

# INSPECTION REPORT

## **SUMMERSIDE PRIMARY SCHOOL**

Finchley, London N12

LEA area: Barnet

Unique reference number: 101297

Acting Headteacher: Mrs K McNaughton

Lead inspector: Miss M A Warner

Dates of inspection: 15 – 18 September 2003

Inspection number: 260649

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
Number on roll:	324
School address:	Crossway Finchley London
Postcode:	N12 0QU
Telephone number:	020 8445 1192
Fax number:	020 8445 5904
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Underhill
Date of previous inspection:	28 September 1998

## CHARACTERISTICS OF THE SCHOOL

Summerside Primary school, in the London borough of Barnet, has 324 pupils on roll and is larger than most primary schools. Fifty-three of these pupils attend part-time in the nursery. In April 2003 the school took over the responsibility of the Hearing Impaired Unit from the Local Education Authority. The Unit has places for 20 pupils. There are at present 16 pupils in the Unit and these pupils and one other have formal statements of need. In all, 15 per cent of pupils are on the special educational needs register, which is well above average. Thirty-eight per cent of pupils are from white British backgrounds and 62 per cent are from a wide range of other ethnic backgrounds, including 14 per cent from British-Indian backgrounds. Six per cent of pupils are at the early stages of learning English. The socio-economic context of the school is average. The number of pupils joining the school during the year is well above the national average and the number leaving is average. Pupils' attainment on entry is well below the national average. The acting headteacher has been in post a year, as the substantive headteacher was on sick leave until August 2003, when she retired.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17288	M A Warner	Lead inspector	Science, Religious education, English as an additional language.
14007	E Pike	Lay inspector	
30075	M Duggan	Team inspector	English, Foundation stage.
14573	H Wareing	Team inspector	Information and communication technology, Geography, History.
18461	V Wilkinson	Team inspector	Mathematics, Art, Design and technology, Music, Physical education, Special educational needs.

The inspection contractor was:

Parkman Limited  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The inspection took place during the second week of the new school year. Teachers were getting to know their classes and many were taking age groups that they had not taught before. The grouping of pupils was not, therefore, fully in place. Pupils **enter the nursery** with standards that are well below average and **by the time they leave** in Year 6, standards are average. Pupils who pass right through the school achieve very well. The **quality of teaching**, and the **leadership and management** of the school are satisfactory, although there are aspects of **governance** that are unsatisfactory, such as not meeting all statutory requirements. This reflects the fact that over the last year the school has had a small governing body and an acting headteacher who is new to her role. However, **the school is effective** and the school **provides satisfactory value for money**.

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

- + Pupils across the school have very positive attitudes to learning, and as a result apply themselves well to the set tasks and work productively;
- + Pupils with hearing impairment are well integrated into the life of the school;
- - Higher-attaining pupils are capable of achieving more in English;
- - Teachers do not use marking sufficiently to help pupils know how they can improve their work;
- - The attendance of a significant proportion of pupils is unsatisfactory;
- - Governors are not sufficiently informed about the strengths and weaknesses of the school;
- - Not all legal requirements are met, such as specific policies and the content of the school prospectus;
- - The school development plan does not clearly state what needs to be done and how progress will be measured;
- - There is no curriculum manager with oversight of the whole curriculum.

The school is as effective as it was at the last inspection and **improvement** has been satisfactory.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	A	D	B
Mathematics	C	C	E	C
Science	C	B	C	A

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

Pupils' **achievement** is good by the time they leave the school in Year 6.

**Standards** in relation to the goals children are expected to reach by the end of Reception are below average, but the children have made good progress and their **achievement** is good. In Year 2 the **standards** pupils reach are below average and pupils' **achievement** is satisfactory. By Year 6 the **standards** pupils reach are average and pupils' **achievement** is good. Pupils attain **standards** that are in line with similar schools in mathematics, above in English and well above in science.

**Pupils' personal qualities** are very positive; their **spiritual development** is satisfactory, their **cultural development** is good and their **moral and social development** is very good. Pupils' **attitudes and behaviour** are good but their **attendance** is poor. A small minority of pupils persistently arrive late at school.

## QUALITY OF EDUCATION

The **quality of education** provided by the school is satisfactory. The **quality of teaching** is satisfactory overall and good in Years 3 to 6. Aspects of teaching and learning are good across the school, but **pupils' learning** is impaired because they are not fully made aware of how they can improve their work. Strengths in teaching are that teachers have high expectations of pupils and use effective teaching methods; teaching assistants are well deployed and make a strong contribution to pupils' learning and in all classes teachers insist on high standards of behaviour. Strengths in pupils' learning are in their very positive attitudes which result in them applying themselves well to the tasks set and working productively in groups and on their own. Very good relationships create a **caring**, supportive environment for pupils' personal development. The **curriculum** is organised so that satisfactory use is made of the teaching time available. The **involvement of pupils** in the work of the school is good. The school's provision of British sign language classes for parents and teachers of children in the **Hearing Impaired Unit** is good and this promotes their learning well.

## LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are satisfactory. The acting headteacher has carried out her duties well and has moved the school forward during the time she has been in post. She has a clear vision of equality of opportunity for all. There have been rapid improvements in the management of the staff, with the use of self-evaluation and performance management. The **governance** of the school is satisfactory overall. The governors have supported the acting headteacher very well over the last year. However, the school has recently had a small governing body and some governors are new to their role. Consequently, there are weaknesses which need immediate attention. These lie partly with policies being incomplete or out of date, and the prospectus lacking essential information, but most importantly with governors being insufficiently aware of the standards pupils achieve.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school seeks and acts on both **parents' and pupils' views** well. **Parents** consider that their children make good progress, that teaching is good and that teachers have high expectations of their children. Parents also consider that they are well informed about their children's progress. They think that there are too few activities outside lessons, but inspectors judge that they are satisfactory. **Pupils** like coming to school; they consider they have to work hard, that teachers are fair and that there is an adult to go to if they are worried. Both parents' and pupils' main concern is about children who do not behave well.

## IMPROVEMENTS NEEDED

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

- Raise standards of higher-attaining pupils in English at both key stages;
- Provide training to help teachers better understand how to meet the needs of the most and least able pupils;
- Use assessment and marking better to help pupils improve their work;
- Find further ways of improving the level of pupils' attendance;
- Inform governors better about the strengths and weaknesses of the school;
- Ensure that the School Development Plan is based on the aims of the school and clearly states what needs to be done, and why and how outcomes will be measured;
- Ensure that there is a curriculum manager to monitor and guide the work of the co-ordinators.

and to meet statutory requirements:

- Ensure that policies and the school prospectus include legal information expected.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Standards** in Year 2 are below average in English and mathematics and average in science. By the end of Year 6 **standards** are average, overall, with pupils **achieving** well in English and science. The **achievement** of more able pupils is very good in mathematics and excellent in science. The **achievement** of pupils who have hearing impairment is good when compared with their prior attainment. **Standards**, overall, are similar to those found at the previous inspection with those in the creative subjects judged to be slightly higher than before.

#### Main strengths and weaknesses

- + Pupils make good progress across the school.
- + Higher-attaining pupils are challenged well in science and achieve high standards by Year 6.
- + High level of good quality support enables hearing impaired pupils to achieve well.
- - Information and communication technology and numeracy are not used sufficiently across the whole curriculum.
- + National Curriculum test results in English over the last three years show that girls' performance has exceeded the national average.

#### Commentary

1. National Curriculum test results in Year 2 in 2002 were low in reading and writing and in the lowest five per cent of schools nationally in mathematics. Results in Year 6 in the same year were low in mathematics, below average in English but in line with the national average in science. When compared with pupils' prior attainment, results were well above in science, above in English, and in line in mathematics. Standards in mathematics and science have improved since the last inspection. The overall trend in Year 6 is broadly in line with the national trend.

Standards in:	School results	National results
Reading	78 (47)	84 (84)
Writing	72 (49)	86 (86)
Mathematics	75 (90)	90 (91)

*There were 36 pupils in the year group. Figures in brackets are for the previous year*

Standards in:	School results	National results
English	71 (93)	75 (75)
Mathematics	67 (74)	73 (71)
Science	83 (95)	86 (87)

*There were 42 pupils in the year group. Figures in brackets are for the previous year*

\*Areas of learning in the Foundation Stage include: Personal, social and emotional development; Communication, language and literacy development; Mathematical development; Knowledge and understanding of the world; Physical development and Creative development.

2. Children enter the Nursery with standards in all areas of learning that are often well below what is expected of children of their age. On entry to the Reception class as four-year-olds in September and January their attainment has improved to below the expected levels for this age in most areas of learning but is still well below in communication, language and literacy, and mathematical development. By the end of the Reception year indications are that, while the

majority's language, communication, literacy, mathematical and personal, social and emotional development will be below the expectations of the early learning goals set for pupils of this age, some more able children will reach the standards expected of them. Those who attend the school from the beginning of the Nursery class achieve well by the time they leave the Reception class.

3. Pupils continue to make satisfactory progress and by the end of Year 2 standards are below average in English and mathematics and average in science. Pupils are achieving satisfactorily in English and mathematics and well in science.
4. The progress pupils make in Years 3 to 6 is good and by the end of Year 6 standards are average, overall, with pupils achieving well in English and science. The progress more able pupils make is very good in mathematics and excellent in science. These pupils are challenged well in science and achieve high standards by Year 6. National Curriculum test results in English over the last three years show that boys' performance has been in line with the national average and girls' performance has exceeded the national average.
5. Information and communication technology and numeracy are not used sufficiently across the whole curriculum and, as a result, higher-attaining pupils do not achieve in line with their capabilities. Co-ordinators have not monitored this aspect of their subjects sufficiently. There is too little recorded evidence in religious education to make a judgement on standards. In Years 3 and 4 the work is of good quality but there is no work available from Years 5 and 6 or from the younger pupils. The co-ordinator is relatively new to the role and the school has identified this subject as being in need of improvement on the 2003/2004 School Development Plan.
6. Standards of pupils who have hearing impairment are good compared to their prior attainment. High levels of good quality support enables hearing impaired pupils to achieve well.

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

Pupils' **attitudes and behaviour** are good and their **personal development** is very good. **Attendance** is poor. Provision for pupils' moral and social development is very good, for their cultural development is good and for their spiritual development is satisfactory.

### **Main strengths and weaknesses**

- + Staff reinforce positive behaviour effectively and promote very good relationships to create a good learning environment for all pupils, including those with hearing impairment.
- + Pupils' attitudes and behaviour are good overall. Pupils who attend well are willing to learn.
- - Attendance is poor.
- + Staff respect pupils, value their views and act on them through the school council.
- + Staff promote pupils' moral and social development very well and their cultural development well.

### **Commentary**

7. All staff have high expectations of pupils' conduct and reinforce positive behaviour consistently through 'Golden Rules' and 'Golden Time'. Pupils of all ages value the organised treats of Golden Time and are motivated to avoid losing time from it as a result of misdemeanours. Very little time is spent managing behaviour in lessons; as a result, the learning environment is good. There have been no exclusions.
8. Behaviour around the school is good and pupils enjoy play and lunchtimes as social events. Relationships between pupils of different gender and ethnic backgrounds and between pupils and adults are very good. Pupils from the Hearing Impaired Unit share lessons well with their age-group peers, supported by communicators, teachers of the deaf and support teachers.

9. Pupils' attitudes are good overall, which is similar to the previous inspection. Those who attend regularly come to school willing to learn. However, the attendance of a significant proportion of pupils is poor and for these pupils learning is significantly impeded. The school is aware of this and of some pupils' lateness to school. Although some strategies have been applied, they have had little impact and have been too few. Little emphasis is given to attendance and its detrimental impact on learning in information to parents, including the school prospectus, which should include absence data. The school liaises with the Educational Welfare Service and has bought a computer program. When installed this will enable attendance data to be analysed more effectively and letters to parents to be generated automatically. The school plans to introduce a breakfast club, which should encourage more pupils to attend school on time.

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

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	1.6
National data	0.5

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

**Attendance during the inspection (%)**

KS1	81.0
KS2	90.4

*The table gives the percentage of half days (sessions) missed during the first three days of the inspection.*

10. Pupils' social and moral development are promoted very well. The school council is embedded into the life of the school. It is democratically appointed and there is regular time for class discussion and council meetings. Pupils appreciate the value the school places on their views and the actions it has taken as a consequence, for example painting the toilets.
11. Pupils' cultural development is enhanced through subjects such as religious education, geography and art and through the displays and labelling throughout the school. Visits outside the school enhance the curriculum and widen pupils' experience, including visits which specifically cater for the hearing impaired pupils.
12. **The school requested that one of the foci of the inspection should be pupils' self-esteem.** The team found that this is promoted well.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The **quality of education** provided by the school is satisfactory. Strengths are in the care of the pupils and how well the school acts on pupils' views, the accommodation and resources and in the school's links with other institutions and outside agencies.

**Teaching and learning**

**Teaching and learning** are satisfactory in the Foundation Stage and in Years 1 and 2 and are good in Years 3 to 6. This is not quite as good as at the last inspection but grades reflect the fact that teachers were with age groups they had not taught before and were getting to know their new classes at the start of the school year. Aspects of teaching and learning are good across the school, but pupils are not made fully aware of how they can improve their work.

## Main strengths and weaknesses

- + Teachers encourage and engage pupils well in all classes across the school and insist on high standards of behaviour.
- + Teachers use effective teaching methods.
- + Teachers use resources well across the school.
- + Teaching assistants are well deployed and make a strong contribution to pupils' learning.
- + The integration of pupils with hearing impairment is good.
- + In Years 3 to 6, where pupils are able to use the English language with more confidence, learning is good.
- + Pupils across the school have very positive attitudes to learning.
- + Pupils are able to work in groups and on their own.
- - The marking of pupils' books is inconsistent across the school.

## Commentary

### Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	20 (55%)	14 (39%)	1 (3%)	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.*

13. Teaching and learning are satisfactory in the Foundation Stage and in Years 1 and 2. In the Foundation Stage the teachers' emphasis on extending the children's communication, language and literacy skills is apparent in all lessons, and is mostly successful. However, occasionally the lack of open-ended questions curtails the children's ability to think more extensively. In Years 1 and 2 teaching is excellent in science, for example in a science lesson on the five senses where all pupils made very good progress. Teaching is good in mathematics, where the National Numeracy Strategy is used well, and in personal, social and emotional education where the activities are explained well, for example when discussing the purpose of the school council. The teaching of English is good across the school and pupils who are at the early stages of learning English are supported particularly well by the visual methods often used to help the hearing impaired pupils.
14. In Years 3 to 6 teaching is good in the majority of lessons. Teachers hold the attention of pupils well and challenge them appropriately, such as in an English lesson in Years 3 and 4 where pupils were deriving meaning from different texts and in a science lesson on gravity in Year 6. Teachers plan lessons with a variety of activities, use resources well and deploy teaching assistants and other support staff effectively so that both hearing impaired pupils and pupils with other special educational needs have the help they need. The integration of pupils with hearing impairment is good, particularly when they are taught with pupils of similar ability. In Years 3 to 6, where pupils are able to use the English language with more confidence, learning is good and pupils acquire a good range of knowledge, skills and understanding. Behaviour in almost all lessons is very good. All pupils are keen to learn, listen attentively and carry out tasks and discussions eagerly, both when working on their own, with partners or in groups. Pupils have very positive attitudes to learning and, as a result, apply themselves well to the tasks set and work productively. These aspects of teaching and learning are good across the school.
15. Generally teachers use assessment satisfactorily to respond to pupils' different needs. At this early stage in the new academic year teachers are getting to know the pupils in their class and many are also teaching age groups new to them. As a result, the grouping of pupils into different ability groups is in early stages of development. Nevertheless, teachers do not use level descriptors sufficiently, such as in geography and history, to help the more able make good progress and marking is inconsistently used to show pupils how they can improve their work.

## The curriculum

The school provides satisfactory **learning opportunities** for pupils of all ages. This is similar to findings of the last inspection.

### Main strengths and weaknesses

- + Pupils are prepared well for their transfer from the Nursery and for their transfer to secondary school.
- + There is a good number of well-qualified and experienced teachers and a good number of experienced support staff. Accommodation is very good.
- - There are not enough planned opportunities for pupils to practise and improve their literacy, numeracy or information and communication technology skills in all subjects.
- - The support provided for pupils who have a special educational need, other than a hearing impairment, is not monitored well enough.
- - Teachers need further training to help them better understand how to meet the needs of the most and least able pupils.

### Commentary

16. For children of nursery age and pupils in Years 1 to 6 the school provides a satisfactory range of learning opportunities, which include all the subjects of the National Curriculum and the Locally Agreed Syllabus for religious education. There is a plan for each subject which provides teachers with satisfactory guidance about the knowledge and skills pupils will learn throughout their time in the school. This ensures that pupils in mixed-age classes have appropriate opportunities to build on past learning and do not repeat work. The school uses the National Literacy and Numeracy Strategies and the Qualifications and Curriculum Authority's units of work as the basis for its subject plans and this ensures that statutory requirements are met. The school also provides suitable learning opportunities in personal, social and health education and citizenship. Learning is enriched by a satisfactory number of whole-school activities such as theme weeks, and there are good opportunities for staff, pupils and parents to learn how to sign. Pupils are well prepared for each stage of their education when they move from the nursery to the infants and then the juniors and there are good induction arrangements when they transfer to secondary school.
17. Across the school teachers adapt subject plans appropriately to reflect the abilities of the majority of pupils. However, they do not consistently plan or provide suitable work for the most or least able pupils in their classes and the learning targets, identified in individual education plans for pupils who have a special educational need, are not considered carefully enough. This means that the curriculum is not being consistently taught in a way which ensures that all pupils are included equally in the activities and experiences provided or that they all make the best progress. This is reflected in the satisfactory standards achieved by lower-attaining pupils and the good rather than very good standards achieved by the most able. The school has recognised that more able pupils need to be given opportunities for more challenging learning and booster classes for Year 6 pupils in mathematics have had a significant impact on the number of pupils achieving Level 5 in the national tests. The school is now appropriately focusing additional support for more able pupils in Year 2.
18. The curriculum is organised so that satisfactory use is made of the teaching time available. However, there is no one responsible for the oversight of the whole curriculum who could work with co-ordinators and develop more creative ways to teach subjects. For example, the school has not identified how subjects such as design and technology could be used as a vehicle for teaching mathematics. Across the curriculum pupils do not have enough suitable, planned opportunities to use their literacy, numeracy and information and communication technology skills. Teaching strategies such as sharing vocabulary with pupils at the beginning of lessons are not used consistently enough to promote learning.

19. The school provides a satisfactory range of activities for pupils at break and lunchtime. These reflect their interests and help to promote their personal development. A residential trip for older pupils, visits into the local and wider community to support class-based learning and visitors to the school all contribute appropriately to pupils' development. There are good opportunities for pupils to participate in sporting activities such as football matches and pupils are currently benefiting from the specialist training provided by a coach from Tottenham Hotspur Football Club.
20. There is a strong commitment to the inclusion of all pupils in the learning opportunities provided by the school and this is reflected in its documentation, in posters in the public areas of the school and in the good practice seen for hearing impaired pupils, those at the early stages of language acquisition who have English as an additional language and those with a special educational need. The support provided for pupils with a special educational need in the classroom and through withdrawal for individual and small group work is of good quality because it is provided by well-qualified teachers and experienced support staff. However, overall support is only satisfactory because the monitoring of systems and procedures is unsatisfactory and practice is inconsistent. For example, pupils' targets from their individual education plans are not considered sufficiently well by teachers when they plan work, although they are considered well by staff who work directly with pupils; the recoding of information about pupils' achievements is inconsistent and the targets set for pupils are not shared with parents. The quality of the individual education plan established for a pupil with special educational need has been improved since the last inspection and the local education authority's procedures for the annual review of a pupil's statement are implemented well. The special educational needs co-ordinator is the acting headteacher who has not had time to check what is happening. The school is well aware of the need to improve this area and is seeking to appoint a new co-ordinator.
21. The quantity and quality of learning resources are good overall and the school benefits from a very good range of accommodation. Wall displays in the classrooms and in the public areas of the school are of good quality and ensure that the accommodation provides a stimulating working environment for pupils. Classrooms are of good size and there are a good number of rooms which enable the school to provide for the withdrawal of small groups, the storage of resources and specialist accommodation such as a computer suite and music room. The school has a good amount of hard surfaced play area and a very large field. There are a good number of teachers and a good number of experienced assistants who provide effective support for pupils, particularly those who have a special educational need. Teachers are well qualified and have good subject knowledge. They know pupils well but need further training to help them better understand how to meet the needs of pupils who have a hearing impairment and to plan and teach their subjects in a way that reflects the needs of the most and least able pupils. The school also has a good number of teachers of the deaf and a very good number of support staff who are well qualified and experienced in meeting the needs of hearing impaired children. Specialist staff include a deaf instructor who provides a very good role model for pupils.

### Care, guidance and support

The school ensures pupils' **care**, welfare, health and safety well. The very good **relationships** create a caring, supportive environment for pupils' personal development. The **support and guidance** pupils receive to improve their work though is insufficient. The **involvement of pupils** in the work of the school is good.

### Main strengths and weaknesses

- + There are very good relationships between pupils and between pupils and adults; this supports pupils' personal development and self-esteem well.
- + The school has effective strategies to canvass pupils' views and act on them, both in lessons and across the school.
- - Pupils do not receive enough guidance about how to improve their work.
- + The physical environment is spacious, attractive and safe.

## Commentary

22. The school fosters very good relationships through its strategies for reinforcing positive behaviour and the respect staff show pupils and expect of them. Staff know pupils well and are concerned to develop their self-esteem.
23. The school council is well established and makes a good contribution to the life of the school. Through it and in lessons, pupils are confident in the value staff place on their views. As a result, pupils' self-esteem is promoted and they talk confidently to adults.
24. The information the school gains from assessment is not used well enough to plan for individual pupils' needs. As a result, the school does not provide good enough advice for pupils about how they could improve their work.
25. Staff have worked very hard recently to prepare the school for the new term following significant building works in the summer holiday. Pupils respond well to the school environment and like the well-established playground facilities.

## Partnership with parents, other schools and the community

The school's links with **parents** and the **local community** are satisfactory overall. Its links with the local secondary school are good. Its provision of British Sign Language classes for parents of children in the Hearing Impaired Unit is good, as are the links with **services for the hearing impaired**.

### Main strengths and weaknesses

- + The arrangements for induction to the Nursery are good.
- - There are insufficient measures to promote the importance of attendance and punctuality to parents.
- + Links with and the arrangements for transfer of pupils to Compton Secondary School are good.
- + Provision of British Sign Language classes for parents in the hearing impaired unit is good, as are links with services for the hearing impaired.
- + Parents are given information annually about the curriculum their children will study.
- - Progress reports to parents do not have space for parents' comments.
- + Most parents are happy with the school. The parents' association (FOSS) supports the school well.

## Commentary

26. The home visits and induction programme to the Nursery provide a secure introduction for young children starting in the school. The children who stay at the school having started in the Nursery achieve well.
27. Despite the high level of absence and the lateness of some pupils, there are missed opportunities for the school to promote the importance of good attendance and punctuality to parents. In the few references to attendance in the school's written and oral communication with parents, there is no emphasis on the impact of absence on pupils' learning. Furthermore, the required data on absence is missing in the school's prospectus.
28. Year 9 pupils from Compton Secondary School visit some infant classes in Summerside School to make books with the younger children as part of the older pupils' design and technology work. Year 6 pupils' transfer to Compton Secondary School includes taster lessons as well as a full induction day.
29. There is no structured opportunity in the annual reports about children's progress for parents to record and feed back their views to the school. In discussion with parents and in feedback from their questionnaire returns, it is apparent that most parents are positive about Summerside School. The parents' association, Friends of Summerside School, supports the school well.

## LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are satisfactory. The leadership of the acting headteacher and other key staff is satisfactory. The Foundation Stage, mathematics and the Hearing Impaired Unit are particularly well led and managed. Some rapid improvements have been made in the management of the school through effective performance management systems over the last year. The acting headteacher is new to the role and had little experience of leadership to build on. It has been a steep learning curve but she has effectively moved the school forward. The climate for learning is good but more specific targets need to be set in all subjects with stricter financial control to support them if standards are to be raised. The acting headteacher has been instrumental in promoting the inclusion of the pupils with hearing impairment. **Governance** of the school is satisfactory, overall, but there are areas of governance which need immediate attention.

### Leadership

#### Main strengths and weaknesses

- + The acting headteacher has carried out her duties well and moved the school forward in the time she has been in post.
- + She has a clear vision of equality of opportunity for all.
- + Staff are committed to the school and the pupils in it.
- - There is no clear and costed long-term plan for the school's development.
- + - There are both strengths and weaknesses in the leadership of different subjects.

### Commentary

30. The acting headteacher has carried out her duties well and moved the school forward in the time she has been in post. With the uncertainty about the return of the previous headteacher this has not been easy. The acting headteacher has a very clear vision of equality of opportunity for all and this is conveyed well to all in the school. Staff are committed to the school and the pupils in it. The headteacher had little training in advance of taking up the post and has been training in post and achieved the National Professional Qualification for Headteachers. Because of this some aspects of development have been curtailed. For example, there is no clear and costed long-term plan for the school's development. The deputy headteacher has taken a lead in developing assessment systems which the headteacher is now using to track pupils. The two complement each other's strengths well. There are strengths and weaknesses in the leadership of different subjects, with it being good in mathematics and ICT but underdeveloped, although not unsatisfactory, in geography, history and religious education because the subjects have not been a focus for development. This has already been identified by the school.

### Management

#### Main strengths and weaknesses

- + The use of self-review and performance management has been introduced effectively.
- + The redeployment of staff within the school to support professional development is successful.
- + Booster classes in Year 2 have improved pupils' attainment.
- + The headteacher and her deputy have begun to set up good systems for tracking the progress of pupils.
- - Whilst standards and pupils' attainment are identified as areas for improvement, the School Development Plan does not explain sufficiently how this will be done, to what extent and how success will be measured.

### Commentary

31. There have been rapid improvements in the management of the staff with the use of self-evaluation and performance management. These have been used to promote and reinforce the headteacher's vision of the future for the school. The moving of booster classes to support pupils in preparation for Year 2 National Curriculum tests shows an understanding of the need to

raise attainment. However, this need to raise attainment for all pupils is not yet central to all processes of management. Performance management has been enhanced by the redeployment of teaching staff to help with professional development. This has not hindered the daily organisation and running of the school. Performance management has also been introduced for non-teaching staff. There is clarity in most job descriptions and clear line management routes have been designated to support performance management. This clarity should be extended to all staff. The school supports new staff with a satisfactory induction programme but care needs to be taken to ensure consistency in delivering all aspects of induction.

## Governance

### Main strengths and weaknesses

- + Good leadership skills.
- + Very good support for the acting headteacher.
- - Statutory duties to do with the maintenance of up-to-date policies and the prospectus are not fully implemented.
- - Governors are not sufficiently informed about the strengths and weaknesses of the school.
- - Financial planning does not sufficiently support the raising of standards.

## Commentary

32. The school has been supported by a small governing body and, although now larger, many of the present governors are new to their roles. Whilst experienced members of the governing body have shown good leadership skills and supported the acting headteacher very well, there are weaknesses in the governance of the school which need immediate attention. These lie with policies and information for parents being incomplete or out of date. For example, the special educational needs and financial policies are out of date compared to current practices, pecuniary interests are not listed in enough detail and the prospectus lacks statutory information. The governors have managed the finances associated with the transfer of the Hearing Impaired Unit to the school well and have thereby created a large underspend, accumulated over time. Although this has now been used in developing the school buildings, for such an underspend to remain on the books for a long time indicates too low a priority being given to raising attainment. The raising of standards throughout the school and continued integration of those in the Hearing Impaired Unit, for which some of this underspend was originally put aside, should be high priorities when considering the allocation of this underspend in the very near future.

## Financial information

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

Income and expenditure (£)	
Total income	816945
Total expenditure	801780
Expenditure per pupil	2444

Balances (£)	
Balance from previous year	102971
Balance carried forward to the next	118136

## OTHER SPECIFIED FEATURES

### What is the effectiveness of the Hearing Impaired Unit?

The school provides a good level of support for those pupils who have a hearing impairment. They are included well in lessons and this enables them to make good progress.

#### Main strengths and weaknesses

- |  |
|--|
| <ul style="list-style-type: none"><li>• Leadership and management of the education provided for pupils who have a hearing impairment are very good.</li><li>• In lessons and throughout the day good support is provided for pupils who have a hearing impairment.</li></ul> |
|--|

#### Commentary

33. The opportunities provided for pupils who have a hearing impairment are very well managed by the head of the unit. There are good systems for checking how effective the opportunities and support are in promoting learning. Information is used well to plan improvements and to check if they have been successful. Responsibility for the learning opportunities and the support provided by specialist staff has recently been delegated to the school. This process has been very well managed by the headteacher and the head of the unit so that all the staff in the school are working effectively together to develop and improve their skills in meeting the needs of hearing impaired pupils. For example, the head of the unit is aware that hearing impaired pupils are sometimes grouped with lower-attaining pupils in the class. This is not appropriate and the school has plans to consider how this can be addressed by more creative use of the adult support available. A training day, planned for the near future, to raise deaf awareness is a good opportunity to improve staff understanding of pupils' needs and to involve the local and wider deaf community in the school's work. The school provides good support and pupils make good and frequently very good progress in relation to their past achievement. This is because there are good systems to check their learning, including good quality individual education plans. The information is used well to plan what they need to learn next and to plan the support they are given so that it reflects their needs, for example by providing staff to sign for them in lessons and by withdrawing them from some lessons for small group teaching. There are very good links with the deaf community, other schools and service providers which contribute effectively to improving the opportunities provided for pupils.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

The inspection took place in many of the children's first or second week in school. Overall, provision for children in the Foundation Stage is **satisfactory**, with the Nursery being a strength, which is similar to the previous inspection.

#### Main strengths and weaknesses

- + Good management in Nursery with good teamwork.
- + Good induction programme for children.
- + Good liaison between Reception and Nursery.
- + Good teaching in Nursery.
- - Work not always matched appropriately to the children's abilities at this stage of the year.
- - Opportunities to develop language skills not always followed through as children are often exploring what is available at this stage of the year.

34. Induction arrangements are good. Positive links, including home visits, are established with parents who, in the majority of cases, support the school well. Good examples were noted during the inspection when parents, both sexes, supported in the Nursery. Good shared information between the Nursery and Reception classes ensures that the Reception class teacher is aware of standards prior to children's entry into the Reception class. The overall management of the Foundation Stage is satisfactory and in the Nursery it is good.

35. Due to good teaching in the Nursery and time invested wisely by other adults, children with special educational needs are identified early and, along with those with hearing impairments and those for whom English is an additional language, are given effective support and make good progress. In the Reception class, teaching is satisfactory overall with some being good, and all children achieve satisfactorily. On the occasions where work is matched inappropriately to some children's needs progress is unsatisfactory.

A focus of the inspection for this age group was on **'Play in the Foundation Stage'**.

Overall the provision for children's learning through play in the Foundation Stage is **satisfactory**.

#### Main strengths and weaknesses

- + A well-planned curriculum incorporating play.
- + Good learning through play in Nursery.
- + Good opportunities in Nursery to extend children's communication, language and literacy through play.
- - Children's thinking not always extended during spontaneous play.
- - Opportunities in Reception not always followed through to build on what children already know and can do.

### Commentary

36. Overall, the curriculum is planned well, incorporating play opportunities for the children to learn with enjoyment and challenge. In the Nursery it is particularly wellorganised, where the children constantly develop language structures for thinking through planned play activities. As a result, the children's confidence increases steadily and their personal, social and emotional skills develop rapidly. Through play they learn how to control impulses, take turns and understand the need for rules. This was noted in a nursery free-choice activity lesson. Less well organised is the extent to which adults support and extend the children's spontaneous play. Provision for the development of the children's creative and physical development through play is also good. The children's progress is monitored well, identifying the next step for their learning.

37. The provision for play and delivery in lessons in the Reception class is satisfactory. Opportunities to develop and extend what the children already know and can do are not always taken. Occasionally, in pretend situations, for example sailing from one place to another while engaged in water and sand activities, opportunities to encourage children to play with, rather than alongside, others are sometimes missed. The teachers' emphasis on extending the children's communication, language and literacy skills is apparent in all lessons, and is mostly successful. However, occasionally the lack of open-ended questions curtails the children's ability to think more extensively. Overall, the introduction of play to most lessons helps the children to think imaginatively and creatively.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

### Main strengths and weaknesses

- + Adults provide good role models.
- + Good teaching in Nursery.
- + Children free to choose activities.
- - Children begin school with limited personal and social skills.
- + Good opportunities for learning through play.

### Commentary

38. The children's personal and social development is given high priority and to good effect, with learning in this area generally good in both Nursery and Reception. They are encouraged to be independent and make choices about their activities, such as role-playing in the home corner and playhouses. The good emphasis on the play curriculum in the Nursery ensures that children's development of language, mathematical and social skills is enhanced. The inspection took place early in the year and children were exploring the equipment. However, the lack of structure to the play curriculum in the Reception class sometimes resulted in children moving rapidly from one activity to another without deriving the full benefit from any. Nevertheless, they concentrate well in teacher-directed lessons. All adults act as very good role models and help children to form positive relationships and care for others. As a result, children become more confident and feel secure. By the end of the Reception year the majority of children are expected to reach standards below those nationally expected in their personal, social and emotional development and some more able children will reach the standards expected of them.

## COMMUNICATION, LANGUAGE AND LITERACY

### Main strengths and weaknesses

- + High level of support for pupils with special educational needs, for those for whom English is an additional language and for children with hearing impairments.
- + Good teaching in the Nursery.
- - Attainment well below average.
- - Opportunities to develop language not always followed up.

### Commentary

39. Children make good progress in communication, language and literacy in the Nursery. This is due mainly to the effective dialogue between children and adults, and the opportunity to extend thinking and communication skills through play, for example when engaging in pretend telephone conversations in the playhouse and when building roads, bridges and tunnels with plastic and wooden blocks. In the Reception class, most children listen attentively, using appropriate vocabulary in response to the teacher's questions. However, opportunities to develop children's language skills during free-choice play activities are not always used. A significant number of children, mostly those with special educational needs and those for whom English is an additional language, are still at the early developmental stages, but are improving as a result of the purposeful learning atmosphere and the teachers' hard work. Some children will have completed two, and some three terms by the end of the Reception year. Their overall attainment

is below what is expected from this age group, particularly of the younger children. By the end of the Reception year the majority of children are expected to reach standards below those nationally expected in their communication, language and literacy development and some more able children will reach the standards expected of them.

## **MATHEMATICAL DEVELOPMENT**

### **Commentary**

40. There is not sufficient evidence of this area of learning to make a judgement. However, during one session of free-choice activities, opportunities to develop what pupils know and can do was not always built upon.

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

### **Commentary**

41. Children enter the Nursery with a limited general knowledge and for some their lack of English makes progress difficult. Throughout the Nursery and Reception classes they begin to understand more about the place in which they live and how they and others grow from babies to adulthood. They begin to understand how the computer works and many use the mouse accurately to paint pictures and complete simple mathematical problems. The outside school environment, including shrubs and trees, provides good opportunities for nature and scientific work. During lessons they investigate construction materials and enjoy designing and making model houses and bridges.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- |   |
|---|
| <ul style="list-style-type: none"><li>• - Lack of sufficient large outdoor equipment.</li><li>• + Children learn well through play.</li></ul> |
|---|

### **Commentary**

42. By the end of the Reception year the children's physical development is in line with what is expected from this age nationally. Through play with table-top games, modelling materials, brushes and crayons, they are beginning to improve their control while manipulating small items, as observed in both the Nursery and Reception. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in movement and co-ordination skills. They respond well to instructions and are developing an appropriate awareness of space and consideration for others while moving around. They develop good co-ordination as they move on and off apparatus, while paying particular attention to safety. Although the outdoor area lacks the full range of large equipment, including a sandpit, children generally use the area well. The school is aware of this and has plans to address the situation when funds become available.

## **CREATIVE DEVELOPMENT**

### **Main strengths and weaknesses**

- |   |
|---|
| <ul style="list-style-type: none"><li>• + Opportunities for role-play are good.</li><li>• + Opportunities for artwork are good.</li></ul> |
|---|

## Commentary

43. Children are presented with interesting creative activities each day and the balance between free choice and more structured work is good. They have many opportunities to use different media and are developing satisfactory skills in handling paint, brushes, threads, scissors, glue-sticks and collage materials. They play imaginatively with resources and equipment, as was observed during a Reception lesson on exploring media and materials. In role-play children enjoy activities in the playhouse but sometimes these lack monitoring, which results in many children preferring to play alongside, rather than with, others.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision for English is **satisfactory**.

#### Main strengths and weaknesses

- + Good teaching in the Years 3 to 6 range.
- + Good achievement from a low attainment base on entry.
- + Good selection of fiction books in Years 1 and 2 which stimulates good reading habits.
- - Attainment is below the national average at the end of Year 2.
- - Inconsistent match of challenging work for higher-attainers results in too few pupils reaching above average standards.
- - Over-lengthy introductions in some lessons hamper pupils' concentration and interest declines.

## Commentary

44. Attainment by the end of Year 2 is below the national average in reading, writing, speaking and listening. By the end of Year 6, attainment is in line with the national average. This differs slightly from the previous inspection which reported attainment in line at the end of both the above year groups. Over the past five years the trend in the National Curriculum tests for Years 2 and 6 pupils has fluctuated and, with a couple of exceptions, has been below or well below national averages. The significant factor contributing to these low scores is the high proportion of pupils with special educational needs and at the early stages of learning English as an additional language. Good teaching and time invested well by support staff contribute significantly to the progress these pupils make. These, combined with the good attitudes and willingness to succeed of most pupils, ensure that achievement in English is good overall throughout the school. The provision for higher-attainers is not so concentrated, resulting in fewer pupils than expected reaching above average standards.

45. The pupils start in Year 1 with skills in communication, language and literacy which are below expectations for this age group. Due to the hard work of teachers and support staff most become confident communicators by the end of Year 2. Higher-attainers and some hearing impaired pupils, ably assisted by a communicator, demonstrated good listening skills when responding to the teacher's questions about sequencing of events in a piece of text in a Year 2 lesson. However, some pupils' listening skills are not so finely tuned, especially when pace in lessons slackens and introductions are over-lengthy. The majority of pupils are attentive and eager to contribute to discussions, as observed in a Year 6 lesson talking about biographical features. The introduction of drama is beginning to raise standards, as demonstrated in a Year 3 class role-playing 'Puss in Boots'.

46. Reading is promoted strongly in the school. As a result the enthusiasm for most pupils to read begins in the early years; for example, they eagerly discover the meaning of words relating to other cultures when reading books such as 'Sharapur the Carpet Snake'. By Year 6, the majority reads fluently and with expression which reflects the meaning of the text. Whilst the more able pupils use the context of the story to figure out the meaning of unfamiliar words, some average and less able pupils find this a more difficult task.

47. Attainment in writing is below average in the Years 1 to 2 range and some classes in the Years 3 to 6 bracket. However, standards are beginning to improve steadily due to the provision of extra booster classes and the strong focus on developing speaking and listening skills. The quality of creative and extended writing is improving and many pupils in Years 5 and 6 reflect a good depth of reading experiences in written work. By Year 6, many use exciting language to convey meaning and develop ideas. For example, written passages by Year 6 pupils arising from discussions about evacuees during World War Two included:

*'But then in the middle of a maths lesson a sudden blast of machine gun fire was heard and the screams from the shattered caretaker's hut terrified us.'*

48. Spelling is below average in most classes but, due to intensive programming, pupils learn to spell appropriate banks of words and by Year 6 spelling is satisfactory overall. Standards in handwriting show considerable improvement and by Year 6 pupils write in a neat, cursive style of which they are proud. Overall, the improvement in Years 5 and 6 of this aspect of English is a pleasing feature.

49. The subject is led and managed satisfactorily. The co-ordinator is aware of the areas for development. She has employed effectively the services to evaluate the quality of teaching and learning and to support and advise colleagues. Results of tests are analysed carefully and appropriate targets are set in plans for the next stage of pupils' learning. She has been in post for two years and is committed to raising standards.

### Language and literacy across the curriculum

50. Throughout the school pupils' literacy and language skills are being constantly improved through other subjects; for example, the importance of listening to and carrying out instructions in physical education, in using specific vocabulary when writing up science experiments and in mathematics opportunities for the pupils to access written problems. Overall, promotion is satisfactory in Years 3 to 6. However, the practice is not yet consistently good enough in Years 1 and 2 to make sure that all pupils with different learning needs improve constantly.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- + Booster classes for higher-attaining pupils in Year 6 are raising standards.
- + Teachers have good subject knowledge.
- + Leadership and management of the subject are good.
- + The use of the National Numeracy Strategy to plan learning.
- + Good relationships with pupils encourage their participation.
- + Questions are used well to check learning and encourage pupils to think.
- - In lessons, seen at this stage of the year, teachers do not always consider the needs of the most and least able pupils effectively.
- - Pupils' work is not consistently marked in a way that helps them to know what they need to do to improve.
- - Lesson objectives and vocabulary are not consistently shared with pupils at the beginning of lessons.

### Commentary

51. The learning opportunities provided for pupils in mathematics are satisfactory. This is similar to the findings of the last inspection. Standards of attainment are low when pupils start school. Pupils' achievement is satisfactory overall and higher-attaining pupils, by the end of Year 6, achieve well. By the end of Year 6 pupils of all abilities have made satisfactory progress with the higher-attaining pupils in Year 6 making the most. School information indicates that pupils who

have been in the school since the Nursery make more consistent progress than others and their achievement over time is good.

52. By the end of Years 2 and 6, National Curriculum test results for 2002 indicate that pupils' attainment is low compared to similar schools but the attainment of higher-attaining pupils is in line with similar schools. This is because of the extra teaching they are given through booster classes. For the last three years national information indicates that the performance of both boys and girls has been below the national average. School information indicates that there are no significant gender differences in pupils' attainment. Test results for 2003 indicate that the number of pupils reaching the higher levels of the National Curriculum in Year 2 has improved since 2002, but in Year 6 the number at the higher level is slightly lower than before. These results reflect the particular abilities of this Year 6 group. Trends in improvement at Years 2 and 6 are variable because they are affected by the number of pupils in the year who have English as an additional language or special educational needs as well as the number of pupils who join the school in Years 2 to 5. The unsatisfactory attendance of pupils in Years 1 and 2 also has a negative impact on standards and pupils' achievement.
53. Standards of attainment are better for older pupils because teaching is better focused on providing challenging learning opportunities for higher-attaining pupils during additional mathematics lessons. The school is already beginning to use similar strategies for pupils in Year 2 and the result of this is indicated in the improved number of pupils reaching higher levels of attainment in the 2003 national tests. Teaching and learning are satisfactory overall. They are satisfactory for pupils in Years 1 and 2 and good for pupils in Years 3 to 6. Teaching is improving for younger pupils, with the focus on providing more challenging work for higher-attaining pupils. These strategies have been used for some time with older pupils and have improved the quality of teaching they receive.
54. During the inspection a significant number of good lessons were seen and very good teaching was seen for a Year 6 booster group. In this class the teacher made sure that pupils knew they were working at Level 5 of the National Curriculum and that some problems were from a Level 6 test paper. Across the school, teachers have good subject knowledge and they use the national strategy well to plan learning. Curriculum guidance is appropriately adapted to reflect the broad needs of pupils in their class and teachers prepare suitable work for groups of higher- and lower-attaining pupils. This enables the majority of pupils to make satisfactory progress. However, teachers do not always use the good information they have about pupils' attainment to consider the needs of the most and least able pupils in the class. This limits pupils' opportunities to achieve well. Teaching strategies such as the marking of pupils' work and the sharing of lesson objectives and vocabulary are not used consistently. This limits pupils' ability to reflect on what they have learned and achieved during the lesson, and from their recorded work they do not fully understand what they need to do to improve. Because teachers do not always share relevant vocabulary with pupils they frequently have difficulty describing what they are doing or learning about until they are prompted with the appropriate words. Teachers and support staff have good relationships with pupils, which encourage them to contribute to lessons and help pupils to concentrate and attend. Teachers use questions well to check what pupils have understood and to encourage them to think about and describe what they are doing. This makes a good contribution to pupils' learning as the teacher is able to correct misconceptions quickly. Pupils are confident to have a go at answering questions even if they are unsure of the answer because adults respond positively to their attempts.
55. Leadership and management of the subject are good. The mathematics co-ordinator is a leading mathematics teacher and has a good understanding of the strengths and areas for development in the subject. A suitable subject development plan is in place which identifies good priorities for improving the subject based on information gained by checking how the subject is taught and how pupils have achieved. Learning resources are good and are used well by teachers to support learning and the accommodation enables the school to set aside a room for the booster group.

## Mathematics across the curriculum

56. The opportunities planned by teachers for pupils to use their numeracy skills in other subjects of the curriculum are satisfactory but are too dependant on the skills of individual teachers. The school has not yet considered how some elements of the mathematics curriculum could be taught through other subjects, for example teaching measure through design and technology.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- + The excellent standards reached by higher-attaining pupils by Year 6.
- + The very good progress pupils make in the presentation of their work in Year 3.
- + The excellent achievement of pupils in Year 2.

## Commentary

57. Pupils of average ability make satisfactory progress across the school and the more able pupils make excellent progress. National Curriculum test results in Year 6, in 2002, compared favourably with similar schools. The number of pupils reaching the average level was low in Year 2, but by Year 6 the number of pupils who attained average standards was above similar schools and the number reaching above average standards was well above that of similar schools. Pupils' performance in Year 6, over the last three years, has exceeded the national average. Boys' performance has been in line with the national average and girls' performance exceeded it.

58. Teaching and learning in Year 2 are very good and in the lesson seen standards were above average. Pupils' achievement was very high because very good progress had been made. The good ratio of adults to pupils was an important contributory factor, with three out of five groups studying the five senses supported by an adult. Learning was very good because all three adults had clear objectives and the investigative approach, supported by challenging questioning, promoted learning very well. Where pupils, including hearing impaired pupils, worked in groups on their own they did so confidently and made good progress. This included listening to a tape to recognise different sounds. In Years 4, 5 and 6 teaching and learning are good and pupils reach levels of attainment at least in line with that nationally expected, and their achievement is often good. Lessons are well organised, relationships are very good and pupils are very well motivated. For example, when pupils in one class were told about a new investigation one boy commented, "Lovely". Lessons are taken at a good pace, clear guidance is given to the pupils and teachers provide a good range of activities. Support assistants note the responses of pupils who speak English as an additional language and any needs are followed up by the class teachers. Occasionally, however, these pupils are grouped according to their language needs in lessons which are more practical. When this happens higher-attaining pupils are sometimes held back by the lack of pace of others. By Year 5, pupils are able to understand cause and effect when making an electrical circuit. Teaching in Year 6 is variable with higher-attaining pupils challenged well, as they quickly grasp new concepts such as gravity. Lower-attaining pupils, however, are not always given the concrete examples needed for them to fully understand.

59. The pupils' work in Years 1 and 2 over the last year shows that their knowledge is often better than their literacy skills. However, they make considerable progress in Year 3 and by Year 4 their work is consistently well presented and it can be seen that the National Curriculum is covered well. Pupils' books show a good balance of worksheets with pupils' own work recorded in a range of different ways. The presentation of pupils' work continues to be of a very good quality in Years 5 and 6.

60. As the subject was not a focus of the inspection the co-ordinator was not interviewed, so no judgement can be made on the leadership and management of the subject. However, standards in the subject have improved considerably since the last inspection.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- + Pupils acquire new skills effectively.
- - ICT is not delivered through all subjects in the curriculum.
- - Assessment concentrates on completion of task set rather than National Curriculum levels reached.
- - Assessment does not inform pupils how they can improve their work.
- - Reference to levels of attainment is not clear in pupils' work or in teachers' marking.
- - A lack consistency in marking pupils' work.
- + Planning is good to ensure coverage of the required content.

### Commentary

61. Standards overall are in line with national averages at the end of both key stages. However, the highest-attaining pupils are not extended to higher levels and the lower-ability pupils do not make adequate progress in all their class work. Consequently, the majority of pupils' achievement is in line with national expectations. For those of well above average capability, and below average capability, achievement is below expectations.

62. Overall teaching is satisfactory. Some is good. Most pupils are learning and progressing at a satisfactory rate. Teachers have a secure understanding of the requirements of the curriculum and communicate this well to their pupils so that they know what is expected of them. Teachers are aware of what pupils have achieved and lessons are matched to pupils' different needs to enable them to make progress in learning new skills. However, there is not enough attention paid to level descriptors as learning objectives to ensure that all pupils are extended when applying these skills to subsequent work in ICT lessons or in other subjects. Additional tasks for the more capable do not extend them to higher levels of attainment. Where teaching is good, teachers set specific objectives for the learning of new skills which are extended with tasks that allow success at a variety of levels. For example, in Year 6 pupils were seen evaluating web-sites with a view to supporting their research for a history project. Pupils learned the need to frame questions carefully when accessing information. The meaning of words associated with evaluation was explored and the more capable gained credit for critical reflection about the usefulness of various web-sites explored.

63. Good attention is paid to using encouragement and praise in lessons and verbal feedback is well used. Marking is inconsistent. In some cases helpful comments are added to enable pupils to improve their work; in other cases work is just ticked. Relationships in the classrooms are good and children enjoy the activities.

64. Behaviour is good in the ICT room and classes move efficiently to and from classrooms to the ICT room. In this movement opportunities to develop the social awareness involved in moving around the building when others are working are well taken.

65. The subject is well led and managed. The co-ordinator is well supported by senior management with curriculum time allocated to allow for supporting teachers, through team teaching and in-class support. The programme offered covers the requirements of the National Curriculum for content. The co-ordinator is aware of the strengths and weaknesses within the subject and has planned further developments to do with the assessment of the pupils' work. These have been incorporated into the school development plan and into teachers' performance management targets. The resources for teaching ICT are good, with one suite of networked computers and additional stations to support work across the curriculum in classrooms for Years 5 and 6.

Since the last inspection pupils' attainment has risen; however, so have national averages. Therefore attainment remains average.

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

66. Since the last inspection there has been some improvement in the use of ICT across the curriculum, but not in all subjects. ICT is used to support learning in foundation subjects, but not in core subjects of the curriculum.

## **HUMANITIES**

### **Geography and history**

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

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

- + The programme of study covers all National Curriculum requirements.
- + Resources are good.
- - Work is used as a vehicle for applying ICT skills.
- - Assessment is content based, not tied to level descriptors.
- - Differentiation does not take account of level descriptors.
- - The most able and lower-ability pupils do not make satisfactory progress.

### **Commentary**

67. Overall, standards in both subjects are average at the ends of both Key Stages 1 and 2. For most pupils achievement is satisfactory. There is no difference noted between the attainment of boys and girls. Although standards of presentation are high in Years 5 and 6 the more able pupils do not reach the higher levels of the National Curriculum. Lower-ability pupils who do not receive support also make less progress.

68. Teaching is satisfactory overall in both subjects. Some is good. Teachers ensure that most pupils make satisfactory progress. Teachers make good use of worksheets for lower-ability pupils to reduce the amount these pupils need to write. However, the differentiation of work for pupils of varying ability does not focus sufficiently on pupils' prior attainment against National Curriculum level descriptors. So the progress of the most able pupils and those of lower ability is not ensured. As in ICT, guidance for pupils, as to how to improve, is better in class than in the marking of their work. The marking of pupils' work is inconsistent across the school. Many exercise books contain helpful comments from teachers but some are just ticked and this is not very helpful for pupils. Standards of presentation are high by pupils in Years 5 and 6.

69. Resources for the subjects are good and are used well to support learning. Although the work follows Qualification and Curriculum Authority's schemes, teachers make imaginative use of their own resources and experiences to enhance their pupils' study. This was seen in a Year 4 geography lesson where pupils were learning the differences between seasons in the UK and seasons in India. A residential field study in Dorset, in Years 5 and 6, also contributes much to the geography course and to pupils' understanding and interest in the subject. In history, resources are good and are also used well to support learning.

70. The leadership of geography is satisfactory. The content of the courses matches the requirements of the National Curriculum. However, there is no evidence of the monitoring of teaching and assessment of the subjects to ensure quality or raise standards, as the subjects have not been a focus of the school improvement plan. Work in both geography and history is used as a vehicle for using and applying ICT skills.

71. Since the last inspection there have been slight improvements in standards in both subjects to match national improvements so attainment remains in line with national averages. To improve further, attention must be given to improving attainment, by ensuring assessment takes account of level descriptors and by giving pupils individual targets for improvement based on these.

## RELIGIOUS EDUCATION

Too little evidence was available for a judgement to be made on the provision for religious education.

### Main strengths and weaknesses

- + Coverage of the curriculum and the presentation of pupils' work in Years 3 and 4 are very good.
- - There is a lack of recorded evidence in many year groups.
- - Opportunities are missed to develop pupils' literacy skills through religious education.
- - The co-ordinator is relatively new to the role and has not yet monitored and developed the subject.
- + There is a good range of artefacts of good quality.

### Commentary

72. Only one lesson, in Year 2, was observed during the inspection. In this lesson teaching, learning and pupils' attainment were satisfactory but pupils were not achieving as well as they could. The lesson promoted good moral and social values and helped Year 2 pupils to understand how actions affect other people and how we should treat others. Pupils listened carefully and their discussions with a partner were thoughtful. They tried to solve problems such as what they should have done in a difficult situation. Pupils with hearing impairment are well supported and those with English as an additional language proudly point out displays which are labelled in their mother tongue. Although the teacher introduces new vocabulary at the start of the lesson, opportunities are missed to develop all pupils' literacy skills using a greater number of more visual clues. Pupils also spend too large a proportion of the lessons sitting on the carpet.

73. Pupils' work in Years 3 and 4 is of good quality and covers a wide range of religions. Their work on Christianity shows that they have learned about a large number of Bible stories. They have made well-presented booklets called 'A Guide to Judaism'. However, teachers do not use marking well to help pupils improve and Year 3 and Year 4 pupils cover the same work. Pupils do not always date their work and in some books no recorded work has been completed since March, whereas others in the same year group have recorded more recent work. In their time at the school pupils have the opportunities to visit a Hindu temple, a mosque, a synagogue and local churches. The co-ordinator has been in post for two terms but the subject has not been a priority in the school and little monitoring has yet taken place. There is no overall policy to guide teachers and whilst the Locally Agreed Syllabus is being followed it has not been adapted to meet the needs of the school. However, in some year groups helpful medium-term plans are being written which, if extended across the school, would serve the teachers well and should cover the requirements of the Agreed Syllabus. The subject is well resourced with artefacts, which shows that the subject has been a priority in the past. The school has identified on the school development plan that the subject needs to be reviewed and co-ordination improved in 2003/2004.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art, design and technology, music and physical education

Provision in art, design and technology, music and physical education is **satisfactory**.

#### Main strengths and weaknesses

- + Suitable plans are in place for each subject.
- + There are good, planned, opportunities for pupils to connect learning from different subjects.
- + Learning resources are good.
- + Learning opportunities in physical education are enhanced by playing sport with other schools and by receiving professional coaching.
- + There are good opportunities for pupils to learn a musical instrument.

#### Commentary

74. The school uses the Qualifications and Curriculum Authority's units of work to guide teachers' planning. This ensures that in all subjects there is appropriate coverage of the National Curriculum programmes of study. Teachers' plans and records, pupils' work, discussions with them and the small sample of lessons seen indicate that teaching and learning are satisfactory and that pupils achieve satisfactory standards.
75. The quality and range of resources available in each subject are good. For example, in an art lesson for pupils in Years 3 and 4 the teacher provided a good range of textiles from different cultures. The activity was used well to help pupils to recall knowledge from religious education and geography lessons and, because the focus of the lesson was to design repeated patterns, there were also opportunities for pupils to recall and use mathematical learning. In physical education, the school provides good opportunities for pupils to take part in sporting activities outside lessons and receive professional coaching. Subject plans for music are supported by a suitable commercial programme and the school has recently purchased further curriculum resources to help non-specialist teachers to plan suitable learning opportunities. There are also good opportunities for pupils to learn a musical instrument through peripatetic teaching. Leadership and management of these subjects are satisfactory. Overall, the learning opportunities provided for pupils in art, design and technology, music and physical education are satisfactory. This reflects the findings of the last inspection.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	6
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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
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).*