

# INSPECTION REPORT

## **COLNEIS JUNIOR SCHOOL**

Felixstowe

LEA area: Suffolk

Unique reference number: 124624

Headteacher: Mr E Payne (acting)

Lead inspector: Sandra Tweddell

Dates of inspection: 25<sup>th</sup> – 27<sup>th</sup> April 2005

Inspection number: 266653

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	318
School address:	Colneis Road Felixstowe Suffolk
Postcode:	IP11 9HH
Telephone number:	01394 284052
Fax number:	01394 273425
Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Chambers
Date of previous inspection:	February 1999

## **CHARACTERISTICS OF THE SCHOOL**

Colneis Junior School is a relatively large school situated in the port of Felixstowe in an area where parents generally are comfortably off, as unemployment is low due to work at the docks. Many of the pupils come from the area around the school and about a third come from the surrounding areas. Pupil mobility is low. Fewer pupils are eligible for free school meals than in most schools and the number of pupils whose first language is not English is low. Most pupils are of white British heritage and a very small number are from other heritages. The number of pupils with special educational needs or with a statement of special educational need is broadly average. Their needs include specific or moderate learning difficulties, emotional and behavioural difficulties and a small number have autism. Attainment on entry to the school is above average but is broadly average in writing. At the time of the inspection the headteacher was on secondment so an acting headteacher, acting deputy headteacher and an acting year leader were in post. Three of the remaining teachers were temporary. The school is working towards Healthy Schools' status.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1709	Sandra Tweddell	Lead inspector	English, music, personal, social and health education and citizenship.
9957	Shirley Watts	Lay inspector	
2734	Paul Cosway	Team inspector	Mathematics, information and communication technology (ICT), design and technology, art, physical education
23010	Loretta Watson	Team inspector	Science, history, geography, religious education,

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Colneis Junior School is an effective school with many very good features. It gives good value for money. Good leadership by the acting headteacher has maintained the very strong ethos of the school. This is a school that gives a good all round education to its pupils. Teaching is good and pupils learn and achieve well in many subjects. In English, mathematics and science, overall achievement is satisfactory as, until recently, higher attaining pupils had not been sufficiently challenged. This has changed so standards are rising. The senior management team and governors work well to support the headteacher.

The school's main strengths and weaknesses are:

- A strong focus on making learning enjoyable for all pupils through a very broad curriculum.
- Strong leadership that is seeking to improve standards in all areas of the pupils' development.
- The work of more able pupils is often of a high quality but this is not reflected in national tests for English and mathematics.
- Pupils achieve well in many areas of the curriculum and standards are high.
- Pupils' behaviour is very good and their attitudes excellent because they are very well supported by very effective provision for spiritual, moral and social development.
- Teaching is good because the lessons are well planned and motivate boys and girls.
- The school is in the process of introducing a new method of monitoring and tracking in order to more effectively track the progress that pupils make.
- Pupils are cared for very well.

The school has made satisfactory improvement since the last inspection, Standards in science have improved, as more able pupils do very well in comparison with all schools. Teachers give more guidance when marking work, although there remains more to do, and many pupils are now skilled in research. Teaching and learning have improved significantly.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	C	C	E
mathematics	C	C	B	D
science	C	C	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.*

**Achievement is satisfactory overall** in English, mathematics and science, and is good for average attaining and less able pupils. More able pupils now achieve satisfactorily; an improvement due to a range of initiatives introduced by senior management. In many other subjects, achievement is good and standards are above average in all subjects and are well above average in art. Pupils with special educational needs make good progress, as do the very few pupils for whom English is a second language. Pupils from other heritages achieve as well as their peers. This is because the ethos of the school ensures that all groups of pupils are valued.

**The personal development of pupils is very good as is the provision for spiritual, moral and social development.** Pupils are very well behaved and have excellent attitudes towards school. Attendance is good.

## **QUALITY OF EDUCATION**

**The quality of education is good as is the quality of teaching and learning.** The teaching has many strengths. Planning is very good and followed closely, so pupils learn well. Most lessons are planned to ensure that all groups of pupils are challenged strongly, but in a few, more able pupils have insufficient challenge to extend their knowledge, skills and understanding. Assessment is satisfactory. A new system of assessment has been introduced that is starting to be used to identify those pupils who are falling behind, but not all staff have been trained in its use. A key strength in the teaching is that lessons are exciting and fun so that pupils develop a love of learning.

The curriculum is very good, as is the range of extra-curricular activities. The curriculum ensures that standards are consistently high in every subject, as every subject is valued and given equal status. Pupils are looked after very well and links with parents are very strong.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good and there is a strong focus on ensuring that all pupils achieve well. Management systems continue to be reviewed to support this aim. The acting headteacher is leading well, continuing to build on the successes of the school. The senior management team offers good support, as do governors, who are effective and who, this year, have begun to formalise their role to make themselves more effective. Team work between staff is very strong, particularly year teams who are well led and have clear roles. Subject leaders have a key role in monitoring the quality of provision and are generally effective. Their role is currently being developed. The capacity for further improvement is good.

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

The majority of parents and pupils are overwhelmingly positive about the school. Staff have asked pupils for their opinions and found that most are happy, a view confirmed by the inspection team. A few younger pupils felt insecure in the playground and staff have acted on this. The team found on the inspection, which was well into the year, that younger pupils were confident around the school and in the playground. The inspection confirmed that parents' positive views about the school are well justified. A small number of parents have concerns about bullying and how well their views are taken into account. No evidence could be found to substantiate these concerns.

## **IMPROVEMENTS NEEDED**

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

- continue to work to raise the standards of work of the more able pupils in English, mathematics and science.
- extend the use of assessment to ensure that all pupils are suitably challenged across the curriculum.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are above average in all subjects except in art where they are well above average. Achievement in many subjects is good and in English, science and mathematics is satisfactory.

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

- Standards are consistently high in all subjects due to an exciting curriculum that is taught well..
- Most pupils achieve well in all subjects.
- Pupils use skills of literacy and numeracy very skilfully across the curriculum.
- Pupils with special educational needs achieve well.

#### **Commentary**

1. The school's aim is to ensure that all pupils have a broad education and staff are highly successful in this aim. Standards are equally high in every area of the curriculum because the teaching is motivating, well planned and fun. As a result, pupils enjoy learning and most achieve well. In art and singing, standards are well above average.
2. When more sophisticated methods of measuring the progress that pupils make became available a few years ago, it was apparent that, although the majority of pupils reached average standards, the more able pupils were not reaching the higher standards of which they were capable. About two years ago, senior managers became involved in a programme run by a university to look at the reasons for this. The result has been changes to teaching that take account of differences in how people learn. One effect of this, along with other initiatives in English, has been to close the wide gap between standards of boys' and girls' writing. In the tests in 2004, the gap had closed to almost nothing. Boys achieve as well as girls because they are highly motivated by the teaching.
3. Pupils with special educational needs achieve well in relation to their capabilities and learning targets. Analysis of assessment data shows that some of these pupils reach standards comparable with those of their classmates.
4. The very few pupils who are at early stages of learning English make very good progress in learning English and good progress overall. This is because they are looked after well and so have confidence to take part and to ask questions if they are unsure.
5. The very broad curriculum, with a strong focus on discussion, research, independence and practical activities enables pupils to reach very high standards in speaking and listening. This approach also fosters very good skills of literacy. Pupils extend their knowledge, skills and understanding of English through the excellent cross curricular approach, where literacy is a focus of all the teaching. Standards of writing in English, history, geography and religious education, amongst other subjects, are very high, but have not yet been transferred to the work demanded for the national tests. One reason may be that pupils are used to reflecting about their work, which is not appropriate for the time allowed in tests. Senior managers have picked this up and pupils are given timed tests throughout the year.
6. A move by senior managers to bring in the idea of 'context mathematics' – applying mathematics to practical and fun situations such as measuring the length of Rapunzel's hair, is also raising standards in mathematics. Most pupils achieve well in mathematics and more able pupils are now achieving satisfactorily. More able pupils are given tasks to challenge them, but too often the tasks are more of the same, rather than taking them one step further. Several teachers are aware of this and there are examples of good practice.



7. The last inspection found that more able pupils were not achieving well in science. This has been reversed and pupils have done consistently well in science since the last inspection. Again, the investigative approach that encourages pupils to question is a major factor in the improvement.

8. Over the past year, standards of work in all subjects have been and are consistent high, a tribute to the senior managers who have identified ways of raising standards and to the very good teamwork of the staff who are implementing changes in approach very well.

9. The following table gives a comparison between Colneis Junior school and all other schools in England in 2004.

#### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	27.4 (27.4)	26.9 (26.8)
mathematics	27.9 (27.3 )	27.0 (26.8)
science	30.0 (29.4)	28.6 (28.6)

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

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

Attendance is good and has remained constantly above the national average since the last inspection. Punctuality is generally good. Behaviour is very good and any problems are quickly dealt with. Pupils' attitude to their work is excellent.

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

- Pupils enjoy coming to school so attend regularly and punctually.
- Pupil's attitudes towards their work are excellent.
- Pupils are supportive of each other and relationships amongst them are very good.
- Behaviour is very positive, with no exclusions.
- The provision for pupils' social, moral and cultural development is very good.

#### **Commentary**

10. Pupils enjoy coming to school; this is supported by information from the parents and in discussion with the pupils. Arrangements for following up absences are very good. There have been no unauthorised absences or exclusions. Registration is quick and efficient enabling pupils to settle down quickly to work.

11. The majority of the pupils are enthusiastic to learn and quickly settle to the task given. Behaviour is very good and any difficulties or bad behaviour are quickly dealt with and monitored. The reward system is appreciated by the pupils who enjoy the rivalry between the different 'houses' to acquire house points. Pupils are encouraged to use the library to find out information and there is a good collection of non-fiction books that can be borrowed. A strong focus on independence in lessons and an expectation that all take responsibilities within the school enables pupils to develop confidence and independence. Pupils help each other both in the classroom and around the school. All pupils are well supported in the very caring atmosphere of the school.

12. Most pupils with special educational needs have most positive attitudes towards learning. They understand their targets and work hard to achieve them. As they become older, pupils become more involved in the assessment of their own progress and the development of new targets. They are fully included in the life of the school.

13. Pupils are encouraged to offer ideas about the running of the school through representatives of the school council. These are democratically elected and meet regularly with the headteacher to discuss issues other pupils have brought up. Pupils said that some of the suggestions had been implemented.

14. The provision for pupils' spiritual, moral, social and cultural development has continued to be very good since the last inspection. The school has a strong ethos that is understood by the pupils and good values and standards are set by the adults. The relationships between pupils and staff are very good and within an ethos of respect, good discussions take place. An example was the comment by a pupil that *teachers listen to you*. There are opportunities for different social activities at lunch time and after school. Pupils also participate in the biennial Christmas celebration within the community, which includes professional actors and singers. A highlight is the annual production, this year *A Midsummer Night's Dream*, which involves many pupils. Good use is made of the links with the various churches in the town. The provision for helping pupils understand the richness and diversity of their own culture is very good, but of other cultures is satisfactory. Opportunities for visits from people of other cultures are exploited, as and when possible. A link has been established with a teacher who is doing voluntary services overseas and who had previously taught in the school. Pupils support charities both at home and abroad and the school council are discussing how money might be raised for the swimming pool.

15. There is an appropriate range of relevant activities to promote the pupils' personal, social and health development. This includes sex education and drug awareness for Year 6.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.1
National data	5.1	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning are good and assessment and its use satisfactory. The curriculum is very good, and pupils' learning is supported by a very good range of extra-curricular activities that are attended by large numbers of pupils. Pupils are cared for very well and links with parents are very good.

### Teaching and learning

Teaching is varied and interesting so pupils learn well. Assessment is satisfactory and is starting to be used to identify pupils' potential strengths and weaknesses.

### Main strengths and weaknesses

- Teaching is consistently good across the school and many lessons have very good features.
- Lessons are well planned and are interesting so pupils are motivated to learn well.
- More able pupils are given additional work, but too often this is more of the same.
- The teaching of pupils with special educational needs is good.
- Not all teachers have had training in the new system of gauging progress as it has recently been introduced to the school.

## Commentary

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	2	23	1	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons*

16. Parents spoke of how much their children enjoyed lessons because they are interesting and fun and the above table supports this view. There is a remarkable degree of consistency of teaching across all classes, due to effective leadership that promotes very good team work amongst the teaching, support and administrative staff.

17. A key to the success of teaching and learning is the way in which year teams plan together. Units of work are designed to be challenging and fun and to take account of different groups of pupils. Some year teams even try out the activities themselves to check they will work! The work with a university on considering the different ways in which pupils learn has led to a great variety of activities, which ensures very good motivation of pupils. The majority of pupils are therefore eager to learn and enjoy their work, so learn well. This also contributes to the very good ethos of the school. One example of this is current work on the Marwell Murder Mystery. Pupils have been trying to solve the mystery from the wide range of resources given to them. The work coming from this has extended their skills of research, questioning and hypothesis as well as fostering skills of literacy and numeracy. At the end of two of the lessons in different classrooms, many pupils were reluctant to leave, as they were excitedly discussing the lesson. Many of these pupils were boys. The work on considering different learning styles has led to boys being highly motivated and achieving as well as girls.

18. More able pupils are usually given additional work. Often this is effective as when more able pupils were asked to think about how they could convey the mood of their poem. Their choice of language and ordering of ideas enabled them to produce high quality work. In other cases the work can be more of the same, such as in mathematics when they are given more numbers to deal with than the rest of the class, rather than taking their understanding one step further. In English, teachers take as much account of more able pupils as they do of the least able. In mathematics, the focus has been on ensuring that those who are capable of gaining an average level in the national tests are supported. There were some examples in mathematics of more able groups being supported by teachers, and in one example, the teacher had worked with the more able group who had found their work difficult on the previous day. She found that on the second day they grasped the idea very quickly so changed her planning to include a very challenging task to take the group further.

19. Teaching for pupils with special educational needs is good and consequently they learn well. Teachers know their pupils' learning and personal needs well and brief support staff effectively so that they can provide the help these pupils need. In lessons, teachers take care to involve the pupils in class discussions and ensure they participate fully in all activities.

20. Assessment and its use is satisfactory overall. Senior managers have been tracking the progress of pupils for some years and targets have been set for pupils based on their predicted attainment. A new system of predicting how pupils are likely to achieve has been introduced but the training has yet to come. The system has already had a positive impact in one class, where the teacher has been trained, when two pupils who were starting to fall behind in English were picked up and are now back on track. More training is scheduled for all staff, including the senior team. In other subjects, new ways of assessment are being trialled, as this is a priority for the school.

21. The consistency of teaching due to very good team work is a considerable strength of the school.

## The curriculum

The school provides a **very good** curriculum that meets all statutory requirements. Pupils receive a broad and balanced education that is very well supported by extracurricular enrichment activities. Accommodation and learning resources are good.

### Main strengths and weaknesses

- The very good curriculum is very well enhanced through extra-curricular activities.
- Provision for pupils with special educational needs is very good.
- Pupils are encouraged to participate in the arts, such as musical and drama productions and art exhibitions.
- Provision for personal, social and health education is very good.
- Staffing, accommodation and resources are good.

### Commentary

22. The curriculum is broad and balanced and has improved since the last inspection. The school has good subject guidance in place which is very effectively adapted to make cross-curricular links. Teachers in year groups plan closely as teams and ensure good curriculum coverage. It is a success of the school that its work to broaden pupils' experience in the full range of subjects taught has resulted in standards in all subjects being above average.

23. The expertise of staff is well deployed enabling pupils to benefit from their skills both during and after the school day in areas such as music, art, drama, ICT and sport. A wide range of trips is built into teachers' planning. These include a residential week in Derbyshire, visits to the British Museum, Duxford and Foxborough Farm, a survival day in the Grove and a walk along the River Gipping. Many pupils are involved in school productions and all contributed to the school's *The Beach* exhibit at the National Gallery. All these opportunities enhance pupils' learning and contribute very well to their achievement and personal development. Very good examples of pupils' work resulting from these experiences, and showing their participation, demonstrate their enthusiasm and the pride they take in their work. These illustrations are effectively displayed throughout the school, providing a stimulating and attractive environment.

24. Pupils with special educational needs are very well supported by teaching assistants both in the classroom and within small groups. The recently introduced 'gym trail' programme (a physical education course designed to improve concentration) is proving to be very effective. Teachers plan the use of support well so that pupils with special educational needs are included in all activities. The school fully meets statutory requirements and the pupils' individual education plans are effective in raising rates of progress.

25. The school has sufficient numbers of teachers and teaching assistants to enable it to organise classes effectively and to teach the subjects of the National Curriculum to all classes. The teaching assistants and volunteer helpers work well to support pupils and teachers. Particularly good use of volunteers was seen in ICT lessons, where the additional helpers supported pupils well. The learning support assistants give very good additional support, in numeracy and literacy lessons especially, to pupils who need additional help because they have special educational needs. The school's accommodation is good and supports pupils' learning well. It includes a specialist, well-resourced area for ICT and a separate library. The accommodation is good for physical education, with a good-sized hall, hard-play area and playing field. The accommodation in the Year 3 base is managed well by the teachers but frequently the sounds from one class interferes with the learning of another, as there are no walls between classes. The excellent and attractive grounds include a large environmental/wild-life area that provides very good facilities for work in science and art. The quality of the planting and the care taken with the flowers and plants across the whole site contributes to pupils' spiritual development. Subject leaders have worked hard to ensure that all subjects are well resourced, and pupils learn better because they do not have to share or do without

the resources they need. The resourcing is good overall and especially so in ICT, art and physical education.

26. The administrative and clerical staff and the classroom assistants are deployed very effectively and support the teachers well to ensure that they can concentrate on their primary roles. The caretaking and cleaning staff work hard to ensure that the school buildings and grounds are clean, tidy and attractive.

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

Overall the school makes very good arrangements to ensure the pupils' care, welfare, health and safety and the involvement of the pupil's views in the school's development. It provides good provision of support, advice and guidance based on monitoring the pupils' work.

### **Main strengths and weaknesses**

- Staff know the pupils very well and pupils are confident to approach the staff.
- Child protection arrangements are good

### **Commentary**

27. The pupils are very well cared for. Staff know the pupils well and have a genuine concern for their care, health and welfare. Pupils are confident to approach staff with any questions and enjoy discussions with them. Procedures for child protection are very good and there are good links with the appropriate agencies. Health and safety checks are regularly undertaken.

28. The school liaises well with both the infants' school and the secondary school. There are meetings with the main feeder infant school to enable a smooth transfer of children. It is planned to develop these links further. The police are regular and welcome visitors, discussing issues such as drugs and general safety. There are very good links with other schools for sport that enable the pupils' friendships to develop.

29. Questionnaires are used to find out how pupils view the school and representatives from each class form the school council which meets regularly to discuss aspects of the school. Internet access is monitored effectively. All pupils have very good access to all aspects of school life.

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

The links between parents and the school are very good. Links with the community and the feeder schools are good. The Friends of Colneis are active in supporting the school.

### **Main strengths and weaknesses**

- Parents receive very good information about the school in the form of newsletters.
- The school works well with other schools in the area.

### **Commentary**

30. The school maintains very good links with the parents and the questionnaire completed by parents together with the parents meeting endorse this. Parents are welcomed in the school and a small number help with the pupils' reading. They are well informed through a lively fortnightly newsletter and other regular useful information. Regular parents' evenings are held and pupils have a homework book which is used by parents and school to communicate. Parents spoke of how well these are used by all teachers as a form of communication with themselves. If parents put in a comment, they always receive a response.

31. At the last inspection and in a questionnaire issued by the school to parents about a year ago, the issue of homework was raised. Staff have monitored this and most parents indicate they are now satisfied with the amount and quality of homework their child receives. Parents are welcomed into school to discuss any anxieties or difficulties they may have. The school prospectus is attractive and well presented with the relevant details updated. All parents belong to Friends of Colneis and a committee arranges social functions to raise money for the school and to involve local businesses in giving prizes. The links with the infant school are developing to enable children to have a smooth transfer and the school has a good rapport with the secondary school. Within the community there are links with the elderly and the pupils visit the neighbourhood at Christmas to sing carols. Other links within the area are the various churches and through the involvement in sport.

## **LEADERSHIP AND MANAGEMENT**

The overall leadership and management are good and governors are effective.

### **Main strengths and weaknesses**

- The acting headteacher is leading the school well.
- The senior management team, which includes a number of acting leaders, is effective.
- Team work amongst all staff is very strong and the school has good capacity for further improvement.
- New staff are quickly helped to settle into school.
- Governors know the school well and are formalising their role to make themselves more effective.

### **Commentary**

32. An acting headteacher was in post at the time of the inspection as the substantive headteacher was on secondment. Parents commented on the seamless transition between the two headteachers and the inspection supports this view. A number of initiatives have started over the past couple of years to improve standards and these are continuing effectively under the current leadership. The very strong ethos of care and respect that contributes to pupils' excellent attitudes towards their work has continued. Evidence from the pupils' work and the teachers' planning indicates that standards are rising in response to senior management's introduction of broadening teaching approaches to take account of different styles of learning.

33. Subject leaders are effective. Their role is being strengthened and they play a big part in monitoring the quality of their subjects. English monitoring is of a very high quality and has improved the quality of teaching. Other subject leaders sample the work of pupils and are building up most helpful portfolios of work to exemplify progress. These are at an early stage but are already giving useful guidance to all teachers. Regular observation of lessons takes place, focusing selectively on elements of the school improvement plan. Each leader evaluates the work of their subject at the end of the year, prior to drawing up a new plan of action. The quality of the written reviews, although good overall, varies and the monitoring is an area to be strengthened. The reviews form part of the new school improvement plan. This document covers two years and each subject leader has a plan of how they will achieve the priorities for their area.

34. Governance is good and through frequent visits, governors have a good picture of the school's strengths, but less of a view on where it needs to develop. Governors are starting to be included in the monitoring, as they are now assigned to a curriculum area. Some visits have taken place and next term, the focus is planned to be ICT and the assigned governor is scheduled to join the school in its evaluation. Visits are planned and a sheet of guidance supports them in the school. They are clear about their role and are gaining more confidence to ask the key questions to help move the school forward. They ensure that all statutory requirements are met.

35. Year leaders have responsibility for all aspects of their year and they carry out these responsibilities well. The team work closely and very effectively together and are supported well by subject leaders who are a source of advice and guidance.

36. The very strong team work and the ethos of the school, in which all are committed to the best for the pupils, means that the school has good capacity to maintain the good and very good features of its work. Standards are rising and with the very good team work in the school, there is good capacity to raise standards further.

### Financial information

#### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)	
Total income	698,448
Total expenditure	702,612
Expenditure per pupil	2203

Balances (£)	
Balance from previous year	31,418
Balance carried forward to the next year	27,254

37. The management of the school's finances is good. All the necessary controls are in place, and the school has received a favourable audit report. Governors' expertise, the control exercised by the headteacher and the efficient work of the bursar ensure that the school makes good use of its funding and its resources. Special needs funding is spent well and to good effect. The principles of best value are applied well. Pupils achieve satisfactorily and many achieve well in terms of academic development, and very well in their personal development, and so the school is providing good value for money.

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

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **good**

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

- Very good leadership by the subject leader is raising standards quickly.
- Teaching and learning are good because lessons are very well planned and are motivating.
- The achievement of most pupils is good .
- Very good teaching of literacy across the curriculum is supporting the move to high standards.
- The quality of marking has improved since the last inspection but a few teachers do not give good guidance as to how pupils can improve their work.

#### **Commentary**

38. Standards of English are above those of most schools but achievement in terms of prior attainment has been unsatisfactory. The introduction of more sophisticated methods of tracking the progress that pupils make indicated that the school was not doing as well as it could. As can be seen earlier in the report, this has been tackled well by senior management, whose team includes the subject leader for English. She is a highly skilled professional who has greatly influenced the school's practice through her example and leadership. She has good systems to monitor the progress that pupils are making through regularly sampling pupils' work and discussing it with year teams and with the whole staff. She fully understands the new system of predicting how well pupils should be doing, and has encouraged teachers to look again at pupils' work to raise their expectations. One result of this has been that two more able pupils, who had started to slip behind, are now achieving as they should. Many staff have not yet been trained in this new approach as it is so recent, and more training is planned.

39. The result of this work is that achievement of many pupils, including those with special educational needs and the few for whom English is a new language, is good. More able pupils are achieving satisfactorily. The quality of work in pupils' books is higher than national test results indicate. Observation of two lessons in which pupils were given a set time to complete some writing, showed that most pupils reflected before starting. This resulted in high quality work, but not in the time allowed. Pupils have been practising in preparation for the tests throughout the year, to try to combat this. Pupils who have special educational needs achieve well because they receive good support and do work that is well targeted at their needs. The few pupils for whom English is a new language are supported very effectively by the very strong ethos of care and respect that runs throughout the school so they are confident to seek help when they need it. They receive additional support which is also effective. The subject leader has targeted more able pupils so they receive regular extra support and are given challenging tasks.

40. Standards of speaking and listening are well above average, because of the school's focus on helping pupils to be independent. Many pupils are confident to discuss their ideas and more able pupils argue their case well. Standards of reading are high because of the focus on reading for pleasure and also for research. Many pupils have a favourite author and talk about books with interest. They are proficient in using books for research and all know how to use a library.

41. The use of writing across the curriculum is promoting high standards of work. Much writing, from all groups of pupils, is extensive. Pupils write for a wide range of purposes; to persuade, entertain, or seek information. They are aware of the need to think about the audience for whom they are writing and more able pupils and many average attainers choose words carefully. One of the successes of the school is the way in which the gap between the quality of girls' and boys' writing closed last year and continues this year. Boys are equally motivated to write because of the



change in approaches to teaching, a result of the project to consider the learning styles of boys. A few classes are starting to write personal journals, choosing topics that interest them. A boy with special educational needs has been fired with enthusiasm about this and when he starts to write, finds it difficult to stop. He speaks proudly and excitedly about his writing. It is too early to see what impact this will have, and staff are planning to review the strategy in due course.

42. Many teachers have a good understanding of how good writing comes about. Work in Year 4 demonstrated this excellently. Pupils had been introduced to the ideas of writing haikus and kennings – both forms of poetry. In one lesson, the teacher gave an excellent demonstration, using pupils' ideas, of how to build up a collection of words, then organise them into a haiku. In a subsequent lesson, pupils were asked to refine their poems and again, an excellent demonstration of how to do this was given using one that had been written earlier. Pupils were eager to contribute their ideas and learned how a first draft can be refined into a piece of high quality. One of the original lines was *The sun is yellow,/ And it is high in the sky*. This was refined by the pupils to *Blazing, golden sun/ Way, way up high in the sky*. Pupils in the class understood that the final stage of proof reading is important for accuracy. This was excellent teaching. In a parallel class, a more able pupil's final version was *Pure golden feature/ Sitting on fluffy white clouds/ bright blue, sunny sky*.

43. The quality of teaching and learning is good and there are many very good features. There is very good consistency in teaching across the school, because of the influence of the subject leader. Lessons are very well planned to be fun and to build on previous learning in an exciting way. The excellent links with other curriculum areas gives a meaningful context in which pupils develop and extend their skills of literacy. One example was in Year 3 where pupils had been studying the rainforest. They were asked to produce similes to do with rainforests and were given a wide range of stimulating reference books to get them started. The work produced was lively, imaginative and original from all groups of pupils. One wrote *as green as a tropical tree swaying in the sun*. The teacher was quick to talk about alliteration, an example of how well teachers use opportunities to reinforce and extend learning. Resources are used very well to motivate, for example, in Year 6's study of the Mystery of Marwell Manor. The quality of marking has improved since the last inspection, but there is still some weaknesses in the quality of comments to take pupils further as the school has recognised.

44. English teaching is a strength of the school because teachers are willing to try out new ideas to improve standards. The quality of team work across the school and amongst year teams is very good. Pupils enjoy their work as it is so motivating, and so they learn well.

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

45. The school's approach of extending skills of literacy through other subjects is highly successful, as can be seen from the above paragraph. High quality writing takes place in all subjects, for example in history, where the focus on the Tudors gave rise to quality writing from all abilities of pupils, who wrote as though they were Anne Boleyn, pleading with Henry for her life. In religious education, pupils research and write skilfully about their findings. In design and technology, pupils plan and evaluate their work, using their skills of literacy most proficiently. Teachers are alert to all opportunities to promote skills of literacy and are successful in doing so.

## **MATHEMATICS**

Provision in mathematics is **good**

### **Main strengths and weaknesses**

- Results in Year 6 national tests have been consistently above average.
- Good teaching develops good learning.
- The positive, hard working attitudes of pupils to mathematics help most pupils to achieve well.

- The committed and enthusiastic team of mutually supportive teachers and good leadership are helping to raise standards.
- Still more could be done to challenge more able pupils.

## Commentary

46. Pupils' standards when they enter the school are slightly above average. When compared to all schools in the 2004 tests, results in the national tests for pupils at the end of Year 6 were above the national average, but below the average for schools with pupils of similar attainment. This means that pupils made unsatisfactory progress. Closer analysis of the results reveals that it was the higher attaining pupils who made the least progress.

47. Since then, the school has concentrated on providing greater challenge for the higher attaining pupils to improve their work. Staff have also introduced 'context' mathematics – a way of teaching that places increased emphasis on the practical application of mathematics rather than a theoretical approach. These approaches are successful. Overall, attainment is above average and the performance of the higher attaining pupils has improved. More are now attaining higher levels of understanding and their progress is now satisfactory. Achievement has improved from unsatisfactory overall to satisfactory. There are marginal differences between boys' and girls' attainment, but no more than is the case nationally.

48. Pupils' current work reflects these improvements in both teaching and learning. More able pupils in Year 6 confidently add and subtract numbers with up to three places of decimals, accurately convert metric measures to imperial and vice versa, calculate area and volume confidently and have a very good understanding of fractions. Middle ability pupils have better than average understanding of shapes and their properties and show good skills in the application of mathematics – calculating accurately, for example, the amount of materials needed and the cost of decorating a room. Lower attainers have poorer numeracy skills than their peers. They are less confident in mental mathematics and can multiply accurately, but struggle with division.

49. The improving picture is the result of several factors. Teaching to all year groups is good, with some very good features, and pupils respond well to this. They are very well behaved, co-operative, hard-working and attentive. Teachers use the well documented subject guidance to plan lessons well, so that there is a range of activities to interest pupils. The National Numeracy Strategy is firmly in place. All attainment targets receive appropriate coverage, and the greater emphasis on using and applying mathematics is helping pupils to develop further their capacity as independent learners. The best lessons have a brisk pace and continuously challenge pupils to achieve well. In an excellent lesson on capacities, the pupils were excited and enjoyed the activities greatly as they worked out the quantities of ingredients needed to make a fruit punch for different numbers of people, used the quantities they had calculated to mix the punch - and then drank the results! More able pupils were challenged very well in this lesson, working with an additional teacher to plan the catering for an estimated thousand customers at the next school fair.

50. Teachers use an open questioning style, which is characterised by phrases such as "What do you notice?", or "Can you explain?" This encourages pupils to think and give reasons for their answers. Teachers plan the lessons so that the tasks set are not the same for all. Lower attaining pupils are given work that is appropriate for them, dealing with two digit rather than three digit numbers, for example. Higher attainers tackle more complex calculations. The lower attainers are further supported by learning support assistants. Class teachers keep a close eye on the progress made by lower and middle attaining pupils in particular, so that these pupils generally achieve well. The higher attainers, because they are able to work unaided, are often left to work unsupported, which develops their independent learning skills. It also means, however, that their thinking is not always being challenged enough to extend their understanding further.

51. There is good leadership and management of the subject, although the subject leader is currently the acting headteacher and this restricts the time that is available for his teaching and co-

ordinating role. There is adequate monitoring of teaching and learning and the effects of this enable teachers to learn from one another.

## **Numeracy across the curriculum**

52. Numeracy skills are well above average and pupils' competence in numeracy helps them to do well in all of the curriculum. Good use, for example, of graphs, charts and diagrams in geography and of numeracy in ICT (plotting movements for an on-screen roamer or working through a control program) build on numeracy skills learnt in mathematics lessons. Pupils also effectively use these skills in design and technology, where accurate measurement is taught.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average.
- Teaching and learning are good.
- There is very good emphasis on the use of specific, technical language.
- Pupils are given good opportunities to review and evaluate their investigations.

### **Commentary**

53. By the end of Year 6, pupils attain standards that are above those seen nationally. As judged in the last report, lower and average attaining pupils are attaining good standards. In the last report, more able pupils did not achieve as they should. There has been satisfactory improvement since the last inspection and they now achieve satisfactorily. Pupils with special educational needs achieve well in relation to their prior attainment.

54. Pupils have a good understanding of scientific terms and their investigative skills are well developed. They have excellent attitudes towards learning. When working in groups, pupils share ideas and responsibilities very well. They demonstrate maturity when selecting and organising resources. They make good use of their ICT skills when representing results of investigations. For example, they produce graphs showing the changing lengths of shadows at different times of the day. While studying the weather, pupils use their research skills very well to find data enabling them to produce spreadsheets and graphs demonstrating the amount of daylight on the first day of each month over a year. Older pupils have a very good understanding of knowledge they have previously gained. They use this very well when making predictions and when meeting new challenges such as studying plant life in greater depth. They plan their work well and understand the importance of fair testing.

55. Teaching and learning are good. Lessons are well planned and stimulating. Resources are very well organised and used creatively to promote learning. Support staff are very effectively deployed to ensure all pupils fully participate in discussions and activities. Teachers have a very good understanding of the subject and a clear vision of the learning they want to extend. Pupils' work is regularly marked and teachers write constructive comments which challenge pupils to extend their knowledge and understanding. Older pupils are encouraged to organise their own experiments and to work co-operatively. This effective approach to learning contributes very well to social and personal development. Pupils are encouraged to ask questions and express their own ideas and their contributions to discussions are valued. As a result, pupils of all abilities gain confidence and make good progress.

56. The leadership and management of the subject are good. The co-ordinator is knowledgeable and knows what needs to be done to move the subject forward. The curriculum has been broadened, incorporating links with other subjects and providing more opportunities for pupils to develop their thinking skills. The quality and quantity of resources have also been improved since

the last inspection. Opportunities for pupils to become Eco-warriors and plans to re-establish the weather station and improve the wildlife area and millennium garden are all initiatives that stimulate pupils' interest in the subject. Pupils' learning is regularly assessed by the use of written responses, discussions and group observations. Information gained is used to focus future planning and ensure pupils make sound progress over time.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well and standards are above average.
- Leadership and management are good and show commitment to improvement.
- The attitudes and response of pupils are good, often very good.
- Teaching and learning are good. .
- The range of resources is good and helps pupils to progress.

### **Commentary**

57. Pupils in Year 6 achieve above national expectations. The scheme of work is well planned and the school has the necessary resources to support pupils' learning. The very good ICT room, with enough computers to enable a whole class to work in pairs, contributes to these high standards. The range of equipment available, including LCD projectors, digital cameras and scanners, is a strength and the pupils benefit from this. They are familiar with the functions of these items of ICT equipment and use them confidently. Skills develop rapidly as pupils move through the school and all pupils, both boys and girls, including those with special educational needs and the more able achieve well.

58. Pupils have learned how to access the network with usernames and passwords and to find and save to their own folder. All are confident users of the mouse and keyboard, can open programs and type instructions into the computers. In one of the good lessons, the enthusiasm of the teacher and the challenging material enabled pupils to use control technology well, even though this is new to the school. They used control boxes to operate light bulbs and to make them flash in sequences that they programmed into the computers. Pupils are confident using word processing and art programs. They are able to work independently and collaborate well in pair work.

59. It is the strong leadership and management of ICT and the good quality of the teaching that is bringing about these good results. The leadership and management are good and the co-ordinator has a clear vision of improvements necessary. There is good subject guidance. There are plans for new assessment procedures that are aimed to identify pupils' strengths and weaknesses more readily.

60. Teaching is good overall, with well-planned lessons, good individual support given to pupils and tasks that are challenging. As a result, pupils' attitudes towards the subject are excellent. Pupils are managed very well and behaviour is consequently very good. There is good improvement since the last report.

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

61. The use of ICT in other subjects is good. In subjects such as design and technology and art and design, ICT is used well. There is good use of the internet for research and there are elements of control technology in the scheme of work for design and technology – making, for example, working model lighthouses. English makes good use of ICT for word processing, which helps to develop pupils' drafting skills as well as improving the presentation of their work. ICT skills are used effectively in history, for reference and for downloading information from the internet.

## HUMANITIES

62. No **history** lessons were observed during the inspection, so there was insufficient evidence to make a judgement on the quality of provision. Pupils' work was examined and this indicated that standards are above expectations by the end of Year 6 and have improved since the last inspection. Pupils have a good understanding of historical vocabulary. They demonstrate good knowledge of the periods they study. Pupils work with care and make very good use of their literacy skills when writing accounts and poems relating to important events. Pupils have good understanding of the history of Felixstowe as a holiday resort and the development of the docks. Older pupils use their artistic talents very effectively when producing striking pictures of The Blitz and models of bombed streets. Younger pupils produce very good models of Roman, Saxon and Viking warriors and their ships which demonstrate good understanding of the periods they study. Teachers provide a wide range of learning experiences. The broad curriculum includes many informative visits. At Duxford Museum, pupils dress up as evacuees and experience life in a wartime classroom and the effects of rationing. At Sutton Hoo they examine and sketch Saxon artefacts and later produce their own examples of Saxon patterns. Pupils' work is now monitored and resources have improved. Teachers and pupils make greater use of ICT to access information and broaden pupils' knowledge and understanding of the periods they study.

### Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils achieve well and standards exceed the expectations of the locally agreed syllabus.
- Religious education contributes well to pupils' spiritual, moral, social and cultural development.
- Very good links are made with literacy, especially the development of speaking and listening skills.
- Assessment procedures are not fully developed.

### Commentary

63. Pupils in Year 6 achieve standards which exceed the expectations of the locally agreed syllabus. Standards have been maintained since the last inspection and improvement since then has been satisfactory. Pupils have a good understanding of the major faiths they study. Their written work shows that they have listened well and retained the knowledge they have gained in lessons and visits to places of worship. Pupils learn about the Old and New Testaments and enthusiastically write about their visits to local churches. These opportunities contribute significantly to their spiritual development. They are familiar with the signs, symbols and artefacts associated with Christianity, Islam and Judaism. They learn well how signs and symbols enable people to communicate without speaking. They use their literacy and artistic skills very well producing an effective collage depicting Moses and the Burning Bush, interspersed with emotive language such as eerie, fascinating, holy and noble. Their work is thoughtful and always well presented.

64. Teachers have sound knowledge and understanding of the subject and the good qualities of teaching and learning have been maintained. Resources are stimulating and very well organised. Photographs showing structure, order and pattern within nature are thought-provoking and produce expressions of awe and wonder as pupils use their scientific knowledge well to identify and categorise them. Teachers make good use of previous learning as pupils recall their reflections on the world, using language such as 'amazing', 'breath-taking', 'sad' and 'mysterious'. Good use is made of artefacts such as a chalice, rosary beads and missal as pupils learn about the sacrament of Holy Communion. Many lessons are brought alive by opportunities for role play. Pupils of all abilities gain a good understanding of the significance of ceremony and symbolism in religion.

65. The curriculum is good and the quality and quantity of the resources has improved since the last inspection. There are good links with the infant and secondary schools to ensure coverage of

the world faiths. A new assessment procedure is in place and teachers are beginning to use this more consistently. The subject leader has plans for a wider range of opportunities for pupils to visit places of worship in order to broaden pupils' learning and raise standards.

## Geography

Provision in geography is **good**.

### Main strengths and weaknesses

- Standards are above average..
- Teaching is good and provides a wide range of learning experiences.
- Good use is made of local features to promote learning.

## Commentary

66. By the end of Year 6, standards are above those found in most schools. Standards have risen since the last inspection. All pupils, including those with special educational needs, make good progress and achieve well.

67. Pupils develop good skills, such as map reading and identifying changes in areas and land use over time. They have very good knowledge and understanding of their local area and are keen to discuss features such as the docks, the town centre and the beach and coastline. They know how rivers form channels through landscapes and why dredging is necessary to facilitate the movement of shipping. Pupils use their ICT skills well to discover the nature of coastlines around the world and to record and compare temperatures in different locations. They develop a good geographic vocabulary and correctly describe and compare different climates and environments. They study St Lucia and understand the ways in which life there differs from their own.

68. The quality of teaching and learning is good and the planning of lessons a key strength. Teachers have a good understanding of the concepts being taught and provide stimulating activities and resources. As a result, pupils enjoy learning and make good progress. An organised walk through Felixstowe promotes lively discussion about its features. Pupils are then encouraged to use their literacy and artistic skills to produce persuasive, attractive leaflets advertising the town as a year round tourist destination. An effective, practical activity enables young pupils to quickly learn how a river finds a route from its source to its mouth and the effect this has on the environment. A visit to the beach heightens pupils' awareness of man's impact on nature. The results of a rubbish survey recorded in graph form demonstrate good use of pupils' numeracy skills. Subsequent discussions promote pupils' sense of responsibility and personal development.

69. The curriculum is enhanced by many such experiences plus a residential trip to Derbyshire to study a contrasting locality. The subject is well resourced and these are to be extended further. Assessment is currently satisfactory and a new assessment procedure is in place which is aimed to enable teachers to plan more effectively to continue to raise standards.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Drama and music were sampled. **Drama** is taught across the curriculum, its techniques being used to extend pupils' learning in a wide range of subjects. Pupils also take part in productions, this year *A Midsummer's Night Dream*. Many pupils from across the school benefit from taking part. In the lessons that were seen that included drama teaching, teachers were confident with the subject and used it well to promote learning of drama itself, the subject itself, for example, music and history, as well as speaking and listening. Year 3 pupils are confident with drama techniques such as hot seating and freeze frames. In one lesson where they acted *Peter and the Wolf*, they moved with great skill in a tiny room, keeping within their groups and adapting their movements to fit the space and also to avoid others. These skills indicate very high standards of performance. A Year 5 class studying Anne Boleyn and writing a persuasive letter to her

husband, so as to avoid execution, performed equally well as they entered the character of Henry VIII's wife, Anne Boleyn. This led to writing of a high quality.

71. One lesson of **music** was observed. The teaching was good, as the teacher had a good understanding of the subject and drew on it well to extend listening skills. The singing in assemblies is of a very high quality. Pupils sing expressively, with good diction and tone. Over 80 pupils are in the choir, including a small number of boys. The success of the work to motivate boys can be seen in their willingness to sing solo.

## **Art and Design**

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

### **Main strengths and weaknesses**

- Very good teaching and learning lead to well above average standards of work.
- The use of display inspires and celebrates achievement.
- The work of great artists is used well to develop pupils' understanding and appreciation of art, as well as developing their range of skills.

## **Commentary**

72. Attainment at the end of Year 6 is well above what is expected. Boys and girls, as well as pupils with special educational needs and those for whom English is an additional language, achieve very well. Work on display and in sketch books often shows attention to detail and very good development of skills. Work is firmly based on direct observational drawing, and a good range of media is used, including collage, pastels, paint, pencil, modelling clay and screen printing. The sketch books are used very well by pupils and they clearly illustrate the progress that they make from lesson to lesson. Most pupils show good skills of draughtsmanship, an eye for detail and very good use of colour.

73. The attitudes of pupils towards the subject are excellent – they enjoy the opportunities that it presents for expression and creativity, as well as responding very well to the study of great art. They respond with admiration and wonder to the examples they are shown of works by Picasso and Monet, for example, learning new techniques by following their example. The subject makes a significant contribution to their spiritual and cultural development.

74. Teaching and learning are both very good at all levels, based on very good relationships where pupils feel secure enough to take risks. The teachers' expertise and enthusiasm are clear and linked to the very good development of skills. Planning, preparation and target setting are all very good and links to the national curriculum are clear.

75. Leadership and management are very good. The subject leader has a real enthusiasm for the subject and has strengthened links with other areas of the curriculum. The work based on beaches was a fine example of this, incorporating elements of English, design and technology and ICT, as well as wide range of artistic techniques and media. Samples from the display that resulted have been chosen to be exhibited at the National Gallery. Pupils are encouraged to enter art competitions and this provides additional challenges for all pupils, who do well in these events. Many displays in the school are of good quality and these are used well both to celebrate success and to inspire others. Progress since the last inspection has been good.

## **Design and technology**

Provision in design and technology is **good**.

## Main strengths and weaknesses

- Pupils achieve well, reaching above average standards.
- The good range of activities ensures that all pupils are actively involved in their learning.
- Teaching and learning are good.
- Pupils develop good skills of assessing the quality of their work.

## Commentary

76. At the end of Year 6, pupils' performance is above average. Boys and girls, as well as pupils with special educational needs and those for whom English is an additional language, achieve well. Pupils' work is of a good standard across all aspects of design and technology, including food technology.

77. By the time they reach the end of Year 6 they have knowledge of the essential nutritional value of foods and cook simple dishes, such as pizzas, producing tasty and wholesome meals. Pupils have developed skills to cut, shape and join so that they can make a range of articles in different materials, including wood, fabric and card. All pupils are introduced to the techniques of drawing and designing, and they give due consideration to the use to which the articles will be put, as well as the best materials to use in the construction. They attain good standards in their design work and in their skills of producing articles. They work with patience and care, as well as skill. More able pupils produce articles of excellent quality, such as bags, one of which was designed as an amusing and realistic image of a sheep, and models representing houses during the blitz. Cross-curricular links are a strength in the subject, especially links with the humanities subjects. Pupils' evaluations of their work are full and thoughtful. They describe the design process well when they write, explaining the reasons for the decisions that they made about form and materials. They assess the quality of the finished product, using both self and peer evaluation, and come up with realistic and perceptive ideas for further development of their designs.

78. The subject is led and managed well, with good guidance to teachers. It was not possible to observe any lessons, but evidence from planning and discussions with pupils suggests that teaching is at least good and often very good. Teachers understand the requirements of the subject well and this is in large part due to the quality of the guidance that they have had. Literacy and numeracy skills are developed very well. For example, one child described her pizza in her evaluation as *crunchy, tangy, spicy, tasty, cheesy and moist*. Overall there has been good improvement since the last report

## Physical Education

Provision in physical education is **good**.

## Main strengths and weaknesses

- Teaching is good and leads to good achievement and above average standards
- Very good behaviour, attitudes and relationships help to create a good ethos for learning.
- There is good accommodation for physical education lessons and the resources are of a good quality.

## Commentary

79. Pupils achieve well and standards in Year 6 are above average. Boys and girls, as well as pupils with special educational needs and those for whom English is an additional language, make good progress in developing their physical skills. The higher attainers often show particular strengths in aspects of the subject – some being very good tennis players for example. The very good ethos in the school, shown by the excellent behaviour of the pupils, their willingness to listen and learn and to work as members of a team, helps to raise attainment. Pupils understand and follow the rules of games very well, playing in a sporting manner and with regard for the feelings of



others. Most have good co-ordination, throw and catch accurately and have good racquet control. Low attainers do not judge well the amount of force they should use when striking a ball, but are not discouraged and work hard to improve their skills.

80. It was only possible to observe games lessons. The quality of teaching is good. Strong subject knowledge enables teachers to coach pupils confidently and they plan a good variety of activities that motivate and constantly challenge pupils. Relationships are very good. Pupils work well together and are confident enough to make valuable contributions. Teachers are skilled at demonstration and effectively involve pupils to illustrate teaching points. Lessons have a clear focus and proceed at a good pace, so that much is covered and pupils get healthy exercise as well as learning quickly. Satisfactory assessment takes place and this is currently under review.

81. Leadership and management of the subject are good. There is a shared vision, and expertise is shared well amongst the teachers, who work very much as a team, helping and supporting each other. The facilities are good, with a large playing field, a good hard play area and a large hall. The resources are of a very good quality and this helps pupils to achieve well. There has been satisfactory improvement since the last inspection.

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

82. This subject was sampled. Parents commented on the very good ethos for learning, the positive way in which their children's personal development is undertaken and the strong sense of community in the school. These views were confirmed by the team. The subject leader is fairly recently appointed and has begun to put together guidance for teachers, drawing on the work that is already taking place. The curriculum covers health, relationships, citizenship, the world of work and sustainable development. Some of these areas are still to be developed, such as the world of work, but others such as relationships and citizenship are an intrinsic part of the culture of the school. The subject leader is developing a portfolio of work to exemplify the work that pupils do. Assemblies promote this area of the curriculum well. Year 3 has been studying a range of habitats and the damaging effects of pollution. In an assembly, they were asked to consider the moral dilemma of destroying habitats to create a bypass round a town so that cars could move freely. Pupils thought hard about this and offered their opinions. The school is working towards Healthy Schools status as part of the provision. Pupils' excellent attitudes towards their work, to one another and to adults in the school are evidence of the very effective provision made by the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	1
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>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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