skills within RE.

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

### **MUSIC**

Provision in music is **satisfactory**.

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

- The performance of more able musicians is good.
- Leadership is good and the new scheme of work is already having an impact upon the development of pupils' performance skills.
- Inclusion is good – pupils with a hearing impairment are fully involved. Music is also drawn from a range of cultures.
- Pupils' skills in composing and appraising music are weak.
- There is effective use of ICT.
- Learning support assistants give excellent support.

#### **Commentary**

116. By the end of Year 2 and Year 6, pupils' standards are average and achievement is satisfactory. The standards of performance through singing and making music meet the targets set in the National Curriculum. Pupils clearly enjoy these aspects of music. More able musicians are very well supported through extra tuition and achieve above average standards.
117. Overall, teaching and learning in music are satisfactory. This is based upon evidence gained from talking to pupils, not just from lesson observations. Although there is some listening to music, with a good multicultural element, pupils were unable to talk confidently about composing and appraising. There are limited opportunities for Key Stage 2 pupils to improvise and develop their own musical compositions in response to a variety of different stimuli, with increasing personal involvement and creativity.
118. In the few lessons seen in Key Stage 1, teaching was good and this resulted in good learning. Teachers built well on previous knowledge, making good use of visual and kinaesthetic cues to support pupils. Resources were readily to hand and the teachers had high expectations of pupils who were keen to take part. Their learning was good. In Key Stage 2, teaching is satisfactory – varying from very good to unsatisfactory. Teaching was unsatisfactory in one lesson because too few instruments were provided for pupils to develop their skills. This resulted in unsatisfactory behaviour. The teacher made indiscriminate use of praise. This was in sharp contrast to a lesson where music teaching was very good. In this lesson, there was excellent support from a learning support assistant who had a very positive impact upon the effective inclusion of deaf pupils. The teacher skilfully provided very good opportunities for pupils to make a creative response when writing lyrics for a protest song. Groups of boys and girls were quick to offer to perform their songs – including a group of deaf pupils who sang and signed their song.
119. Pupils applied themselves well and productively in lessons where teaching was good. Their ability to work collaboratively was very good in a lesson where the teacher captured the imagination of the pupils.

120. The leadership by the subject leader is good. The audit of teachers' levels of confidence to teach music will prove useful. The scheme of work that is newly in place is beginning to have a positive impact upon the quality of teaching and learning.

## **PHYSICAL EDUCATION**

Provision in physical education (PE) is **satisfactory**.

### **Main strength and weaknesses**

- The subject leader provides enthusiastic and energetic leadership. Her slogan is: "Catch 'em young".
- Good links with local clubs to support higher attainers e.g. local running and gym club
- Accommodation is good.
- Extra-curricular activities for PE are good.
- There are too few opportunities for pupils to develop their own ideas.
- Higher ability pupils are not sufficiently challenged in lessons although the needs of some of these pupils are met through after school clubs.

### **Commentary**

121. Standards overall in Year 2 and Year 6 are average. Achievement is satisfactory. There is no significant difference in the achievements of boys and girls.
122. Only one lesson was observed in Key Stage 1 and this was judged to be satisfactory. In Key Stage 2, the quality of teaching is generally satisfactory. Lessons start with worthwhile warm-up sessions. The teachers pay due attention to safety such as the correct handling of apparatus and they are appropriately dressed. Non-teaching staff effectively support those children who have special educational needs but they are not always appropriately dressed. Pupils are expected to observe and evaluate the performance of others but there are too few opportunities for the pupils to develop ideas of their own. There is some good teaching of specific games skills. In a Year 6, class the teacher effectively modelled over-arm bowling and the need for weight transference and counterbalance with the non-bowling arm. This helped the pupils to improve their performance.
123. The curriculum is enriched by a number of extra-curricular activities. The gymnastics club, run by the subject leader, operates for Years 1-6. The quality of teaching in this club is good. The other clubs are karate, athletics, football, netball, and an adventure trail for pupils with special educational needs.
124. The subject leader is enthusiastic and energetic. She provides good leadership for the subject. She has been a European gymnastic champion and as such is a good role model for the pupils. She is committed to encouraging all the pupils, especially those of higher ability and her slogan of "Catch 'em young" reinforces this. Videos of the subject leader demonstrating sequences and specific skills are used in lessons. This has a positive impact on the pupils' learning. She has done much to raise the profile of the subject and has made good links with local clubs to ensure that the higher-attaining pupils can be further challenged. The subject leader has not had the opportunity to carry out monitoring and evaluation and this places limitations upon her effectiveness.

## **ART AND DESIGN**

Provision in art and design is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are below average by Year 2.

- Pupils do not have the opportunity to develop systematically their knowledge and skills in drawing and painting and a wide range of media in Years 1 and 2.
- Pupils have good opportunities to work with an artist from the locality.
- Art week provides a good opportunity for pupils to explore art from other cultures.
- Display week provides an opportunity for pupils to work collaboratively to create themed displays.

### Commentary

125. There was insufficient evidence to form judgements about teaching. Judgements were made from an examination of pupils' work in their art and design sketchbooks, work on display and discussions with the pupils. Pupils in Years 3 to 6 achieve standards broadly in line with those expected nationally. This is a similar picture to the last inspection. They can discuss how to use watercolour paints, explain the process for creating a mosaic picture and discuss the work of a few artists. Although they have not had the opportunity to visit an art gallery, pupils do experience art from other cultures through multicultural week and art week.
126. Pupils in Years 1 and 2 have very limited opportunity for any direct teaching in art. This limits their opportunity to build up knowledge of colour mixing, handling paint and drawing media or close observational drawing. There is an over-reliance on pre-cut shapes and templates, resulting in too few opportunities for the pupils to develop ideas of their own in a creative manner.
127. Displays around the classrooms offer very good support for teaching English and mathematics but they are very teacher-directed and offer little celebration of pupils' individual creativity.
128. The subject leader is very new in post. She has already begun to develop opportunities within her own class for pupils to work in a more individual way, with the result that she has a very good range of crayon and pastel portraits in the pupils' sketchbooks. The evidence of this work indicates that pupils are capable of achieving high standards in art and design. The school is well placed to make the necessary improvements to the curriculum.

## DESIGN AND TECHNOLOGY

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

### Main strengths and weaknesses

- Subject leadership is good.
- Opportunities for pupils to evaluate their finished products are good.
- There are insufficient planned opportunities for pupils to develop the finished product and to include more creativity.

### Commentary

129. There was insufficient evidence to form judgements about teaching. Judgements were made from an examination of pupils' work in their design and technology books, work on display and discussions with pupils. Overall, pupils achieve standards in line with those seen nationally but they are making good progress in the evaluation of their work. Achievement is satisfactory.
130. In design and technology, pupils develop a range of practical skills. They learn how to plan designs, experience a range of techniques, join materials and make moving parts. Pupils evaluate their work thoughtfully, taking time and trouble to create tables and charts to present their findings. They make appropriate links with the English curriculum. Food technology is very popular and pupils reinforce their knowledge of healthy and unhealthy foods. Good links are made with the science curriculum. The pupils can describe how to make biscuits, sandwiches and a fruit salad. There are insufficient planned opportunities for pupils to develop the finished product and to include more creativity.
131. The subject is well led. The coordinator has established year group files to include a carefully planned scheme of work and a range of strategies to improve teaching and learning. This offers good support for

teachers. The coordinator has undertaken an audit of staff confidence and skill in teaching design and technology, with a view to improving standards and achievement. She has regularly monitored pupils' work, with the result that good progress has been made in developing the subject, particularly in the planning and evaluation of units of work.

132. Resources are satisfactorily organised and accessible.

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

133. Personal, social and health education and citizenship was not a main focus in the inspection. Early in the inspection, it was clear that the pupils' personal development in school was excellent. Pupils are successfully:

- developing confidence and responsibility and making the most of their abilities;
- learning to play an active role as citizens; and
- developing good relationships and respecting the differences between people.

134. The school received a Healthy Schools award in 2001.

135. The evidence indicates that standards and achievement are good overall.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	1
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>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
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	2
The school's links with other schools and colleges	3

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

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