

INSPECTION REPORT

ALDERMAN SWINDELL FIRST SCHOOL

Great Yarmouth

LEA area: Norfolk

Unique reference number: 120974

Headteacher: Miss A. Hopley

Lead inspector: Mr. R. R. Fry

Dates of inspection: 13 – 16 October 2003

Inspection number: 260635

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | First |
| School category: | Community |
| Age range of pupils: | 3 – 8 years |
| Gender of pupils: | Mixed |
| Number on roll: | 235 |
| School address: | Beresford Road Great Yarmouth Norfolk |
| Postcode: | NR30 4AB |
| Telephone number: | 01493 842055 |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Mrs. P. Hollis |
| Date of previous inspection: | 8 February 1999 |

CHARACTERISTICS OF THE SCHOOL

Alderman Swindell First School is an average sized school. Children's attainment on entry to the school is typically below average and sometimes well below average. Thirty two per cent of pupils are eligible for free school meals, which is an above average proportion. Forty one per cent of pupils have special educational needs, which is well above the national average. Some pupils, for example, need extra help with reading and writing skills or have specific or moderate learning difficulties. Four pupils have statements of their special educational needs. Very few pupils have English as an additional language. A significant proportion of pupils (16 per cent) has either joined the school after the Reception year or left before the end of Year 3. The school provides an increasing number of community activities. The school is a member of an Education Action Zone, (EAZ). The headteacher has been in post for a year.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|----------------|--|
| 21073 | Roger Fry | Lead inspector | English as an additional language Special educational needs Science Information and communication technology Art Design and technology Music Physical education |
| 19660 | Deborah Pacquette | Lay inspector | |
| 30691 | Kathleen Yates | Team inspector | Foundation Stage English |
| 21059 | Christine Power | Team inspector | Mathematics Geography History Religious education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Alderman Swindell provides a **sound** education and is an **improving** school. The school cares effectively for all pupils, which results in the good personal development of pupils. Pupils behave well and have good attitudes to work. Pupils' work meets national standards in mathematics and science and is below the expected standards in English, information and communication technology (ICT) and religious education. The teaching and learning are satisfactory. Pupils' achievement is satisfactory. The school is well managed and led by the headteacher. The school provides **sound value for money**.

The school's main strengths and weaknesses are:

- Pupils' behaviour and attitudes are good. All pupils are involved in all aspects of school life.
- Pupils' achievement is sound overall. When they enter school their capabilities are below and sometimes well below those typical of children nationally. By the end of Year 2 nearly all pupils' work in mathematics and science reaches the expected national standards. Pupils' achievement is good in mathematics and science.
- Pupils' standards of work in English are below national standards but their achievement is satisfactory, from a low start. In information and communication technology and religious education pupils' work does not meet national standards. Pupils' achievement in religious education and ICT is unsatisfactory because the provision is limited.
- The good leadership of the headteacher ensures that the school now moves forward at a good pace. For example, management of subjects, teaching and community initiatives are improving.
- Teachers make good use of books and equipment to make lessons interesting. Support staff help pupils to learn effectively. Some systems for assessing pupils' knowledge and understanding are new and are not yet used effectively to help teachers to plan lessons.
- The curriculum is satisfactory but the length of the school's taught day is too short. Some lessons are too long. The provision for pupils with special educational needs is good.
- Parents' and pupils' views of the school are positive.
- Community links are good and they make a significant contribution to pupils' learning.
- The school has worked hard to improve attendance and there has been improvement, but it is well below average.

Since the school was inspected in 1999 the rate of **improvement has been satisfactory**. However, before the headteacher joined the school a year ago improvement was poor because the school lacked leadership. Standards, for example in English, were declining. Now teachers plan to meet the needs of groups of pupils better. The teaching has improved and the staff has a strong sense of purpose.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 2, compared with: | compared with all schools | | | and similar schools |
|---|---------------------------|------|------|---------------------|
| | 2000 | 2001 | 2002 | 2002 |
| Reading | D | E | E | D |
| Writing | D | E | E | E |
| Mathematics | E | E | B | A |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

In the Foundation Stage, **children's achievement is satisfactory**. In the Nursery children achieve well and make good progress. Children were observed working happily together and listening attentively to one another. Some children attain the goals children are expected to reach nationally at the end of Reception.

In Years 1, 2 and 3 **pupils' achievement is satisfactory**. The table above shows that in comparison with similar schools in 2002, pupils' results were well above average in mathematics, below average in reading and well below average in writing. Inspection evidence shows that Year 2 pupils' work now in mathematics and science reaches the expected national standards and pupils' achievement is good. Pupils' standards of work in reading, writing, speaking and listening are below national standards but their achievement is satisfactory. Pupils with special educational needs achieve well. Pupils do not reach the expected standards in ICT and religious education. There are no significant differences between the attainment of boys and girls.

Pupils have **positive attitudes to school**. They are enthusiastic and most are eager to learn. Virtually all pupils arrive at school on time. **Standards of behaviour are good** throughout the school. Pupils' behaviour in classrooms and at breaks is consistently good. The **attendance** rate at the school **is well below the national average**.

Pupils' **spiritual, moral, social and cultural development is satisfactory**. Relationships are good.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are satisfactory and they are improving. In the Nursery, the teaching helps children towards the goals set for them and is consistently good. The contribution of teaching assistants, visitors and teachers' attention to the needs of groups of pupils are some reasons why teaching is improving throughout the school. Teachers motivate pupils by making lessons interesting and consequently they respond enthusiastically and learn effectively. Teachers' use of assessments is unsatisfactory.

The **curriculum is satisfactory** but the taught day is too short. In the Nursery the curriculum is relevant to children's needs. Literacy and numeracy skills are the legitimate main focus for attention in Years 1, 2 and 3. **Partnerships with parents are good**. Parents are kept well informed about their children's progress and strongly support the school's community initiatives. The school provides **effective care for pupils. Community links and initiatives are good**.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher provides good leadership. She motivates her colleagues to strive for improvements and to provide pupils with a high quality education. There is a clear vision and good plans to achieve it. The checks on standards, teaching and learning have helped the school to plan for improvement. The chair of governors has a good knowledge of the school and has made an important contribution to school improvement. **Governance is satisfactory**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school's work and recognise the significant improvements that have been made in the last year. **Pupils enjoy school** and feel they are valued and supported.

IMPROVEMENTS NEEDED

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

- Raise standards in English, ICT and religious education.
- Increase the length of the school day so that there is more time for teaching lessons and shorten the length of some lessons.
- Use assessments of pupils' work effectively to plan future lessons.
- Improve the rate of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils attain standards that are **below average in English** and that are **average in mathematics and science**. Children in the **Foundation Stage achieve adequately**, but their **standards of work are below** those expected at the end of the Reception year. **Achievement overall is satisfactory**.

Main strengths and weaknesses

- Children have limited language skills when they enter school.
- Pupils' standards of work are below average in English but pupils' achievement is satisfactory.
- Pupils' achievement in mathematics and science is good.
- Pupils with special educational needs achieve well.
- Pupils' achievement in religious education and ICT is unsatisfactory.

Commentary

1. By the end of the Foundation Stage, most children do not reach the expected targets for this age in all the Areas of Learning. Children enter the school with skills and understanding that are below and sometimes well below what is typical of children nationally. They achieve well in the nursery because the teaching is tailored well to their needs. Their achievement in Reception slows to satisfactory because the teaching is not as lively and well organised. Children who have English as an additional language achieve as well as their peers.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 14.5 (14.5) | 15.8 (15.7) |
| Writing | 12.4 (12.3) | 14.4 (14.3) |
| Mathematics | 17.6 (14.8) | 16.5 (16.2) |

There were 89 pupils in the year group. Figures in brackets are for the previous year

2. Year 2 pupils' standards in reading and writing did not meet national averages in 2002. Pupils' standards of work improved considerably in mathematics over the previous year and exceeded the national average. This impressive improvement has come about because the teaching is well organised and meets pupils' needs more successfully. The National Numeracy Strategy is well taught. Lessons are interesting and pupils enjoy taking part. The subject has been co-ordinated well and teachers' confidence has increased. Pupils' achievements in science are good because, for example, teachers ensure that pupils learn by practical means, which helps them to remember new ideas more easily.
3. The trend over the last four years has been one of little improvement in English. This trend is likely to be the result of the lack of good leadership for a long period. The school has now put into place better provision for literacy teaching. A significant proportion of pupils joins the school after the start of the school year. This factor affects the school's results. Many pupils who join the school have special educational needs and limited language capabilities.
4. Pupils with special educational needs achieve well now because teachers match work well to pupils' abilities. Pupils receive well-organised extra help from support staff.
5. Indications this term are that the assessments made of Year 2 pupils in 2003 are lower than those for 2002. The present Year 3 have been a low-attaining group since joining the school.

Inspection evidence confirms the national assessments for English that took place earlier in the year. However, higher-attaining pupils, as well as those with special educational needs, now receive the attention they need to achieve well. The school has a good system of grouping together pupils of similar ability that is helping to raise standards.

6. Pupils' numeracy skills are developing well in numeracy lessons. Pupils use this knowledge to a limited extent to help them to count, sort and find information in other subjects. Pupils' literacy skills help them to express their ideas orally and on paper. Some pupils find speaking and writing difficult. Teachers help pupils to move forward by preparing work that challenges pupils to record their ideas as best they can, which gives them confidence to do more next time.
7. Pupils do not attain the expected standards in religious education because, for example, one class has less exposure to the subject. Pupils do not attain the expected standards in ICT and do not have many opportunities to use what they know in different subjects because the subject has not been well organised. Some staff lack confidence in teaching ICT.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to learning and enjoy coming to school. They **behave well** and form good relationships with each other and staff. Pupils' spiritual, moral, social and cultural development is **satisfactory**. Attendance is **well below average**.

Main strengths and weaknesses

- Very good procedures are in place to improve attendance.
- Pupils' attitudes to learning are good.
- Behaviour is good overall.
- Relationships are good throughout the whole school community.
- Pupils' moral and social development is good, owing to the care with which these are promoted.

Commentary

8. Pupils' attitudes to school and learning are good. Pupils take an active part in classroom discussions and work well as a team. They participate well in the clubs and activities of the school. This includes more able pupils, pupils with special educational needs and pupils with English as an additional language, all of whom have positive attitudes to learning and are integrated well into the school community.
9. Behaviour is especially good when lessons are planned well. Pupils work well with each other and share equipment happily, when required. At break times pupils play together contentedly and move around the school in an orderly manner. Teachers work successfully with support staff and pupils are supported effectively. No evidence of bullying, racism or any forms of harassment were observed during the inspection. However, teachers record any incidents and they are followed up rigorously. There has been one exclusion in the last year.
10. The relationships formed between pupils are good overall. Pupils also enjoy good relationships with staff. Pupils co-operate effectively with each other and teachers in lessons. They are often observed helping and supporting each other and they also interact very well with each other in the playground, engaging in various games and other social activities. The school promotes good relationships, including racial harmony, successfully.
11. Pupils' personal development is good and this is due to the way that the staff promotes spiritual, and particularly social and moral development. All pupils in the school are taught to know the difference between right and wrong and to take responsibility for their own actions through an effective system of rewards and sanctions, which is consistently applied by the staff. Pupils' cultural development is satisfactory.

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|------|
| School data | 92.6 |
| National data | 94.1 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 0.5 |
| National data | 0.5 |

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

12. Attendance has begun to improve due to the very good systems and effective strategies that are now in place. Most pupils are punctual. However, there is still a significant number of families taking holidays in term-time. The school works effectively with external agencies to promote good attendance and as a result attendance is improving slowly.

Ethnic background of pupils last full term

| Categories used in the Annual School Census |
|---|
| White – British |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Asian |
| Chinese |
| No ethnic group recorded |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 228 | 1 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |
| 2 | 0 | 0 |
| 2 | 0 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The school provides a **satisfactory quality of education and pupils learn effectively**. Assessment procedures are **adequate** but the use of this information is **unsatisfactory**.

Main strengths and weaknesses

- Pupils learn effectively because most teaching is satisfactory and often good.
- Teaching in the Nursery is consistently good.
- The teaching of mathematics is effective.
- The provision made for pupils with special educational needs is good.
- Procedures to assess what pupils know, understand and can do are not always used effectively.
- Support staff are effective and help pupils to improve.
- Teachers encourage pupils to engage in lessons effectively.

Commentary

Summary of teaching observed during the inspection in 41 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%) | 6 (15%) | 16 (39%) | 17 (42%) | 1 (2%) | 1 (2%) | 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.

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

13. Ninety six per cent of lessons observed were satisfactory or better and many lessons had key strengths. There are some variations in the quality of teaching. It is better in the Nursery and in Year 3.
14. The teaching and learning in all Areas of Learning is good and sometimes very good in the Nursery. Children, including those with learning difficulties and those who have English as an additional language, achieve well. In Reception classes the teaching and learning is satisfactory, but is less stimulating.
15. Teachers generally plan effectively and they are clear about what they want each group of pupils in the class to learn. The planning allows pupils to learn sequences of new ideas in a logical order. The system of dividing Year 3 into upper and lower sets is good. This system has already proved successful in improving pupils' rate of learning and the standards that they attain. Throughout the school, pupils apply themselves to work because lessons are often interesting. Visitors and the use of visits all help to motivate pupils positively.
16. The teaching of literacy and numeracy is improving. Pupils' achievement in mathematics and the provision for small group work in English are proof of this. In many lessons teachers give clear explanations and speak clearly. However, they do not always allow pupils time to repeat key phrases and sentences so that they can improve their spoken English.
17. Equal opportunities are promoted well in school. Each pupil's special needs are now assessed effectively and pupils with similar needs are placed in groups for extra attention. In one lesson a small group of pupils were learning about sentences. The teacher spent a considerable amount of time emphasising aspects of personal organisation so that pupils knew what they had to do in class and what had to be taken home for completion there. This was a very good aspect to the lesson because some pupils have difficulty organising themselves.
18. Support staff make a valuable contribution to the teaching and pupils' learning. In a science lesson in Year 2, the support member of staff was deeply involved in helping the teacher with the experiment. During the plenary when the teacher talked to pupils about what they had learnt, she kept one ear on this activity and at the same time completed some pupils' reading records ready for them to use. This was efficient use of her time. Support staff are well prepared and give pupils more chances to ask questions and to check their understanding.
19. Many instances were observed where the use of revision questions, the good match of work to pupils' abilities, use of practical activities and a sense of immersion in learning were present. These good features helped pupils to learn about two-dimensional shapes in mathematics in Year 3 and in another lesson to recognise words and read them successfully. Teachers make good use of books and equipment to help pupils to learn.
20. The systems for assessing what pupils know, understand and can do have been reorganised over the last two terms. There are instances where they are used well, such as to identify pupils with special educational needs. In other cases teachers make limited use of the information available to them, such as for ICT. Staff have not completed many of the assessment sheets so

far this term. Overall, teachers do not make enough use of the information they have to plan lessons.

21. There are times when lessons are too long and time would be better used giving shorter sharper lessons. The school breaks the morning into two main teaching sessions. Three shorter teaching sessions might be more successful. In religious education, two classes in one year have received a different curriculum, one better than the other.
22. In the two lessons that were less than satisfactory, the teaching lacked effectiveness. In one lesson pupils had too little to do. They learned little about the passage of time because the pace was slow. The teacher's questioning of pupils was at a low level. A literacy lesson lacked good planning and preparation. Pupils did not have examples of writing to follow and they made limited progress. Routines in the class were not well established, such as pupils sitting up straight when writing to improve the presentation of their work. Pupils became restless at times because they didn't know what to do to.
23. Community initiatives have already gained the confidence of parents and most pupils arrive at school willing to learn and knowing that school is important. Good relationships are maintained in lessons because the school's leadership has identified that pupils need as much small group work or individual attention as can be managed. Pupils gain confidence and therefore learn faster because they are engaged at all times in most lessons. Pupils' behaviour is managed well. Pupils say they like going to school, they enjoy lessons and feel they receive help when they need it.

The curriculum

The curriculum is **satisfactory**. There is **good** provision for pupils with special educational needs. The curriculum **includes all pupils**. All pupils have the chance to join in all activities. However, the taught school day is too short. There is some lack of breadth in pupils' knowledge as limited lesson time is allocated to some subjects. The accommodation and resources for use in lessons are **satisfactory**.

Main strengths and weaknesses

- The current emphasis on literacy is an appropriate response to pupils' current standards of work.
 - Extra adults and support programmes effectively support pupils with special educational needs.
 - The curriculum is enriched through good extra-curricular provision and use of the local community.
 - There are inconsistencies in the allocation of time for some subjects in some year groups and some lessons and parts of lessons are overlong.
24. The curriculum provides well for pupils with special educational needs. Teachers make well-informed modifications to the curriculum to give individuals and small groups of pupils a chance to bridge gaps in their knowledge and understanding and make good progress in small steps.
 25. The curriculum is enriched through a wide range of lunchtime activities. Teachers make learning more relevant for pupils through work in the immediate environment and visits within the community. There is a good ratio of adults to pupils. Pupils have many chances to converse with adults and to receive help. Books and equipment are adequate. They enable pupils to achieve at least satisfactorily. Space is limited in the building, but the school makes good use of what is available.
 26. Governors have not yet agreed the revised draft policy for personal, social, health and citizenship education and the sex and relationships education statement. Time for teaching religious education is in some classes wrongly used to provide lessons in citizenship and for

“circle time” whole-class discussions. The programme for citizenship is thorough and is supporting pupils’ awareness of their responsibilities for themselves and their community.

27. The curriculum has been mapped out well over time throughout the school. It has not yet been systematically evaluated in each year group to determine whether all the required aspects of each subject are taught, such as in ICT. The school is rightly placing emphasis on reading, writing, speaking and listening. In some subjects, lessons are too long. The additional length does not bring about deeper or enhanced learning for pupils. It adversely affects the quality of teaching when parts of lessons, such as whole-class introductions, are overlong and can lack a sense of urgency.

Care, guidance and support

Provision for pupils’ care, guidance and support is **good**. Staff are very caring and supportive. Procedures for monitoring and promoting appropriate behaviour are **good**.

Main strengths and weaknesses

- The school provides a warm and caring environment where adults know pupils very well.
- Pupils are very well supported during lessons and break times.
- The school works well in partnership with external agencies to ensure that pupils are well cared for and supported.
- The school has good health and safety arrangements.
- The arrangements for child protection and ensuring pupils’ welfare are very good.
- The school does not have a formal system to consider pupils’ views.

Commentary

28. The school has good induction processes for new pupils and well-developed links with partner schools for leavers. The school has good health and safety procedures, which are well implemented through an ongoing programme of maintenance. Procedures for child protection are well established and clear guidelines are available to all staff. The school has good procedures for monitoring and promoting acceptable behaviour and to eliminate oppressive behaviour. These have a positive impact on the attitudes and behaviour of most pupils. Teachers have a good knowledge of their pupils and they receive good advice when they need it.

29. The school considers pupils’ views appropriately through informal methods. The school looks after the needs of groups of pupils well. For example, pupils with special educational needs are well provided for. The school promotes healthy eating and works hard to ensure that pupils are safe at all times.

Partnership with parents, other schools and the community

There are **effective links** with parents who are supportive of the school. There are **good** links with the local community. Parents receive much **good** information about the school and their children’s progress.

Main strengths and weaknesses

- Parents’ and pupils’ views of the school are positive.
- The school actively encourages parental involvement through parent helpers, the home school agreement and other initiatives.
- The Parents and Friends Association successfully organises fund-raising and social events for the school.
- Parents are well informed about the school and their children’s progress.
- Pupils benefit from a number of visitors to the school and visits to their local community.

Commentary

30. The contribution of parents to pupils' learning both at home and school is good and makes an effective contribution to pupils' achievement. The school makes good efforts to involve parents and to inform them about new initiatives in education. Links of this kind improve pupils' standards of work and give pupils greater confidence.
31. The school's Parents and Friends Association has raised lots of money, which has enhanced pupils' chances to learn new things. The school has developed good links with the local community. Many local people visit the school and pupils participate in good projects locally as part of the curriculum. Seventy five parents attended the harvest festival assembly during the week of the inspection. There are good links with the middle school.

LEADERSHIP AND MANAGEMENT

The **leadership, management and governance** of the school **are satisfactory**.

Main strengths and weaknesses

- The headteacher has a clear vision and high aspirations for the school.
- The school has improved the quality of its provision significantly in the last year.
- There is a good sense of teamwork.
- English, mathematics and science are well co-ordinated.
- The management of the Reception classes is an area for improvement.
- The school has begun to overcome barriers to learning effectively.
- The co-ordination of ICT has been unsatisfactory.

Commentary

32. The headteacher provides good and effective leadership and manages the school with a clear strategic vision. Her individual contribution to the school's development and improvement is good. The staff team works well together and is committed to further improvements in pupils' standards of work. The headteacher has opened the school to the community. Parents have noticed a positive change and welcome it. Previously, the school had not accepted the good offers of help and expertise from EAZ staff. Now the school is fully engaged with this very important project. Teachers are about to take a three day course called 'Challenging Education' provided by the Education Action Zone (EAZ), that is intended to improve the way in which teachers approach their work. Some staff who joined the school from college in previous years missed some of the training courses that they were entitled to. The headteacher has made in-service training a priority. The inclusive approach the headteacher fosters supports all staff and pupils well. The underspend that had accrued over the last few years is being spent wisely. The school has employed extra staff prudently to teach groups and classes, for example to meet pupils' special needs and for class music lessons.
33. The co-ordinators for English, mathematics and science lead their subjects successfully. Pupils' standards of work are the central focus. The way the mathematics co-ordinator has taken the school forward is an example that others might follow. Pupils' standards of work have risen in mathematics. Many of the other subject co-ordinators are new to their roles and as yet have had little time to develop their subjects. The co-ordination of ICT has been unsatisfactory. Until this year there had been little improvement in many areas of ICT.
34. There is a growing sense of involvement and of sharing in the school. Teachers and support staff at all levels are encouraged to take on new responsibilities. The headteacher and her senior management team work well together. Between them in the past they have identified, for example, the need to meet the needs of more able pupils within lessons as a priority for action. The school does not make excuses for the barriers to learning that exist, such as some pupils' lack of good spoken English on entry to the school.

35. The chair of governors knows the school well and has been a governor for some years. She and the headteacher work together closely to promote new initiatives and ensure that all the things the school should do are done. Governors' committees are effective and sit regularly, for example to review the school's progress and to prepare the strategic development plan.
36. Since joining the school, the headteacher has evaluated lessons effectively and the information gained has enabled her to determine how the curriculum should be developed. Provision in many aspects of the school's work has improved as a result. The system in place for the performance management of teachers is now effective. Teaching staff have some common targets intended to raise standards.
37. There is a good school development plan in place that highlights all the main areas needing improvement. It is well focused and reflects the intention to provide high-quality learning in all aspects of the school's life. When the headteacher joined the school a year ago, two of the previous key issues had not been addressed rigorously. Raising standards in English and ICT immediately became top priorities. The provision for English has improved considerably already. Teachers work more effectively to overcome pupils' problems with reading and writing.
38. The management of the Foundation Stage is satisfactory. The headteacher has ensured good staffing levels and there is strong teamwork in evidence in the Nursery. However, there are marked differences in the quality of the provision between the Nursery and Reception classes. The school has correctly identified the need to develop the good practice in the Nursery in the Reception classes.
39. The management of the provision for pupils with special educational needs is now good. The rate of progress that pupils make is good. The needs of different groups with learning difficulties are now met. Over the last year more pupils have been placed on the special needs register. The headteacher identified that too few pupils had the specialist help they needed, particularly to improve their language skills. Pupils' targets in their individual education plans are too general in some cases. The co-ordinator is well aware that at the next round of reviews the targets should be short-term, specific and measurable.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 554,494 |
| Total expenditure | 546,518 |
| Expenditure per pupil | 2,679 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 82,908 |
| Balance carried forward to the next | 90,884 |

OTHER SPECIFIED FEATURES

What is the effectiveness of community provision?

Community provision is a **good** feature of the school's work.

Main strengths and weaknesses

- Community provision plays an increasingly important role in helping pupils to perform well at school, both directly and indirectly.
- The most important purpose of improving links is their contribution to raising standards, particularly those in literacy, by involving parents more closely in the education of their children.
- The school had limited links with the community up until a year ago, such as with the Education Action Zone (EAZ).

Commentary

40. The headteacher co-ordinates all community initiatives. She provides good and effective leadership in this area and manages the provision with a clear strategic vision. The school now has an open door to all worthwhile community activities.
41. The school is part of the Great Yarmouth Education Action Zone (EAZ). Over the last year the school has embraced this organisation wholeheartedly. Its main purpose is to help schools within the group to raise standards through a number of initiatives. There is a good focus on improving the local area. Alderman Swindell is a 'full service school.' It is part of a multi-agency working group intended to solve community issues. Headteachers from the local cluster of schools, called 'GY 7', with pupils from three to 16 years old, meet together to discuss problems and share resources.
42. An important initiative for all staff is called 'Challenging Education', an EAZ initiative. The week after the inspection, teachers will attend a course about, for example, encouraging pupils to take more responsibility for their learning. Teachers will learn more about how to challenge pupils and how to get the best out of them.
43. Initiatives such as 'Share' (an EAZ initiative) are effective in developing links between home and school and the initiative benefits children in their learning at school. Parents' workshops support parents who want to help their children at home. A 'family literacy group' of parents and their children went to Blickling Hall during the inspection week as part of the family learning programme. One of the key areas for development within this project is improving pupils' literacy skills.
44. The school ensures that other groups of pupils have their needs met. The 'Sunshine Club' helps pupils with emotional difficulties deal with life better, particularly with their self-control. The 'Kerbcraft' group takes pupils from Year 1 out into the area to teach them road skills, such as finding a safe place to cross.
45. The governing body includes a policeman and a customs officer. The school's hall is used for lettings and a church group runs activity days in school holidays for interested pupils. Church staff come into school regularly to take assemblies and educate pupils about aspects of Christianity. There are opportunities for students to spend time in the school to gain practical teaching experience. The school is very keen to invite visitors with particular skills into lessons. Pupils enjoy seeing new things and meeting visitors.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Provision for children in the Nursery is **good** and in the Reception classes it is **satisfactory**. This judgement is the case for all the Areas of Learning, except physical education where provision for all classes is satisfactory.
47. There are 40 part-time children in Nursery and 45 children in two Reception classes. Overall the attainment of children entering Nursery this year is below that typical nationally, as it was at the time of the last inspection. The teaching and learning in all Areas of Learning is good and sometimes very good in Nursery. Children, including those with learning difficulties and those who have English as an additional language, achieve well. In Reception classes the teaching and learning is satisfactory, as is children's achievement. Although some children are likely to gain the nationally expected standards in all Areas of Learning by the end of their time in Reception, it is unlikely that this will be the case for most.
48. The co-ordinator manages the learning of children in the Nursery well. She is a very good role model for her colleagues. Support assistants in the Nursery have a good knowledge of what is to be taught and how it is to be organised. Checks on teaching and learning have begun. The good practice found in the Nursery has yet to be extended to Reception classes where the pace of learning is often slower.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- Staff enjoy good relationships with children and parents.
- Adults promote children's independent learning effectively in the Nursery.

Commentary

49. When children join the school, procedures are good and adults ensure that children settle well when they enter Nursery and when they move into Reception. Teachers welcome parents in school and they often spend time at the beginning and end of sessions showing interest in their children's work. In all classes staff enjoy good relationships with parents and children and all children are well cared for. Children are eager to learn and most rise well to the challenge. In Reception classes children have fewer opportunities to work in small groups or to use their initiative.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- Teachers emphasise speaking and listening skills effectively.
- Children's handwriting is well developed.

Commentary

50. Many children enter school with poor speaking and listening skills. Teachers are well aware of this and activities are carefully planned to develop these skills. Adults establish good routines, whereby Nursery children listen to short stories and retell them in short sentences, for example 'Spot is baking a cake'. Reception staff teach handwriting well and more able children form letters accurately, while others enjoy handling pictures which show individual letter sounds.

MATHEMATICAL DEVELOPMENT

Main strengths and weaknesses

- Adults use resources well to make learning meaningful for children.

Commentary

51. Children's capacity to work without close supervision and organise some of what they do in lessons (independent learning) is very well promoted in the Nursery. More able children eagerly demonstrate their understanding as they post numbered letters from one to eight in corresponding letterboxes. Adults also provide well for less able children. They carry out the same activity by matching colours. Children use books and equipment effectively in the Reception classes. More able children participate well in games where they order numbers correctly and less able children sort objects into sets successfully. In all activities adults speak clearly, emphasising good mathematical language. They encourage children to respond likewise successfully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

- Opportunities for children to explore and investigate are **good**.

Commentary

52. Adults help Nursery children effectively as they learn to control the mouse when using the computer to distinguish between 'tall, small, wide and narrow' bottles. Adults encourage children to describe the changes taking place when the icing sugar mixture sets on the bears' faces. Reception children have a limited knowledge and understanding of the world and they needed much support when naming different parts of the body.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- Provision for outdoor play is inadequate in some respects.

Commentary

53. Nursery children show increasingly good control when operating equipment by means of pushing and pulling in the enclosed outdoor area. They eagerly take turns in using a large spoon to mix icing sugar in water. Reception children are keen to use pedal bikes and climb steps, but many lack the skill to use scissors accurately or to use paint-brushes confidently. The outside area provides no cover to protect children from the weather. As at the time of the last inspection, children from one Reception class do not have direct access to the outdoor play area.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- Teachers make good use of role-play in lessons.

Commentary

54. Teachers use role-play effectively, to promote speaking and listening skills and mathematical understanding. Children in the Nursery sing rhymes about counting and ordering the "Three

Bears” bowls, beds and chairs. They enact the story alongside adults who develop their language well. Reception children use their imagination to suggest the porridge could be made tastier by adding syrup, sugar or lemon. Tape recordings of children’s role-play enable children to listen to themselves, which they enjoy.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is now **good**.

Main strengths and weaknesses

- The leadership and management of the subject are now good.
- New initiatives provide greater challenge and interest for all pupils.
- Pupils enjoy learning.
- The school teaches small groups of pupils well.
- Pupils’ speaking skills are not systematically developed in all lessons through the day.
- The school library was not in use.

Commentary

55. Children enter the school with low standards in English. By the end of Years 2 and 3, standards in speaking and listening and in reading are below average and in writing they are well below average. For all pupils, including those with special educational needs, their achievement is satisfactory, which is an improvement on the findings of the previous inspection.
56. The leadership and management of the subject are good. Recent changes in management and a more rigorous and organised approach to the teaching of the subject have brought about an improvement in pupils’ learning. Most of the teaching observed was good or better and pupils learn well in lessons. Only one unsatisfactory lesson was seen. In this lesson the teacher’s planning was inadequate, with the result that children became disenchanted and learning was unsatisfactory.
57. Pupils have positive attitudes and enjoy learning. In a very good lesson for more able children in Year 3, where teaching methods were imaginative, the lesson proceeded at a very brisk pace. The pace led to a high level of interest because the activities prepared matched the pupils’ needs and abilities. Good links were made to geography as pupils studied the flora and fauna of rainforests and many new words were learned and factual information was recorded.
58. Many pupils do not often speak in sentences and this is an area for the school to develop in all lessons. New initiatives provide greater challenge for all pupils. Those with poor speaking and listening skills happily showed their understanding of the use of ‘t’ as an initial sound in the jingle ‘Two Tired Tigers Take a Taxi To Town,’ in one lesson. More able pupils learn spellings that have been selected to ensure they are pitched at a higher level.
59. Teachers develop all pupils’ reading skills well in Year 3. Teachers group pupils of similar ability and each pupil works hard to learn new words from the group reading books and to answer questions about the story. Support staff are effective with their groups because they are well prepared. All pupils are encouraged to read. The school has a good plan to encourage parents to listen to their children read before school starts each day. The school feels that the involvement of parents in this way will help to raise standards.
60. The emphasis on raising standards in literacy is well founded. Many pupils have difficulty writing at any length. The school has worked effectively to make tasks more interesting for pupils. Teachers have established well-organised groupings of pupils of similar abilities in

Years 1 and 2, so that pupils can make better progress. There is an effective approach in place across the school to develop pupils' skills consistently.

61. A high number of pupils who have learning difficulties now receive extra support in small groups and individually. These short, sharp sessions help to raise the self-esteem of individuals, with the result that they have a better understanding of what they are to learn. The programmes taught by a full-time special educational needs assistant are successful and pupils and parents are pleased with the improvement made in their children's standards of work. Good use is made of whiteboards to encourage reluctant pupils to become independent writers.
62. Checks on teaching and learning have improved since the last inspection. The co-ordinator has, for example, made detailed checks on Year 1 pupils' reading and on book corners in each class. The co-ordinator has observed writing lessons across the school and read teachers' planning.
63. The library is being restocked and pupils will soon be able to link up to the library's resources from the classroom. Full use is not made of the school library at present and pupils do not have the opportunity to develop adequate research skills during this period of reorganisation.

Language and literacy across the curriculum

64. Overall, written work in other subjects contributes positively to pupils' achievement. Teachers' planning to develop pupils' speaking skills is not well developed in all lessons. At the moment the practice of speaking skills is not built into the planning for all lessons. Consequently, many pupils' writing is limited in length and content.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards rose significantly in 2002 to above the national average.
 - In 2003 standards reached by more able pupils have been maintained.
 - Achievement is good.
 - Strong leadership is positively influencing improvements in mathematics.
 - Feedback given to pupils does not adequately tell them what to do to improve.
 - Learning for each lesson is planned well to match what groups of pupils already know, can do and understand.
 - There are too few opportunities for pupils to talk about mathematics.
 - Not enough use is made of mathematics in other subjects.
65. The school makes effective use of the National Numeracy Strategy to guide teachers' planning and inform teaching. Strong subject leadership has made teachers more confident. Teachers are beginning to teach mathematics with understanding, because they have received training and support. Standards have risen since the last inspection.
 66. The school has been very effective in raising standards and ensuring that all pupils achieve well by the time they leave at the end of Year 3. Pupils are prepared well for learning mathematics when they transfer to the middle school in Year 4. Since the previous inspection a focus on challenging the more able pupils has proved successful, resulting in more pupils reaching higher than expected levels for their age. Teachers support pupils with special educational needs well through intervention and modified programmes of work. Additional adults help to support small groups in lessons and use their skills well to further question, explain and maintain pupils' interest and concentration.

67. Lessons seen were of variable quality, ranging from satisfactory to good. In the better lessons, teachers effectively used a range of ways to help pupils' understanding of new ideas. They, for example, used number sentences, teased out a way to solve a word problem and accurately demonstrated the properties of two-dimensional shapes. Their knowledge and understanding of aspects of mathematics is good and led to them asking questions that made pupils think hard. At times questions were aimed effectively towards individual pupils, reflecting teachers' good knowledge of what pupils already know, can do and understand. Pupils learned best when they were given practical opportunities and when they utilised exciting, purpose-made resources to aid their reasoning and calculations.
68. The less effective lessons were primarily when pupils were not asked often enough to explain their thinking. This limited the opportunities for teaching to find out where pupils were unclear and prevented learning through talk and shared reflection. On occasions, pupils were working inaccurately and this went by unchallenged or unnoticed. Pupils were given too few chances to raise their own questions for consideration or to steer their own learning. They were always told what to do and how to do it. Informal methods of recording calculations, for example the number line, are not yet routine. The subject co-ordinator has identified this as an area for development.
69. Leadership and management of mathematics are good. The co-ordinator is deeply committed to giving children ways to become lifelong learners in mathematics. Her own subject knowledge is very good. She is analytical with the information that she has, but has had limited opportunity to check and evaluate standards, teaching and learning. There is a keen interest in the school to trial new ideas and approaches in order to raise achievement further. The way that improvements have been managed is a good model for other co-ordinators to use.

Mathematics across the curriculum

70. Very little evidence was seen of mathematics being used and applied in other areas of learning. Teachers do not routinely plan to use mathematics as a tool in suitable subjects.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- The co-ordinator is well informed and knowledgeable.
- Standards of pupils' work meet the national average and pupils achieve well.
- Teachers emphasise the value of practical science in most lessons.
- Higher-attaining pupils have work that challenges them.
- Support staff make a valuable contribution to pupils' learning.
- The proportion of time allocated to science lessons is low.
- Pupils listen well but their range of words sometimes limits their explanations.

Commentary

71. Pupils' performance in the 2002 assessments shows an improvement over the previous year. Evidence from the inspection indicates average standards overall in Years 2 and 3. The school has maintained standards since the time of the last inspection. There is no significant difference between the standards achieved by boys and girls.
72. The overall quality of teaching is satisfactory. Three lessons were observed. In the short time since the beginning of term, pupils in Years 2 and 3 have completed several pieces of good science. In Year 2, pupils begin to work with the idea of testing things fairly. Teachers encourage pupils to draw their results clearly. There is good consistent planning between classes. Pupils have worked with materials that are hard and soft and have labelled clearly how

the water cycle works. Pupils have made sensible predictions, such as where ice cubes will melt most quickly when left in different places in the classroom. Less able pupils show that they understand this work too and also make sensible predictions. Pupils' capacity to write is limited, particularly for the less able. But teachers and support staff encourage pupils to have a go, which they do. More able pupils have given some reasons why a test is fair or not in their work and show that their understanding is growing quickly.

73. In Year 3, teachers mark pupils' work carefully. Teachers make good use of work sheets that prompt pupils to answer key questions. Teachers often make their own work sheets, which are then highly appropriate for the tasks in hand. Pupils' work is notably more detailed than that of Year 2. Pupils give good reasons why different objects should be made from wood, glass, metal or plastic. They understand some of the characteristics of materials and have the vocabulary to express the differences. Many pupils identify successfully what is fair and unfair about tests.
74. The leadership and management of science are good and the provision has improved. The co-ordinator has a good grasp of what the school needs to do in order to continue to improve standards. The present focus on practical investigation and enquiry skills throughout the school is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is unsatisfactory.
- Pupils' standards of work are below national expectations.
- There has been limited progress since the last inspection.
- The school has a small but useful computer suite.
- There are enough modern computers and other equipment to provide a good curriculum.
- ICT skills are not taught consistently enough; ICT is not timetabled each week in all classes.
- The provision varies from class to class because some staff lack confidence.
- The school provides a good computer club.
- Teachers make limited use of ICT in other subjects.

Commentary

75. Co-ordination of the subject since the last inspection has been unsatisfactory. Evidence from talking to Year 3 pupils shows that they have experienced a variety of ICT lessons but not in depth. Some pupils have skills that are well in advance of what is done at school because they have computers at home. At present, these skills are rarely used in school.
76. The system for recording what pupils have learned is good, but few teachers had recorded anything pupils have learned in the first month of the year. Teachers do not have accurate records from last year of what pupils can do so that they can plan lessons effectively now.
77. Little ICT teaching was observed. However, in the Nursery a parent was observed working with children discussing on-screen ladybirds and counting their spots. This activity promoted the use of language and pupils made some progress with mouse control. In Year 2 pupils attempted to produce labels with limited success. In Year 3, pupils successfully used the Internet to find out more about rainforests. Pupils proved competent in this activity and moved between windows successfully.
78. The school has invested in a good scheme of work, which to a degree individual pupils can work through on their own. It is suitably based on the National Curriculum. Year 3 pupils in small groups receive some ICT skills training in the mini-suite. Pupils were observed, for example,

making print bold, using italics and using the highlight feature of the word-processing program. The school has begun to address the teaching of skills in a consistent way, but this is at an early stage. There is a good computer and construction club that meets at lunchtimes. Pupils have free access to the computers in the suite and many play decision-making games. This is good practice for them as they select pages and programs and answer questions. A student from a nearby university was observed working effectively with other groups of pupils on various good activities, such as a subtraction program for mathematics.

79. The school has identified ICT as a major area for development. Several of the issues raised at the time of the last inspection remain now. Progress since the last inspection has not been good enough. At present, ICT is not timetabled as a subject, unlike any other. Skills are not taught routinely to whole classes where this is possible using the equipment the school has. At times the mini-suite is not used, which is a waste. Some staff lack confidence in teaching ICT. The school does not yet allow teachers with expertise to take other classes for ICT. The school is short of some programs that would allow teachers to make more use of ICT in lessons. The system for checking what teachers have or have not done in lessons is not yet good enough.

Information and communication technology across the curriculum

80. Some satisfactory examples of the use of ICT as a tool to help pupils learn in other subjects were seen. For example, in Year 3 pupils load weather information into a program so that they can make graphs and interpret what they have found. The school has identified ICT as a major area to develop as a subject on its own and within other subjects because it is not used frequently enough to help pupils to learn in lessons in classrooms. The use of ICT is not well embedded in teachers' planning.

HUMANITIES

It was only possible to observe one lesson in each of religious education, history and geography during the inspection. There was very little pupils' work available in history and virtually none in religious education and geography. Comments take account of lessons seen, examination of available work and discussions with subject co-ordinators and pupils.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 3 are below those expected in the termly plans.
 - Pupils' achievement is unsatisfactory overall.
 - Teachers use a practical approach to help pupils understand new ideas.
 - A good range of artefacts and resources supports teaching and learning.
 - The time allocated to the subject does not allow for all aspects to be covered adequately.
81. By the end of Year 3, pupils in one class have only limited knowledge of the major religions of the world. Pupils are unfamiliar with stories from other faiths such as the story of Guru Nanak. Although they appreciate that the Bible is a special book, they confuse elements from stories in the Bible and cannot accurately explain the main events of the Christian calendar. Assessment of pupils' attainment and progress is in the very early stages and is not yet fully informing the next steps in learning. In the other Year 3 class, pupils have a much better recollection and understanding of Christianity and other religions. They know, for example, the story of Noah well and why Easter and Christmas are celebrated. Pupils' standards of work are not as good as at the time of the last inspection.
82. In the one lesson seen, a vicar used her skill and knowledge very effectively to demonstrate a communion service. She robed and guided pupils in Year 3 carefully through the ceremony, drawing similarities with a family meal so that pupils could learn at an appropriate level. Pupils

watched enthralled, their eyes intent and questioning. This lesson contributed well to pupils' spiritual development. In assemblies, the headteacher follows Christian themes successfully. Pupils have a growing knowledge of the Bible from this source alone.

83. The leadership and management of religious education are satisfactory. The co-ordinator has raised the profile of the subject, such as the use of practical approaches to help pupils understand new ideas. A good range of artefacts and resources supports teaching and learning. There has been no monitoring of standards, teaching or learning in the subject to help make the improvements detailed in the action plan, which includes improving the consistency of provision across the school.

Geography and history

Insufficient work was seen during the inspection to form a definite judgement about provision, standards, teaching and learning in history and geography.

Main strengths and weaknesses

- Pupils' skills in literacy and speaking and listening limit attainment.
 - Visits within the locality and visitors to school bring the class-based curriculum to life and enrich pupils' learning experiences.
84. By the end of Year 2 pupils are developing a sense of time; they use dates and terms that relate to the passing of time with understanding. They appreciate that some things are different from the way they used to be and some are the same. Pupils use a variety of sources to find out about the past. For example, they consider ages and times of houses in the town and compare their school building with earlier schools. A collection of Victorian artefacts provides clues about how things used to be some 100 years ago.
85. Year 3 pupils maintain a weather record, noting temperatures and conditions, using ICT. They explore world climates and talk knowingly about rainforests, polar and desert regions. They are beginning to make use of maps and atlases to locate places. Pupils consider the range of jobs done by people in the locality in order to learn how land and buildings are used.
86. The quality of teaching and learning seen was variable. Practical and role-play activity supported understanding of key ideas well for all pupils. Laboured discussions and inappropriate tasks slowed down learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In art and design, design and technology, music and physical education, not enough evidence was gathered to make overall judgements about the provision that the school makes.

Commentary

87. No lessons were observed in **design and technology**. Standards of work in design and technology were a strength of the school at the time of the last inspection, but little was seen. One lesson was seen in art and design and two in physical education. One lesson of music was seen. Of the four lessons seen, the teaching and learning of music were very good, the art was good and the two physical education lessons were satisfactory. Pupils' standards of work in the four lessons met national expectations.
88. Discussions with the mostly new subject co-ordinators show that work in these subjects is led and managed adequately, but is at an early stage of development. The four subjects are not priorities for action.

89. In **physical education**, pupils attained satisfactory standards in games and dance activities. Pupils practised the skills they had learned so far this term in a large game. Pupils proved accurate with their shooting and all enjoyed the lesson. Year 1 pupils made progress in a dance lesson. They learned, for example, to take forward and backward steps together as a whole class. The accuracy of their movements improved as they practised. Pupils were very well behaved in both lessons.
90. The **music** lesson involved Year 3 pupils. It was a very successful lesson because the part-time teacher is expert and demanded high standards from all. She had the capacity to get every group of pupils to write a short story and then add sounds at the right moment to it. Pupils had to follow what they planned on paper, as if they were reading music. Each group performed very well in front of their classmates using percussion instruments. Pupils' achievement was very good. Pupils evaluated each other's work and made sensible comments, mostly in sentences. The provision of this kind of expertise is raising standards and is a very good use of the school's funding. The headteacher ensures that pupils listen to a piece of music during each assembly. This is a good arrangement. Pupils have an expanding knowledge of composers and of some of their work.
91. **Art** in Year 3 is taught along-side music one afternoon a week. Pupils have good creative experiences. The teacher gave each pupil a picture, for example of a sports person in action but with little background. Pupils showed they could add characters with a likeness to the picture that they were adding to, and put in some background features. Pupils were engrossed. The teacher tried to match the pictures with pupils' individual interests. One pupil loved the picture of a running horse she had to work with.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

Provision is **satisfactory**.

Main strengths and weaknesses

- PSHE is taught in other subjects.
 - Arrangements for citizenship are good.
 - Time for lessons varies from class to class.
92. The health education programme is primarily taught through science and physical education. Pupils learn, for example, about healthy eating and the effect of exercise on their bodies. This makes the learning more meaningful. The policy for sex and relationships is old but is currently under review. Although the new written policy is incomplete, pupils receive a satisfactory curriculum in practice, such as in science lessons.
93. The programme for citizenship is well planned so that it is continuous and not repetitive. In some classes, teachers make effective use of "circle time" whole-class discussions to talk through sensitive and challenging personal issues such as about making choices.
94. There are differences amongst classes in the way time is allocated to this subject. This influences the quality and extent of the work undertaken and the extent of pupils' achievements. Achievement is variable but is satisfactory overall.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 5 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 6 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 4 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 5 |
| How well the curriculum meets pupils' needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 4 |
| 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 |
| The leadership and management of the school | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

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