

# **INSPECTION REPORT**

## **WRITTLE JUNIOR SCHOOL**

Margaretting Road, Writtle

LEA area: Essex

Unique reference number: 115047

Headteacher: Ms G Williams

Lead inspector: Ms C Pittman

Dates of inspection: 7<sup>th</sup> - 8<sup>th</sup> June 2004

Inspection number: 258517

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	216
School address:	Margaretting Road Writtle Chelmsford Essex
Postcode:	CM1 3HG
Telephone number:	(01245) 420 592
Fax number:	(01245) 422 561
Appropriate authority:	The governing body
Chair of governors:	Bernard Bridges
Date of previous inspection:	29 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Writtle Junior School is situated in a residential area in the village of Writtle near the county town of Chelmsford. It draws most of its pupils from the immediate catchment area, which is a mixture of owner-occupied homes and social housing, although a significant number of pupils are from further afield. Pupils come from a wide range of socio-economic backgrounds and most are of White British heritage. The school is about the same size as most other primary schools. There are 216 boys and girls, with slightly more girls than boys. The proportion of pupils thought to be eligible for free school meals is average. The number of pupils with special educational needs is below average but the number of pupils identified as needing extra help and for whom additional money is provided is above the expected level. The pupils' attainment on entry to the school is average.

The school has achieved the Active Mark (Intermediate), Healthy Schools Award and Investors in People kitemark.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18275	Chrissie Pittman	Lead inspector	Science Art and design Religious education
9710	Rosemary Burgess	Lay inspector	
22657	Mark Madeley	Team inspector	Mathematics Information and communication technology Citizenship Design and technology Physical education Special educational needs (SEN)
23354	Evelyn Adams	Team inspector	English Geography History Modern foreign languages Music English as an additional language (EAL)

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** which continues to improve. Pupils' achievement is good in most subjects and they progress well because of the strength of staff and governors' commitment to providing for the all round development of all the pupils. The sensitive and supportive leadership of the headteacher has enabled the teachers to raise standards and the pupils to learn and relate very well to each other, in what parents say is 'a good family atmosphere'. Strong leadership and management have kept the school on an upward track. Most of the teaching is either good or very good. Any minor weaknesses are dealt with efficiently. The school cares very well for its pupils, has a strong partnership with its parents and offers **good value** for money.

### THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Standards have risen in the core subjects of English, mathematics and science since the last inspection.
- Pupils achieve well because the teaching is good.
- The headteacher provides very clear and purposeful direction and has high aspirations for the school.
- Pupils' attitudes to school and their behaviour are good. The school is very good at promoting good relationships and sets very high expectations for pupils' conduct.
- Pupils are cared for very well.
- Parents have good links with the school.
- With the exception of English and mathematics, assessment is not used well enough to plan the curriculum.
- There is insufficient monitoring of teaching and learning by most subject co-ordinators.

### HOW THE EFFECTIVENESS OF THE SCHOOL HAS CHANGED SINCE THE PREVIOUS INSPECTION

The school has made good improvement since the previous inspection in 1998 and its response to the key issues raised then has been positive. Higher attaining pupils are now better challenged and standards have improved overall. They are now very high in English and well above average in mathematics and science when compared to schools in a similar context. All pupils are now better challenged to work independently. Leadership and management are more effective in that the governing body is more aware of the school's strengths and weaknesses and there is better strategic planning. However, the school still has not focussed enough on raising standards by consistently assessing pupils' work to influence what is taught next, or on monitoring teaching and learning: these are done well in English and mathematics, but are insufficiently developed in other subjects.

### STANDARDS ACHIEVED

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

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

**Pupils achieve well.** When they first enter the school, most pupils attain standards in line with what is expected for their age. When they leave aged 11, pupils' attainment is above average overall. This is good achievement. When the pupils' results are compared with those of pupils in similar schools, standards are well above average, despite some difficult circumstances; such as the increasing numbers of pupils with special educational needs (SEN) who join the school. Last year, the school exceeded its challenging targets in English and science and met them in mathematics. The trend in the school's results has been going up over a number of years but has recently improved significantly. Overall, there is little difference in the achievement of boys and girls, although boys achieve slightly better results in mathematics and science. Standards in the current Year 6 are above average in English and science and average in mathematics. This represents good progress from their starting points when they first joined the school. They also attain above average standards in information and communication technology (ICT) and art and design.

**Pupils' personal qualities are developed very well.** Their spiritual, moral, social and cultural development is good. Pupils' attitudes to school and their behaviour in and out of the classroom is also good. Attendance is very good and lessons start on time.

## QUALITY OF EDUCATION

**The school provides a good quality of education. Teaching is predominantly good** throughout the school with many examples of very good teaching, and occasionally, excellent teaching. Pupils learn effectively and make good progress because very good relationships, interesting activities and attention to individual needs underpin their learning. The best teaching is in Year 6 where teachers are particularly effective in meeting the needs of all pupils, regardless of what is taught. There is also very good teaching in English, mathematics and art and design, where a positive ethos for learning is always created and good planning produces interesting lessons in most year groups. Teaching of pupils with SEN is good. Teaching is less effective in some lessons throughout the school where assessment is not used effectively to plan what is taught next.

The curriculum is broad and balanced with an appropriate range of learning opportunities, which meets the interests, aptitudes and special needs of all pupils. There is a good range of activities outside the school day to enrich the curriculum. The school provides very well for the health, safety, care and welfare of its pupils. Support, advice and guidance for pupils are good. They feel valued and are involved very well in their learning. The school works effectively with its parents and in the community.

## LEADERSHIP AND MANAGEMENT

**Overall leadership and management are good.** The headteacher's leadership is good. She knows what the school does well, where its weaknesses are and how to improve them. Senior managers are appropriately focused on improving standards and supporting all pupils but subject co-ordinators are not as effective as they could be in monitoring teaching and learning. The governance of the school is sound. The governors are effective: they know the school's strengths and weaknesses well, monitor the school's performance appropriately and ensure that statutory requirements are met.

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

Parents are happy with the school and have no significant concerns. A small minority of pupils felt that other children sometimes do not always behave well. All the parents and pupils interviewed thought that the school deals with rare incidents of oppressive behaviour very effectively. Inspectors saw no occurrences of bullying during the inspection. Most of the pupils interviewed think that the school is good and are very happy with it.

## **IMPROVEMENTS NEEDED**

### **THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:**

- Improve how teachers use assessment to plan what is taught next.
- Develop the monitoring of teaching and learning by subject co-ordinators.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN SUBJECTS

Pupils achieve **well** throughout the school. Standards in English, mathematics and science are **broadly above average**. Standards range from below to above average in different year groups, depending on the proportion of higher and lower attaining pupils.

#### MAIN STRENGTHS AND WEAKNESSES

- All pupils achieve well.
- Standards have risen significantly in national tests.
- Standards obtained in the national tests in mathematics last year were lower than those in English and science.

#### COMMENTARY

1. Pupils start school with average levels of attainment. When they leave aged 11, their attainment, overall, is above the national average. Standards in mathematics are lower than in English and science. Consequently, the challenging targets set were just missed in mathematics but surpassed in English and science. The 2003 test results were very high in English, well above average in science and above average in mathematics when they are compared to those of similar schools. The trend in the school's results has been better than average.

#### *School results in national tests*

2. The table below shows that in 2003, most pupils achieved well above average results in English and science and above average results in mathematics. More able pupils did better in English, although the standard they reached in all the core subjects was better than the national picture. Fewer pupils attained the higher Level 5 in mathematics than in English and science. What the table does not indicate is the very good progress made by these pupils since their tests in Year 2. This year, in 2004, there is every indication that pupils will maintain the progress made. There are more pupils with SEN in the current Year 6 so standards are lower than in the national tests last year, although they are still above average in English and science.
3. When compared to similar schools, the 2003 results were very high in English, well above average in science and above average in mathematics. Girls are doing slightly better than boys in English but boys are getting marginally better results in mathematics and science.

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

Standards in:	School results	National results
English	29.9 (26.9)	26.8 (27.0)
mathematics	28.0 (27.1)	26.8 (26.7)
science	30.0 (28.0)	28.6 (28.3)

### *Standards seen in lessons*

4. Pupils achieve well in most year groups. Currently, standards in speaking and listening, reading and writing are well developed throughout the school and are above average. Standards in mathematics are average. The current Year 6 joined the school with standards that were below average. They have worked hard and made good progress. In science, pupils' standards are average through the school and above average in Year 6. Pupils' attainment at the higher Level 5 is well above average in English and above average in mathematics and science. Standards are also above average in ICT and art and design. They are broadly average in the few lessons seen in other subjects.
5. Teachers ensure that pupils develop good reading skills. They give good emphasis to the teaching of vocabulary needed in other subjects and, many opportunities for pupils to develop their speaking and listening skills. Pupils have appropriate opportunities to record events and information in history, geography and religious education. The use of pupils' mathematics skills in other subjects is satisfactory. Much of this work is incidental rather than planned. Pupils use their measuring skills to make a frame in design and technology and most age groups use data handling skills to produce graphs of their results in science. The use of ICT across the curriculum is good and much of it is carefully planned. Work is regularly presented neatly through the good use of word processing skills. Pupils have used a novel program to imitate the style of Shakespeare's writing to appreciate the wonder of his writing skills. They use spreadsheets and graphing programs to support their understanding of mathematics.
6. Pupils with SEN achieve well and make good progress towards the targets set for them. Teachers and learning support assistants encourage them to learn effectively. The school's strong, shared commitment to inclusion is realised in the good provision for pupils with SEN. As a result, they achieve well in relation to their prior attainment and their individual education plans.

### **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Attitudes and behaviour are **good** and no pupils have been excluded. Pupils' personal development is good, especially their sense of right and wrong, which is **very good**. Pupils' attendance is **very good** and their punctuality is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils are keen to participate in lessons and other activities.
- Teachers have high expectations for behaviour, although a few lessons are disrupted by a minority of pupils whose behaviour still needs improving.
- The quality of relationships within the school is very good.
- There is no evidence of any bullying.
- There are some good opportunities for spiritual awareness.
- Pupils' understanding of the multicultural nature of British society is not sufficiently developed.

## ATTENDANCE

### *Attendance in the latest complete reporting year (95.5%)*

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
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.*

## COMMENTARY

7. Pupils enjoy coming to school. They have positive attitudes towards learning and settle quickly to the tasks set for them. In most lessons, attitudes are very good and pupils are fully engaged in discussions and individual work. They are keen to participate in extra-curricular events, playing at school concerts and the local schools' music festival. Pupils volunteer to help in school, for example, in the office or operating the CD player and overhead projector during the assemblies. They willingly raise funds for charity with sponsored events, fill shoeboxes for children in Romania and run successful Blue Peter "Bring and Buy" sales.
8. The majority of pupils are well behaved, both in lessons and in assemblies, at lunch and play times, and move around school in an orderly manner. They are friendly and polite, and keen to talk to visitors about their work and other interests. A significant number of pupils said in reply to a questionnaire that other pupils only behave well sometimes. They explained that a few pupils in a class may disrupt learning for a short while, but generally teachers and other staff deal well with inappropriate behaviour. Pupils value the system of rewards and sanctions and demonstrate a clear knowledge of what is right and wrong. Bullying or racial harassment is not seen as a problem by pupils and any instance is sorted out immediately. No pupils have been excluded in the past year.
9. Relationships throughout the school are very good. Pupils show mutual respect for staff and for each other. They listen well to each other's points of view during discussions and collaborative work is good. For example, during a science lesson in Year 5, in which they had to try and piece together the component parts of a flower, they listened to each other's ideas and took turns in suggesting how to solve the puzzle.
10. There are some good opportunities for pupils to reflect on their place in the wider world, especially in personal, social and health education, where teachers encourage pupils to express their feelings during circle time. In one such session, Year 4 pupils were able to talk openly and confidently of their thoughts and fears concerning safety at the seaside, and the lesson made a useful contribution to both spiritual and moral development. However, other lessons often do not overtly plan enough such opportunities, and assemblies often provide too little time for pupils to fully reflect on the theme covered.
11. A range of different experiences is planned into the curriculum to enable pupils to learn about Western and other cultures. In religious education, pupils learn about the beliefs of Hindus and Jews as well as those of Christians. All pupils study the French language and way of life. Year 5 pupils visit France for a day. Pupils study Indian culture, and learn about different styles of art in drawing, painting and music. However, there are fewer

occasions when pupils overtly relate their knowledge to life in Britain, to gain an understanding of the cultural diversity of British life.

12. Pupils with SEN behave well in whole class and small group situations. Some pupils occasionally present very challenging behaviour but the teachers deal with it in a calm and very assured manner. Good reward systems encourage positive behaviour and in most lessons the tasks and teaching are also interesting, which helps stimulate a desire to learn.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Pupils achieve well because they are taught **well**. The curriculum is **sound**; opportunities to enrich the curriculum outside of the classroom are **good**. Pupils are **very well** cared for and the school's links with parents are **good**.

## TEACHING AND LEARNING

Teaching and learning are **good** overall. Assessment is used well to respond to pupils' individual needs in English and mathematics. However, it is insufficiently developed in other subjects because whole school procedures have not yet been fully established in every subject and teachers do not sufficiently plan their future lessons on what pupils have learned previously.

## MAIN STRENGTHS AND WEAKNESSES

- Teaching in Year 6 is of a consistently high quality, characterised by high expectations and challenge.
- All teachers insist on high standards of behaviour and positively reinforce good learning.
- Teachers usually use time and resources well to develop pupils' learning.
- Pupils with SEN are well taught; teaching assistants support them very effectively.
- There is an inconsistent use of assessment to guide teaching and learning in some subjects.
- Teachers' marking is sometimes cursory and does not help pupils understand how to improve their work.

## COMMENTARY

13. The table below indicates the quality of teaching seen across the school. There is no significant difference in the quality of teaching and learning between different year groups; the standard of teaching is good overall. Both parents and pupils are very positive about the teaching staff. Pupils especially feel that their teachers help them to learn effectively.

### *Summary of teaching observed during the inspection in 23 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	4	12	6	0	0	0

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

14. Good teaching has been maintained since the previous inspection. The best teaching is in Year 6 where teachers are particularly effective in meeting the needs of all pupils, regardless of what is taught. Teaching is also very good in English, mathematics and art and design in Years 3, 4 and 5, although there is a positive ethos for learning in most classrooms. Teaching is good in mathematics, information and communication technology, science and religious education, where staff have good subject knowledge and lessons are well planned. In single lessons of art and design, French, physical education, design and technology and personal, social and health education, there is also effective teaching, but no overall judgement on teaching can be made in these subjects because too little was observed.

#### *Characteristics of teaching and learning*

15. Teachers have succeeded in establishing a calm atmosphere in which all pupils can work hard and achieve well. Pupils respond positively and are usually well behaved. In all lessons teachers encourage and motivate pupils to do their best. Teachers are comfortable with using technology to help pupils' learning, for instance use of an electronic microscope in a science lesson to look closely at plants. Grouping pupils by ability has helped improve their learning in mathematics. These groups work well because teachers have different ability groups within the set tasks, which extend their understanding rather than just providing one task for all. Learning support assistants are used well to support the learning of pupils with SEN. Pupils are comfortable sharing their views and opinions in personal, social and health education lessons because teachers establish a trust amongst the class. Homework, particularly in mathematics, is set regularly and builds well on what pupils have learned in lessons.
16. Pupils acquire new knowledge and skills in lessons that capture their interest and which are often presented in a lively way. A scrutiny of their work shows that pupils are expected to work hard, for instance, Year 6 complete three mathematics books. Pupils work well together in pairs, or groups, and produce more work and ideas than if they worked independently. During a Year 3 science experiment, pupils shared the jobs around and all contributed their ideas to a sieving activity. Older pupils in Year 6 share the use of the computer well, for example, as they plan their web sites and take turns to examine the electronic car in design and technology.
17. The start of the most successful lessons is particularly significant because it is usually brisk, lively and challenging, and immediately makes pupils think. In mathematics, where many of these lessons are found, the teachers' interest and good subject knowledge are used to set the scene and engage pupils in thinking about the objectives of the lesson. Teaching is less effective in a few lessons in Years 3, 4 and 5, where work is sometimes not assessed rigorously enough to plan what pupils should learn next and build on what they already understand, know and can do.
18. Teachers' high expectations and good questioning enable pupils to think carefully and develop their understanding. In an excellent mathematics lesson in Year 6, the pupils who were the lowest attaining in the group were obviously confident when challenged to think by the high quality questioning of the teacher. The more able pupils clearly enjoyed the challenge they were set when they excitedly came up with a formula to use when any number of squares were removed from the whole. It didn't work to begin with, but a sense of fun was inspired by the teacher and the lesson encapsulated a love of learning among

the pupils. All achieved the objective in the end. The pupils' contributions were valued and good opportunities provided for all to take responsibility for their work.

19. Lessons usually provide a good atmosphere for learning. Pupils have the confidence to try things out, attempt an ambitious answer or put forward an opinion, secure in the knowledge that the reactions of both the teacher and fellow pupils will be supportive. Most teachers use resources well in their lessons. In a Year 5 art and design lesson, to make containers out of clay, Modroc and balloons covered in papier mache, the teacher's good planning and ability to teach art skills resulted in most of the pupils being able to recreate their earlier inventive designs effectively in three dimensions.

#### *Other strengths*

20. Classrooms are usually well organised and include colourful displays of work. There is a fully inclusive approach to teaching. All pupils, including those with SEN, and higher and lower attaining pupils, are given the support they need. The teaching of pupils with special educational needs is good. Additional staff are deployed well, for example, in a Year 4 English lesson, three staff worked with a mix of individual pupils and groups. Work is matched well to pupils' targets. They receive lots of encouragement and support. Occasionally, teachers and support assistants do not give these pupils sufficient time to think for themselves and this inhibits their development because questions are answered for them. Pupils' individual education plans are of good quality and provide effective guidance, particularly on dealing with those who have emotional and behavioural difficulties. Teachers throughout the school know pupils with SEN well and use this knowledge to effectively provide for their needs.

#### *Assessing pupils' progress*

21. Assessment is good in English and mathematics, and for pupils with special educational needs, but is still underdeveloped in other areas. Some subjects, like design and technology, art and design and religious education have no assessment at all and teachers cannot monitor pupils' progress. The school uses the data from tests in English and mathematics well in two ways. First, each pupil is tracked through from Year 3 so that the school can predict how many pupils will reach the average grade in the national tests. Secondly, data is used to identify which pupils need extra support and which need greater challenge in lessons. However, although there is a clear understanding of the purpose and use of assessment and teachers' plans show that they will assess learning in the light of the objectives they have set, this data is not used rigorously enough to plan subsequent work in other subjects. Most teaching assistants make useful notes on what pupils can do. Some teachers' marking of work is not always consistent or useful in helping pupils to know what they need to do next.

#### *Homework*

22. Most teachers set homework and pupils usually complete it conscientiously. However, in the questionnaires and at the parents' meeting, some parents were not clear as to when homework was expected to be done. Teachers differ in their requirements regarding the quantity and quality of the work expected.

## **THE CURRICULUM**

The school provides a **broad and balanced** curriculum with learning opportunities that meet the interests, aptitudes and special needs of all pupils. Opportunities for further learning in

activities outside lessons are **good**. Staffing, accommodation and learning resources are **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Provision for pupils' personal, social and health education is good.
- There are good opportunities to enrich learning outside the school day and to extend pupils' interests.
- Provision for pupils with SEN is good.
- The school is committed to ensuring all pupils have an equal opportunity to succeed.
- Participation in sport is good.

## **COMMENTARY**

23. There is a broad curriculum based on all subjects of the National Curriculum, together with religious education, personal, social and health education and modern foreign languages. The curriculum is underpinned by good schemes of work based on national guidance and adapted for the school's own particular circumstances. This enables the school to provide a good range of relevant and interesting curricular opportunities, which meet statutory requirements.
24. The provision for personal, social and health education is good and this is a significant improvement since the time of the last inspection. There is now a comprehensive modular scheme of work for personal, social and health education and each class has one lesson per week devoted to this subject. This has improved the pupils' understanding of social issues.
25. Provision for pupils with SEN is good. The school has a strong commitment to inclusion and the curriculum is open and accessible to all pupils. Pupils' needs are assessed thoroughly. Education plans for each pupil are clearly written with sound targets and success criteria, which are, in the main, measurable. Plans are reviewed periodically with good involvement from all parties, including input from parents and carers and some contribution from the children themselves. Consequently, pupils with SEN make good progress.
26. The curriculum is enriched by a variety of different activities, including after school clubs for various sports, country dancing, choir, art and chess. There is also a good range of educational visitors, visits and trips, including a very well planned residential visit to Saundersfoot in Wales for pupils in Year 6. This residential trip very effectively supports pupils' personal and social development as well as providing an exciting, real-life context for follow-up work in history and geography. Pupils who do not attend the residential visit are treated sensitively by the school and actively participate in the study of contrasting locations by becoming the "experts on Writtle".
27. The school has worked hard over the past few years to embed the National Strategies for Literacy and Numeracy and these are both now well established within the school. Curriculum development and innovation in the school is currently in a period of consolidation but the school has plans for a wholesale review of the curriculum during the next academic year.
28. There is good participation in sport and arts activities with the school participating in various sporting leagues and contributing to musical events such as the Writtle Festival.

Support for learning outside the school day and participation in other activities are satisfactory.

29. The school effectively prepares pupils for later stages of education and has good links with the main secondary school that most pupils transfer to. The match of teachers and support staff to the curriculum is good. The accommodation and resources available in the school are good.

## **CARE, GUIDANCE AND SUPPORT**

The procedures to ensure pupils' care, welfare, health and safety are **very good**. The support, advice and guidance for pupils, based on the monitoring of their achievements and personal development, are **good**. The extent to which the school seeks to involve pupils in its work and development is **very good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- The quality of support for pupils with SEN is very good.
- Pupils work in a very safe and secure environment.
- Pupils are very involved in the work of the school.
- Teachers' very good knowledge of pupils enhances the quality of support and guidance.
- The monitoring of pupils' progress in English and mathematics is good but does not extend to all subjects.

## **COMMENTARY**

30. Procedures for health and safety and to meet child protection requirements are very good and known to all staff. There are good arrangements to deal with first aid, and although there is no suitable place in the school to site a medical room, which concerned some parents, any pupils who feel unwell are cared for sensitively until they can be collected. Staff are vigilant in supervising the site, and the buildings and grounds are well maintained.
31. Pupils are able to express their opinions about school life through the School Council, which has worked hard to involve all pupils in siting playground equipment and establishing rules for its use. Pupil councillors meet regularly and involve other pupils well through the use of questionnaires. Their current project has been to collate opinions on the establishment of a healthy tuck shop.
32. Teachers and staff take great care in getting to know pupils and their family circumstances, so that pupils settle quickly in the school's routines, whether they enter at the start of Year 3, or at a later stage. Pupils with emotional or behavioural problems are supported well, and the services of external agencies are used appropriately.
33. Pupils are tested against National Curriculum standards in English, mathematics and science, and are set targets which are routinely monitored. Some classes make constant reference to targets. However, this practice is not consistently used in all classes to extend individual learning. Progress is not formally monitored in ICT or religious education, nor in the foundation subjects. Personal development is monitored informally through the collection of copies of achievement certificates, which are awarded



each half term, and unsatisfactory behaviour monitored through the use of a red and yellow card system.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The effectiveness of the school's links with parents is **good**. The quality of links with the local community and with other schools and colleges is also **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Some very good information is produced for parents.
- Parents support the school but have limited involvement in its work.
- The community is used well to further learning.
- Individual members of the community help pupils to understand their own locality.
- There are strong links with the adjacent infant school.

## **COMMENTARY**

34. Parents are provided with regular newsletters as well as news about the curriculum which keep them well informed about what is going on in the school. Reports on pupils' individual progress are sound, providing detail on what they know, understand and can do, with targets for improvement in English and mathematics. Limited information on progress in other subjects is provided. Parents have good opportunities to discuss their child's achievements with teachers and are welcome to approach the school at other times if there are problems or concerns, and they find these measures helpful. Regular, additional reviews involve parents of pupils with special educational needs. There is no special provision for gifted or talented children, although this is planned.
35. Whilst parents are always willing to accompany children on school outings and help on special occasions, there is very little regular help provided by them within school. Support in fundraising and social events through the parents' association is good and the money raised in this way greatly helps the school.
36. Parents of pupils with SEN greatly appreciate the lengths the school and the co-ordinator go to in order to keep them informed of their child's progress. At the regular meetings, which most parents and carers usually attend, their views are valued. They know that they can 'drop in' on the co-ordinator at any reasonable time if they have a concern, which reassures them.
37. Good links with the community involve pupils in local studies, but, as at the time of the last inspection, there are no significant links with business or commerce. Good use is made of museums and other places of interest to extend pupils' experiences. There are close links with the adjacent infant school between teachers and governors, and transition from one school to the other is trouble-free.
38. The school is working with local secondary schools on the programme of French, on developing the teaching of physical education and on pastoral and curriculum issues. Year 6 pupils told inspectors that they felt they were being well prepared to transfer to their next schools, and were looking forward to a "taster" day before moving schools.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governors understand the strengths and weaknesses of the school well. The headteacher's leadership is **good**. Senior managers are appropriately focused on improving standards. The school is managed effectively.

## MAIN STRENGTHS AND WEAKNESSES

- The headteacher's clarity of vision and sense of purpose are very good.
- There is a good focus on raising standards.
- Senior managers have established a good learning ethos for both staff and pupils that promotes inclusion effectively.
- Governors know the school's strengths and weaknesses; they challenge and support senior managers appropriately.
- Teaching and learning is well monitored in English and mathematics, but insufficiently monitored in the other subjects.
- The school's evaluation of its performance is good.
- The school manages its finances well.

## COMMENTARY

39. The headteacher has successfully established a united and supportive staff team that is committed to making good provision for the all round development of pupils. She knows what the school does well, where its weaknesses are and how to improve them, and has established a good ethos of striving to improve. This is a very inclusive school and all pupils are valued. The governors are knowledgeable, experienced and committed to the needs of the school and its pupils. With the help of regular reports from the headteacher, they monitor the school's strengths and weaknesses well. This gives them a clear insight into the work being done and the progress that the pupils are making. Governors appropriately challenge the senior management team to account for weaknesses and plan for success. The governors ensure that the school complies with statutory requirements.
40. The staff work well together. They believe that they are appropriately supported by senior colleagues in their efforts to raise standards. Monitoring reports show that the school is self-critical and evaluative of its practices. Co-ordinators are held accountable for results in their subjects. In areas where there have been relatively less successful results, such as the test results achieved by more able pupils in mathematics, the school is quick to take action. Curriculum co-ordinators effectively evaluate their subjects and areas for development are included in the school's improvement and management plan, so that priorities can be established. However, although this has given clear educational direction to the work of the school in the short term, the plan needs to be over a longer period to be sufficiently effective in raising standards. Effective monitoring is clearly defined by the headteacher and deputy headteacher. It is aimed at helping the school to be clear about how well the teachers teach and how well the pupils are learning. Co-ordinators monitor teaching well in English and mathematics and this has borne fruit in relation to improving standards and teaching quality. But monitoring is insufficiently developed in the other subjects.
41. The leadership and management of special educational needs provision is good. The co-ordinator is very knowledgeable. She has implemented a wide range of small group

activities, which support well the pupils with mobility, behavioural and speech and learning difficulties. She has established very good contacts with support agencies and the health service, which enables her to get quicker responses than in many schools. The whole review system is very well organised. Special needs assistants and teaching assistants are suitably trained and deployed. The co-ordinator manages her colleagues well by deploying them to a good mixture of small group, individual and whole class support. The department is successful because so many pupils have come out of a special educational needs category recently.

42. The headteacher and governors staff the school well. There is a good balance of expertise amongst the staff, and they are well qualified to deliver the curriculum effectively. This has a strong bearing on the standards the pupils attain. Financial planning is good and the budget is used well. The strategic use of resources is good. The targeting of funds to areas where there is the most need of improvement has been very effective. Spending is carefully matched to the school's priorities. The governing body is very good at achieving the best value for money.
43. The impact of the leadership and management is such that in this school, the highest standards are sought for all pupils according to their capabilities. As a result, most pupils achieve well and make good progress. The leadership and management have been successful in establishing a productive climate for learning and promoting inclusion throughout the school. This is an effective school and provides good value for money.

## **FINANCIAL INFORMATION**

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

Income and expenditure (£)	
Total income	553,487
Total expenditure	538,553
Expenditure per pupil	2,640

Balances (£)	
Balance from previous year	16,218
Balance carried forward to the next year	14,934

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

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

##### **ENGLISH**

Provision in English is **good**.

##### **MAIN STRENGTHS AND WEAKNESSES**

- The school achieved high test results in 2003.
- There is good curriculum coverage.
- Teaching and learning are at least satisfactory and often good.
- The good relationships between pupils and teachers support pupils' learning well.
- Learning objectives are not always shared with pupils in an understandable way.
- Approaches to marking are inconsistent across the school.
- Untidy handwriting and presentation detract from the overall impression of the quality of pupils' written work.

##### **COMMENTARY**

44. The school has maintained its standards since the previous inspection. Pupils in Year 6 are working at levels above those found nationally and they achieve well. In 2003, the test results were high overall, and compared with similar schools, were in the top five per cent nationally. The current Year 6 has more pupils with special educational needs than last year.
45. Pupils' skills in speaking and listening are well developed throughout the school. Pupils in Year 3 are confident speakers who listen attentively to adults and to other children. Older pupils speak well and put forward their own point of view, while listening to, and valuing, the contributions made by others. In a Year 5 lesson on writing "performance poetry", pupils accurately identified similes and alliteration in the given text and confidently put forward ideas for creating a poem of their own.
46. Pupils' achievement in reading is good, with standards above average by the age of 11. Teachers ensure that pupils develop good reading skills and are exposed to a wide range of fiction and non-fiction books, which develops an enjoyment of reading. Older pupils read fluently, with good expression, bringing the story to life. They discuss preferences for authors and talk with enthusiasm about books they have previously read. The school has satisfactory library provision located in the computer suite.
47. Pupils' writing skills develop well and there is good achievement in all year groups. Both boys and girls achieve equally well in their writing with opportunities to produce stories, poetry, letters and instructions. Pupils' written work is not always well presented and teachers have inconsistent expectations regarding standards of handwriting. Teachers set aside regular periods of time for "handwriting practice" but the high standards of handwriting evident in handwriting books are not always evident in pupils' general English written work. The school is focusing on improving writing and spelling across the

curriculum with the introduction of a new handwriting and spelling scheme. There is evidence in pupils' work of effective cross-curricular links with religious education, history and geography. Pupils have opportunities to word process their writing and this enhances the presentation considerably.

48. The quality of both teaching and learning is at least satisfactory and is often good. This, together with the pupils' positive attitudes during lessons, results in good achievement for all pupils, including those with special educational needs. The best teaching is characterised by teachers' good subject knowledge, good pace, work well matched to individual pupil needs, very good relationships and a variety of interesting tasks for pupils to undertake. In these lessons, teachers share the learning objective with pupils, in child-friendly language, and this results in pupils understanding, and being able to explain, what they are *learning* from the lesson, as well as what they are doing. In lessons where the learning objective is not specific and shared with pupils, the quality of teaching and learning is lessened as the lesson lacks pace and clarity.
49. Whilst there are examples of good marking of pupils' work, this is inconsistent across the school. All work is marked, and there is a plethora of encouraging comments, but not all teachers' comments identify exactly what is good about a piece of work, or what the pupil needs to do next in order to improve. Pupils have individual targets for improvement in English but once these have been set, there are infrequent references back to targets in teachers' marking comments. For example, many pupils have targets linked to improving their handwriting, but teachers' comments rarely remind pupils about this. The school has good data systems for tracking pupil progress and analysing pupil performance.
50. Teachers are aware of higher attaining pupils, who are challenged effectively. Good use is made of learning support assistants, who make a significant contribution to the teaching and learning of pupils with SEN. As a result, these pupils make good progress.
51. The leadership and management of English are effective with the National Literacy Strategy having been firmly established in the school. Pupils' written work, posters and various labels displayed around the school provide them with a colourful and stimulating environment for learning.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

52. Pupils have good opportunities to speak, listen, read and write in other subjects, particularly geography, history, religious education and science. Untidy handwriting and messy presentation of written work in these subjects detracts from the overall impression of pupils' work, which is generally of a good standard.

## **MODERN FOREIGN LANGUAGES**

53. The school provides French for all pupils from Year 3 to Year 6. The subject was sampled so no overall judgement can be made about provision. The quality of teaching in the one lesson seen was good. Pupils have very good attitudes towards their learning in French and keenly participated in the lesson observed. Pupils in Year 5 have a day trip to France during the latter half of the summer term and the school uses the pupils' experiences of the French language to open up opportunities to learn more about French culture.

## **MATHEMATICS**

The quality of provision in mathematics is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Teachers make good use of a variety of methods that stimulates the pupils' interest in mathematics.
- Special needs and lower attaining pupils are supported well.
- Teachers' marking does not give pupils enough information about how they might improve.

### **COMMENTARY**

54. In 2003, the Year 6 test results were above average overall and well above in comparison with similar schools. The ability profile of pupils currently in Year 6 is lower than last year and their standards are average. The school just missed its target at the higher Level 5 last year. This year's target is sufficiently challenging. The trend over five years is steadily upwards and boys and girls achieve similarly over time. Improvement since the last inspection has been satisfactory. The deficiencies in homework have been improved considerably. Pupils achieve well because teaching is good.
55. Achievement is good for pupils of all abilities. The current Year 6 pupils joined the school with standards that were below national expectations. They have worked hard, especially during their time in Year 6, and many have benefited from the setting arrangements, which enable them to work at a pace most suited to their ability. Good teaching of lower sets, often containing a large proportion of pupils with SEN, encourages pupils to believe that they can 'do maths' and achieve to the best of their ability.
56. Teaching and learning are good. Teachers create a positive environment in which the pupils can work because they manage pupils' behaviour very well, combining reward with responsibility. They use a variety of methods and stimulating activities to keep pupils interested as well as maintaining a lively delivery style. Higher attaining pupils are challenged well, for instance, in Year 6, pupils 'discover' the formula for finding the area of a shape and extend this to finding the volume. Lower attaining pupils are very well supported with learning support assistants being effectively deployed, for instance, in a Year 4 lesson on classifying shape. Similar pupils in Year 6 have great self-belief because the teacher encourages them in so many ways, for instance, during questions, no answer is accepted until at least three quarters of the hands are up. A computer program was used to consolidate pupils' understanding of scale and it worked well because it was presented in a game format, which the Year 6 pupils really enjoyed. Pupils' presentation is neat because teachers clearly demonstrate what they expect and reward tidy work. Marking offers pupils praise and rewards but does not always give them pointers for improvement, nor do teachers' comments consistently make reference to pupils' targets. Homework, especially in Year 6, makes a positive contribution to pupils' learning because it supports what is done in the class. Pupils have a good understanding of multiplication tables and use this knowledge well when answering 'quickfire' questions in a Year 6 lesson. Overall, though, numeracy standards are in line with national expectations. Higher attaining pupils work comfortably with sums using two places of decimals but other pupils find this difficult. All pupils have a sound understanding of co-ordinates in the first quadrant and accurately plot points on a graph.

Higher attaining pupils show their good knowledge of negative numbers by working in all four quadrants.

57. Leadership and management are good. The subject's action plan concentrates on raising standards. Data is carefully analysed and pupils are tracked through the school. This information is used well to decide the setting arrangements and which pupils would benefit from a 'boost'.

## **MATHEMATICS ACROSS THE CURRICULUM**

58. Pupils make satisfactory use of their mathematical skills in other subjects. Much of this work is incidental rather than planned by teachers to extend pupils' understanding. Pupils use their measuring skills to make the lengths of wood to make their frame in design and technology. Year 4 work on scales on maps in geography and most age groups use data handling skills to produce graphs of their results in science.

## **SCIENCE**

Provision in science is **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Teaching is good overall.
- Pupils achieve well in Year 6.
- There is good emphasis on the use of specific technical language.
- Good opportunities are now provided for pupils to develop investigative methods and skills.
- Standards in the 2003 national tests were well above average when compared to all schools and those in a similar context. The progress made was very good.
- Assessment is not used well to change what is taught next.
- There is insufficient monitoring of teaching and learning.

## **COMMENTARY**

59. Pupils' standards are above average overall. They are in line with the national average in Years 3 to 5 but above average in Year 6. Achievement is good in Year 6 and satisfactory in other year groups. In 2003, the Year 6 test results were well above average. Standards in the current Year 6 are lower than last year because the cohort has a different ability profile. However, the pupils are making good progress. There has been satisfactory improvement since the last inspection.
60. In scientific enquiry, Year 6 pupils correctly describe the principles that make scientific testing fair and can clearly explain the need for repeating measurements to ensure the accuracy of their results. This builds well on work in Year 4, where more able pupils had studied how sound travels and could explain how to carry out a fair scientific test. Pupils have a secure understanding of life processes, materials and physical forces. Year 6 pupils' written work shows they are given good opportunities to plan, carry out and make sense of their own investigations.
61. Teaching and learning are good. They were good overall in the lessons seen in Years 3,5 and 6; teachers have a secure knowledge of the subject and they give precise

explanations. As a result, pupils understand exactly what is required of them. Teachers manage pupils' behaviour very well and good support is provided for those pupils with SEN. Lessons proceed at a good pace and, consequently, pupils concentrate well, making good use of the experiences offered. Pupils use equipment safely and co-operate well when working in a group. In a very good Year 6 lesson, the teacher provided pupils of all abilities with good opportunities to take responsibility for their own work. Some higher attaining pupils were able to explain that raisins 'dance' in antacid solution because the gas created in the solution by the addition of bicarbonate of soda attaches itself to the uneven contours of the raisin and moves it about.

62. Teachers give good emphasis to scientific vocabulary and terminology, although pupils' responses are sometimes too readily accepted and they are insufficiently challenged to remember the 'right' vocabulary. Pupils' written work is marked regularly and supportive comments added indicating where pupils have been successful or where further improvements can be made. Marking of pupils' work in Year 6 is exemplary. Targets are given after every unit and the comments show the pupils exactly how to improve.
63. Pupils with SEN receive good support from skilled and committed support staff who know them well. The support staff are briefed before lessons and this enables them to help these pupils to play a full part in the lesson and make good progress.
64. Leadership and management of the subject are good. The subject leader is both knowledgeable and enthusiastic and provides appropriate support for other teachers. However, he has too few planned opportunities to check the quality of teaching and learning in the subject and, consequently, his capacity to secure further improvement in science is limited. Assessment is not consistently used to change what is taught next.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **MAIN STRENGTHS AND WEAKNESSES**

- A well-planned programme fully covers all aspects of the subject.
- Pupils have a good understanding of how to use the main programs.
- Good training has improved teachers' confidence to teach the subject.
- A complete assessment system is not yet in place.

### **COMMENTARY**

65. Standards in Year 6 are above national expectations and staff have the confidence and skills, ably supported by the learning support assistant, to take pupils forward. Facilities and software have also been improved. The vast majority of pupils have a good understanding how to use spreadsheets, PowerPoint presentations and databases, and they use control technology effectively. Pupils are motivated by using computers as part of their learning. They also particularly enjoy the fact many of their tasks are presented in a real context, like planning a holiday with the use of spreadsheets to cost the different alternatives. Improvement since the last inspection has been good.
66. Pupils' achievement is good and they make good progress. Good links with the feeder school help establish what pupils can do in Year 3. The well planned programme, which fully covers the National Curriculum requirements, and the good teaching help pupils develop their skills and knowledge well. They work hard because they are highly motivated.
67. Teaching and learning are good. A good climate for learning is established in all lessons because teachers manage pupils' behaviour well and they are very keen to learn. Lively and stimulating lessons encourage pupils to be inquisitive, like in a Year 5 lesson when they use the electronic microscope to view parts of a plant. Teachers use the projector and demonstrations well to inform pupils of what they have to do. Sometimes, pupils themselves might have a greater involvement in these demonstrations to deepen their understanding. Pupils are encouraged to plan their work and record it in their books before using the computer, though time is generally given to pupils to 'have a go' before they use a new piece of software. Pupils usually work well in their pairs at the computer.
68. Leadership is good and management is satisfactory. The co-ordinator is knowledgeable and is a good role model for colleagues. She has arranged training for colleagues, which makes them more confident to teach the subject and improves pupils' learning. Internet safety is taught to ensure that pupils are aware of potential dangers. Only limited monitoring of teaching takes place. Assessment systems are at present very limited so tasks for pupils are rarely set which take account of the varying abilities in the classes. Both the teachers and the co-ordinator are working to develop a system that will be useful to the school. The computers are of good quality.

## **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

69. Pupils use their computer skills well in other subjects and much of it is carefully planned, such as when they extend their understanding of the Tudor period by researching

information on the Internet. Work is regularly presented neatly through the good use of word processing skills. They use spreadsheets and graphing programs to support their understanding of mathematics. During a residential visit, pupils learned about viruses and their potential effect on computer systems.

## **HUMANITIES**

Only two **geography** lessons were observed but none in **history** so there is insufficient evidence to make overall judgements on provision. The observations, together with a review of pupils' books and a scrutiny of the displays of pupils' work around the school, show that standards achieved in history and geography by the end of Year 6 are in line with those expected nationally. This is similar to judgements made during the last inspection. Planning for both subjects is effectively linked to the national guidance documents and covers all the required skills. In the **geography** lessons observed, teaching and learning were at least satisfactory. Pupils' attitudes to their learning in geography are positive. They listen attentively and apply themselves well, showing a good level of interest. As a result of the sound teaching they receive, and the good attitudes they show, they achieve well. Pupils with special educational needs are well supported by learning support assistants and they, too, achieve well.

70. In a **geography** lesson in Year 6, pupils were able to identify and compare physical, human and economic features of Saundersfoot and Writtle. All pupils were actively engaged with the lesson and had opportunities to listen, speak to each other and offer ideas and opinions to the whole class. Relationships were very good and the lesson had a good level of enthusiasm, pace and energy. The lesson was part of the follow-up to the recent residential trip to Saundersfoot in Wales and photographs of the trip were used effectively to support learning about the features of contrasting localities. Pupils who did not go to Saundersfoot were sensitively included in the lesson and were encouraged to participate as the experts on the contrasting location of Writtle.
71. Topics in **history** have included work on the Tudors, with a "Tudor Day" for pupils in Year 5. There is also evidence of work on Ancient Greece and Ancient Egypt.
72. Work in humanities folders is not always well presented with work on different topics in history and geography being presented in an incoherent and muddled manner. For example, in Year 5 folders, worksheets on Tudors are presented right beside geographical worksheets on features of an Indian village or a local traffic census. This detracts from the overall impact of the quality of the work and is misleading for pupils.

## **RELIGIOUS EDUCATION**

Provision for religious education is **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Pupils make good progress throughout the school.
- Pupils apply what they learn in religious education to their everyday lives.
- Assessment does not inform what is taught next.

- Teaching and learning are monitored insufficiently.

## COMMENTARY

73. By the end of Year 6, pupils' attainment is in line with the expectations set out in the locally agreed syllabus. Standards have been maintained since the last inspection. Only two lessons were observed and a lot of the work taking place was discussion. However, this, and a scrutiny of other work available, and discussions with staff and pupils, suggest that pupils' achievement is good throughout the school.
74. In the lessons seen in Years 4 and 6, teaching was good. Teachers' good knowledge and understanding creates a good learning ethos. Religious artefacts were used well in a Year 4 lesson on how Jews mark the end of 'Shabbat'. Higher achieving pupils were able to explain the religious symbolism of 'the overflowing cup' and the 'spice box.' Pupils are acquiring skills at a faster than average rate. Most pupils are effectively linking religious teaching with everyday life, such as knowing that the Ten Commandments give us rules for living. By the end of Year 6, pupils' understanding of some of the major faiths in the world, such as Christianity, Judaism, Hinduism, has deepened and they are aware of some of the religious similarities and differences between these major faiths. Higher attaining pupils are able to articulate some reasons why people hold religious beliefs. They can also understand that people who do and do not hold religious beliefs may behave differently. In a good Year 6 lesson, the teacher's high expectations challenged and inspired many pupils to a deeper understanding and knowledge of their own and others' beliefs.
75. Teachers manage pupils well. They have high expectations of pupils' behaviour and provide a good range of appropriate activities to help maintain pupils' interest and concentration on the tasks set. Pupils with SEN are well provided for. This contributes to the good progress they make.
76. Management of the subject is good. However, the co-ordinator does not have time to check the quality of teaching and learning across the school. Assessment is not used effectively to change what is taught next. Consequently, the opportunity to raise standards is restricted.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only four lessons in total were seen in the following subjects: art and design, design and technology, music and physical education. It is therefore not possible to make firm judgements about provision. In addition, inspectors spoke to teachers and pupils about what had been learned and looked at pupils' work from this last year.

77. It is evident from a review of teachers' planning, discussions with the subject co-ordinator, and the displays around the school that work planned in **art and design** is varied and interesting. Pupils achieve well and standards have been maintained since the last inspection.
78. From the time pupils start school, they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination and to respond to examples of art in the world around them. Colourful displays of pupils' work are hung throughout the school. This lively approach to art was evident from the 3D work in Year 3 on Ancient Greek artefacts to the

colourful detail shown by Year 6 pupils in their puppets and performance masks in the style of William Morris. There was good development of practical skills shown by pupils in a Year 5 class who were making clay and 'Modroc' containers. All pupils achieved well because of the good subject expertise of the teacher and her high expectations of what each of them could do. The subject co-ordinator plans the art curriculum well. However, there is no whole-school overview to monitor pupils' progress and assessment is informal and not used effectively to inform teachers what to teach next.

79. In **design and technology**, an examination of documentation shows that National Curriculum requirements are met in full and that the national guidelines are used well to plan topics for the pupils. These topics cover making skills in a wide range of materials, including food, cloth and wood, as well as the design process.
80. Pupils have at least a satisfactory understanding of the design, make and evaluate process. They know that they should first examine, and possibly take apart, examples and, when practical, make a prototype of their design. In a good Year 6 lesson, they carefully examined electric vehicles in order to find out how they were controlled. Pupils were also well aware of health and safety rules and could explain how and when to use various tools. Examples of the work of Year 6 pupils on designing and making slippers showed good stitching skills and lively design. Pupils have incorporated cams and cogs into their vehicle designs well. All the models were beautifully finished and showed that pupils had immense pride in their work.
81. The co-ordinator leads the subject well. He is knowledgeable and enthusiastic for the subject and this rubs off on colleagues and pupils. There is currently very little assessment. Staff pass informal comments on their pupils and how well topics have been covered. This does not help pupils to build systematically on the skills and knowledge they have learned.
82. In the one **music** lesson seen, pupils in Year 4 enjoyed singing a rhythmic song and copying rhythms on a drum. The learning support assistant provided good support for learning by helping pupils to keep the rhythm of the rhyme. Pupils made good progress during this lesson and were able to create and perform their own rhyming chant by the end. Teaching was good and standards were in line with national expectations. In assembly, singing is good. Pupils sing hymns and songs with good control, pitch and tone. Music is well resourced with provision being recently enhanced by the purchase of a variety of African drums. School productions, choir and participation in local music festivals enrich the curriculum well. Individual instrument tuition is available to pupils but only a relatively small number of pupils take advantage of this provision. The subject leader is well qualified, knowledgeable and experienced. She provides good support for non-specialist teachers and regularly monitors teachers' planning and pupils' performances. There are no formalised assessment procedures for music.
83. An examination of planning and a discussion with the joint co-ordinators indicates that National Curriculum requirements for **physical education** are met in full.
84. The school has recently been awarded the 'Active' Mark by Sport England for the quality of its physical education programme and its involvement in exercise and sports both inside and outside school. A good programme of clubs after school is offered and pupils really enjoy them and attend regularly. Professional coaches from outside sports clubs also work with the pupils in judo, cricket and soccer. Team games are played frequently against other schools with both boys and girls competing. Those who are talented get to

measure themselves against the best. For instance, two girls achieved such good standards in a recent athletics event that they have been asked to go to a national competition. Some parents are concerned about swimming. Because the school is restricted by the cost of transport to the local swimming pool, it has decided to make the needs of the non-swimmers paramount. Those pupils who cannot yet swim 25m are taken swimming and encouraged to meet this 'mark'. The school has met with many successes with this arrangement and most pupils meet the National Curriculum requirement of swimming 25m by Year 6.

85. The joint co-ordinators provide good leadership. They are keen on sports themselves and when teaching they set a fine example by using the talents of the pupils as demonstrations for others. They encourage others and have provided good training opportunities for colleagues to increase their confidence. They are currently experimenting with a method of assessment but this is not used throughout the school. Informal comments are passed from teacher to teacher but this limits the teacher's ability to build on what pupils already know and can do.

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

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

The school's provision is **good**. The subject was not a focus of the inspection and so few lessons were observed but planning was examined and the co-ordinator interviewed. A well-planned series of topics for all age groups helps pupils learn such issues as friendships, how their bodies change during puberty, substance abuse and simple ideas about citizenship. The impact of this programme is that in school, pupils are well behaved, respect each other and staff, and have pride in the work that they do. A good example of citizenship is that pupils who wanted to be on the School Council each wrote a short 'manifesto' telling the 'voters' what they proposed to do, if elected. This aided pupils' understanding of elections and how they work.

Each class has time set aside for this subject every week. Staff use it in various ways from whole class activities to small groups working with learning support assistants. Lessons are well planned to give everyone a chance to be heard in a calm setting. Rules are established as to who can talk and are reiterated at each session. In one session, a small group of Year 4 pupils explored the idea of the potential danger from strangers through a well-chosen story. The teacher noted in her planning that the advantage of the small group session was that the chosen pupils, who have generally short concentration spans, had more opportunities to speak and be heard. In a good lesson in Year 5, pupils openly discussed 'friendships' from the past because the teacher had established an atmosphere of trust and confidentiality.

## 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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

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

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

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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