

# INSPECTION REPORT

## **WADDINGTON ALL SAINTS PRIMARY SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120504

Headteacher: Mrs S Ashe

Lead inspector: Miss M A Warner

Dates of inspection: 19<sup>th</sup> – 21<sup>st</sup> January 2004

Inspection number: 261815

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:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	464
School address:	Mere Road Waddington Lincoln Lincolnshire
Postcode:	LN5 9NX
Telephone number:	01522 820099
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R S Thomson
Date of previous inspection:	16 <sup>th</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

All Saints County Primary School is situated south of Lincoln and serves the village of Waddington, including the community of RAF Waddington. It is bigger than most schools nationally, with 464 pupils aged 4 to 11 on roll. There is high mobility of pupils to and from the school during the year. Only 53 per cent of pupils who took the Year 6 national tests in 2003 took tests at the school in Year 2, and 23 per cent of these pupils did not take the Year 2 tests at all as they then lived abroad. The number of free schools meals, often used as an indicator when comparing the school's performance against that of others with similar intake, is not known, as dinners are not usually provided and the school believes that many families do not declare their eligibility for them. Ninety nine per cent of pupils come from white British backgrounds and no pupil speaks English as an additional language. The further one per cent of pupils are from four different ethnic backgrounds. The percentage of pupils identified as having special educational needs is 16 per cent, which is broadly in line with the national average, and three per cent of pupils have statements of special educational need, which is above the national average. Most children begin school with overall standards that are above the nationally expected levels in all areas of learning except literacy, which is in line with national expectations. The school achieved both the Schools Achievement Award and the Eco Schools Award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17288	M Warner	<i>Lead inspector</i>	Design and technology; Music; Foundation Stage.
19557	L Halls	<i>Lay inspector</i>	
30544	G Battarbee	<i>Team inspector</i>	Science; Geography; History; Religious education; Special Educational Needs.
12594	M Jeavons	<i>Team inspector</i>	English; Art; Physical education.
14509	P Mann	<i>Team inspector</i>	Mathematics; Information and communication technology.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Waddington All Saints Primary School provides a very effective education and very good value for money.** Pupils in Year 6 achieve well, reaching above average standards, in spite of considerable turbulence caused by the high mobility of pupils and instability of staffing. Pupils reach well above average standards in English, mathematics and art and design. The school plans very well indeed for this high level of turbulence and, as a result, all pupils benefit considerably from the excellent lesson and curriculum planning. The overall leadership, governance and management of the school are very good. Pupils are carefully assessed on entry and assessment results are used very well to plan lessons. Teaching methods are purposeful and very effective. Pupils have very good attitudes to one another and to learning which, together with this good teaching, results in their very good gains in knowledge, skills and understanding.

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

- The school is excellently led by the headteacher who is supported by a very effective senior management team.
- The school is highly inclusive, has very good links with the community, and supports and cares for its pupils very well.
- There are very good induction procedures when pupils arrive new to the school.
- Standards in information and communication technology (ICT) are below national expectations at the end of Year 6.
- Standards in science are not as high as in English and mathematics.
- Assessment data has not been collated to provide a whole-school profile of pupils' needs and achievements.

There have been considerable improvements since the last inspection and the school is more effective than it was then. Key issues have been addressed well. Governance and leadership have improved and standards at the end of Year 6 have improved in English, mathematics, art and design, music and history. The quality of teaching has improved and there have been considerable improvements in the planning and delivering of the curriculum and in provision for the enrichment of the curriculum. Standards in ICT are not as high as they were previously.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	A	C	A	A
Mathematics	B	C	A	B
Science	A	B	B	C

*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. However, only 53% of pupils at the school took the Year 2 national tests.*

**Pupils achieve well, taking into the account the large degree of turbulence.** Almost all the children reach the early learning goals set for children of this age when they leave the Reception classes and a significant proportion exceed them, especially in their personal and physical development. Standards are above average, overall, in Years 2 and 6. There are no significant differences between the achievement of boys or girls or those from different ethnic groups, but the follow up, after identification, of pupils who are gifted or talented could be improved. Pupils' English language and literacy skills and their competency in mathematics are well above average in both

Years 2 and 6, as are standards in art and some aspects of music. Whilst pupils in Year 2 reach average standards in ICT, standards are below average in Year 6 because the school has suffered from a series of technical problems, which has affected pupils' access throughout the school and especially that of the older pupils. **Pupils' personal qualities are very good including their spiritual, moral, social and cultural development.** Their attitudes and behaviour are very good and their attendance is above average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good.** The quality of **teaching and learning is very good.** It is very good in the Reception classes and Years 1 and 2 and good, overall, in Years 3 to 6 with very good teaching in some lessons. Assessment is used very well to plan lessons at the right levels for different groups of pupils. The school provides a very broad and balanced curriculum, which is enriched by a very good range of extra-curricular activities. The school takes very good care of its pupils and provides very good support, advice and guidance for them. Links with parents, the community and other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is outstanding and as a result **the overall leadership, management and governance of the school are very effective.** The school complies with all statutory requirements. Whilst the school has assessment data available to analyse weaknesses and assess trends, this is not easily accessible, as the technology planned to access it is not yet fully in place.

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

Parents have very positive views of the school which reflect a high level of satisfaction with the school's provision. A very small minority of parents express some concerns about the information that parents receive about pupils' progress. Inspectors support the positive views of parents and were able to endorse that pupils' annual progress reports do not indicate the levels of pupils' work. Pupils are positive about the school and particularly appreciate that there are adults to go to if they are worried at school. They would like to see the design of the corridor-cloakrooms improved.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in ICT.\*
- Raise standards in science, to bring them in line with those in English and mathematics, especially in investigation and problem solving.
- Improve the already good assessment, by bringing together the assessment data already in the school, so that the assessment co-ordinator, senior management team and governors are better able to gain a whole school profile of pupils' achievement.\*

*\*The school has already identified these as areas for development in the school improvement plan.*

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Pupils achieve well with standards above average overall.** Pupils' achievement is good in the Foundation Stage and in Years 3 to 6 and is very good in Years 1 and 2 where they make particularly good progress. Their achievement is satisfactory in Years 3 and 4, where there are often temporary teachers. Standards in English and mathematics and art and design are well above average.

#### Main strengths and weaknesses:

- Children's personal and physical development and their knowledge and understanding of the world and reading standards are above average in Reception classes.
- Pupils in Years 2 and 6 reach well above average standards in English, mathematics and art and design.
- Pupils' standards are above average on entry and they maintain this standard or improve on it in spite of turbulence as they go up the school. They achieve well.
- Boys now achieve as well as girls since a new approach to the curriculum has been introduced.
- Standards in ICT are below average because of technical difficulties experienced in the past.

#### Commentary

1. Almost all of the children reach the early learning goals set for children of this age when they leave the Reception classes and a significant proportion exceed them, especially in their personal and physical development. The Foundation Stage was only sampled during the inspection. Children are confident and achieve well in their personal development and literacy skills and their knowledge and understanding of the world. They reach average standards in their mathematical development. No judgement can be made about standards in their creative and physical development from lesson observations, but records from last year show that they achieved above average standards in both of these areas of learning. The achievement of children with special educational needs (SEN) in this stage is good because the teachers evaluate what additional help they need and build appropriate support and activities into the children's daily programmes. The most capable children have many opportunities to achieve their best.

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

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
Reading	17.9 (18.0)	15.7 (15.8)
Writing	16.6 (15.9)	14.6 (14.4)
Mathematics	17.4 (17.8)	16.3 (16.5)

*There were 69 pupils in the year group. Figures in brackets are for the previous year.*

2. In 2003, pupils in Year 2 reached standards that were well above the national average in reading and writing and above the national average in mathematics. Compared with similar schools, results were well above in reading and writing and average in science. There is no significant difference between the results of boys and girls in English but in mathematics boys reached slightly higher standards than girls.

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

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	28.9 (27.0)	26.8 (27.0)
Mathematics	28.3 (27.2)	26.8 (26.7)
Science	29.5 (29.6)	28.6 (28.3)

*There were 69 pupils in the year group. Figures in brackets are for the previous year.*

3. In 2003, pupils at the end of Year 6 reached standards that were well above the national average in English and mathematics and above the national average in science. Comparisons with similar schools is not fully reliable, as 53 per cent of the pupils were not in the school to take the national tests in Year 2 and many did not take them at their previous school. However, taking the figures available, when comparing results to those schools with similar results in Year 2, pupils attained well above average in English, above average in mathematics and in line with similar schools in science. There was no significant difference between the results of boys and girls.
4. During the inspection, standards overall in both Years 2 and 6 were above average. They were well above average in Year 2 in reading, writing, mathematics and art and design and above average in science, music, history and religious education. They were average in ICT. Design and technology, physical education and geography were only sampled and not enough work was seen to enable a secure judgement to be made on standards in these subjects. In Year 6, standards are well above average in English and mathematics and art and design, above average in music, history and religious education, average in science and below average in ICT. Whilst pupils in Year 2 reach average standards in ICT, standards are below average in Year 6 because the school has suffered from a series of technical problems, which has affected pupils' access throughout the school and especially that of the older pupils.
5. In Years 1 to 6, children with SEN continue to achieve well, often reaching at least satisfactory standards. This is due to the high quality of support provided by the classroom assistants. Communication between adults is good and information is shared effectively to ensure continuity and progression for each pupil. Individual education plans highlight detailed targets and useful strategies. Although these are kept in teachers' planning files and used by classroom assistants, there is little evidence to suggest that they are used to support the learning of these pupils when support staff are not present. The few pupils who come from ethnic minority backgrounds achieve as well as their peers. Although the school has identified pupils who are gifted or talented, the co-ordinating and monitoring of them is unsatisfactory. Trends over the last few years have been below the national trend, but this reflects the fact that standards are well above average and it is therefore more difficult to improve. The school exceeded its targets at both levels in English and at the higher level in mathematics in 2003. Results were slightly below the target at the expected level in mathematics.

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

Pupils' attitudes and behaviour are very good. Their personal development is also very good, with spiritual, moral, social and cultural development very strong features. Their attendance and punctuality are good.

## **Main strengths and weaknesses:**

- The very caring ethos of the school permeates all activities, and helps to promote pupils' very good relationships, attitudes and personal development.
- The very good role models of the staff ensure that pupils quickly know the difference between right and wrong and behave well.
- Pupils' spiritual, moral, social and cultural development is very good.
- Staff's good management of a small minority of pupils with behavioural difficulties is effective in curtailing disruption.

## **Commentary**

6. Pupils' attitudes, values and personal development are very good. The pupils are very well behaved, polite and courteous and respond well to the very caring ethos of the school. Pupils new to the school are supported very effectively by staff and other pupils through the 'buddying' system and quickly make friends and settle in. Those who display challenging behaviour are fully included, staff work well together to consistently reinforce appropriate behaviour. Most children in the Foundation Stage enter school with well-developed social skills. They quickly learn the classroom rules and routines. They enjoy the range of activities planned for them and are very eager to learn. A significant number of children exceed the early learning goals set for children of this age by the end of their Reception Year. Pupils in the rest of the school also enjoy school, and show a considerable pride in being members of the school community. They are interested and involved in the wide range of activities that the school provides, both in lessons and out of school hours. Parents are very supportive of the school, and very happy with the values the school promotes.

7. Pupils' behaviour in lessons and around the school is very good. No incidents of bullying were seen during the inspection. Many pupils display maturity and responsibility for ensuring that everyone has friends and is not embarrassed to use the system for finding a buddy. Racist incidents are very rare and the school helps raise pupils' awareness of equality and diversity. When given opportunities to work independently or in groups, pupils effectively work together, sharing and valuing ideas, and concentrating well on their tasks.

8. Pupils' relationships with adults and each other are very good, and have a positive impact on their learning. They are supportive of each other and their teachers. Pupils are happy and secure, and enjoy school life in an atmosphere where all are valued. Pupils respond well to the help provided, and enjoy the praise that is often given. They enjoy receiving rewards and strive to do well. Pupils of all ages mix well at playtime and lunchtime, and those with special educational needs take a full and active part in lessons and activities at playtimes.

9. The school cultivates and nurtures pupils' personal development very well, including their spiritual, moral, social and cultural development. Pupils' spiritual development is promoted very well through excellent assemblies. These are often taken by the headteacher who has a real understanding of the purpose of these times for collective worship and also makes full use of them for teaching purposes. The sense of purpose that is found in these assemblies, with pupils encouraged to think about matters that affect them personally, is reflected in all that the school does. The staff have particularly good behaviour management techniques and, because of this, expectations are clearly understood in the school and pupils have a good understanding of right and wrong. They are socially mature and relate very well to one another and to adults. Many pupils come to the school with knowledge of other cultures, having lived abroad, and can speak from first hand experience about them. This can raise questions and promote discussions which are very well handled by the staff. Pupils are being prepared well to live in a culturally diverse society.

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

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.4	National data	0.4

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

10. Pupils enjoy coming to school and both attendance and punctuality are **good** and above the national average, with levels of unauthorised absence well below the national average. No pupils were excluded in the last year.

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

**The quality of education provided by the school is very good.** The quality of teaching and learning is good. Assessment is good and the curriculum and enrichment activities meet the needs of pupils very well. They are very well resourced and accommodation is very good. Pupils are very well supported and cared for and their views are noted and acted upon well. Links with parents, the community and other schools are all very good. The leadership, management and governance of the school are very good.

### **Teaching and learning**

**The quality of teaching and learning is very good overall.** It is very good in the Reception classes and Years 1 and 2 and is good, overall, in Years 3 to 6, where there are also some very good lessons, particularly in Years 5 and 6. Pupils learn similarly well. Assessment is used well across the school. Strengths in teaching are in teachers' expectations and the use of assessment, the planning of lessons and the methods used, and in teachers' insistence of good behaviour and the inclusion of all pupils. Pupils learn very well because of this good teaching and because they apply themselves and work productively, both with others and on their own.

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

- Lesson planning is excellent.
- Pupils are assessed well on entry, what ever their age, and this ensures that work is challenging and very well matched to their different needs.
- Teaching is purposeful and the pace of lessons matches this.
- Teachers have 'conversations' rather than 'question and answer' sessions and this develops relationships and pupils' speech and ability to converse well.
- Teaching methods meet the needs of all groups of pupils and are very effective.
- Pupils' very positive attitudes to learning, and to each other, strongly contribute to their above average achievements.

### **Commentary**

11. The excellent planning of the curriculum has a direct impact on the excellent planning of lessons. Subject teams provide teachers with detailed lesson plans which are adapted as necessary for a particular group of pupils. These plans lay out the learning intentions for the lesson; suggest methods and resources to be used, and activities for pupils at different levels of attainment. Ways of assessing the pupils are also suggested. As a result, the impact that the mobility of teachers and pupils could make to pupils' learning is significantly reduced and all pupils gain, whether in this school for all their primary years or passing through the school, staying for only a short time. This planning also provides a very suitable curriculum for pupils in the mixed aged classes, including the Reception/Year 1 class.

12. The very good procedures the school has for assessing pupils in English and mathematics when they first come to the school ensure that work is set at an appropriately challenging level as soon as possible in these subjects. Teachers have high expectations of their pupils. These very good procedures also ensure that pupils with SEN access the curriculum at their own level. Assessment in other subjects is not as well developed as in English and mathematics. Criteria for identifying pupils who are gifted or talented in such subjects are not sufficiently related to National Curriculum Levels, despite the high number of higher-achieving pupils in the school.

13. Another marked strength in teaching is the pace and purposeful nature of teaching and learning. Whilst pace is not unduly rushed, and varies dependent on the activity, it gives pupils the message that they are in school to learn something of interest and that what the teacher has to teach them is of use to them and matters. Methods are often imaginative, for example the outdoor play village for the Reception classes and experimentation with different techniques in art in Years 1 and 2.

14. One of the initiatives that also has a very positive impact on learning is the involvement of the school in 'Team Teach' that promotes positive strategies for the management of pupils with behavioural difficulties. This underpins the calm approach to lessons and focuses on de-escalation of problems. In this way adults pre-empt inappropriate behaviour and one seldom hears pupils reprimanded. As a result, relationships are very good. Relationships are also fostered very well through the excellent way teachers talk to pupils. Question and answer sessions are conversations on equal terms and make use of and promote pupils' speaking skills and often wide knowledge of the world very well. Pupils, both boys and girls, at all levels of attainment, make very thoughtful contributions to lessons. The school's emphasis on equality of access to all the school has to offer is excellently lived out in lessons and the day-to-day life of the school. Pupils also learn very well because they apply themselves seriously and work productively, both with others and on their own. Their own focus on and interest in learning contributes strongly to their successes. Areas for further development are in pupils' understanding of their own learning and the use of the final session in some lessons.

**Example of outstanding practice**

**Subject teams write curriculum plans which meet the needs of a school with mixed aged classes, pupils of a wide range of attainment and a high mobility of pupils and teachers.**

The school maintains high standards, in spite of high mobility, instability of staff and mixed-aged classes, through excellent planning. The subject leaders have used their subject expertise to write half-termly unit plans for the school which meet the needs of the year group they were written for, utilising local resources and expertise and clearly identifying outcomes for high, middle and low achievers across two year groups. These have become the school's medium term study unit plans and are supplemented by suggested lesson plans, with relevant resources and assessment expectations identified. Subject leaders have worked with shadow leaders from the alternative key stage and liaised with team leaders in different phases to ensure cross-curricular links and appropriate standards. Each teacher now takes the unit plans for the half term and, with teachers of the same year group, modifies the lesson plans by annotating them to meet the needs of their own class. At the end of the study units they, as a team, evaluate, annotate and return them to subject leaders for consideration for change in the next cycle of planning. This has led to continuity in planning, the raising of standards and enjoyment in learning and teaching. Such thorough preparation enables teachers to concentrate very effectively on teaching and learning in lessons.

15. The grading of observed lessons, shown below, does not fully reflect aspects of teaching, such as the excellently prepared lesson plans. These plans are now taken for granted in the school. When their quality is taken into full consideration, along with other aspects on which teaching is graded, the overall quality of teaching is very good.

**Summary of teaching observed during the inspection in 52 lessons**

<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Poor</b>	<b>Very poor</b>
2 (4%)	11 (21%)	24(46%)	15 (29%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

## THE CURRICULUM

The curriculum is **very good** overall.

### Main strengths and weaknesses:

- The school offers its pupils a rich, stimulating and well-planned curriculum.
- Literacy and numeracy are strengths of the school and provide a very good development model for the other subjects.
- There are very good enrichment opportunities within the school curriculum and outside the school day.
- The school provides very good accommodation and resources for all pupils.
- Information and communication technology (ICT) is under-developed throughout the school.
- The follow-up after identification of gifted and talented pupils is insufficient.

### Commentary

16. Children in the Foundation Stage benefit from a very good curriculum supported by very good provision for outdoor learning. The high quality curriculum planning enables children to achieve well across all areas of learning. The outdoor village is a particular feature of the school and the Foundation Stage curriculum, paid for by the Parents' Association. Six houses, including a café, garage, doctors' surgery, vet, police station (with cell), and home, are arranged around a central climbing frame and a pathway on which children ride bicycles or push prams. The opportunities for developing numeracy and literacy through planned and supervised play are considerable.

17. Pupils in Years 1 to 6 have a rich and varied curriculum that includes high quality experiences in literacy, numeracy, the arts and the humanities, particularly religious education and history, where in Years 3 to 6 there has been a marked improvement since the last inspection. The curriculum has recently been re-designed, following discussions with the pupils and staff. A carefully planned, cross-curricular thematic approach now motivates staff and pupils and the flexibility in its design and management ensure that the needs of all the pupils are met, including those who move frequently with the Royal Air Force. The school is very effectively integrating the arts into this thematic approach and has been particularly successful in motivating the boys in all areas of the curriculum. The curriculum is enriched with a very wide range of additional opportunities, such as; French lessons, master classes, various links with secondary schools, visits for every curriculum theme, participation in national and local projects and visitors to the school, to name but a few. Every day there is a very wide range of activities before and after school and during lunchtime. The older pupils mainly attend these and the school is currently reviewing its additional provision for younger pupils. Pupils with SEN have full access to all the provision and this ensures that they make good progress. The school works hard to ensure all the pupils are included. Data is checked for gender differences in achievement and the needs of pupils from ethnic minority groups are carefully assessed to ensure equal opportunities. Although the curriculum is well matched to the needs of different ability groups, the identification and provision for gifted and talented pupils is insufficient and in some subjects these pupils could achieve more highly. The school has a very good development plan for ICT, but has been unable to realise it, due to a range of external problems. This has resulted in the subject being under-developed in spite of the existence of a computer suite and hardware for every year group. There is a programme of lessons for sex and drugs education, and the school nurse contributes to the teaching of these in Years 5 and 6.

18. There is a good match of teachers to meet the needs of the curriculum and the well-trained and well-deployed teaching assistants make a positive contribution to the pupils' learning. The schools' accommodation and resources for learning are very good. These have been improved significantly since the last inspection. The newly opened purpose-built hall makes a valuable contribution to pupils' physical development and provides a high quality space for a wide range of activities. The school grounds are extensive and have been imaginatively developed to provide a great variety of learning and play areas for pupils. The administrative areas have been re-developed

to give a safe and attractive entrance to the school and the staffroom has been relocated and is now a good quality professional area. The new library is well stocked with an interesting range of good quality books. There are also areas for pupils to read or study individually and in groups. The learning resources are well organised, accessible to staff and pupils and are of good quality. Pupils are careful with resources and use them effectively to support their learning.

### **Care, guidance and support**

The care, guidance and support for pupils are **very good**. Pupils enjoy very good relationships with staff, which increases their confidence in seeking support when they have any concerns or wish to share their joys.

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

- Pupils with SEN are very well supported.
- Good support is provided by the school nurse and outside agencies.
- Pupils with behavioural difficulties are especially well provided for and effectively included in lessons and activities.
- The school has an excellent pastoral care policy which is very effectively implemented.
- Teachers and support staff work very well together to meet individual pupils' needs.

### **Commentary**

19. The school's procedures for ensuring the safety and well-being of pupils are very good. First aid provision and arrangements for medication is good and, through participation in the 'Healthy Schools' and the 'Eco-Aware' projects, healthy and safe living is promoted well.

20. Child protection procedures are very good and the school exercises its responsibilities with vigilance and care.

21. Induction arrangements are very good, both when children start in Reception class and when their families have been posted to the area. A very strong emphasis is given to developing good and trusting relationships between pupils and staff. Those pupils new this term felt that this had given them confidence to seek support and guidance when they were having any difficulties. Staff provide a good response to such requests and, through their good knowledge of pupils as individuals gained through early assessment of pupils' personal and academic development, provide well-informed support, advice and guidance.

22. Pupils with SEN are supported very well. The school works closely with other agencies; for example, the school nurse visits regularly and provides good support on health related issues. She speaks highly of the school's ability to promote health and welfare.

23. The school successfully seeks pupils' views through the School Council. They meet regularly to discuss issues: the headteacher facilitating these meetings. Pupils are involved in new projects and their ideas are valued and used to, for example, resolve any issues that arise.

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

Parents have very positive views of the school and the education which it provides. The partnership between school and home, other schools and the community is **very good** overall and plays a positive role in supporting pupils' learning at school and home.

## **Main strengths and weaknesses:**

- Parents are very happy with what the school provides for their children.
- The school's partnership with parents makes a positive contribution to pupils' learning.
- Links with the community enrich learning experiences for pupils and provide good opportunities for their social development.
- The quality and informative content of newsletters and general information provided to parents are good.
- The Parent Teacher Association works very hard to support the work of the school and makes a great difference to the quality of school resources, activities and the environment.
- Reports to parents about their children's progress do not provide details of the levels that pupils are working at.

## **Commentary**

24. The very positive views of parents reflect an overall high level of satisfaction with all aspects of the school's provision. A very small minority of parents express some concerns about the information that parents receive about pupils' progress. Inspectors support the positive views of parents and agree that it would be helpful to parents to have more information about the standard of work their children are working at compared with others of their age. Newsletters and general information provided to parents are good and the secretary ensures new parents are well informed. Annual reports demonstrate the good knowledge that teachers have of pupils and inform parents about the work that pupils have completed and their attitudes; targets are identified but the stage of their learning is not clear.

25. The school has good arrangements to survey parents and gain their views, which are fed into the school improvement planning process. The school normally manages to resolve any concerns of parents informally. However, in the event that a parent should wish to make a formal complaint, there is an effective complaints procedure.

26. Many parents support their children well at home by sharing books with them and helping them with their homework. A good number help in school on a regular basis.

27. The Parent Teacher Association is run by a hardworking committee and successfully raises significant funds to provide additional resources and learning opportunities for pupils. They have been able to fund, for example, the development of the infant playground, which has greatly enhanced the environment for playing and learning.

28. Links with the community and a wide range of visits and visitors provide very good enrichment of the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others.

29. Links with other schools are very good and the school plays an active part in the local group of schools. Links with secondary schools appropriately support the transfer of pupils at the age of eleven by providing opportunities to visit and gain an understanding of what secondary schooling will be like. A secondary mathematics teacher teaches in the school, which is an added benefit.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The contribution of the headteacher to the leadership and management of the school is **excellent**. Leadership and management shown by other key staff are **very good**. Governors have clearly defined roles and responsibilities, they meet challenges with determination and their governance is **very good**.

### Main strengths and weaknesses:

- There is a very clear, shared vision by the headteacher and governing body.
- Very good strategic planning sets achievable goals.
- The senior management team works very effectively to bring about change.
- Leadership of the curriculum is outstanding.
- The school makes equal opportunities a very high priority.
- The challenge of the high mobility of pupils has enabled the school to establish very efficient management and organisational systems.
- The governing body is very effective at both supporting and challenging.

### Commentary

#### *Leadership*

30. The leadership of the school by the headteacher is outstanding. After only two years in post her calm professionalism and determined vision has enabled the school to grow in a number of areas despite the challenges of building works, high turnover of staff and high mobility of pupils. She is respected by those around her, she leads from the front and the warm and friendly ethos of the school is a direct result of her leadership.

31. The excellent leadership of the curriculum is a result of delegation by the headteacher that is both supporting and challenging. The headteacher promotes a collaborative approach to curriculum planning and monitoring and this ensures excellent continuity across the school. This established system provides a stable working environment for the pupils and they respond with calm and respectful behaviour and very positive attitudes to their learning and school. All pupils are valued and management systems ensure that all are included in what ever is provided, whilst care is taken to meet pupils' individual needs. The leadership of the work for pupils with SEN is very good and ensures that these pupils are supported well. The school is aware of the need to put into action the new criteria for identifying the needs of these pupils, improving the writing and use of individual education plans, and formalising communications with parents.

32. The headteacher, senior management team and all staff and governors work effectively together to evaluate and set priorities for the whole school improvement plan. This is an all-embracing document and sets out the strategic direction of the school for the following year as well as outlining school philosophy with respect to mission and ethos. The progress against the school improvement plan is closely monitored and this further enables a determined and effective leadership.

#### *Management*

33. Overall, the management of the school is very good. The procedures in place to enable the school to run smoothly on a day-to-day basis enable pupils to enjoy their time in school. There are good strategies for evaluating how well the school is progressing in order to plan for the future and to cater for unforeseen events, such as the high mobility of pupils or staffing absences.

34. Subject leaders have clear roles and responsibilities. While they monitor plans and coverage of the curriculum, the monitoring of teaching and learning in the classroom is limited except for English and mathematics, as their time this last two years has mainly been taken up with writing these curriculum and lesson plans. The school contributes to the training of a variety of students and the school has an effective induction programme that enables new and newly qualified staff to be well supported and to quickly become part of the teaching team. As a result of their performance management, staff take up the opportunity to improve their knowledge and skills by participating in a wide range of training available either from the local education authority (LEA) or other providers.

**Governance**

35. The role of the governing body has developed well since the previous inspection. Governors are aware of the difficulties involved through enforced mobility and have changed their structure, such as in the choice of committee chairmen, to accommodate this and to ensure greater continuity. The members of the governing body form a very strong team and offer a wide range of expertise. This, through various committees, is used for the benefit of the pupils and the community. Governors fulfil their responsibilities very well and make a major contribution by supporting the new leadership of the school in enabling greater continuity of learning across a wider range of subjects.

36. All statutory requirements are met fully, including effectively promoting the race equality policy in ensuring all pupils, including those from minority ethnic groups, are fully included in the school community. Self-evaluation of the school is now established and while the headteacher leads the process, the governors play a key role. Governors are well aware of the school's strengths and weaknesses and have clear ideas as to how the school needs to develop. They are prepared to challenge decisions, for they recognise the continual need to raise standards and ensure that each pupil is provided with the best provision available. Through monitoring and analysis of its performance, the school is able to take effective action towards improving standards both in teaching and learning. The governor with responsibility for SEN makes a significant contribution to the management of provision for these pupils. Governors are mindful of the current financial restraints resulting through high mobility but are clear where their priorities lie, for example recently ensuring the new building is as well resourced as possible.

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

Income and expenditure (£)	
Total income	1,003,489
Total expenditure	937,826
Expenditure per pupil	2074.84

Balances (£)	
Balance from previous year	18,970
Balance carried forward to the next	63,830

37. Management of the school's finances is good. For the past two years the school has engaged an independent financial advisor, as the high mobility of pupils within the school brings financial challenges; for example, the cost of consumable goods such as exercise books, and hence the larger than average carry forward. The school works hard to obtain best value for money. It compares itself with others and challenges its own effectiveness. For example, the school has reviewed the budget allocation for pupils with SEN in order to direct more adult support time to these pupils. The school has managed to achieve its financial priorities and keep within a balanced budget in spite of a reduction in funding from the LEA. This is because the headteacher, finance officer and the finance governor are well qualified and efficient and are able to provide the governing body with good recommendations with regard to income and expenditure. The school is very effective and gives very good value for money.

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

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

Provision in the Foundation Stage is **very good**.

38. The Foundation Stage was sampled during the inspection, with full lessons observed in literacy and numeracy and short observations made in other areas of learning. Children enter the school in the term they are five. However, very many children enter and leave the school during the Reception Year. This is reflected in the data for 2002-3, which records attainment on entry for 130 children, although there were only 64 children in Reception at the end of the year. Of these children, over half began school with levels of attainment higher than the average in all areas of learning. Children are organised in two mixed-ability, mixed-aged Reception classes and one Reception/Year 1 class that includes eight Reception-aged children who joined the school at the start of the year but after class lists had been completed. The curriculum is planned very well for all Reception children, including these eight who benefit from working with the older pupils, as well as with children of their own age for group work in a shared area outside the classroom or in the outdoor play areas. Good attention is given to their individual needs.

39. Children in all classes achieve very well and, by the end of their Reception Year, almost all of them reach the early learning goals set for children of this age and a significant proportion exceed them. The provision for, and achievement of, children with learning difficulties are good and the more able children are provided with many opportunities which challenge them well.

40. Accommodation and resources for the Foundation Stage are very good. A well-planned timetable makes good use of the shared area adjoining the classrooms for group activities such as small-group literacy or numeracy teaching, role-play and art. The two outside play areas are resourced very well indeed. The nearest hard surfaced space is used for group teaching and the larger area is excellently set up with play houses, which together make a village in which children can act out daily life. These houses are joined by a path, along which children can ride their bicycles or vehicles or push their prams, and in the centre is good-sized climbing equipment, to develop their physical skills. The whole area is exceptionally well organised and provides many opportunities for children to develop all the areas of learning expected of them through the Foundation Stage curriculum. The leadership of the Foundation Stage is very good, the planning of the curriculum being excellent.

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

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

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

- A significant proportion of children exceed the early learning goals by the end of their Reception Year.
- Children are confident and achieve well.
- Provision is very good, especially through outdoor play activities.

#### **Commentary**

41. Most children in the Foundation Stage enter school emotionally very well developed, with good social skills and attitudes. They quickly learn the classroom rules and routines and enjoy the range of activities planned for them. By January, three-quarters of the children are already well on

course to achieve the early learning goals early. They are very eager to learn and in all lessons the majority show that they know how to take turns, although the most able sometimes find it hard to wait for their turn to answer questions. Children line up well to go to the hall and they clear away sensibly. They relate very well to each other and share equipment and help each other, such as when using the tape recorders or computers. Role-play both inside and outside promotes their personal development very well indeed. Adults are excellent role models in their caring attitude to the children. Relationships are also fostered through the excellent way they speak to the children.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is very good.

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

- A wide range of literacy skills are taught within a session.
- Provision for the most able and lower-attaining pupils is very good.

### **Commentary**

42. Children begin school with average communication and literacy skills. They make good progress and, by January, over half are on course to exceed the early learning goals by the end of the year and the remainder to achieve them. In lessons, children are highly motivated and more-able pupils excel in all that they do. All children achieve very well in this area of learning, because of very good teaching.

43. Teaching is very good because teachers understand the many teaching points that can be made through one activity. For example, when discussing how to design a cover of a book children are reminded of facts they have learned and taught new skills, such as: that the person who writes a book is called an author; a title needs to be written that begins with a capital letter and has spaces between the words; and that 'ee' is two letters but one sound. The teacher models well how the cover should look, after discussing with the children, where writing and pictures should be placed on the page, demonstrating how to draw a line first on which to write the letters and reminding them that letters should end with a flick. Higher-attaining pupils are particularly well challenged and enjoy demonstrating their knowledge, suggesting that a full stop should go at the end of the sentence. This initiates discussion as to whether this applies when writing a title. A considerable amount of learning takes place in one session, covering a wide range of literacy skills because of the excellent planning for the subject.

44. Children also enjoy listening to story tapes and reading with other children in a group, for example with a parent volunteer who regularly takes a group and is briefed very well. She attends the session where children are taught letter shapes and sounds, using hand actions and follows this up by asking them to pick out the letters in the text of stories. They have opportunities to write independently at the writing table and they use the literacy program on the computer with confidence. Lower-attaining children use play dough to cut out the shapes of different letters. Through role-play and a puppet theatre, children act out what they learn and develop their speech and language well. The use of dictaphones, for example, to retell the story of the Three Little Pigs, also promotes their speech well.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is good.

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

- Children's understanding of shape, space and measurement is good.
- A very good variety of practical activities help children to solve every-day mathematical problems.

### **Commentary**

45. When children start school their ability to recognise numbers is good and their ability to calculate and recognise shapes is average. Good progress is made by all children to extend these skills. Children are well on the way to exceed the early learning goals in shapes, space and measurement and to meet them in numeracy by the end of the year, but there is some inconsistency between classes in their rate of progress.

46. Mathematical activities take place in the hall, the playground and in the classroom. For example, children use the larger expanse of floor to place number tiles in order, correcting them when they are out of sequence. In the playground, they estimate size by placing planks from one tyre to another, first estimating the space between them to decide if the plank will fit. They measure, using their own feet. In the café they learn about shopping and 'pay' for the items they want to buy. In the mixed-aged class, Reception children count to five and some to ten, and add up, for example the people on the lower and upper deck of a bus. They also use a programmable floor turtle and dice to add two numbers together and to set the program. Real-life activities are very well planned, demonstrating to children how mathematics can be used to solve problems in everyday life.

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

47. Children start school with expected levels of knowledge and understanding of the world and make very good progress. By January, they are well on the way to exceeding the early learning goals by the end of the year.

48. Opportunities are given for children to talk about the future or 'long ago'. They bring photographs of when they were babies. They examine everyday objects, and describe what they are made of and what they are used for. One of the most effective facilities, in developing the children's knowledge and understanding of the world, is the outside play village. Here they learn how to relate to one another in different situations and how different aspects of village life are interlinked. They buy from the shop, drive to the garage, have a snack in the café and are reminded of the need to keep rules when they visit the police station (contributing to an understanding of citizenship). In religious education lessons, they talk about what is special to them and how they should handle special things with care. Computers are used well to teach a range of skills and children are confident in using them.

49. Very good teaching enables children to improve construction techniques and learn further about the world around them. For example, in the outside teaching area they learn how to lay bricks, having studied a wall. They mix sand and water, smooth the mixture across bricks with pallet knives and place the bricks accurately to make a wall. They apply what they have learned very well indeed when they later construct buildings on their own, using wooden bricks.

## PHYSICAL DEVELOPMENT

50. Children's physical development is average when they begin school, they make very good progress, and records show that by the time they leave Reception the majority exceed the early learning goals. In the hall, children learn to use space well, they are beginning to understand how to use their bodies in different ways, for example to stretch or curl and to run, gallop, skip or tiptoe. They demonstrate how they can jump from two feet to two feet over a rope. Demonstration is used well to promote learning. Their physical development is also promoted through the large outdoor climbing equipment, but this was not in use during the inspection.

## CREATIVE DEVELOPMENT

51. Children's creative development is average when they begin school, they make very good progress and by the time they leave Reception the majority exceed the early learning goals.

52. No art lesson was observed but displays show that children use colour well and can mix colours, for example to paint a rainbow. They use pencil and paint to draw the class teddy bear and play dough and other construction materials to make or build models. Children thoroughly enjoy music lessons and learn to use instruments and their voice to accompany, for example, the story of Little Red Riding Hood. Their enjoyment when listening to the tape recording of their achievements was obvious. They join with all activities with real enthusiasm and enjoyment and are highly motivated to achieve.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses:

- Excellent planning produces a varied and interesting curriculum and contributes well to the above average standards.
- There is a very effective management team.
- Pupils are enthusiastic about their work.
- Assessment is used very well.

#### Commentary

53. The staff, including support assistants, work very hard as a team to encourage pupils' love of learning. Teachers have high expectation of their pupils and use interesting ideas and resources to motivate them. Pupils' achievement throughout the school is good and standards are well above average at the end of Year 2 and Year 6. The results of the 2003 National Curriculum tests were well above average. This represents an improvement since the last inspection when both achievement and standards were judged to be above average.

54. The pupils have many opportunities to develop their skills of speaking and listening. Standards are well above average. Pupils speak confidently and many class discussions become conversations because the teachers value their pupils' opinions, and do not talk down to them. Unfamiliar words are explained and repeated and the pupils are encouraged to talk to each other, which they do in a very sensible manner, as they discuss and solve problems posed. The school is using the Music, Art, Dance and Drama (MADD) programme to enhance the creative curriculum and many lessons involve pupils in role-play which improves further their speaking and listening skills, as

well as adding to their enjoyment of learning. It was particularly pleasing to hear one Year 6 pupil reading out his version of a Greek myth. He used intonation very well and changed the intonation of his voice to represent the different characters in his story. The pupils take part in school productions regularly, which gives further opportunities for public speaking.

55. Standards in reading are well above average throughout the school. The pupils are encouraged to take their books home and read with parents and there are well-organised group reading activities every day, all of which develop pupils' knowledge of words and love of stories. Many pupils are reading independently by the end of Year 2. The pupils, even at this age, are developing preferences for the work of different authors, Jacqueline Smith, Roald Dahl, and J.K. Rowling being some of their favourites. Parents are fully involved and reading is a high priority throughout the school. The pupils also use the library well to find information.

56. Writing standards too are well above average throughout the school. Pupils' writing is varied and interesting and takes account of a variety of purposes and a range of audiences. In Year 2, pupils are using capital letters, full stops and some use speech marks correctly. The pupils start to join their writing early and, by Year 3, most writing is neat, joined and legible. By Year 6, punctuation is sound and paragraphs used. Extended pieces of writing are lively and imaginative and the pupils show good use of vocabulary. A Year 5 pupil wrote:

*"Her most horrifying and extraordinary characteristic is the slithering, silvery snakes sprouting uncontrollably from her head replacing ordinary strands of hair."*

And from a Year 6 pupil:

*"His blue fluorescent eye had a brilliant white centre which was as if the moon was rising in a clear night sky."*

57. The inspection found that pupils with SEN are well supported and every effort is made by staff to raise their attainment by setting carefully planned work. The achievement of these pupils is good because they are well supported and encouraged by knowledgeable teaching assistants and they have a comprehensive range of additional opportunities and resources that focus on their particular needs. These enable the pupils to reach the appropriate standards in both reading and writing.

58. Teaching in English is good and sometimes very good. There is no unsatisfactory teaching. Teachers help pupils develop their literacy skills through very well planned, purposeful and enjoyable activities. This is made easier by the creative curriculum being promoted by the school which creates a colourful, happy and lively atmosphere where pupils are motivated to achieve.

59. The management of English is very good. The co-ordinators are very knowledgeable and enthusiastic and have a clear view of the strengths and needs of the subject. Planning is excellent and assessment is used very well to respond to individual needs.

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

60. The creative curriculum is providing many opportunities for language and literacy in other subjects. Appropriate use is made of subjects such as geography, history and religious education to develop writing skills and through music, art, dance and drama, often linked to those subjects, language and the content of writing is being improved.

## MATHEMATICS

Provision for mathematics is **very good**.

### Main strengths and weaknesses:

- Standards are well above average by the end of Year 2 and Year 6.
- There is strong leadership of the subject.
- Assessment systems are very good and help to contain the effects of pupil mobility.
- Teachers' planning is very good.
- Pace and use of resources (especially teaching assistant support) are good.
- There is not enough use of ICT to support mathematics.
- There are too few opportunities planned for the use of numeracy in other subjects.

### Commentary

61. Since the previous inspection, standards have improved throughout the school. In Year 2 and Year 6, pupils are working well above national expectations. Pupils are organised in groups and this enables teachers to provide very well for the wide range of attainment in each year. Pupils achieve well in Years 2 and 6. In all years a good quantity and quality of work is produced. This includes all pupils, those with SEN, boys and girls and pupils from minority ethnic groups.

62. Pupils in Year 2 carry out accurate addition and subtraction, show a good understanding of place value and are able to partition and recombine numbers to solve problems and to explain the process. Higher-achieving pupils show confidence with three digit numbers. Pupils in Year 6 build on the good standards achieved in Years 1 and 2. They carry out challenging multiplication and division to several decimal places when solving problems such as calculating areas. Their mental strategies are good, as these sessions contain demanding tasks, for example, to calculate 15 per cent of £88.80. Teachers explain processes clearly and provide many opportunities for their pupils to articulate their own number strategies, helping them to widen their understanding. Different routes to the same answer are explored and the more efficient route explained and discussed. For example in Year 6, the several ways to calculate £120 +VAT at 17.5 per cent were explored in depth using calculators.

63. Pupils are developing problem-solving skills with confidence. Effective use of resources in a Year 1 and Year 2 class enabled pupils to observe and see how the use of Unifix cubes illustrated the partitioning process. Problem solving activities in Year 5 and Year 6 classes challenge pupils' thinking and enable them to use their numeracy skills within a variety of contexts. Pupils are confident in talking about their strategies but there is scope to enhance their learning further by providing opportunities for them to describe in written form the stages of their problem solving. Pupils with SEN make good progress, due to the effective small group work led by teaching assistants who use carefully tailored planning.

64. Strong leadership in the subject has enabled well-established classroom procedures to be followed throughout the school. These have a good impact on how pupils set out their work and the development of accuracy. Standards of presentation are very high and pupils take a pride in their tidily laid out work. In all, four members of staff manage the subject across the school. This leads to very good planning for pupils' systematic progress in the subject. Very effective assessment systems cater for the high turnover of pupils and help staff to place newcomers in the correct group rapidly. Assessment enables individual target setting and pupils' progress is tracked efficiently. Test results are analysed and areas of weakness fed back into teachers' planning. Grouping for mathematics ensures pupils work to their full potential. The highest-achieving group in Year 6 has additional teaching by the headteacher or a secondary mathematics teacher. This enables these pupils to carry out very challenging work. Some also attend out of school classes, which further helps to raise standards.

65. The school has adopted the National Numeracy Strategy and it is firmly embedded in planning. The three-part lessons are generally well paced, effectively resourced and teachers have high expectations of both behaviour and effort. More opportunities for pupils to reflect on what they have learned would enable them to become more aware of their learning. Where necessary, planning is adapted as a result of short-term assessments and the provision for all abilities enables most pupils to make good progress. There are good procedures to keep the teaching assistants informed. Assistants also make a contribution to the on-going assessments, enabling teachers to be well informed about their pupils' progress.

66. The school is beginning to integrate ICT into mathematics lessons. This is chiefly through classroom computers which offer skills practice software to support specific learning skills. There is not yet an established use of the computer suite where teachers use ICT as a teaching resource to widen pupils' knowledge and understanding of numeracy, nor is the suite used regularly for numeracy lessons.

### **Mathematics across the curriculum**

67. Numeracy across the curriculum is incidental rather than planned. Within science, pupils draw and interpret graphs and enter data into tables but opportunities to use numeracy in other subjects, especially design and technology, geography and history could be developed further.

## **SCIENCE**

Provision in science is **good**.

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

- Detailed subject planning and cross-curricular themes provide a very good basis for pupils' learning.
- The focus on investigative and problem solving enhances pupils' thinking skills.
- Good leadership underpins effective teamwork.
- There is a clear vision for the future development of the subject.
- Pupils' enthusiasm for science is reflected in the high quality of their written work.
- Further subject knowledge is required in order to challenge the more able pupils when learning about investigations and problem solving, particularly in the physical processes.
- There is a lack of ongoing rigorous assessment for each year group.

### **Commentary**

68. From the lessons seen and an analysis of work, standards in Year 2 are above average and pupils achieve well. In the 2003 national tests, 38 per cent of the pupils achieved the higher Level 3 and the evidence suggests that pupils presently in Year 2 will continue to achieve high standards. The pupils entered the school with average and sometimes above average understanding of the world about them and, in spite of the disruption caused by high mobility, continue to achieve well. Pupils in Year 6 are in line to achieve the expected standards by the end of the year. The high levels of mobility affect pupils' achievement in science. In the last academic year only 53 per cent of the pupils remained at the school throughout Years 3 to 6. Mobility this year is in line to be similar. Significant proportions of the pupils who join the school have had limited or no experience of the National Curriculum for science. This creates gaps and inconsistencies in the coverage and progression of the pupils' learning. This issue is particularly relevant to science because the subject knowledge is designed to be taught in blocks, and the investigations and problem solving aspects also require a progressive approach. To address this issue, the school has introduced immediate assessments of pupils on entry, which is leading to detailed planning at different levels and flexibility in curriculum design. Using these systems, the individual needs of the pupils are being more accurately identified and the curriculum effectively matched to them. Plans are in hand

to improve the ongoing assessment of the pupils but at present this is insufficiently rigorous and does not provide enough information about individual pupil's progress. The achievement of pupils with learning difficulties is good because the work is matched well to their needs and they are well supported by classroom assistants. Boys and girls achieve equally well.

69. In the lessons seen during the inspection, teaching varied between satisfactory and excellent. Overall, teaching and learning in Years 1 and 2 are good and in Years 3 to 6 are satisfactory. Lessons are well organised and pupils' behaviour in lessons is very good, allowing all the pupils to concentrate well. The integrated nature of the subject planning means that the pupils understand the relevance of their learning. In Years 1 and 2, for example, the pupils thoroughly enjoyed studying materials for different purposes linked to their learning about India and their study of the story *Jamil's Clever Cat*. In Year 5 and 6, pupils enthusiastically explained their preference for themed work and described this term's study about *North, South, East and West*, in which they will learn about the science of sound. There are good examples of the use of mathematics in science. For example, in Years 3 and 4, pupils record their findings about the growth of plants in a range of tables and charts. Many pupils were keen to talk about their 'Healthy Schools' initiative and their 'Eco' Award. In lessons where pupils' learning was good or better, pace was used well, to maintain motivation but also to allow thinking and discussion time. The pupils work both collaboratively and independently and the teachers encourage them to contribute fully to lessons. In Years 5 and 6, there is some very good marking, requiring pupils to extend their thinking, but this quality of marking is not consistent. The school focus on investigation and problem solving has created an enthusiasm among the pupils and standards in these aspects of the subject are improving. In Years 5 and 6, further detail is required in this part of the planning to ensure that new entrants gain investigative and problem-solving skills that they may have missed previously. Teachers in Years 3 to 6 sometimes lack the subject knowledge needed to teach about physical processes and provide the right level of challenge for more able pupils. Information and communication technology (ICT) is not used well to support science, largely due to the practical difficulties the school has experienced with their hardware.

70. Leadership in science is good and has led to improvements since the last inspection. The school has introduced a system whereby the subject leader is supported by a shadow subject leader from a different phase. This system works well and has led to very good planning, teamwork and an enthusiasm for the subject. The subject leader analyses the national end-of-year results in Years 2 and 6 well, and uses the information to guide strategic planning, such as that related to the mobility of pupils and its impact on their learning. Ongoing assessment for other year groups is insufficient to provide for the needs of individual pupils. The subject leader has begun a programme for the monitoring of planning and pupils' written work and has provided feedback for the teachers. An analysis of the strengths and weaknesses of the subject has been made and a detailed action plan is in place.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **satisfactory**.

### Main strengths and weaknesses:

- Standards are in line with national expectations in Years 1 and 2 and below in Years 3 to 6.
- Resources have improved, especially the setting up of the suite and the addition of digital cameras.
- There are shortcomings in the way classes access ICT in the suite.
- The teachers' confidence and competence has improved but requires further development in areas such as data handling throughout the school, and control and monitoring in Years 3 to 6.
- Teachers are working hard to use ICT across the curriculum and this is working satisfactorily in a number of subjects.
- Technical support is good and this impacts on technical reliability, teachers' confidence and pupils' learning.
- Management is good.

### Commentary

71. Whereas standards for Year 2 have been maintained since the previous inspection, they have deteriorated for older pupils. Pupils in classes from Year 3 to Year 6 lack the confidence, knowledge and understanding that is gained when ICT is used regularly to support learning. Standards are below those expected nationally. The school has suffered from a series of technical problems, which has affected pupils' access throughout the school, particularly that of the older pupils. The newly established computer suite and new hardware should now offer all pupils satisfactory access on a regular basis. Younger pupils from Foundation Stage classes to Year 1 and Year 2 have made good use of their classroom computers and this has had a positive affect of the development of their skills.

72. The school has worked hard at providing improved provision with both hardware and software, although pupils' access to the full range of software is not yet established. However, additional resources, such as digital cameras, are supporting pupils' learning well. Pupils use the cameras to record many aspects of their work, such as hunting around the school play areas and recording different materials for science in Year 1 and Year 2. Classroom activities throughout the school are recorded in this way and many displays are enhanced through the use of this technology. The Internet is used well, within the suite and in classrooms; for example, for researching into mountain ranges for geography or finding out about the Ancient Greeks in history.

73. The computer suite enables teachers to display clearly how various software works and this enables pupils to make good progress. When pupils work in pairs at the computers, however, conditions are crowded and they become easily distracted, which affects their progress. In a Year 1 and Year 2 lesson, half the class were using the computers independently whilst the remainder were out using digital cameras. This enabled all to make better progress.

74. Teachers use the school's scheme of work to plan their activities and the scheme contains good links to other subjects. For example, Year 5 and Year 6 pupils were engaged in producing a multimedia presentation based on life in Ancient Greece, using information from the Internet and in Year 1 and Year 2, the digital camera has been used to make Christmas cards and to record a visit to a local church. Other examples of cross-curricular use are seen in science, design technology and art and design. The scheme enables teachers to offer a variety of related activities but these are not always matched to their pupils' abilities. Weaker areas of provision include progression in database activities and the use of control and data-logging equipment.

75. The management of ICT is good. The school has clear intentions as to how the subject is to be developed, especially in the light of earlier technical and building problems that affected pupils' access over a long period of time. The school has good technical support now which helps greatly with hardware reliability. A comprehensive assessment system has been bought in, but has yet to be implemented. Improved assessment procedures are needed to ensure that all pupils are offered challenging activities.

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

76. The school is beginning to use ICT satisfactorily across the curriculum, especially where teachers are familiar with the software and teach confidently with it. Cross-curricular use of ICT is not, however, rigorously monitored to ensure all pupils are benefiting from the use of this resource.

## **HUMANITIES**

### **Geography, history and religious education**

77. In humanities, work was sampled in history and geography, but with only one lesson seen in each subject it is not possible to form a secure judgement on overall provision. From sampling work in **history**, it is clear that pupils achieve well and that standards of work across the school are above national expectations. This indicates good progress since the last inspection, when standards in Years 1 and 2 were in line with national expectations and in Years 3 to 6 were below them. From discussion with the pupils, it is evident that this improvement is due to the re-design of the curriculum with a thematic approach which has provided interest and motivation.

78. In **geography** in Years 1 and 2, pupils show a good grasp of different places through the beautifully recorded travels of the class teddy bear. The main geography theme for older pupils is planned for the spring term and, although there was limited work to sample, Year 6 pupils spoke enthusiastically about the environments theme they were about to study and demonstrated a good understanding of geographical vocabulary.

79. Both history and geography form part of an integrated theme and there is an interesting range of visits to support and enhance the curriculum. The Year 5 and 6 trip to Gibraltar Point last summer enabled the pupils to understand some of the physical and human features of the area and pupils in Year 2 enjoyed learning about different sorts of homes.

80. Subject leaders have designed detailed schemes of work which are successfully motivating pupils and, from discussion with the history subject leader, strengths of the subject have been identified and there is a clear vision for future development. Monitoring of standards in the subjects is not yet in sufficient detail to influence the quality of provision.

### **Religious Education**

Provision in the subject is **very good**.

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

- Teachers are motivated and enthusiastic about teaching religious education.
- Pupils show respect and a keen interest in learning about religious beliefs.
- Pupils are encouraged to apply their learning to their every-day lives.
- The curriculum planning ensures that the pupils' learning is relevant, interesting and challenging.
- The storage of some pupils' work does not reflect its quality.

## Commentary

81. Throughout the school, standards of attainment are above the expectations of the locally agreed syllabus and pupils achieve well. This is better than the standards attained at the time of the last inspection. Discussions with staff and pupils indicate that over the last two years the significant improvement in the planning of religious education has raised its status and the levels of interest and motivation of staff and pupils. Lessons observed, the analysis of work and discussions with pupils, show that this has resulted in pupils achieving well and reaching above average standards.

82. In the lessons seen in Years 3 to 6, teaching was very good with the curriculum content carefully planned and matched well to the needs of different groups of pupils, with a good level of challenge for the more able pupils. Pupils showed that they had remembered and understood what they had previously learned and those in Year 6 were able to relate their work about symbolism to their every-day lives. The storage of pupils' written work does not do justice to its quality. Only one lesson was observed in Years 1 and 2, but the pupils spoke knowledgeably about many of the artefacts from the Christian Church and were keen to share their own experiences and thoughts. All the pupils worked hard and showed a natural respect for the religions and different beliefs of others. This is particularly well modelled by the teachers.

83. The headteacher, who leads this subject, has made an excellent contribution to its development, through her vision for the future of the subject and by changing the attitudes of the school towards the teaching and learning of religious education. Her curriculum and lesson plans for this subject were used by other subject leaders as examples of how their own subject plans should be written. The headteacher monitors the planning for religious education but assessment procedures are not yet fully in place.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Music

Provision for music is **very good**.

### Strengths and weaknesses

- Pupils sing particularly tunefully.
- A wide range of instrumental teaching is provided.
- Good links are made with other subjects.

84. Three music lessons were observed, brief visits were made to keyboard and drum lessons and two newly formed choirs, and assemblies were attended. Pupils learned well in the instrumental lessons. Other instruments taught are violin, guitar and cello. In assemblies pupils sing exceptionally tunefully with a beautiful tone. The potential for developing singing to a high standard in the school is high. In class, Years 1 and 2 reach above average standards and achieved well, through very good teaching. Musical vocabulary is introduced well, opportunities are given for pupils to compose, write music using symbols, and perform what they have written. Pupils work very well together in groups. The teacher models what is expected very well and has good subject knowledge. Pupils in Years 3 and 4 use the knowledge they have gained to compose, using their knowledge of rhythm. By Years 5 and 6, the excellent teaching by a specialist ensures that pupils use their musical knowledge to recognise pitch, and write music using conventional notation, including high and low sounds. Good links are also made with science in these year groups when they study sound. Above average standards are reached in music and pupils achieve satisfactorily. This is an improvement since the last inspection.

85. **Art and design** were only sampled during the inspection but standards and pupils' achievement were found to be well above average through the school. At the last inspection, standards were in line, so this represents very good improvement. The adoption of a more creative curriculum has led to more enjoyable lessons. Work is very well planned by an enthusiastic co-ordinator who shows very good subject knowledge. Lessons are varied and interesting and provide good cross-curricular links. Because teachers set high expectations pupils produce very good work.

86. The pupils in Years 1 and 2 were seen investigating a variety of materials and using them to make collages. They have studied a particular technique used by Eric Carle and used it to layer and overlap painted tissue paper to create a very successful collage of colourful insects. They have also investigated and used successfully the printing techniques of Fiona French. The enjoyment of pupils as they experiment with these techniques and their delight with their efforts creates a buzzing, happy working atmosphere. This work involved strong curricular links with science, as they studied mini-beasts before creating their insects.

87. Some excellent work on observational drawing was seen in Years 5 and 6 as pupils quietly concentrated on their work with music playing in the background. Pupils have also created very effective patterns inspired by the work of William Morris and produced pleasing images on a wooden block, using textured materials and paint. Artwork is displayed attractively all around the school. Planning takes careful account of pupils' diverse needs and work is thoroughly assessed at the end of each unit.

88. **Design and technology** was sampled. Pupils' books show that the subject is covered well and includes food technology. Year 1 pupils make a fruit salad and Year 6 pupils make flapjacks as part of a longer process. Pupils in Year 6 carried out surveys to find out what other pupils' favourite fruits were and, having collated the results using knowledge learned in mathematics, improved their own flapjacks and sold them at the school fair. Year 1 and 2 pupils also make cards, which they design after looking closely first at, for example, a holly leaf through a magnifying glass. Year 3 and 4 pupils make boxes, decorating them with designs that have been influenced by their studies of William Morris. Very good cross-curricular links are established and pupils reach at least average standards.

89. **Physical education** was sampled during the inspection. Three lessons were observed but these did not cover all aspects of the subject. From speaking to the co-ordinator, teachers and pupils it is evident that all strands of the subject are taught and pupils enjoy the subject. Within the lessons seen, both teaching and learning were good. Pupils achieved well. In Years 1 and 2, pupils were well able to jump, forwards, sideways and backwards with a one and two-footed take-off. They moved artistically to music, responding well to heavy, light, feathery, fast and slow tambourine beats. In Years 3 to 6, pupils worked hard at acquiring basic skills in hockey and rugby. They were well behaved and girls and boys worked well together. Pupils with SEN were fully involved and one girl in particular, aided by good support, made very good progress in holding the hockey stick and controlling the ball. Attainment in swimming meets national expectations by Year 6. There are football, netball and cross-country teams. The physical education curriculum is well planned by an enthusiastic co-ordinator and there are good cross-curricular links made with MADD. At the last inspection, standards in physical education were judged to be above average. The indications are that these standards have been maintained.

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

### **Personal, social, and health education**

90. The school provides very well for pupils' personal development. Induction procedures are particularly good, and those already in the school welcome new-comers, with the result that pupils settle in and make friends quickly. The school has strong links with the Royal Air Force base and the village, and this helps the school to know of pupils' particular needs when they arrive. The headteacher is very involved in the pastoral care of pupils and also provides good induction for teaching assistants. Very good assemblies provide a more formal setting for promoting pupils' personal development, in addition to the good personal and social education programme that includes sex and drugs education. The school is promoting a healthy eating campaign and when this has been completed the school's already very good provision for pupils' personal, social and health education should be of exceptional quality.

## 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	2
<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	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
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).*