

# **INSPECTION REPORT**

**Endsleigh Holy Child RC VA Primary School**

Hull

LEA area: Kingston on Hull

Unique reference number: 118046

Headteacher: Mrs Ann Merckel

Lead inspector: Mr D J Cann

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> April 2004

Inspection number: 264274

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	262
School address:	Inglemire Avenue Hull
Postcode:	HU6 7TE
Telephone number:	01482 853203
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev R Thompson
Date of previous inspection:	14th September 1998

## CHARACTERISTICS OF THE SCHOOL

Endsleigh Holy Child RC Voluntary Aided Primary School is an average sized school for pupils aged 3–11 years with 52 pupils attending part-time in the Nursery. Pupils are drawn from the immediate residential area where there is a variety of owner occupied and rented accommodation. Pupils' skills on entry are similar to those expected nationally. Nearly all the pupils are from a white British heritage and the few pupils who learn English as an additional language have a good command of it. The proportion of pupils eligible for free school meals (seven per cent) and the proportion of pupils with special educational needs (15 per cent) are in line with the national average. The proportion of pupils with statements of special education need is well above the national average. In the period June 2002-March 2004, the school had three different acting headteachers and there were three other changes in teaching staff.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20009	David Cann	Lead inspector	English, information and communication technology, geography and history
14214	Keith Schofield	Lay inspector	
21372	John Good	Team inspector	Foundation Stage, science, design and technology and physical education
12367	Jean Fisher	Team inspector	Mathematics, art and music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Endsleigh Holy Child RC Primary school provides a **satisfactory** quality of education. Pupils achieve well in the Foundation Stage and by Year 6 where they attain the standards expected nationally in literacy, numeracy and science. All staff work together well to create a safe and stimulating environment. Pupils develop a positive approach to learning and their attitudes and behaviour are consistently good. The school represents satisfactory value for money.

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

- By Year 6, pupils generally achieve well in writing, numeracy and science but reading skills are not as strong.
- Children receive a good start in the Foundation Stage and attain the levels expected for their age by the time they leave reception.
- Pupils' behaviour and relationships are good and they respond positively to school activities.
- Good teaching challenges pupils well in the Foundation Stage and Years 3-6 and the quality of teaching and learning is satisfactory in Years 1 and 2.
- Staff provide valuable advice and guidance for pupils, who develop good attitudes to learning.
- Pupils with special educational needs are given good support which helps them to progress well.
- The internal accommodation is satisfactory but external facilities for pupils are limited.

**The school has made satisfactory progress since the last inspection.** The quality of teaching and learning has been improved and this has raised the standards of pupils' attainment by Year 6 in line with the national trend. Pupils' test results in Year 2 have declined but in the current year pupils are set to do better and attain the nationally expected levels. Teachers are using assessment effectively to challenge higher ability pupils. Standards in information and communication technology (ICT) have much improved and the school provides good tuition across the subject. Given the disruptions of personnel changes the school has made satisfactory improvements and recognises that there is still more to do.

### STANDARDS ACHIEVED

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

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.

**Overall, pupils achieve well.** The school provides a good learning environment for Foundation Stage children who achieve the standards expected of them by the end of reception. By Year 2, pupils are attaining the standards expected nationally in literacy, numeracy and science and achieve at a satisfactory level. Pupils benefit from good teaching in Years 3 – 6 and achieve well by Year 6 as was evident in English and science test results last year. Test results this year are likely to be broadly average but since a significant proportion of the pupils have special educational needs, their achievement is still good. Only in reading, are pupils' standards likely to be lower than expected. Throughout the school more able pupils are well challenged to reach higher levels and special educational needs pupils receive good help and progress well.

Pupils' attendance, attitudes and behaviour are **good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory.**

**Teaching and learning are good overall.** In Years 3 - 6 and the Foundation Stage teaching is good and stimulates pupils' learning well. In Years 1 and 2, teachers sometimes over-direct lessons and as a result pupils have too few opportunities to develop their initiative. In all classes, procedures for assessment are good in English, mathematics and science and generally used well to plan pupils' learning. Higher ability pupils are challenged well and teachers and classroom assistants provide good support for pupils with special educational needs. Lessons are well planned and teachers share the objectives with pupils to motivate them. In the Foundation Stage, teaching is consistently good and places a strong emphasis on helping children learn through play

**The curriculum is satisfactory.** All pupils are included in learning with attention to the needs of pupils of all abilities. Learning is well-planned at the Foundation Stage with a strong focus on helping children learn through play. There is much time allocated to developing writing and number skills which limits pupils' time for reading. The school provides a good programme of extra-curricular activities. Accommodation and resources are satisfactory but the playground lacks play resources and the library is not readily accessible for pupils to carry out research.

Arrangements to ensure pupils' care, welfare, health and safety are **good**. The school provides **good** support, advice and guidance and successfully involves pupils in the life of the school. Links with parents and the community are satisfactory and links with other schools are **good**.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher has a clear vision for raising standards and is successfully moving staff forward and developing their skills in subject leadership. Governance is satisfactory. Governors are supportive of the school and are improving the way they monitor school performance. All legal requirements are met.

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

Parents are appreciative of the school. Pupils are also positive and judge that they are looked after well.

## **IMPROVEMENTS NEEDED**

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

- develop pupils' learning skills in Years 1 and 2;
- improve pupils' reading skills throughout the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Overall, pupils' achievement is good by Year 6.** Current pupils attain the expected standards by Years 2 and 6. Achievement in Nursery, reception and Years 3 to 6 is good. Pupils with special educational needs achieve well.

#### Main strengths and weaknesses

- By Year 6 pupils achieve well in writing, numeracy and science.
- Pupils' attainments in reading are often below those expected nationally.
- Pupils with special educational needs achieve well throughout the school.
- In ICT pupils achieve satisfactorily and attainment has improved well since the last inspection.
- Well planned learning activities in the Foundation Stage enable children to achieve well.

#### Foundation Stage

1. Children join the school with skills which are in line with those expected for their age and they make good progress through well planned practical and investigative activities. Good teaching in the Foundation Stage enables children to achieve well and attain the Early Learning Goals in all areas of development. Role-play is used very effectively to develop children's social and personal skills. Children are keen to learn and they co-operate fully with each other and adults. Inclusion is very good and all children progress well, in particular those with special educational needs.
2. Pupils' standards by Year 2 are in line with the national average in reading, writing and mathematics. Test results in 2003 show a decline since the last inspection in reading and standards at a similar level in writing and mathematics. Overall the trend in school results has been lower than the national trend. Changes in teaching staff disrupted the continuity of education last year and new teachers have raised pupils' standards, especially in writing. Test results are expected to be in line with the national average and achievement is satisfactory. Although standards are rising, there are still aspects of teaching which do not engage pupils' attention to the full.

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

Standards in:	School results	National results
reading	14.4 (15.2)	15.7 (15.8)
writing	13.7 (14.5)	14.6 (14.4)
mathematics	15.9 (15.6)	16.3 (16.5)

*There were 39 pupils in the year group. Figures in brackets are for the previous year.*

3. Pupils' achievement is good by Year 6. Since the last inspection, test results have improved in English and science but were weaker in mathematics in 2003. Overall, test results have risen at the same rate as the national trend. In the current small group of Year 6 pupils, there is a high proportion of pupils with special educational needs many of whom are attaining the expected levels for their age which represents good progress. In addition, there are a significant number of higher ability pupils who are performing at Level 5 in all their work. Pupils benefit from a good standard of teaching in Years 3 – 6 which stimulates their interest and develops their capacity to work well on their own and with others. The standards attained by pupils in Years 4 and 5 are often above expectations.



4. Pupils' attainment in ICT is in line with the standards expected by Years 2 and 6 and has improved significantly since the last inspection. Teachers are more confident in the subject and good leadership and support from the subject leader has helped to promote pupils' achievement and ensure that skills are taught across all aspects of the subject.

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

Standards in:	School results	National results
English	27.8 (26.5)	26.8 (27)
mathematics	26.8 (28.3)	26.8 (26.7)
science	29.7 (26.8)	28.6 (28.3)

*There were 38 pupils in the year group. Figures in brackets are for the previous year.*

5. Pupils with special educational needs make good progress. They are supported effectively by teachers and teaching assistants and where necessary attend extra sessions which effectively develop their literacy skills. There are some minor variations in attainment by gender but the school monitors this closely and is taking action to raise girls attainment in mathematics through the system of setting pupils by ability in Years 4 and 5.

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

Pupils' attitudes and behaviour are good. The spiritual, moral, social and cultural development of pupils is good. Attendance is above average

**Main strengths and weaknesses:**

- The school effectively promotes a high level of attendance.
- Pupils' willingness to be enterprising and take responsibility is good.
- Behaviour is good in class and at break times.
- Pupils' self-knowledge and spiritual awareness are good.

**Commentary**

6. During the current academic year, records show that there has been a significant improvement in attendance and the levels are now good. Authorised absence is down to 3.9 per cent and unauthorised absence is only 0.02 per cent. When compared with the latest complete year, as shown in the table below, the improvement is impressive.
7. Each class zealously competes for the distinction of achieving the highest attendance, which is awarded at a celebratory assembly each week. The older pupils are especially motivated to win the trophy and almost always manage to have a flawless record. Individually, pupils are also keen to gain certificates for perfect attendance each term. Parents work closely with the school by following the advice in newsletters about the importance of good timekeeping and attendance.

*Attendance in the latest complete reporting year (2002 – 03) (%)*

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.1
National data	5.4	National data	0.5

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

8. On a day-to-day basis, pupils routinely take on other tasks, such as the older pupils who collect and add-up the number of 'house points' from each class in readiness for the special

assembly when awards are made. Similarly, without being instructed, registers are delivered to the office. There is a sense of caring and community duty throughout the school.

9. Contrary to the perceptions of a small number of parents, the school manages behaviour well and no harassment or bullying was evident during the inspection. In almost every lesson observed, behaviour was good and, in many cases, it was very good. In the playground, pupils play well together, often participating in games. Creditably, older pupils take care of their younger colleagues through the 'buddy' scheme.
10. Staff members deal quickly and effectively with the rare behavioural incidents that warrant their attention. At lunchtime, supervisors provide guidance and support for all pupils with careful attention to younger members of the community and those with special needs. No exclusions occurred during the last year.
11. The school's Christian aims are evident through the spiritual opportunities, which are promoted in very good assemblies encouraging pupils to have time for personal reflection. The programme 'Here I am', used in many aspects of the curriculum, continually promotes spiritual awareness and development. Moral and social development is good. Moral principles are consistently promoted through all aspects of the schoolwork. Pupils have a strong sense of right and wrong and have a clear understanding of the impact their behaviour has on others. Pupils are involved in the wider community, collecting money for charity and helping people in other lands, such as Rwandan children.
12. Cultural development is good. Music, art and drama help to broaden pupils' cultural experience. Many pupils have strong links with European countries and some maintain contact with the Sisters of Mercy in Peru. In general, however, pupils' awareness of cultures from other continents is satisfactory but less well developed.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching is good and promotes good learning. The curriculum is satisfactory and enriched by a good range of extra-curricular activities. Pupils are cared for and supported well, and the school's links with parents are satisfactory.

### Teaching and learning

Overall, teaching and learning are **good** and assessment is **satisfactory**.

#### Main strengths and weaknesses

- All lessons are well planned and teachers have good subject knowledge.
- Teaching and learning in Key Stage 2 and the Foundation Stage meet pupils' needs well.
- In Key Stage 1 pupils are given too little freedom to be responsible for their own learning.
- Teachers and their assistants provide good support for pupils with special educational needs.
- Procedures for assessment are good in English, mathematics and science and the information is used effectively to plan the next stages in learning in these subjects.
- The recently introduced system for assessment in the foundation subjects is not yet being fully used to raise standards.

### Commentary

13. There has been a significant improvement overall in the quality of teaching since the previous inspection. More very good and few unsatisfactory lessons were observed. The school staff has worked hard to address the issues raised in the last report. However, further work is required to ensure that teaching and learning consistently meet the educational needs of all pupils throughout the school.

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (13%)	17 (55%)	8 (26%)	2 (6%)	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.*

14. There is consistently good teaching of children in the Foundation Stage. Teachers have a clear understanding of how young children learn and there is a good focus on learning through play. Children are provided with an interesting variety of activities that enable them to make good progress. Teachers work very well with their classroom assistants and together they provide the children with a safe, secure, and stimulating learning environment. Lesson plans are of good quality and based upon secure assessment data. As a result the individual needs of children are consistently met. Inclusion is very good and all pupils have equal access to all activities.
15. Where teaching and learning are very good, it results from a combination of the teachers' enthusiasm for the subject and their expertise, specialist knowledge and personal skills. They produce an environment in which pupils are eager to learn, acquire knowledge and develop skills. Introductory sessions build upon pupils' previous experiences, but contain sufficient mystery to arouse pupils' curiosity and enthusiasm. In Years 3 – 6, question and answer sessions are used skilfully to check for pupils' understanding and to promote new learning. Positive feedback and constant praise ensure that pupils try hard and do their best. During the inspection four lessons containing most or all of these features were observed. They featured in Key Stage 2 in English and mathematics and in Key Stage 1 in an ICT lesson taught by the subject leader.
16. During the inspection, two lessons were unsatisfactory. Teachers did not fully engage pupils in their learning and as a result they lost interest and a significant number made little progress. Introductory sessions were too long and pupils spent too much time listening and inactive. There is an over-reliance on commercially produced worksheets which do not fully challenge pupils learning. Homework is not consistently organised and appropriate in a few classes.
17. The school has a good range of effective procedures for analysing statistical data from tests and assessments. The information is used very effectively to identify those pupils who need additional help and support. Pupils have individual targets and those in Year 6 have a clear idea of the levels they are achieving in English, mathematics and science, and what they need to do in order to achieve the next level. This helps them make good progress. Pupils' performances in the external tests at the end of Year 2 and Year 6 are analysed and the subject leaders adapt their planning to focus upon any identified weaknesses. The effective use of assessment data is helping to raise standards in the core subjects.
18. All teachers keep detailed and comprehensive records of their pupils' achievements and levels of attainment. The recently introduced assessment procedure for tracking pupils' levels of attainment in foundation subjects is a significant improvement. However, it has been in place for too short a period of time to have any significant impact upon raising standards and its use needs further monitoring to ensure that its full potential is utilised. Pupils' work is marked regularly but marking frequently does not give any indication of the standard achieved or how the work can be improved.

### The curriculum

Overall, the curriculum is satisfactory and includes good opportunities for enrichment. The length of the working day for junior pupils now meets the nationally recommended minimum. Staffing and

accommodation are satisfactory. The breadth of opportunities, accommodation and resources are good for children in the Foundation Stage.

### **Main strengths and weaknesses**

- A well-planned curriculum in the Foundation Stage provides a good range of appropriate activities.
- The school provides an interesting and varied programme of activities outside normal school hours.
- In Years 1 to 6, there is a very high focus on writing and numeracy, which reduces the time available for other subjects such as physical education.
- There are insufficient opportunities for pupils to engage in a stimulating range of reading activities.
- All pupils have equal access to the curriculum and the provision for pupils with special educational needs is good.
- The playground lacks a variety of activities which pupils can use at their breaks.
- The location of the library reduces pupils' opportunities to use its facilities for regular research.

### **Commentary**

19. The school's curriculum meets statutory requirements to teach all the subjects of the National Curriculum, although opportunities for pupils to pursue adventurous activities in physical education are very limited. Information and communication technology has improved since the previous inspection and provision is now good. Well-structured, updated schemes of work are in place for all subjects, based on the latest national guidelines.
20. The curriculum in the Foundation Stage is good. It includes a wide range of interesting and exciting activities that engage children's interest well. The accommodation and resources are good. There is a secure outside play area for the nursery children, but there is no designated play area for children in the reception classes.
21. The full implementation of the strategies for literacy and numeracy are now in place, planning is good and identifies tasks for pupils of differing abilities, and there is now a satisfactory emphasis given to the investigative aspects of mathematics and science. There is a very high focus on teaching writing and mathematics, which are allocated generous amounts of weekly time. There is a lack of opportunities for pupils to experience a wide range of reading activities which is having an adverse impact on their attainment.
22. The curriculum is strengthened well by additional activities such as the choir, peripatetic instrumental teaching, visits, visitors and the after school clubs. Participation rates in these activities are high, particularly in sport and they contribute significantly to pupils' personal and social development. The school takes part, successfully, in competitive sport and the choir performs to a high standard, both in the school musicals and at the Rotary Carol Concert and the local hospice. During the inspection a good number of pupils were observed attending clubs, thoroughly enjoying the creative opportunities to work together to practise their skills in country dancing, singing in the school choir and playing the recorder and violins. However, the lack of a residential visit is a missed opportunity to develop older pupils' social and physical skills.
23. The school includes all pupils in all aspects of its work. The school makes good provision for this through a good level of quality support staff, who are well trained and informed. As a result, pupils with special educational needs, including younger children in the Foundation Stage, make good progress in relation to their previous learning. This is an improvement since the previous inspection. Their individual education programmes compiled by the individual teachers are specific and are used well as a basis for detailed plans of work. Pupils with physical and medical problems are very well integrated into the school and have full access to the curriculum through the very sensitive support provided by all staff. English does not present a difficulty for the very few pupils with English as a second language and they achieve similarly

to their classmates. Resources for pupils with special educational needs are good overall and make a significant contribution to their good achievement.

24. Teachers and support staff are well deployed to meet the demands of the curriculum and to support pupils' learning needs. The school interior is bright and well maintained but the playground lacks stimuli and a variety of activities for pupils to use during their breaks. The library is located in a wing away from other classes and often used for music lessons and small group teaching. Therefore it is not convenient for pupils to develop their study skills and carry out research regularly. Overall, resources are satisfactory but there is a limited range of large untuned percussion instruments.

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

The school is good at providing a safe and caring environment for pupils. Support, advice and guidance are good and the school effectively involves pupils in its work

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

- There are good procedures to ensure pupils work in a healthy and safe environment.
- Pupils have a good and trusting relationships with staff.
- Adults give pupils well-informed support, advice and guidance.
- Pupils express their views through the school council which is well run and regularly consulted.

### **Commentary**

25. The care and welfare of pupils has a very high priority and is well co-ordinated particularly for children in the Nursery and Reception classes. Through the quality of its leadership, the school attentively caters for the needs of everyone. For instance, some parents have expressed their concern about the surface of the playground, as well as the quality of other outside areas. The school has recognised that improvements are needed and extensive plans are in place to enhance these features as soon as funds become available.
26. Procedures for accidents and emergencies are good, with many members of the staff trained in first aid. Caring practices extend to lessons and, as part of the personal, social and health education curriculum, pupils learn about such things as citizenship and their relationship with the wider community. To keep up-to-date, training is continually reviewed. As a case in point, the nominated person and the headteacher have undertaken up-to-date training for managing the school's child protection procedures.
27. Teachers and non-teaching staff are highly regarded by the pupils, who feel at ease when approaching them for personal advice. The school's caring nature means pupils are very confident that there is always an adult they can go and talk to if they have any concerns. Relationships are good and there is respect between adults and pupils throughout the school.
28. Pupils develop a very secure understanding of their responsibilities to each other as members of the school community. They know that staff value their ideas and are very aware of the role of the School Council to represent their views. The council is self-governing with pupils chairing fortnightly-meetings and recording their own minutes. The council has extensively influenced projects such as the redesign of the toilet facilities and selection of playground equipment.
29. The school has good procedures for monitoring pupils' development in order to provide well-informed support, advice and guidance. Systematic records are maintained and pupils are encouraged to assess their own performance by logging their targets for improvement subjects, such as mathematics and English.
30. For older pupils, aged seven to 11, support is especially good. Teachers and their support staff know their pupils well and are able to cater for their individual needs. This informal approach

ensures that the older pupils are more effectively challenged with their work and it encourages them to make good progress.

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

Links with parents and the community are satisfactory. Links with other schools are good.

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

- The partnership with the secondary school is good, particularly for sporting activities.
- Links with parents are satisfactory and the school has plans to improve their involvement.

#### **Commentary**

31. The school has good links with the secondary school to which the great majority of pupils transfer. In addition to exchanging information, visits are arranged and collaborative schemes are in place to share teaching resources and activities. Because of the close proximity of the secondary school, Holy Child Primary is often involved in special visits such as those of overseas students which stimulates their learning of different cultures.
32. Because the secondary school specialises in sport, an admirable range of activities are regularly provided for pupils at the primary school. Pupils not only benefit from expert tuition for games that are usually taught in primary school but also for those that would otherwise not be readily available, such as hockey and table tennis. Pupils are clearly motivated and enjoy the expert attention which has helped to raise standards. During the inspection, some physical education (PE) lessons were taught by a specialist teacher from the secondary school. Pupils were enthralled by the experience and responded well with exceptionally good performance in the lesson.
33. Work placements have been provided for secondary school students as well as those from the local college of further education. In addition to assisting students, the school gains by having more support in classes.
34. The school has only a small number of links with the wider community. With a few exceptions, partnerships with commerce and industry are not substantial. There are certainly very close links with the two parish communities that the school serves. Public agencies support the school, such as the police service that help by providing pupils with guidance on road safety. The school nurse and members of the fire service also come into school on a regular basis.
35. Through two recent surveys of parents' views, the school recognises the importance of extending links with parents and has plans to improve consultation and communications. Parents often attend special assemblies but few of them help in class. The school values the support of adults who are not parents but frequently come into school to provide general assistance. The school also benefits from having a dedicated group of parents and teachers, who are very active in fund raising events for extra resources.

## LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are satisfactory.

### Main strengths and weaknesses

- The headteacher is helping key staff to develop their leadership roles and staff have a shared vision for raising standards.
- The deputy and headteacher work closely together and manage the school effectively on a day to day basis.
- Governors are supportive of the school and in promoting its developments.
- Financial administration and monitoring are good.

### Commentary

36. The headteacher is well supported by the deputy and together they manage the day-to-day work of the school well. The recent changes in personnel have inevitably slowed the rate of school development but the school has maintained its core values of providing a positive and happy community in which pupils feel safe and secure. The roles and responsibilities of staff are well distributed and subject leaders are making an increasingly valuable impact. A programme for monitoring work and observing lessons has been established which includes all core subject leaders. The impact of this is positive but there has not yet been sufficient opportunities for the teachers in Years 1 and 2 to exchange good practice with colleagues. Significant improvements have been achieved in the Foundation Stage where deficiencies were noted at the last inspection.
37. The school is improving the quality of its self-evaluation and shares performance data well to help teachers measure their effectiveness. The school development plan has been drawn up with the participation of all staff and identifies a wide range of areas for improvement both in the long and short term. The headteacher's vision of raising standards is well understood and supported by staff and governors. Teachers are implementing improved systems of assessment and the focus on improving pupils' writing and ICT skills has been successful. While the school recognises the need to improve the balance of the curriculum, this is at an early stage of development and similarly plans for improving attainment in reading and the school's management structure lack precise definition.
38. The governing body fulfils its role effectively. Governors understand the school's strengths and weaknesses and provide good support to the headteacher and staff. They have undergone some major personnel changes and yet have satisfactory systems for monitoring the work of the school. Improvements in the committee structure of the governing body has improved their effectiveness. Regular formal meetings are held and there is a good level of informal contact between the headteacher, staff, the Chair and Vice-Chair. The Chair maintains regular contact with parents both in school and in his parish duties. They ensure that the school meets its statutory responsibilities.
39. The school's leadership is strongly committed to providing well for those who have special educational needs. The deputy head is co-ordinator and manages the provision well. She is given time to liaise with teachers and a wide variety of outside agencies and ensures that pupils have appropriate support and teaching to meet their identified needs. Teaching assistants receive appropriate training, within and outside the school, and have a good knowledge of the pupils with whom they work. Governors know about the special needs of individual pupils and take good care to make sure they are met.
40. Financial management is good and the school has effective systems for monitoring expenditure and obtaining good value for money in its spending. The school has introduced a new system for preparing the school development plan to link it more closely to budget setting which is improving efficiency. Governors are closely involved in monitoring school expenditure and in preparing the annual budget.

## Financial information

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

Income and expenditure (£)	
Total income	681,666
Total expenditure	678,587
Expenditure per pupil	2,609

Balances (£)	
Balance from previous year	33,121
Balance carried forward to next year	36,200



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

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

The overall provision for children in the Foundation Stage is **good**.

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

- Teaching and learning are consistently good.
- There is a strong emphasis upon learning through play.
- Staff know the children well and keep a careful check on their progress.
- Resources for learning are good.
- Accommodation is very good in the Nursery but there is a need for a secure outside play area for the reception classes.
- Teachers and classroom assistants give very good support to all children.
- Leadership is good.

#### **Commentary**

41. In both the Nursery and Reception classes teaching and learning are of a consistently good standard. Wherever possible children learn through hands on, practical and investigative activities that encourage them to talk to one another and share their thoughts and ideas. Relationships are good and the children enjoy coming to school. The children are keen to learn and they co-operate fully with the adults who support their learning. Teachers and their classroom assistants give very good support to all children, in particular those with identified special needs. Inclusion is very good and all pupils have equal access to all activities. Assessment procedures are good. Data is used effectively to ensure that all children are able to build upon previous experiences but challenged by interesting and new activities. The good quality of the provision enables all children to make good progress in developing personal and educational skills.
42. There is a good induction process to the Nursery that ensures that children are fully prepared for starting school. Parents come with their children to visit the nursery in the weeks before starting school and spend time in the unit becoming familiar with the layout and routines. Preparation for transfer to the Reception classes is very good and ongoing throughout the time children are in the Nursery. The lack of a secure outside play area for children in the Reception classes limits their experience but results in them sharing the facilities available in the Nursery. As a result there is daily contact between children and teachers involved in the Foundation Stage. In order to prepare children for Key Stage 1 the Reception classes combine with the Year 1 class on Friday afternoons. This social mixing of the groups of children ensures that transfer between Nursery, Reception and Year 1 is trouble free and does not cause any disruption in the children's education.
43. Leadership and management of the Foundation Stage are good. There is an excellent working relationship between the three teachers and their classroom assistants. All members of staff in the unit are fully aware of their roles and they carry them out in a professional and competent manner. Resources to support learning are good with a plentiful supply of good quality materials to support all areas of the curriculum. Inside accommodation is good.

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

The provision for children's personal, social and emotional development is **good**.

### **Main strengths and weaknesses**

- Children have good opportunities to develop their personal skills through role-play and creative activities.
- Relationships are good.
- Teachers and classroom assistants provide a warm and welcoming environment.
- Children are encouraged to make choices and become independent.
- Staff have great respect for the children.

### **Commentary**

44. Children enter the Nursery and Reception classes with a wide range of personal and social skills. However, all children make good progress in the unit. Almost all of them are on-course to achieve the Early Learning Goals for personal, social and emotional development by the end of the Foundation Stage. Achievement in this area is good.
45. Teaching is good. The staff have established a good environment that provides a wealth of stimulating activities. Teachers and their assistants value the children and each child is treated as an individual. Staff are fully aware of each child's strengths, weaknesses and needs. Activities are carefully planned so that each child has opportunities to develop to their full potential. Daily routines are well established and children are confident and happy.
46. Role-play is used very effectively to develop the children's social and personal skills. In the hairdresser's shop children in the Nursery talk excitedly to one another and have great fun pretending to create new hairstyles. In playing together whilst completing tasks children show developing consideration for each other. In using the large toys in the outside play area they show that they can take turns and share. They are very good at tidying up when asked to do so and quickly return items of equipment to the correct tray or shelf.

## **COMMUNICATION, LANGUAGE AND LITERATURE**

Provision in communication, language and literature is **good**.

### **Main strengths and weaknesses**

- Children are provided with good opportunities to develop their speaking and listening skills.
- The development of early reading skills is good.
- Children's vocabulary is developed through role-play and circle-time.
- Higher-attaining pupils have frequent opportunities to achieve to their full potential.
- Staff encourage a love of books.

### **Commentary**

47. Teaching is good and promotes good achievement among children. Teachers and classroom assistants provide many opportunities for children to develop their speaking and listening skills. They successfully encourage children to talk about their ideas and feelings. Children who are less confident are given very good support and are praised for their contributions. Imaginative use is made of 'drinks time' to encourage these pupils to share their ideas. After each pupil has contributed to the discussion they can collect their drink and biscuit. When working with small groups the staff make very good use of questions to stimulate interest and to develop children's vocabulary. They make certain that the higher-attaining pupils use longer sentences and more complex language.

48. Children are provided with a stimulating and exciting range of activities. They enjoy listening to new and familiar stories. During the reading of 'Titch' children in one of the Reception classes eagerly await the turning of the next page. Many of them are able to predict what will happen before the page is turned. Individual reading skills are developing well. There is a good range of suitable books to support the development of early reading skills. Reception children are encouraged to take their reading book home each night and parents are giving good support to the initiative. There is a wide range of reading ability and a few children are already reading Key Stage 1 texts.
49. Writing skills are developing well for the majority of children in the Reception classes. Each day children draw a picture and attempt to write a short sentence below it. The higher-attaining pupils have a reference sheet of common words and they are encouraged to check their own spellings after writing their sentence. Attainment overall in communication, language and literature is strong with some good standards evident among higher-attaining children. About two-thirds of the children are on-course to achieve the Early Learning Goals.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children enjoy counting and singing counting rhymes.
- There are good resources to support learning.
- Activities are interesting and enjoyable.

### **Commentary**

50. Children are given plenty of suitable activities to think mathematically, especially when counting and comparing things. Most understand and recognise numbers up to ten and some can count to 20 and beyond. They can sort different coloured and shaped beads to form a repeating pattern and can explain what colour and shape they need next. Many of them have a good understanding of largest and smallest. For example, in one of the Reception classes children count out ten pebbles and arrange them in order of size.
51. Teachers have a good awareness of each child's current level of mathematical understanding. They plan tasks so each child is able to make good progress in their learning. Achievement is good overall especially for the more able children. The good quality of the support means that the majority of children in the Reception classes are on-course to achieve the Early Learning Goals.

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

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

### **Main strengths and weaknesses**

- There is a good focus on learning through investigation and role-play.
- Children are encouraged to share their knowledge, experiences and interests.
- Good use is made of the local environment.

### **Commentary**

52. Children in the Reception classes are aware of different seasons and know that in spring plants grow and lambs are born. Some of them can point to and name the different parts of a plant. The classrooms and the outside area have a range of stimulating resources that encourages children to investigate. They build towers and bridges and look for new ways of

connecting the train tracks. Children in the Nursery decorate a plant pot with a face and then sow grass seed on top of the compost to grow green hair.

53. Teaching is good. Children are encouraged to take turns in working on the computers. They enjoy working through the various programs and many of them, even the youngest in the Nursery, have good skills. They are able to control the mouse and click on the various items on the screen. They give good support to one another and share each other's enjoyment in being successful. Achievement is satisfactory overall but good for a few children. The majority of pupils are on-course to achieve the Early Learning Goals by the end of the Foundation Stage.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There is a very good secure outside play area for Nursery.
- Children benefit from a good range and number of large play equipment.
- Daily opportunities for the development of physical skills are good.

### **Commentary**

54. All children make good progress in developing their physical skills. Achievement is good and most will attain the Early Learning Goals by the time they transfer to the Year 1 class and many exceed them. Children move with confidence, imagination and safety. Most of them have good control of body movements. They show a good awareness of space, particularly when using the bikes, scooters and other wheeled toys. Many are starting to understand why daily exercise is good for them and why they breathe heavily when they run.
55. Teaching is good and gives children many opportunities to develop manipulative skills. They use scissors, glue spreaders, crayons and pencils confidently and with surprising accuracy. They have made hand, finger, sock, and stick puppets. Many of these are on display in one of the classrooms and give ample evidence of the children's good progress in developing practical skills.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Creative development is at the centre of many planned activities.
- Creative play is well organised and a regular feature.
- Children have opportunities to work with a wide range of materials.

### **Commentary**

56. Good teaching promotes good achievement and many children are set to exceed the expected standards for their age. Imagination and creativity are promoted through role-play. Teachers and the classroom assistants join in and encourage children to develop their own ideas. They ask questions and give very good support to the children in their imaginative play.
57. In the classrooms children have frequent opportunities to paint and colour. They recognise different colours and are becoming competent in holding a paintbrush correctly. For example, their paintings of 'myself' are colourful even if not immediately recognisable. Good use is made of a wide range of materials in creating models. For example, in making their puppets children used felt, cotton, wood, wool, card, paper and glue. Many of them had decorated their puppet using a range of coloured stickers, buttons and sequins.



## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Since the last inspection, standards in writing, by Year 6, have improved.
- Reading skills are often below expectations because not enough time is allocated to it.
- Teachers and support staff work effectively together to support pupils with special educational needs.
- The quality of presentation has improved since the last inspection.

#### Commentary

58. The standards of current Year 2 and Year 6 pupils are in line with those expected nationally. Pupils' test results at Year 6 have risen steadily since the last inspection and were above the national average in 2003. Current pupils are likely to attain average results overall which represents good achievement given the composition of pupils in Year 6. As the result of a strong teaching focus on writing skills, this year's pupils might attain better results than last year's which is a considerable achievement. However, measurements of reading standards in Year 6 indicate that levels have fallen significantly. In the current Year 2 tests, results in reading and writing are likely to be in line or just above the national average and achievement is satisfactory. Standards in 2003 tests, however, were well below those achieved in similar schools. Pupils' reading scores have dropped markedly since the last inspection while writing levels have been more consistent and have improved slightly.
59. Overall, standards in speaking and listening are at the levels expected nationally and pupils achieve satisfactorily. Pupils in Year 6 are generally confident and articulate and teaching in Years 3-6 is good at encouraging pupils to participate in discussions. In a Year 4/5 class pupils debated animal rights vigorously and expressed their opinions firmly and well. In Years 1 and 2, opportunities for pupils to contribute were limited in the lessons observed although there was promising use of "speaking partners" to prompt discussion. Activities were often highly directed by the teachers and questions did not stimulate pupils to reflect and reply in their own words.
60. Pupils' reading standards are slightly below expectations by Year 6. The school has introduced new guided reading material to help address this. However the amount of time and emphasis given to reading is not consistent in all classes. Pupils read to adults regularly from the reading schemes but the effectiveness of this is not fully evaluated. The range of reading material for more able pupils is limited and a small percentage of pupils talk about reading without much enthusiasm. Generally, there are too few opportunities for pupils to apply and develop their skills in research. In many classes, there is good communication through the home school reading diaries but this is not consistently successful in all.
61. Standards in writing are in line with expectations by Year 6 and by Year 2. Pupils write very neatly and present their work well, which is an improvement since the last inspection. Teaching in Years 1 and 2 provides pupils with a secure understanding of how to form letters, and spelling is well rehearsed. However there is considerable use of worksheets both in English and in history and geography, which limits pupils' opportunities to develop their imagination and apply their writing skills widely. Some tasks are over controlled in a way which restricts pupils' chances of expressing themselves freely. However in all classes, pupils make good use of ICT for writing. In Years 3 – 6 extended writing tasks are well planned and the setting of pupils by ability in the mixed age classes stimulates learning well and particularly the attainment of more able pupils.
62. Teaching and learning in Years 3-6 is good and in Years 1 and 2 it is satisfactory. In all lessons, pupils respond well to clear class routines and the expectations which teachers set

for them. Older pupils have a good understanding of how to improve their work and marking gives them helpful evaluation and guidance. Pupils in Year 2, however, do not understand their targets well and find that a list of different goals does not help them to focus on the next step for improvement. Good teaching in Years 3-6 involves pupils in topics which excite their interest such the place of ball games on the playground or the meaning of a mystery story.

63. Pupils with special educational needs are given a good level of support, and progress well. The school has a range of teaching programmes which are well run by trained support staff. Their impact is measured closely, and records show that they are making an important contribution to raising pupils' standards.
64. The subject is competently led by an enthusiastic leader. The focus on writing has successfully raised standards. Assessment of writing has improved and is good but the school does not use a diagnostic reading test to help them assess pupils' progress. The literacy hour is well established, but the school does not yet use it flexibly enough to make sure that pupils make enough progress in all the necessary skills. While pupils make regular timetabled visits to the library its location does not permit pupils to make effective use of it as a learning resource.

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

65. Pupils' writing skills are used well in Years 3-6 in subjects like history, geography and religious education, which has a positive impact on raising their achievement. This was not evident in Years 1 and 2 where much material was linked to worksheets or dictated notes. Pupils use their reading skills in finding information from computers but pupils in Year 6 had little experience of researching history from the library. Throughout the school, pupils use information and communication technology well to extend their writing and reading. They compose pieces directly onto computer, re-draft articles to improve their work and make good use of the internet and encyclopaedia for research.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Good use is made of national guidance to structure teaching and pupils' work.
- Standards are average by Year 6, and by Year 2.
- Pupils who have special educational needs are supported well and make good progress.
- There is a good emphasis on developing pupils' mental agility.
- There is too much use of worksheets for younger pupils.
- Assessment is used well to set targets for pupils' next steps in learning.
- The leadership of the subject is good.

### **Commentary**

66. Standards in Year 6 and Year 2 are broadly average. Pupils' results in Year 6 tests were below average in 2002 and improved to average in 2003. Currently, this average standard has been maintained, progress is good and pupils achieve well. Over the last three years test results indicated that boys performed better than girls. Standards in Year 2 in 2002 and 2003 were below both the national average and standards attained in similar schools. There was no significant difference between the test results of boys and girls. Pupils in Years 3 to 6 benefit from good teaching and good support which enables their individual needs to be catered for effectively. Pupils with special educational needs make good progress in relation to their capabilities. The work set for higher attaining pupils is challenging. The school has sustained

the standards of achievement since the previous inspection although the continuity of learning has been disrupted through significant changes in teaching staff in Years 1 and 2.

67. The majority of pupils enjoy their work. Pupils are encouraged to 'think aloud', and demonstrate increasing mental agility and flexibility of thought as they progress through the school. All pupils realise that there is often more than one way of reaching an answer. There is a good focus on number work and the development of good, well-founded practices. Average and lower attaining pupils are not as confident when working with problems, because they are often uncertain how to convert the meaning to the numerical equivalent. Some lower attaining pupils are hampered by their weak reading skills when solving problems. Younger pupils' work shows too much reliance on work sheets. In Years 3 to 6 pupils are taught in classes grouped by ability. This is beneficial to the teaching and learning. The higher attaining pupils work faster on more demanding work, whilst lower attaining pupils receive the additional support they need to consolidate fundamental principles. Realistic targets are now set for all pupils.
68. The overall quality of teaching and learning is good. It ranges from unsatisfactory in a lesson seen with young pupils, to very good in Years 3 to 6. In the majority of lessons there are rigorous, well paced mental sessions which pupils enjoy and learn to think quickly and accurately. In all lessons, teachers plan well for pupils of all attainments and especially for pupils of different ages in the mixed-age classes. In most of the lessons observed, different tasks were set to cater for all abilities. In less effective teaching, inappropriate pace and low teacher expectations did not stimulate learning. There was too much time spent on talking which reduced opportunities for pupils to be actively engaged in tasks and this slowed the progress made. From an early age pupils learn good presentation which helps accuracy. Classroom learning assistants make a significant contribution to learning, providing extra support for lower attainers and pupils with special educational needs.
69. The subject leader provides good professional leadership. She brings a high level of skill to the subject, acts as an effective example to other teachers, but through ill health has not been able to monitor teaching and learning throughout the school. Resources are satisfactory, well stored and readily available in lessons.
70. There has been a satisfactory degree of improvement since the previous inspection because:
- the implementation of the National Numeracy Strategy is securely in place.
  - There is a stronger emphasis on mental calculations and an appropriate focus on problem solving activities.
  - Work is more closely matched to individual pupils' ability.
  - Good assessment procedures help check group and pupils' progress.

### **Mathematics across the curriculum**

71. Mathematics is now used satisfactorily in teaching and learning in other subjects. Time lines are explored in history to help pupils to sequence important events; co-ordinates, scales and compass bearings in geography, and recording in mathematics. Pupils interpret graphs and charts when researching topics and measure accurately when conducting science experiments.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved since the previous inspection, particularly in Key Stage 2.
- Assessment is used effectively to inform pupils in Year 6 how they can improve the standard of their work.
- The subject is well lead and areas identified for development are appropriate.



- Teaching and learning are good in Key Stage 2. All pupils are provided with opportunities to achieve to their full potential.
- Throughout the school pupils with special educational needs are given good support and this enables them to make good progress.
- There is too little involvement of pupils in their learning in Key Stage 1.
- Pupils have good attitudes and they enjoy investigating.

## Commentary

72. Standards are satisfactory by Years 2 and 6 and are improving. Although there are variations in the test results of Year 6 pupils these can be explained by the overall ability of the particular group. In the national tests at the end of Year 6 in 2003, pupils achieved standards that were well above average in reaching Level 4 and above average in gaining Level 5. This good improvement in Key Stage 2 since the previous inspection resulted from a combination of:
- better use of statistical data to set targets.
  - Revision of the schemes of work to give more emphasis to investigation and practical work.
  - Effective monitoring of teaching and learning and taking the action necessary to remove weaknesses.
  - Ensuring that pupils understand what level they are achieving and what they need to do to reach a higher level.
73. About three-quarters of the pupils in Year 6 are currently reaching the standard expected for their age. However, an above average number of them are on-course to achieve a higher standard in the end of the year tests. They have a good all round knowledge and understanding of science. As a result of the focus upon scientific enquiry they have good practical skills. During the inspection they demonstrated their ability to assemble an electrical circuit that could send messages by Morse code. They can explain how it works but struggle to decipher messages. Most of the pupils understand the need for a healthy lifestyle and diet and have good understanding of the harmful affect of some foods upon organs of the body. In a physical education lesson they use their scientific knowledge to explain the effect vigorous exercise has upon their bodies. All pupils in the junior classes achieve well and are making good progress in their studies.
74. Less improvement has been made in raising standards in Key Stage 1. Teacher assessments show that in 2003 pupils in Year 2 achieved standards that were slightly below average for their age. This pattern is likely to be repeated by pupils currently in Year 2. Just over three-quarters of them are currently reaching the level expected for their age. During lesson observation they show that they understand that living things grow and the conditions they need to survive. They sort animals into groups and recognise that different living things are found in different locations. Scrutiny of their previous work indicates that there is too much reliance on the published scheme and insufficient challenge for higher-attaining pupils but overall achievement and progress are satisfactory.
75. The quality of teaching is good in Key Stage 2 and satisfactory in Key Stage 1. Older pupils are given more freedom to take responsibility for their own learning. Teachers engage them in their learning and set them realistic challenges. In Key Stage 1 introductory sessions are too long and many pupils lose interest whilst they are waiting to be able to participate. There is less focus on investigation. All lessons are well planned but the delivery is less good in Key Stage 1. All teachers have good subject knowledge and make good use of the appropriate scientific language. A feature of all lessons is the good teamwork between teachers and their classroom assistants. Inclusion is good and all pupils have access to all activities.
76. The co-ordinator gives a good lead to the subject. There are good procedures in place for checking pupils' progress and levels of attainment as they move through the school. Test results are analysed carefully and used effectively to identify pupils' strengths and weaknesses, and the quality of the educational provision. The areas of the curriculum identified

for priority development are appropriate and the staff has the capability to achieve them. Overall, the school has made satisfactory progress since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision is **good**.

### **Main strengths and weaknesses**

- There has been very good improvement in the teaching of the subject since the previous inspection and all aspects are now taught.
- Standards by the end of Year 2 and Year 6 are average but pupils are progressing well.
- Teachers are confident with the subject and the quality of teaching is good.
- The subject is well led by a confident and knowledgeable leader.

### **Commentary**

77. By the end of Year 2 and Year 6, pupils have skills that are broadly average but standards are rising significantly as pupils advance through the school. There has been good improvement since the last inspection when standards by Year 6 were below average. Teachers regularly make good use of both the computer suite and computers in classrooms. They challenge pupils well so that by Year 6 they tackle tasks confidently. Year 6 pupils ably design newspaper layouts for the school's newspaper, The Endsleigh Echo and confidently use the internet for research in geography. Pupils in Year 5 are learning to use a spreadsheet to monitor sales in a fruitshop and Year 4 pupils collect data and present it graphically. Pupils in Years 1 and 2 have a good command of painting programmes and Year 2 pupils are using a music programme to help them compose and record their tunes. Achievement is satisfactory overall with some good progress evident in Years 4 and 5.
78. The quality of teaching and learning is good. Teachers' confidence has improved markedly since the last inspection and they set interesting tasks for pupils which ensure they learn well. Pupils are well motivated, very productive and have good levels of application and behaviour. This is an improvement since the previous inspection when pupils did not have the skills to work independently. Pupils are very interested in their work and give considerable effort independently as well as co-operating well and supporting each other.
79. The management of the subject is good and has raised pupils' attainment significantly since the last inspection. The ratio of computers to pupils is above the national recommendation and teachers regularly make good use of them to develop pupils' skills. The way pupils' progress is assessed is being improved but does not link their attainment to National Curriculum levels.

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

80. Information and communication technology is used well to support learning in other subjects of the curriculum. As well as using the computer suite for skills based lessons, pupils also use computers in their classroom to support learning. Year 6 write extensively in English, Year 5 pupils use computers for mathematics and Year 4 have tried to create pictures in the styles of different artists. Pupils use computers to help them classify insects and use sensors to measure their experiments in science and the use of computers in music stimulates their interest well.

## **HUMANITIES**

Insufficient evidence was available to support overall judgements on provision in history and geography. One lesson was seen in geography and none in history. Work in pupils' books was also examined and discussions were held with pupils and staff. Pupils' attainment was of a broadly average standard.

81. In **history**, pupils in Year 2 identify key historical characters and have a satisfactory knowledge of the life of Florence Nightingale. They know the importance of using pictures as a source of evidence. Pupils in Years 6 understand the problems of children working in factories in the Victorian era and write good accounts of their conditions. They have limited opportunities to use reference books in the school library and rely heavily on material presented to them rather than carrying out their own research. Their skills in evaluating and comparing the reliability of sources are under-developed.
82. In **geography**, pupils in Year 2 study holiday destinations and prepare to survey other classes on their likes and dislikes. They identify differences in locations and the reasons why and the means by which people travel. Year 6 pupils have a satisfactory knowledge of how rivers shape the landscape and the way settlements have developed. Their understanding of overseas locations is limited but they have a general appreciation of the impact of climate on farming and living conditions.
83. Teachers' make good use of ICT to help pupils' learning in both subjects and in several classes pupils have produced written accounts on computer. The location of the library does not facilitate its use as a place for research which contributes to pupils' limited library skills.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

No lessons of art or design and technology, three lessons of physical education and one music lesson were observed. A sample of pupils' work from the previous year was also examined and discussions were held with pupils and staff on teaching and learning.

### **ART AND DESIGN**

No judgement on provision can be made.

84. It is clear from displays and completed work seen that children reach expected standards by the end of Years 2 and 6, and that they achieve satisfactorily. The portraits painted by children of all ages show satisfactory progression in the use of paint and in pupils' observational abilities. Older pupils use sketchbooks well to develop aspects of this work, experimenting thoughtfully with objects, figures and pattern, but their use is inconsistent throughout the school. Older pupils sketch and experiment with costume design and decorate using colour. They explore and use a range of appropriate textiles and embellish attractively with a wide range of fabrics, threads, buttons, sequins etc. There is now a satisfactory emphasis on studying a range of famous artists, using their techniques, and also the use of malleable materials, such as clay to model attractive masks. Year 4 and 5 pupils successfully re-created Seascapes in the style of Turner, building up texture from pencil sketching to the application of pastels, paint, felt pens and pencil crayons. Pupils express enjoyment and enthusiasm of their art lessons and are keen to take part. Year 6 pupils expressed their interest when studying the detail of the human forms in Lowry's matchstick people and were intrigued by the social and cultural setting. They recalled, with enjoyment, their visit to the Ferens Art Gallery and the subsequent observational drawings and collages they completed. Resources are satisfactory and used well. Assessment procedures do not show in depth how pupils progress over the longer term.

### **DESIGN AND TECHNOLOGY**

85. It is not possible to report on the overall provision in the subject but evidence from pupils' work and displays, and talking to pupils and staff show that the majority of pupils in Years 2 and 6 reach the standards expected for their age.
86. Pupils experience all areas required by the National Curriculum and effective cross-curricular links are established with mathematics, religious education and science. Throughout the

school appropriate time is allocated to making, but generally there is insufficient emphasis given to planning and evaluation. However in Year 6 pupils' work shows how plans for making slippers have been adapted during the process of making.

87. Pupils in Year 2 are better at making than designing and evaluating. Almost all of them successfully use textiles to make Joseph's coat. They use needle and cotton to join fabric, having first practised over and running stitches. Most of them are making satisfactory progress in developing a suitable range of key skills. Pupils in Year 5 drew detailed drawings before making violins out of card which are of a good standard. This is a significant improvement since the previous report when progress in Key Stage 2 was unsatisfactory
88. The subject leader gives a good lead to the subject. She has adapted the published scheme so that it meets the school's needs and makes best use of staff expertise and accommodation. The newly introduced system for assessment is successfully tracking pupils' progress across the school.

## **PHYSICAL EDUCATION**

89. During the inspection, it was possible to observe three lessons in physical education two of which were taught by a visiting teacher from the neighbouring Sports College. As a result, it is not possible to report on the overall quality of teaching and learning provided by teachers at the school. However, evidence from these three lessons and from talking to pupils and staff show that the majority of pupils in Year 2 and Year 6 reach standards that are expected for their age. These findings are similar to those reported at the time of the previous inspection.
90. There is a very good range of extra-curricular clubs and activities that includes football, netball, cricket, judo and dance. Some of these activities give pupils opportunities to participate competitively and develop the skills necessary to be a successful member of a team. The extra-curricular activities are well supported by staff, teaching and non-teaching, and external sports providers. The establishment of links with the neighbouring Sports College gives an opportunity to develop the quality of teaching and learning which teachers do not always exploit to the full.
91. Swimming is included in the curriculum for all pupils in Year 4. Standards are good with almost all pupils able to swim 25 metres by the time they transfer to secondary education. Currently the school does not provide adequately for adventurous activities.

## **MUSIC**

No judgement can be made about provision.

92. Pupils across the school enjoy music. In assemblies, pupils sing with joy, tunefully and with good phrasing and the school choir is good. Assemblies give opportunities for pupils to listen to a range of music by different composers and they recognise works by Handel and Bach. The subject makes a very good contribution to pupils' spiritual development. Extra music tuition is available, for example in brass, violin and cello, which enhance and refine pupils' skills. Musical experiences and literacy are enriched as pupils take part in school performances, such as Christmas concerts and *Midsummer Night's Dream*. The school choir participates in interschool musical events which enhances their social skills. In the lesson observed, there was commanding delivery by the teacher that encouraged the pupils to concentrate with interest and all to sing with verve. There was good attention to detail, which increased the demands on pupils' control of pitch, duration, phrasing and the rhythmic use of their body parts. The proficient skills of the pianist enhanced the session. The teacher constantly assessed progress, maintained the challenge and motivated pupils to achieve to a high level. Pupils responded very well, used their body parts, and sang, expressively, a repertoire of songs in unison, also in two and three parts.

93. The school has a good understanding of strengths and weaknesses in provision. Resources are satisfactory overall, but the school is aware of the lack of large untuned instruments, which means that pupils have limited opportunities to play them.

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

No judgement can be made about provision.

94. Only one lesson was observed. The programme for personal, social and health education is good and has improved significantly since the last inspection. In the Early Years classes personal, social and emotional development receives much attention. The good skills which children acquire are developed through the rest of the school by planned teaching on topics such as pupils' safety, substance abuse and relationships. Pupils benefit from weekly discussion sessions which staff are learning to lead confidently. The school council meets regularly and has made a valuable contribution to suggesting school improvements. The school is seeking the Positive Health in Schools Award and is making good progress towards raising the awareness of pupils, staff and parents.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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