

# INSPECTION REPORT

**SOUTHOVER CHURCH of ENGLAND  
PRIMARY SCHOOL**

Lewes

LEA area: East Sussex

Unique reference number: 114510

Headteacher: Ms Wendy J Blows

Lead inspector: Mr Peter Payne  
12155

Dates of inspection: 15<sup>th</sup> to 18<sup>th</sup> September 2003

Inspection number: 260690

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:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	328
School address:	Potters Lane Lewes East Sussex
Postcode:	BN7 1JP
Telephone number:	01273 473015
Fax number:	01273 487212
Appropriate authority:	The governing body
Name of chair of governors:	Mr Mike Brian
Date of previous inspection:	October 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is a Church of England voluntary controlled primary school for children aged from four to eleven, situated in the centre of Lewes. It occupies part of the buildings formerly occupied by a girls' grammar school and shares the site with a second and entirely separate primary school. There are 328 pupils on roll, predominantly of white British origin, organised in eleven classes. All of the classes in the infant and junior ages are a mix of two age groups. Attainment on entry to the Foundation Stage is above average. Mobility is very low at 0.3 per cent and is unlikely to have a significant effect on pupils' performance. There are no pupils with English as an additional language. There are 37 pupils identified as having special educational needs which, at eleven per cent, is well below the national average. Three of these have formal statements of special educational need. Two teachers have left during the last two years, and two new teachers have been recruited. The headteacher has been in post since January 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12155	Peter Payne	Lead inspector	Science Art and design Geography Personal, social and health education and citizenship Physical education
9999	Rona Orme	Lay inspector	
23024	Sandra Whitehead	Team inspector	English Design and technology History Music English as an additional language
18596	Sue Owen	Team inspector	Mathematics Information and communication technology Religious education Special educational needs
20645	Rosemary Webber	Team inspector	Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** that provides a high standard of education. The leadership and management are very good. The curriculum is very good and the quality of teaching is good in each of the age groups, with very good and some excellent teaching observed. The school gives good value for money.

The school's main strengths and weaknesses are:

- The good achievement in English, mathematics, science and music.
- The broad and balanced curriculum with excellent extra-curricular opportunities.
- Improved standards in information and communication technology (ICT), art and design, geography, history and religious education.
- Very strong philosophy and practice of inclusion and equal opportunity.
- Very good provision for personal, social and health education (PSHE).
- Very good behaviour and relationships.
- Very strong partnership with parents and the wider community.

**Since the last inspection, the school has made good progress in addressing the key issues.**

The curriculum for the Foundation Stage has been transformed. It is now well structured with many opportunities for enrichment. The considerable investment in ICT equipment and software, together with extensive in-service training, results in very good provision and standards that are above expectation. Procedures for monitoring attendance are now very good.

### STANDARDS ACHIEVED

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

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

**The achievement of pupils throughout the school is good.** By the end of the year, children in reception will have achieved their expected goals and most will have embarked on the National Curriculum. Pupils in Years 1 to 6 work hard and most are doing well in English, mathematics and science.

**The results of the 2002 national assessments for pupils at the end of Year 2 show a sustained high quality of standards** with reading a particular strength and writing and mathematics well above average. In the same year, results for pupils in Year 6 show that high standards were maintained in English and mathematics, which were both well above average, but that science was marginally below average. The preliminary results of the 2003 tests for Year 6 show a sustained level of high attainment in English and mathematics and a very considerable improvement in science. In the other subjects, standards are well above expectation in ICT and music and above expectation in geography, history, physical education and religious education.

**The development of pupils' personal qualities is very good.** Provision for their moral, social and cultural development is very good and their spiritual development is good. As a result, pupils have very good attitudes to school and they behave very well. Their attendance is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good.** The range of learning opportunities is very good and the opportunities for extra-curricular activities are excellent. Teaching is good throughout the school and very good in reception and Years 5 and 6, with a high proportion of very good and excellent lessons in several subjects. Because of the teachers' very good subject knowledge and their skilful use of strategies, pupils' learning is good. There is very good provision for pupils with special educational needs. The learning support assistants provide very good support.

The school cares for its pupils very well and ensures that they work in a healthy and safe environment. The school has a very strong partnership with parents and the wider community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The leadership of the headteacher is excellent. She provides the dynamic leadership that has ensured the recent development of the school and is very well supported by her deputy and other staff. The governing body is very effective. Governors play an active part in the school life and give strong and highly committed support.

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

Parents have very positive views about the school. They say that their children like school. They are particularly pleased about the quality of teaching and the rich range of activities provided. A significant minority have concerns about the content and quality of the annual reports to parents and about homework. The response from pupils revealed a very positive enthusiasm for their school and the experiences that it provides.

## **IMPROVEMENTS NEEDED**

In the context of its many considerable strengths, there are no major issues for the school to address.

There are two minor issues that the school should consider:

- The quality of information, particularly about progress and targets for development, in the written reports to parents.
- The quality of handwriting, particularly in the upper part of the school.

In order to meet statutory requirements, the school should ensure that information about the right of parents to withdraw their children from religious education is included in the school brochure.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The achievement of pupils is **good in the Foundation Stage and in Years 1 to 6**. Standards of work seen in the core subjects are well above average in English and mathematics and above average in science.

#### Main strengths and weaknesses

- Sustained good quality of achievement in English, mathematics and science and very good achievement in music.
- Considerable improvement in standards in ICT.
- Improved achievement in the Foundation Stage.
- Improved standards in art and design, geography, history and religious education.

#### Commentary

1. The achievement of pupils throughout the school is good. Because of the good teaching and very high expectations, together with their own very positive attitudes and enthusiasm for learning, pupils work hard, make good progress and achieve well. They respond very well to challenge and, as they move through the school, are increasingly confident to give opinions and propose solutions to questions.
2. The attainment of children on entry to reception is above average. Most have had good pre-school experience in a nursery or playgroup. At the end of reception, most children attain their early learning goals and are ready to embark on the National Curriculum. This is an improvement since the last report.

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

Standards in:	School results	National results
reading	17.4 (17.4)	15.8 (15.7)
Writing	15.0 (14.8)	14.4 (14.3)
Mathematics	17.5 (17.3)	16.5 (16.2)

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

3. The results of the 2002 national assessments for pupils at the end of Year 2 show a high standard, with reading a particular strength and writing and mathematics above average. When compared to schools in similar circumstances, reading is above expectation and writing and mathematics are average. There is no significant difference in the attainment of boys and girls.

#### **Standards in national tests at the end of Year 6 – average point scores in 2002**

Standards in:	School results	National results
English	28.6 (28.3)	27.0 (27.0)
mathematics	28.3 (26.0)	26.7 (6.6)
science	28.2 (28.3)	28.3 (28.3)

*There were 47 pupils in the year group. Figures in brackets are for the previous year.*



4. The results of the 2002 national assessments for pupils in Year 6 show that high standards have been maintained since the last inspection, with the exception of science where there was a slight dip in 2002. They were well above average in English and mathematics and just below average in science. When pupils' progress was measured against their achievement at age seven, their achievement in English was well above average, in mathematics above average and in science below average. There is no significant difference in the attainment of boys and girls.
5. The preliminary results of the 2003 national assessments for eleven-year-olds show a sustained level of high attainment in English and mathematics and a considerable improvement in science. In the other subjects of the curriculum, standards are well above expectation in ICT, art and design and music. They are above expectation in geography, history, physical education and religious education and as expected in design and technology.
6. The good quality of pupils' literacy and numeracy skills enhances their work in other subjects, particularly in geography, history, religious education and science. The developing strengths in ICT support work across most of the other subjects. Because of the high expectation of teachers and the personal motivation of the pupils, they achieve the standards that they are capable of.
7. Pupils with special educational needs make very good progress and achieve well. This is due to some very good identification processes and the specific support organised by the special educational needs and inclusion co-ordinators in liaison with the class teachers and learning support assistants. Higher attaining pupils are appropriately challenged and, as a result, these pupils, particularly in Year 6, often achieve very well.

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

The positive attitudes, behaviour and personal development of the pupils are **very good** and are notable strengths of the school. Provision for pupils' moral, social and cultural development is **very good** and for their spiritual development it is **good**. Attendance is **good**.

### **Main strengths and weaknesses**

- Relationships are very good at all levels.
  - Behaviour is very good.
  - The school is a happy and purposeful community of pupils, staff and parents alike.
8. Registers are correctly completed and carefully monitored so that any unusual absences can be quickly identified. The school promotes attendance very well. However, five per cent of pupils are taken out of school for holidays of at least two weeks duration. In 2002-3, three pupils were out of school for more than four weeks holiday and this adversely affected their entitlement to the National Curriculum. There is no unauthorised absence apart from these extended holidays.

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

Authorised absence	
School data	4.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

9. All parents report that their children like coming to school. Pupils arrive eager to take part in all that the school has to offer. They participate enthusiastically in lessons and extra-curricular activities alike. Pupils behave well in lessons and around the school, even when not directly

supervised. They play happily together, forming positive relationships and making sure to include those with special educational needs. These very positive attitudes play an important role in pupils' good achievement. Pupils of all ages talk to visitors with confidence and enthusiasm about what they have been learning. There have been no exclusions.

10. The school makes very good provision to support the pupils' moral, social and cultural development, and good provision for their spiritual development. Assemblies make a significant contribution to the pupils' personal development and help to emphasise the school's ethos and Christian foundation. Pupils respond very well to what the school provides and from an early age are able to reflect and to develop a system of values. For example, Years 1 and 2 pupils are able to explain why some of their possessions are treasured. Pupils have a high moral awareness and can clearly distinguish between right and wrong. They are particularly aware of the needs of other people, and they raise significant amounts of money for charity. They show great care and concern for other pupils in the school. It is a pleasure to visit Southover Primary School and to talk to its pupils.
11. Pupils are well taught about their own cultural traditions, and they make music, dance and take part in art activities with enthusiasm. These activities often happen in conjunction with the wider community and with the support of parents. The school provides satisfactory opportunities for pupils to learn about a range of other cultures. For example, pupils explored Indian music and dance with visiting performers during the school's arts week.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** quality of education. Strengths include the sustained good quality of the teaching and learning, the very high expectations of diligence and behaviour and the very strong partnership with the parents and community.

### Teaching and learning

The quality of teaching and learning is **good**. In the reception classes and Years 5 and 6 it is **very good**.

### Main strengths and weaknesses

- There are very good and excellent lessons in Years 5 and 6.
  - Teachers plan well and most marking extends pupils' learning.
  - Teachers manage pupils very well and make learning exciting.
  - Equality of opportunity is strongly promoted in lessons.
  - Pupils have great enthusiasm for learning and work at a good pace.
  - Pupils work well together and also individually.
12. There is a high proportion of both very good and excellent lessons. Excellent lessons were seen in English, mathematics, science and music. The high standard of work in pupils' books shows that this quality of teaching is a regular feature, enabling pupils to achieve well in most subjects. Discussions with pupils confirmed their secure knowledge and the depth of their understanding.

### *Summary of teaching observed during the inspection in 54 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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5 (9%)	11 (20%)	30 (56%)	7 (13%)	1 (2%)	0	0
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*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.*

13. Teachers plan together well in their teams throughout the school. The learning objectives for lessons are clear and concise so that all pupils benefit. Teachers ensure that pupils are aware of the objectives, make reference to them during the lesson and check that they have been achieved by the end of the lesson. Often, lessons begin with helpful reference to pupils' previous work, explaining what was good about the work and how it could be improved. Marking of work is often very good, particularly in English, where older pupils reply to teachers' evaluative comments and improve their work as a result. Some of the marking in mathematics is not as effective as in other subjects. Teachers use assessments of pupils' performance in previous and current lessons to modify the planned work where appropriate. Class and group targets are used effectively to consolidate and improve pupils' learning.
14. The teaching of pupils with special educational needs is very good. Their individual education plans are comprehensive and regularly reviewed. Teachers modify plans and use specific resources to take their needs into account. Unobtrusive support of high quality is given by learning support staff on a one-to-one basis and in small groups. Very good use is made of computer programs to challenge and reinforce the pupils' learning.
15. Teachers have a variety of different strategies for managing the challenging behaviour of a few pupils. They effectively maintain quiet, calm classrooms where pupils are encouraged in their learning. Sometimes, other teachers support colleagues in directing the attention of pupils who have difficulty in concentrating on their work. Learning support assistants make a valuable contribution to pupils' learning, working with pupils to help them with their understanding or helping and encouraging them to complete tasks. Learning is made exciting by the choice of topics and activities that interest pupils, the use of varied and stimulating learning resources and a good sense of fun. Teachers are enthusiasts for their subjects and this enjoyment is transmitted to the pupils, stimulating their interest.
16. Teachers show respect for their pupils, encouraging them to respond to questions and offer their own ideas and opinions. All contributions by pupils are valued. Incorrect responses are dealt with sensitively and pupils are encouraged to try again. This positive attitude by teachers results in pupils who are keen to answer questions and are confident to make an attempt at challenging tasks. Teachers ensure that the tasks planned cater for the needs of all the pupils in the class and that boys and girls are treated equally.
17. Nearly all pupils are keen to learn. Those few who are more reluctant respond well to the encouragement and support of teachers and learning support assistants. Pupils show their enthusiasm by their smiles and the anticipation on their faces at the start of lessons. Many pupils, particularly in Years 3 to 6, undertake more than the homework set by teachers. They research a variety of topics which interest them and bring their research into school to enhance the work completed in lessons. Pupils respond well to the time targets for the completion of tasks. They concentrate very well on these and most pupils achieve a high standard of work.
18. Pupils collaborate very well in a variety of different subjects. When working in groups, they show respect for the views and opinions of other pupils and modify their own ideas so that a group consensus may be reached. Pupils decide together how they will approach a challenging task and allocate responsibilities as a result of sensible and focused discussions. When working individually, pupils settle to work quickly, organise their resources effectively and concentrate on tasks. When pupils are not closely supervised because the teacher is working with another group, they concentrate well, aware of their teachers' expectations of them. Any pupils who wander slightly from the task are soon spotted by teachers and they quickly respond to encouragement to resume work. Some of the younger pupils need greater

encouragement to maintain their concentration, particularly towards the end of the day. Teachers and learning support assistants encourage these pupils sensitively, instilling the principles of a good work ethic. Pupils respond well to the individual support that is provided.

## The curriculum

The curriculum is **very good**. It is a broad and well-balanced programme of interesting activities that meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The curriculum for children under five is now **very good**, which is a substantial improvement since the last inspection.

### Main strengths and weaknesses

- The curriculum is planned well.
- It is particularly inclusive.
- Provision for personal, social and health education and citizenship is very good.
- Opportunities to develop interests and skills outside the school day are excellent.

### Commentary

19. The curriculum is well planned and balanced. A long-term plan ensures that topics are introduced systematically and that links are made between subjects where this is appropriate. The National Literacy and Numeracy Strategies are firmly established and have been modified in the light of experience to suit the needs of the pupils better. The school is committed to educational inclusion and ensures that all pupils have equal access to the wide range of opportunities that it provides.
20. The provision for pupils with special educational needs is very good. Detailed information from annual assessments is used to identify those pupils who would benefit from taking part in intervention programmes or special groups run by learning support assistants who have had specific training. Where possible, pupils with special educational needs work in class with additional support. The school rightly recognises a need to do more to identify and support gifted and talented pupils. Although a policy is in place, at present there is no specific provision beyond that received by the higher attainers within classes.
21. A comprehensive programme of personal, social and health education and citizenship is a real strength of the curriculum. Many of the issues and structures that underpin the school's objectives are addressed by the programme and are taught at the appropriate point in the pupils' development. Sex and relationships, and alcohol and drug misuse are included. Pupils value the opportunities afforded by circle time to raise concerns and share ideas.
22. The extra-curricular opportunities to take part in sporting activities, music and the creative and performing arts are excellent and a notable strength of the school. Teachers and other adults give freely of their time to enrich the pupils' experiences. The school has some particularly innovative activities, such as the Latin club.
23. Accommodation is satisfactory, although the extent of the accommodation for children in the Foundation Stage is limited and the number of classrooms currently available to the school imposes the need to organise pupils in mixed-age classes. Resources to support learning are good, particularly in ICT and religious education where they are very good. Resources are satisfactory in design and technology, geography and history. The school has made a major investment in ICT equipment and staff training which has underpinned the very good progress since the last report.

## Care, guidance and support

The school makes **very good** provision for the care, guidance and support of pupils.

### **Main strengths and weaknesses**

- All pupils have a positive relationship with an adult in the school.
  - Pupils receive very good guidance and support that is closely matched to their needs.
  - Pupils' views are carefully sought and acted upon.
24. Child protection arrangements are very good and the school makes very effective provision to meet the needs of pupils in public care. The health and safety of everyone in the school is given high and effective priority. There are very good procedures in place to ensure a safe working environment.
25. All staff know pupils and their families well. Pupils speak warmly about staff. In a PSHE lesson pupils spoke confidently to their teacher about their desire to make the school an even better place. Pupils receive very good support and guidance through the well-planned programme of PSHE, and they are prepared very well for the transfer to secondary education.
26. Arrangements for the induction of the few pupils who join the school later than the reception class are very good. These pupils express warm appreciation for the welcome and help they received.
27. Members of the school council confirm that their views are actively sought and valued by the school. They are able to explain how they were elected, how they consult their classmates and how they feel they are helping to improve the school.

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

The school and parents together have forged a **very positive** and **effective** partnership.

### **Main strengths and weaknesses**

- The open door policy ensures that parents and teachers have ready access to meet to talk about individual pupils.
  - The school has very good links with the community and other schools.
  - About a quarter of parents feel that they could be better informed about how their children are getting on.
  - Information about progress and targets is not included in the reports to parents.
28. Parents particularly appreciate the arrangements made to help their children settle in when they start school, and the progress they make. Nearly all parents feel comfortable about approaching the school with questions or a problem. Parents make a significant contribution to pupils' learning by supplying artefacts, sharing expertise, assisting with visits and classroom activities and encouraging the completion of homework. Parents also run an extremely effective 'friends' organisation that arranges a variety of social events and raises significant amounts of money for the school.
29. The school does not consistently provide parents with enough written information about their children's progress. Information about what pupils can do in each subject is usually good. Individual progress reports meet statutory requirements but there is some variation in the quality of reports written by different teachers. The school acknowledges the need to review and improve the quality of reports. The school offers a well-advertised open door policy so that parents can meet their children's teacher on any day to discuss progress or difficulties, and each teacher sets aside at least one afternoon each week after school to provide opportunities for parent consultation. The school provides an extremely good range of information about the curriculum, pastoral arrangements and events in the life of the school.

30. The school maintains very positive links with other schools and the local community. For example, the school is an enthusiastic participant in the annual PATINA arts festival for Year 6 pupils transferring to secondary education. The school has very good procedures to ensure the smooth transfer of pupils into Year 7. In the same way, the school takes every opportunity to further links with the community. For instance, two Year 6 pupils represent the school on the Lewes Youth Council so that pupils' views are heard.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school by the senior staff and governors are **very good**. The governors discharge their responsibilities very well. The leadership and vision of the headteacher is excellent and she is very ably supported by her deputy and colleagues.

### **Main strengths and weaknesses**

- Particularly strong leadership.
- A shared vision and sense of purpose.
- Very well organised and effective governing body.
- Total commitment to inclusion and equality of opportunity by adults and pupils alike.

### **Commentary**

31. The governing body is very effective. Governors play an active part in the school life and give strong and highly committed support. The committee structure is logical and well organised with clear terms of reference. The governors receive good quality information about the school's performance and have a clear vision for the strategic development of the school. They fulfil their statutory duties. The educational priorities are established by staff and governors working together and are supported by the prudent use of funds.
32. The leadership of the headteacher is excellent. She provides the dynamic leadership that has ensured the recent development of the school. She is very well supported by her deputy, other staff and governors who all have a very positive commitment to the development of the school and to the raising of standards. They share a clear sense of direction and purpose.
33. The school's aims and values are published widely. The behaviour, diligence and high quality of relationships at all levels in the school demonstrate the commitment of pupils and adults to live up to them. The school is a particularly inclusive community with a commitment to policies and practices that promote the inclusion of every pupil in the educational opportunities that it provides.
34. The school is very well managed. The headteacher, deputy headteacher and some of the subject co-ordinators monitor the quality of teaching in classrooms by observation and by evaluation of the work of pupils. Outside agencies are also brought in to validate the quality of work in the classrooms. This is a significant development since the last inspection. The school evaluates the performance data produced by national tests and its own internal testing. It makes very good use of this information to establish realistic and challenging performance targets for pupils in all classes, but particularly for the end of Year 6.
35. A comprehensive programme of performance management for teachers is in place. School and individual targets are agreed and reviewed. Continuing professional development is a very strong feature of the school's philosophy and training priorities are identified with regard to both the individual and the school's needs. There is a very good induction process and programme of support for new staff.

### **Financial information**

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

Income and expenditure (£)	
Total income	643,797
Total expenditure	614,971
Expenditure per pupil	1,868

Balances (£)	
Balance from previous year	-13,984
Balance carried forward to the next	14,842

36. The financial management of the school is good. The finance committee of governors is provided with accurate information through analysis of the monthly monitoring statements. When it is necessary, firm action is taken to avoid overspending. The governors' policy of achieving best value in their transactions is very effective.

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

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

There has been **very good** improvement in curriculum planning and provision for children in the Foundation Stage since the last inspection when it was found that the curriculum needed to be more coherent in order to ensure the progressive development of the children's learning experiences.

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

- The curriculum is well structured to provide children with a very good range of relevant experiences.
- There are many well-planned opportunities for enrichment.
- There are very good induction arrangements for children about to start their school career.
- The leadership and management of the Foundation Stage are very good.
- The extent of the accommodation for the Foundation Stage is limited.

#### **Commentary**

37. The high quality of leadership and management has resulted in very good development and improvement since the last inspection. Children in the Foundation Stage are taught in two classes. Their attainment on entry to the school is above average. As a result of a rich, well-planned curriculum and very good teaching, by the time that they leave the Foundation Stage all children achieve well and reach standards well beyond the expected levels in all areas of learning. Teachers use assessment well to monitor the children's progress and attainment. Children with special educational needs are soon identified as a result. Support staff are very well deployed and support all of the children, including those with special educational needs, very effectively.

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

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

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

- Standards are above average.
- Very good relationships ensure that children settle very quickly and happily into school.
- Children's attitudes to learning and behaviour are very good.
- Adults provide good role models.

#### **Commentary**

38. Standards have improved since the last inspection and are now above average. Because of the very good pre-school links with the parents and the school's induction strategies, children settle quickly and happily into school life. Teachers soon establish daily routines and very effectively promote a positive code of behaviour. They understand the needs of young children and, as a result, very good relationships are established which enable children to gain confidence and take part in activities with interest and good levels of concentration.

### **COMMUNICATION, LANGUAGE AND LITERACY**



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

### **Main strengths and weaknesses**

- Standards are well above average.
- Teaching and learning are very good.
- Sometimes there is insufficient development of key skills during focus group work.

### **Commentary**

39. In speaking and listening, children achieve particularly well because teachers very effectively encourage them to answer, ask questions and express their ideas in front of the other children. For example, in one lesson each child was asked to give at least one reason why they thought that a toy might be old or new. By the age of five, children know the initial letter sounds of the alphabet and can read and write simple words.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Standards are well above average.
- Teaching and learning are very good.

### **Commentary**

40. Children achieve well because of very good teaching. Teachers not only promote numeracy skills effectively in lessons but also by taking opportunities in the everyday routines, such as counting how many children are present at registration. By the age of five, children can recognise and write reasonably accurately the numbers nought to nine, order numbers to ten and can calculate simple addition sums. In shape, space and measure, children can order by size and can recognise and name some two- and three-dimensional shapes.

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

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

### **Main strengths and weaknesses**

- Standards are above average.
- Teaching is sometimes excellent.

### **Commentary**

41. Opportunities for children to experience a range of activities in order for them to gain a better understanding of the world around them have significantly improved since the last inspection. Children achieve well in their knowledge and understanding of the world because teachers are able to promote difficult concepts, such as old and new, in lively and imaginative ways. For example, in one lesson the teacher had the children totally engrossed in her 'wonderbox' from which she produced a range of toys for them to handle and express a view about their age. Teachers use the school environment and local places of interest very effectively. They encourage children to grow and care for a range of plants in their courtyard and have visited a local farm. Teachers promote the skills of ICT in activities across the curriculum and children

soon learn to use the mouse to move items round the screen. They can produce simple artwork on the computer.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Standards are above average.
- Teaching is very good.
- Teachers have an excellent awareness of the health and safety aspects of lessons.
- Children respond very promptly to the teacher's instructions.

### **Commentary**

42. Because of the very good teaching, children achieve well and their physical development is above average for their age. Although they have only just started school, they already move around the hall with confidence and have very good spatial awareness. Their fine motor skills are well developed and they can use scissors, pencils and paintbrushes skilfully to cut, draw, write and paint.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Standards are above average.
- Teaching and learning are very good.
- The teaching of music is excellent.

### **Commentary**

43. Standards are above those expected for children of this age. Opportunities for children to build imaginative structures have improved since the last inspection and children engage themselves in role-play activities with enthusiasm. Children are able to apply paint skilfully to produce large and small pictures. Teachers provide them with opportunities to use a range of material to produce collages. ICT is used well, particularly in art. In music, children are provided with a good range of activities that develop their sense of rhythm and singing skills.

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

### **ENGLISH**

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

### **Main strengths and weaknesses**

- Teaching is good with very good teaching in Years 5 and 6 and examples of excellent lessons. Literacy is well taught across a range of subjects.
- Pupils attain standards that are well above the national average in reading, speaking and listening, and writing by the time they leave the school.
- Pupils are keen to learn and work hard.
- The leadership and management of English are very good.

- Standards in handwriting, for a significant minority of pupils, are not high enough.

## Commentary

44. Pupils' achievement is good. They are enthusiastic about their work in English and respond very positively to challenge. The high standards in national tests for pupils aged seven and eleven have been maintained over the past two years and are well above national averages in reading at the end of Year 2 and in English at the end of Year 6. Results in 2003 show a very good percentage of pupils attained at the higher levels in both key stages. Pupils with special educational needs achieve well, benefiting from the additional support of their teachers and learning support assistants.
45. Throughout the school, teachers provide pupils with many opportunities to develop their speaking and listening skills. Although pupils enter school with a good range of vocabulary for their age, this is skilfully extended by the introduction of new words and teachers' high expectations in the use of spoken language in a variety of contexts. Consequently, pupils speak confidently, use extensive and interesting vocabulary and project their voices so that they can be heard clearly when speaking to the class. Listening skills are developed by teachers' consistent expectations of when pupils are required to listen and their insistence that pupils focus well when the teacher is talking.
46. Pupils make good progress in reading in Years 1 and 2 and often very good progress in Years 3 to 6. Phonic skills are taught well so that pupils have the necessary tools to build unfamiliar words. These skills help pupils with their spelling which is to a high standard by the age of eleven. Most pupils in Year 2 read confidently, with increasing fluency and with obvious enjoyment. Pupils in Year 4 read character parts with good expression. By the time pupils are in their final year, they clamour to read passages aloud to the class and they cope confidently with passages from Dickens.
47. The content of pupils' writing is sometimes excellent for pupils in Years 5 and 6. Work is accurately punctuated, exciting descriptions are included and phraseology is mature and well developed. Pupils write interestingly across a range of subjects, in a variety of formats and with varied audiences in mind. Although most pupils' handwriting is neatly presented there is no consistent style developed across the school. A significant number of pupils, particularly in Years 3 to 6, have untidy, poorly formed handwriting. A few pupils in Years 5 and 6 do not always join their writing. Some pupils have unhelpful pencil grips and left-handed pupils do not always angle their work to help with writing. Some teachers write in a variety of styles and do not model the recently adopted school style well.
48. Teaching is good. Teachers plan well so that there is a good structure to lessons and often a very good pace. The National Literacy Strategy forms the basis of lessons and this is modified to provide a challenge for pupils' learning. The topics chosen are interesting and very well presented so that pupils are motivated to learn. Texts used in lessons are carefully chosen to enhance pupils' reading skills and the less able pupils are well supported so that they can participate fully. In the excellent lessons, teachers fully captured the interest of pupils, skilfully questioning them to ensure their understanding and created a learning environment that fizzed with enthusiasm for learning and excitement in the topic. Pupils are enthusiastic learners, settle quickly to tasks and generally complete the work set for them within given timescales. Because of the quality of the teaching and the enthusiasm and engagement of the pupils, their achievement in English is good.
49. The subject co-ordinator is a very good practitioner and leads the subject effectively. This has enabled improvements to be made in the standards attained in Years 3 to 6 since the last inspection. The strengths and weaknesses of the subject are recognised. There is very good use of assessment data to influence the grouping and setting of pupils in Years 1 to 6 according to their individual and changing needs.

## Language and literacy across the curriculum

50. The strengths in reading and writing are seen in the work in all the subjects of the curriculum. The quality of speaking in debate or when working co-operatively in groups is particularly high and when writing, for example in science, pupils are able to describe the procedures that they have followed accurately using precise technical language.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Standards reached by pupils in both key stages are well above average.
- Pupils with special educational needs achieve very well.
- Teaching and learning are good.
- The best teaching fully extends the exceptionally able pupils.
- The subject benefits from very good leadership and management.
- At times, too much time is spent on repetitive exercises at the expense of further challenge or moving on.
- The quality of marking varies and sometimes has limited impact on pupils' learning.

### Commentary

51. Pupils in Year 2 and Year 6 achieve well. Standards in national tests for pupils aged seven and eleven have improved over the past two years and are well above national averages. Results in 2003 show a very good percentage of pupils attained at the higher levels in both key stages. Pupils with special educational needs achieve very well, benefiting from the effective support from learning support assistants.
52. In the eight lessons observed, teaching and learning ranged from satisfactory to excellent and over half of these were good or better. The more effective lessons were well structured to build and support understanding, enabling pupils to make connections and reinforce concepts, so good progress was made. Teachers used strategies or resources to focus and engage all pupils interactively in whole-class sessions, allowing them to participate at their own level of ability. For example, Year 6 pupils used whiteboards to record as many factors of 72 as they could, while Year 2 pupils held up number cards in response to the teacher's questions. A particularly effective but simple strategy was seen in an excellent Year 5 lesson where the class had to double a starting number and keep doubling as many times as they could within a minute. This enabled all pupils to extend their abilities to the full and achievement was very high.
53. In this excellent lesson all activities were sufficiently demanding to challenge all pupils including the highest attainers. Teacher expectation was very high and pupils engaged in good quality dialogue with their partners which developed their thinking. All pupils were fully engrossed in their work and a sense of purpose pervaded the room.
54. At times, however, some pupils, particularly the higher attainers, spend too long completing repetitive exercises from the book or worksheet. This means that opportunities are lost to further extend and develop their thinking and problem-solving skills.
55. Scrutiny of books indicates that, although these are regularly marked, the teachers' comments are mainly confined to simple words of praise or relate to presentation and rarely reinforce mathematical learning or help pupils' understanding of concepts. Opportunities to take the pupils' learning forward are missed.

56. Co-ordination of mathematics is shared by two skilled and enthusiastic teachers. Assessment procedures and detailed analysis of papers are used effectively to track pupils' progress and to identify areas for development in teaching and learning. Helpful guidance on planning is available to all staff. The co-ordinators have very clear ideas on how to improve monitoring to inform their understanding of the school's strengths and weaknesses more effectively.
57. The school has made satisfactory progress in mathematics since the last inspection. Following a slight decline, standards have now risen and judgements are similar to those made previously. The insufficient use of ICT has been addressed and ICT now makes a good contribution to teaching and learning in mathematics.

### **Mathematics across the curriculum**

58. Mathematics is used effectively to support learning in other curriculum areas, for example, pupils use graphs and charts to display information in other subjects, and in history they draw on their calculating skills to work out times and distances for ships travelling across the channel in a topic on World War Two.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils' achievement in science is good.
- Pupils attain standards that are now above the national average.
- Teaching is good and in Years 5 and 6 it is very good or excellent. It is both effective and challenging.
- Pupils are interested in their science lessons and they work very effectively in groups.
- Behaviour is very good.
- The subject is managed, planned and resourced well.

### **Commentary**

59. Pupils are enthusiastic about science and respond very positively to the encouragement of their teachers, working hard and achieving well. At the end of Year 2 in 2002, all of the pupils were assessed by their teachers to have attained the expected standard, but the percentage of pupils at the end of Year 6 in 2002 attaining the expected standard in the national tests was marginally below the national percentage. However, in the 2003 tests, 92 per cent of pupils in Year 6 achieved the nationally expected level and 61 per cent achieved the higher than expected level. This is a considerable improvement, achieved by the better subject knowledge of teachers and the development of an effective style of teaching that enables pupils to make genuine discoveries.
60. Because of the timetable, the teaching observed was in the junior classes. In these lessons, the pupils were challenged and expected to use their understanding of science principles and apply them to new situations. Teachers have very good knowledge of the subject and their knowledge of the underlying scientific principles and use of precise scientific terms allows them to teach confidently and accurately. They have developed a style of questioning which enables pupils to consider the scientific issues, to discuss their ideas confidently in groups and to express them to the whole class. Because of the good teaching strategies, pupils are able to make choices and decisions. Teachers listen to what pupils say and show that they value their opinions. A great strength of the science teaching is the use of investigative techniques and a real sense of discovery. This was particularly demonstrated in a Years 5 and 6 lesson, where pupils investigating the behaviour of light beams came to their conclusions through trial, error, discussion and, finally, consensus.

61. Pupils are genuinely interested in their science lessons. They enjoy being young scientists and finding out about things. They are confident and eager to explain their work and they do so with a good grasp of the scientific vocabulary. Their positive attitudes and ability to work together in groups are both very strong features of work in science and they develop their ideas well.
62. The management of the subject is good. The resources are appropriate and of high quality. ICT is used where it is appropriate to do so. Good progress has been made since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in information and communication technology is **very good**.

### **Main strengths and weaknesses**

- Standards of attainment across the school are very high.
  - ICT is very well used to support and enhance other curriculum areas and a good range of appropriate programs are used to support those pupils who need extra help.
  - Leadership and management are very good.
  - At times, learning is hindered because technical problems are not dealt with effectively.
63. Only two ICT lessons were observed during the inspection, both in junior classes. However, inspectors saw ICT used in other lessons, talked with pupils and scrutinised work.
  64. Pupils work at or near their capacity and their achievements in ICT are high. Throughout the school pupils attain levels that are higher than those expected nationally. Year 2 pupils are proficient at basic wordprocessing skills, are able to save their work and print it. They know how to program instructions to control a robot. However, they have not yet developed their understanding about the wider uses of technology outside of school. Pupils in Years 5 and 6 are competent users of the Internet and other sources of information for research and can present their findings by using a range of techniques including digital pictures. They can discuss the merits of using ICT for various purposes, for example communication systems, and are aware of its uses in the world in general. In both key stages pupils' confidence in using ICT is very good; for many it is enhanced by the opportunities provided at home.
  65. In a Year 6 ICT lesson, good links were made to science and mathematics when pupils learnt how changes in heart rate could be monitored by a sensing device and data presented as a graph, while Year 2 pupils extended their literacy skills by rearranging and ordering instructions on the computer. Appropriate software packages enhance learning in other curriculum areas and this particularly benefits those who need extra consolidation in a different format. Pupils with special educational needs make very good progress in their learning when they have the learning support assistant with them at the computer to keep their thinking focused.
  66. Despite only two lessons seen, taking into account the full range of evidence collected, teaching is judged as good. In the ICT suite, one lesson lost pace and structure when time was wasted sorting out technical problems. However, in the good lesson this was rectified swiftly through clear explanations and instructions by the knowledgeable teacher. In the unsuccessful lesson, strategies for resolving the problem were not effective. Consequently, pupils lost interest and behaviour deteriorated leading to unsatisfactory learning.
  67. The co-ordinator is driving progress forward in the school. The school benefits from his knowledge and expertise and he has a clear vision of how he wants to continue to develop the subject. He correctly identifies the need to further develop support for assessing outcomes in each year group to ensure continuity and progression.

68. The school has invested a considerable amount of money and training in improving provision for ICT for pupils since the subject was judged to be unsatisfactory at the last inspection. A new computer suite provides the opportunity for pupils to learn and develop new skills as a class and this, along with professional development for teachers, contributes to the rise in standards. The school has made excellent progress.

## HUMANITIES

### Geography

69. Because geography and history are blocked together in the curriculum and history is the focus during the autumn term, it was not possible to observe any geography lessons. However, the scrutiny of pupils' work in geography and the teachers' planning, together with interviews of some of the pupils, show that standards in geography are above expectation and that the pupils achieve well.

### History

The provision for history is **very good** in Years 3 to 6. Provision in Years 1 and 2 was not inspected.

#### Main strengths and weaknesses

- Pupils' achievement is good.
- Pupils attain standards that are above national expectations in Years 3 to 6 and there are examples of outstanding work.
- The quality of teaching and learning is very good.
- Pupils show great interest in the subject and work hard.
- The subject co-ordinator is an enthusiast and a very good role model for other teachers.

#### Commentary

70. Pupils have in-depth knowledge of the historical topics studied. They remember the main features of topics studied in previous years. Pupils have a good sense of chronology and talk about important dates from the past. They understand the importance of research from a range of different sources. They observe carefully, handle artefacts with care and respect and listen well when acquiring new knowledge from a video or from the teacher. The high standards have been maintained since the previous inspection.
71. Lessons are well planned with a stimulating range of activities which bring the past to life for the pupils. There are good links with other subjects such as literacy, art and design and ICT. Teachers have very good subject knowledge and use resources very well. Artefacts from the past are hidden to build up anticipation before pupils handle them and deduce their purpose. Good strategies such as dressing in clothes from the past and acting in character stimulate pupils' interest and involvement in lessons. Pupils are very enthusiastic learners. Some pupils undertake extra research at home, often using their computers, and there are outstanding examples of work from pupils in Years 3 and 4. The scrutiny of pupils' work shows that the style of teaching has enabled them to develop their work to the best of their abilities. In lessons, pupils discuss tasks sensibly and help each other to reach well-considered conclusions.

### Religious education

Provision for religious education is **good**.

#### Main strengths and weaknesses

- Pupils have a good understanding of human experiences.
- Teaching and learning, particularly in Key Stage 1, are good.
- Leadership and management are good.

### Commentary

72. Standards of attainment in religious education are good at the end of Year 2 and at least satisfactory at the end of Year 6. Only two lessons were observed during the inspection, both in infant classes, but evidence gained through these, talking with pupils and looking at work in their books show that pupils have a good level of awareness of human experiences such as the importance of belonging and friendship to others. Year 2 pupils can talk about a visit to the synagogue and have very good awareness and recall. By the end of Year 6, pupils can confidently and sensitively discuss the feelings associated with bullying and moral issues such as the problems of pollution at local and world level. However, although they have an understanding of key features associated with the main religions, their recall of some of the detail of religions other than Christianity is less sound, hampering their ability to discuss comparisons in aspects of the beliefs such as rituals and ceremonies.
73. Evidence from lessons seen shows that teachers plan and prepare well and are good at engaging the pupils by ensuring that they can relate the work to their own experiences. For example, pupils in Years 1 and 2 got to grips with understanding what it is to belong to a faith by first exploring what clubs they and their families belong to. Particularly good use was made of resources and artefacts to do this, which focused pupils' attention and developed their awareness.
74. The subject is well led and managed by a knowledgeable and enthusiastic co-ordinator. The scheme of work supports teachers to meet the requirements of the locally agreed syllabus. Effective systems are in place to ensure consistency across year groups and progression through the school and the very good resources are shared amongst staff. The good standards achieved at the time of the last inspection have been maintained.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is **very good**.

#### Main strengths and weaknesses

- The curriculum provides a very wide range of exciting projects including two- and three-dimensional work.
- Pupils produce finished artwork of a very high standard.
- Good use is made of ICT.
- The range of material and resources available to teachers and pupils is good.
- The teachers' planning is good – skills and techniques are developed as the pupils move through the school.

### Commentary

75. The pupils achieve very well and standards in both Year 2 and Year 6 are well above expectation. The range of experiences offered to pupils from reception to Year 6 is very broad. They are able to experience and explore an impressive range of activities from drawing, painting and printing to three-dimensional modelling and sculpture. The programme is designed to enable the pupils to develop their artistic skills and build upon their earlier experience. Art is used extensively to enhance the other subjects of the curriculum.



76. Teaching is very good. Teachers have a good knowledge of the subject and teach it with confidence. The quality of finished artwork achieved by individual pupils or by classes is of a very high standard and is displayed with great care around the school. The use of a sketchbook to try out ideas and materials is particularly well developed and pupils use them to very good effect. Finished work by pupils is displayed alongside the work of established artists. It includes three-dimensional work by individual pupils and whole classes of very high quality. Increasing use is being made of drawing and painting programs via computers.
77. The subject is well managed. The co-ordinator has good subject expertise and is able to support colleagues with advice and resources. Planning for art and design across the school is logical and well structured. The range of activities is ambitious. This is an improvement since the last inspection. Resources are very good for drawing, painting, printing and three-dimensional work. Opportunities are taken to draw inspiration and technical skills from art of other cultures and the work of established artists.

## **Design and technology**

78. No lessons were seen during the inspection. However, from teachers' plans, some examples of pupils' work and talking to pupils, it is evident that there is sufficient coverage to meet the requirements of the National Curriculum. By Year 6, pupils show a clear understanding of the design process. Standards are in line with national expectations.

## **Music**

The provision for music is **excellent**.

### **Main strengths and weaknesses**

- The standards attained in Years 3 to 6 are very high.
- The quality of teaching and learning is very good and there are examples of excellent teaching.
- There is an excellent range of musical opportunities for pupils.
- The leadership and management of the subject are excellent.

### **Commentary**

79. Music has a very high profile in the curriculum and is a great strength of the school. The very high standards have been maintained since the previous inspection. Pupils are enthusiastic musicians and they achieve very well.
80. Pupils in Years 1 and 2 maintain a steady beat and the older pupils show their progress by singing while clapping the pulse. They sing tunefully, in line with expectations for their age. However, it is probable that they will attain higher standards by the end of the year because of the very good quality of the teaching. Pupils' skills improve as they progress through the school and more opportunities are open to them. The quality of singing is high in assemblies and pupils who sing in the choir reach a very high standard. The standard of pupils' compositions is high in Years 5 and 6. All pupils in Year 4 play the recorder and their ability to read formal musical notation is rapidly improving.
81. There are many teachers in the school who are competent musicians and these skills enhance the very good quality of teaching. The school also employs a specialist music teacher who makes a very strong contribution to the teaching in Years 1 and 2, recorder groups and the school orchestra. The headteacher is an excellent role model for the school. She teaches the school choir, where 50 pupils work very hard, and their achievements in singing are excellent. Teachers have very high expectations of their pupils and insist on the highest

possible standard from them. The pupils thoroughly enjoy their music, concentrate very well on the tasks and work hard towards performance.

82. All pupils take part in music festivals during the year. They perform during school assemblies, Nativity and carol services. Pupils in Years 3 to 6 take part in dramatic productions with music. Pupils attend musical workshops, dance festivals and community projects. There is an excellent range of extra-curricular activities including the choir, orchestra, recorder groups and May Day activities. Many pupils have music lessons in school, funded by their parents and taught by the County Music Service teachers. Pupils speak enthusiastically about the very good variety of instrumental lessons available to them. Several pupils play more than one instrument.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Teaching is good.
- There is a very wide range of activities and sports on offer to pupils.
- Accommodation and facilities are very good.
- Pupils are very well behaved and rise to the challenge of their tasks.
- The subject is well managed.

### **Commentary**

83. Pupils throughout the school achieve standards that are above expectation for their ages. This represents an improvement since the last inspection. From an early age pupils are taught to work safely and co-operatively. This means that they are able to use small apparatus showing good levels of confidence. They are aware of space and use it well in lessons. They take part in the activities enthusiastically and make good progress.
84. Teaching is good. The main strength of the teaching is a good technical knowledge and understanding of the subject that enables the teachers to plan effective lessons, coupled with a genuine enthusiasm to take part and extend the skills of their pupils. They have high expectations of behaviour and performance, manage pupils very well and match activities to the pupils' needs. They explain clearly what they want pupils to do, help them to reflect on what they have learned and discuss what they can do to improve their performance. Teachers and learning support assistants have the confidence to demonstrate movements and skills to their pupils. Because of this, the pupils are able to develop their gymnastic skills with confidence in a safe, secure and technically competent environment. The adults are very good role models.
85. Pupils learn well and make good progress because of the consistently good teaching. Their attitude to all aspects of the subject is very good. They work hard in lessons and try hard to improve their skills and level of performance. Their behaviour is good. Boys and girls perform equally well and this subject makes a very strong contribution to the school's aim for inclusion and equal opportunity for all. A particular strength is that pupils of all abilities participate and those with special educational needs are very effectively supported by their learning support assistants.
86. The range of opportunities in physical education is very good. The school provides the full range of activities required for the National Curriculum and provides swimming on site as part of the programme. There is a particularly wide range of extra-curricular opportunities and activities for pupils that include athletics, cricket, cross-country running, football and netball. Teams take part in competitions with other local schools. The co-ordinator has a good

knowledge of physical education and leads the subject well. Resources are good and the range and quality of facilities for gymnastics, dance and games are very good.

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

Provision in personal, social and health education (PSHE) and citizenship is **very good**.

### **Main strengths and weaknesses**

- The subject plays a major part in the school's approach to developing the social and personal attributes and skills of its pupils.
- The subject is given a very high priority throughout the school.
- Pupils of all ages, from the youngest children in reception to the oldest pupils in Year 6, respond very positively.

### **Commentary**

87. The programme of PSHE and citizenship is thorough and comprehensive. Many of the issues and structures that underpin the school's objectives are contained in the programme and are taught at the appropriate point in the pupils' development. It includes units on sex and relationships education and addresses issues of drugs misuse. There is considerable flexibility to enable activities such as circle time to address issues of immediate concern to the pupils in a secure and supportive environment.
88. Although some of the topics are planned, for example, early in the autumn term every class discusses a new 'classroom agreement' which the pupils and adults sign-up to, circle time can often be spontaneous and organised to address a particular need.
89. Observation of PSHE lessons across the school involved good and very good teaching and a very good response from the pupils. A very notable strength is the way in which every pupil is included and respected. Discussion with groups of pupils during break-times revealed their confidence in being able to talk through a range of issues and occasional concerns in an open and democratic way. The activities make a very strong contribution to the social, moral and spiritual development of the pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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