

# INSPECTION REPORT

## **COLTISHALL PRIMARY SCHOOL**

Coltishall, near Norwich

LEA area: Norfolk

Unique reference number: 121017

Headteacher: Mr Chris Jones

Lead inspector: Lesley Robins

Dates of inspection: 23<sup>rd</sup> – 25<sup>th</sup> May 2005

Inspection number: 266654

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Community  
Age range of pupils: 4 –11  
Gender of pupils: Mixed  
Number on roll: 184

School address: St John's Close  
Coltishall  
Norwich  
Norfolk

Postcode: NR12 7HA

Telephone number: 01603 737481

Fax number: 01603 736118

Appropriate authority: The governing body

Name of chair of governors: Mrs Jennifer Belshaw

Date of previous inspection: 7<sup>th</sup> – 9<sup>th</sup> May 1999

## **CHARACTERISTICS OF THE SCHOOL**

Coltishall Primary School has changed in some ways since its last inspection in 1999. There are fewer pupils now, and the school is to reduce in size by one class in September 2005. There are currently more boys than girls in the total of 184 children on roll and some classes have very uneven numbers of boys and girls. The number of pupils eligible for free school meals is lower than in 1999, and is now very low compared to the national average. The proportion of pupils with special educational needs is about average. There are slightly more pupils with statements of special educational need. There is some movement of pupils in and out of the school during the year, mostly in the junior classes. The vast majority of pupils come from White British backgrounds. No pupils are learning English as an additional language. The pupils' attainment when they join the school in reception is mostly above average. The school has Investors in People Status and the Football Association Charter Standard. It is committed to the Healthy Schools Programme.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5848	Lesley Robins	Lead inspector	Foundation Stage, English, Religious Education, citizenship
9837	Roy Walsh	Lay Inspector	
5358	Cherry Jackson	Team Inspector	Mathematics, science, art and design, design and technology, special educational needs
27387	David Tomkins	Team inspector	Information and Communication Technology, geography, history, music, physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Coltishall is a good school with many very good features.** It provides very good value for money. All the pupils achieve well because of good teaching and because each individual is valued. They are very well cared for and their learning is strengthened through the school's strong partnerships with parents and the wider community. The accommodation is good. The school is well led and managed. Parents are very pleased with the school. The pupils like their school and all that it has to offer.

The school's main strengths and weaknesses are:

- The reception children have a very good start to their time in school.
- Pupils in Years 1 to 6 achieve high standards in English, science and in Personal, Social and Health Education, (PSHE).
- Standards are good in mathematics, information and communication technology, (ICT), religious education, (RE) and physical education, (PE).
- The pupils behave very well, care for each other, and work very hard in their lessons.
- Teaching and learning are good, but some inconsistencies in day to day assessment mean that the pupils do not know well enough how to make their work better.
- The head teacher provides strong leadership, but some subject leaders are not clear about action to raise standards.

The school has made **good** improvement since it was inspected in 1999. Notably, the pupils' ICT skills are much better, with standards having moved from below to above average. Strategic planning has improved. The school has dealt most effectively with all the minor weaknesses identified in its last report, except for improvements to the pupil's annual reports. Aspects such as provision for pupils' multi-cultural awareness are now very good. Standards in writing, science and PE have improved.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	B	D
Mathematics	E	A	C	E
Science	C	A	B	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is good.** The school's results do vary from year to year because of changes in the numbers of Year 6 pupils and in the profile of each group. Over time however, the improvement trend in the Year 6 results is better than the national one.

Last year, the results for the eleven year olds dropped and so the pupils' achievements did not compare well with those of similar schools. This Year 6 group had more pupils with special educational needs than usual and more pupils left and joined the school in the time leading up to the tests, than is usually the case. This inspection has found that standards are high again and that the pupils are achieving well. Effective attention to differences in achievements between boys and girls in aspects of English and mathematics has closed the gap between these groups. Very good provision for pupils with special educational needs, (SEN), which includes very good support from teaching assistants, promotes their very good achievement.

Many of the reception children have exceeded nearly all the standards expected for them in all aspects of their learning. They achieve very well in their mathematical, scientific and technological learning and in their creative development. Pupils in years 1 and 2 achieve well in reading, writing, mathematics and science. Achievement in English and science is equally good for the pupils in Years 3 to 6. Their achievement in mathematics is sound and improving. The pupils also achieve well in PSHE. They have good ICT and PE skills. Achievement in RE is sound.

**The pupils' personal qualities and their spiritual, moral, social and cultural development are very good.** The pupils' eagerness to learn and their very good behaviour make a clear contribution to their good achievement. Relationships between pupils and adults are very trusting, and most harmonious between the pupils themselves. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is good.** Teaching and learning are good with a number of strengths. Well organised and well paced lessons with the teachers expecting their pupils to work and try hard lead to good and sometimes very good progress for them. The very good use of ICT in lessons supports learning well. The teachers do not consistently help the pupils to know how to improve their work, though.

The curriculum is good, and enriched by a good range of out of school activities as well as educational trips and visitors. The adults make effective use of all the available space in the school's good accommodation, but the outdoor learning space for the reception children is too small. The rest of the school's outdoor environment is very good. The pupils benefit from a high level of care for their well being. The school's very good partnership with parents and good links with the community enhance the pupils' learning. Good links with other schools make for smooth transfer into and out of the school.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** Governance is good. Statutory requirements are met. The governors focus well on the pupils' achievements and needs. They manage the school's finances very well. The headteacher leads the school well. He has successfully established an honest and evaluative approach to the school's work. With his help, some subject leaders manage well developments in their subjects. Others are less pro-active in their action to bring about improvements.

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

The parents are full of appreciation of what the school does for their children. Some feel that they could be better informed about their children's progress. The inspection team judges that the school provides very good information to the parents, but that the pupils' annual reports are sometimes not as clear as they could be about areas for improvement. The pupils like school very much and know that their voice is heard.

## **IMPROVEMENTS NEEDED**

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

- Strengthen day to day assessment so that all pupils know well how to improve their work.
- Ensure that all subject leaders are pro-active in their work to raise achievement in their subjects.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

The pupils' achievements, for all abilities, are good, mainly because of good teaching and a well planned curriculum. Boys and girls are achieving equally well. The children in the reception class achieve well, reaching standards beyond those expected for their age. Achievement for pupils in Years 1 to 6 is good in English and science. The Year 2 pupils also achieve well in mathematics. Achievement in mathematics for pupils in Years 3 to 6 is sound and improving, with Year 6 pupils often achieving well. There is good achievement in PE, PHSE and citizenship. Standards are above average and the pupils' achievements sound, in ICT and RE.

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

- The reception children achieve well in all aspects of their learning.
- Pupils in Years 1 and 2 achieve well in reading, writing, mathematics and science.
- Pupils in Years 3 to 6 achieve high standards in English and science.
- Standards in ICT are much improved from the last inspection.
- Standards in handwriting are weaker than in other aspects of English.
- Pupils in Years 3 to 6 are not always able successfully to explain their mathematical thinking.

#### **Commentary**

1. Many children in the reception class have achieved many of the standards expected of them and are working beyond them. In particular, they have very good mathematical, scientific and ICT skills. Within creative development, their art work is of very high quality.

2. The school's test results for pupils in Years 2 and 6 vary from year to year, because the numbers of pupils in each year group change as does each class profile, with differing numbers of pupils with special educational needs, and of boys and girls. However, the underlying trend in the school's results is in line with the national trend for the Year 2 pupils. For the Year 6 pupils, standards are improving at a better rate than the national picture.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
Reading	18.3(17.0)	15.8 (15.7)
Writing	15.5 (15.3)	14.6 (14.6)
Mathematics	18.4 (17.8)	16.2 (16.3)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

3. Compared to the national averages, in 2004, the Year 2 pupils achieved high standards in reading and mathematics and above average standards in writing. Their achievements, when compared to those for similar schools were extremely good in reading and mathematics and sound in writing. In the teacher's assessments in science, standards were also high, with all pupils achieving the expected standard, and with the able pupils reaching the expected higher levels.

4. The inspection has confirmed these high standards and good achievement for the infant pupils. Standards in writing are improving. The pupils in years 1 and 2 read and write very well, although their progress in handwriting is uneven. They have good mathematical knowledge, which they use well in their lessons. In science, they are good at presenting their scientific findings.

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

Standards in:	School results	National results
English	28.0 (28.3)	26.9 (26.8)
Mathematics	27.6 (29.0)	27.0 (26.8)
Science	29.4 (30.3)	28.6 (28.6)

*There were 31 pupils in the year group. Figures in brackets are for the previous year*

5. In 2004, disappointingly, the results for the Year 6 pupils dropped. Analysis has shown that there were more pupils with SEN in this group than normal and that more pupils came and went in the time leading up to the tests than is usually the case. Most of the pupils with SEN achieved well in the tests, however.

6. This inspection has found that standards for the eleven year olds are back on track again. They are notably high in English and science and above average in mathematics. Achievement is good in English and science and sound but improving in mathematics. In Years 3 to 6, the pupils are very competent, confident readers and writers. As with the pupils in Years 1 and 2, their handwriting is not as good as it might be. The pupils in Years 3 to 6 are capable mathematicians who can use their knowledge well to solve problems, but sometimes are not as skilled at explaining their thinking. They have very secure knowledge and understanding in science.

7. For pupils in Years 1 to 6, standards in ICT are now above average, whereas before they were below average, and the pupils' achievements are sound. A key strength here is that the pupils use computers very competently to support their learning in many different subjects. In the other subjects, Year 2 and Year 6 pupils achieve well in PSHE and in aspects of PE. Standards in RE are rather better than those expected in the locally agreed syllabus and the pupils' achievement is sound. There is insufficient evidence to make judgements about standards in other subjects. However, some good work was seen in geography and history.

8. The parents are pleased with the progress their children make. At the pre-inspection meeting, they noted in particular that their children do well in reading, in ICT, sport, music and in art and design.

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

The pupils' behaviour, attitudes to learning and personal development are all very good. The school has improved provision for pupils' spiritual moral, social and cultural development since the last inspection and this is now also very good. Attendance is satisfactory.

### **Main strengths and weaknesses**

- Attitudes to learning are very good because of the positive climate for learning created by teachers.
- The pupils behave very well in lessons and around the school.
- The school provides very good opportunities for pupils to take on responsibilities, which improve their confidence and self-esteem.
- The good relationships forged between staff and pupils contribute well to pupils' personal development.
- There is very good provision for pupils' spiritual, moral, social and cultural development.

### **Commentary**

9. The pupils' very good attitudes to their work help them to learn effectively and achieve well. The positive learning ethos created by staff ensures that virtually all pupils approach their lessons with enthusiasm and concentrate well on their learning objectives. They take a pride in what they

can do well and generously recognise the achievements of others. Children in the reception class are on course to exceed the standards expected for them in their personal, social, and emotional development, because of good provision in this area of learning.

10. The pupils' very good behaviour is a reflection of the staff's high expectations of them and the care that pupils display for each other. The school operates a clear and simple behaviour policy, which is understood by pupils, staff and parents. It contains strategies for promoting good behaviour and definitions of unacceptable behaviour; these are closely linked to appropriate rewards and sanctions for the different age groups. Pupils respond very well to these. The school has an imaginative and effective approach to tackling any incidents of bullying, (and these are rare), which includes involving the 'bully' in helping the 'victim'.

11. Pupils are eager to show initiative and often take on extra duties and responsibilities. They talk enthusiastically of their roles as members of the school council and how they enjoy being in the office at lunchtime. Older pupils have been given responsibility as 'top buddies' to support and encourage good attitudes and behaviour in younger ones. They can often be seen helping younger children at lunchtimes and all talk confidently to visitors. Playtimes and lunchtimes are positive, social occasions where friendships and social skills are developed very well.

12. Pupils' personal development is managed very well and has improved since the last inspection. Good relationships enable pupils to discuss any worries or concerns with staff. Pupils treat each other with respect and often share help and resources in lessons. The issuing of awards and praise in front of the whole school does much to raise pupils' self-esteem.

13. Provision for pupils' spiritual development is very good. Its strength lies in the very caring atmosphere generated throughout the school and the way adults celebrate pupils' achievements. Pupils are given opportunities to develop their self-knowledge through reflection in religious education, PSHE lessons, circle time, (when pupils discuss issues as a class) and assemblies.

14. All staff promote a strong moral code and pupils appreciate the time teachers take to discuss what is right and wrong and the impact their actions have on others. They also like the opportunities provided in lessons to discuss problems or gain understanding of the views and feelings of their peers. The school engenders a strong community spirit, and the pupils are proud of their school. The annual residential visit for Year 6 pupils helps to develop social skills and independence in less formal settings.

15. Pupils have a good appreciation of cultural diversity, and multicultural understanding has improved since the last inspection. There has been effective work to build opportunities for learning about other cultures into the curriculum and resources have been improved. The school celebrates major religious festivals and the curriculum covers multicultural traditions. Links with a school in China have been established and a combined arts week has been organised. Visits to local churches, art galleries, theatres and places of interest are successfully built into the planned curriculum.

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

Authorised absence		Unauthorised absence	
School data:	5.1	School data :	0.0
National data:	5.1	National data:	0.4

16. Attendance rates have declined since the last inspection and are now in line with the national average. This decline was recognised by the school and measures have been put in place to improve the figures. The major cause of poor attendance is lack of awareness by parents on how even short absences can disrupt their children's learning process. The school documentation stresses the need for good attendance and the school encourages this by awarding certificates to pupils with one hundred percent attendance.

### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British

### ***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
194	4	0

17. Exclusions are a rare occurrence for this school. The fixed period exclusions in 2003-04 shown above involved two boys. There have been no exclusions during the current year.

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

The quality of education provided by the school is **good**, with some strong features. Teaching and learning are good, although there are some inconsistencies in day to day assessment. The curriculum meets the pupils' needs well and is enriching. The school's accommodation is good, except for the outdoor learning space for the reception children. All the pupils are very well cared for. Their learning is strengthened through the school's very good partnership with parents and its good links with the wider community.

#### **Teaching and learning**

Teaching and learning are good, as was the case in the last inspection.

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

- Lessons have very clear objectives which the pupils know and understand and they work very productively to achieve them.
- Work is nearly always well matched to the pupils' different abilities and well organised, so that they make good and sometimes very good progress in their lessons.
- Pupils of lower ability or with special educational needs often make very good progress in lessons because of well informed and sensitive support from teaching assistants.
- Very good use is made of computers and other resources to support learning in different subjects.
- Inconsistencies in the ways in which teachers assess and mark their pupils' work mean that the pupils are not clear enough on how they can improve their work.

#### **Commentary**

18. At the start of each lesson, the teachers explain what the pupils are going to be learning, and remind them during the course of lessons of that focus. This helps to keep the pupils on task. Teachers expect their pupils to work and try hard, praising them for their efforts. This clarity of purpose and encouragement to do well, together with the pupils' very good attitudes to learning, mean that they work very productively, and to a good standard.

19. The teachers think carefully about the needs of their pupils. They give them work which is just hard enough to challenge them and move them on in their learning. The work is well prepared with resources to hand and so the pupils can get on swiftly. Sometimes tasks are different for different groups. At other times, although the tasks are similar, well organised support from the teacher or the teaching assistant ensures that pupils can make progress and achieve well. The contribution from the well qualified teaching assistants is a significant factor in the very good achievement of lower attaining pupils and those with special educational needs.

20. Computers are used regularly and effectively in different subjects. From reception onwards, the pupils very successfully work together in pairs or individually at the computers, reading, writing, doing research and recording their work in pictures, diagrams and graphs. When they have them,

the teachers use overhead and data projectors well to share information with the whole class or to focus on a particular text. Pupils use individual whiteboards to practise spellings or try out sentences. This gives them confidence for when they write on paper. Even the oldest pupils really like making notes and jotting ideas on their whiteboards.

21. Each class teacher has a comprehensive assessment file which shows test results and reading records for pupils year on year. These are used effectively to predict the National Curriculum levels the pupils should reach by the end of the year. Progress towards these levels is not formally checked during the course of the year, however. For their day to day assessments, teachers keep informal notes on the whole class and on individual pupils in different ways. Much of this is helpful material but teachers are not aware of each other's practice here. Two teachers give their pupils specific targets to aim for in their reading, writing or mathematics work, but this does not happen in other classes. Few pupils, when spoken to, knew about their individual targets. The teachers mark all their pupils' written work regularly and often give positive comments. Rarely, though, do they say how the work could be improved. In the lessons seen, the teachers often do a helpful end of lesson review. Opportunities for pupils to review their own learning or to evaluate the work of others were infrequent. The result of these inconsistencies is that pupils do not know well enough how to make their work better.

### **Summary of teaching observed during the inspection in 30 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7 (23%)	17 (57%)	6 (20%)			

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

### **The curriculum**

The curriculum is good, enriching and well resourced. The outdoor environment is very good. The indoor facilities are maintained to a high standard. Strengths in the curriculum have been maintained since the last inspection, with improvements in provision for ICT and PSHE

### **Main strengths and weaknesses**

- The school shows a strong commitment to ensuring that the curriculum meets the needs of all pupils.
- There is very good provision in the Foundation Stage, for special educational needs (SEN) and for personal, social and health education (PSHE).
- The outdoor facilities for pupils in Years 1 to 6 are very good, but those for the Foundation Stage children are limited to a small, uncovered area.
- Good deployment of laptop computers supports the curriculum well.

### **Commentary**

22 All statutory requirements, including those for sex and relationship and drugs education are met. The school's good, broad and balanced curriculum effectively meets pupils' individual needs so that they achieve well. The recent focus on the achievement of boys and of the more able pupils has secured good achievement for these groups. At the same time, the school has not forgotten the pupils of average ability and so has maintained good levels of achievement for all.

23. The reception class team work extremely well together to provide a rich and stimulating Foundation Stage curriculum for the children, which leads to high standards for them. Very good use is made of the available indoor and outdoor space to maximise learning. The outdoor area, however, is too small to allow for a full range of learning activities or for robust physical activity. The adults compensate as best they can, by having PE lessons in the hall and by having a father come to the school once a week to supervise the children on their wheeled toys in the playground. The lack of a canopy also means that the outdoor area can only be used in dry weather. This means that

the reception children do not always achieve as highly as they could in aspects of their physical development.

24. The provision for pupils with SEN is very good, reflecting the awareness of all the staff of the needs of these pupils, so that they achieve very well. The pupils' individual education plans have clear and appropriate targets. Their progress towards them is effectively monitored. The pupils with special educational needs are usually taught with their peers, although they also benefit from being withdrawn from class for well matched small group work in literacy and numeracy. They have very good access to the full curriculum.

25. Recently the school has laid successful emphasis on its PSHE provision, which is now very much part of the school's planned curriculum. The good teaching of PSHE together with initiatives such as the school council and the buddy system has led to high standards in the pupils' personal and social development, their awareness of healthy living and their understanding of citizenship.

26. The school maintains the buildings to a high standard and has worked hard to develop the grounds. In addition to ample hard surface and grass play areas, the school provides large wooden play equipment for younger pupils and a fitness track for the older ones. These improvements have contributed to some high standards in PE. Attractive playground markings and ample seating provide further enhancement with the result that the school affords pupils a high quality environment, which makes a contribution to their personal development.

27. The curriculum is successfully enriched through the wide range of clubs and activities that are enthusiastically supported by pupils and parents. These include a music group, choir, and dancing as well as a good range of sporting opportunities. These activities provide good opportunities for the pupils whom the school has identified as having particular gifts or talents.

28. The school has no ICT suite but the well planned and imaginative use of laptop computers around the school has made a positive contribution to the pupils' improved computer skills.

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

29. Provision for pupils' care and welfare is very good. The support, advice and guidance pupils receive is satisfactory. Pupils' involvement in the life of the school is good.

### **Main strengths and weaknesses**

- The level of care given to all pupils is very good and induction procedures are good.
- Very trusting relationships between adults and pupils contribute well to the pupils' achievements.
- Good opportunities are provided for pupils to contribute to the work of the school.
- Teachers do not always make clear to pupils how well they are doing and how they can do even better.

### **Commentary**

30. The level of pastoral care is very good. Staff know the pupils and their families very well. The youngest children benefit from good induction arrangements when they start school. Parents have noted an improvement here. Pupils who join the school at other times are welcomed as part of the school family and are allocated class buddies. This ensures they are quickly integrated into school life. The school's child protection procedures are fully in place and the headteacher ensures all staff are aware of the importance of this aspect. Procedures for health and safety are satisfactory with governors playing an active part in ensuring the safety of the site. This allows pupils to feel safe and secure in an environment that encourages learning.

31. Within the climate of trust, pupils know they can raise any concerns they may have knowing they will be dealt with sympathetically. Teaching assistants and lunchtime supervisors also provide

sensitive support to individual pupils. Some support staff have helpfully undertaken training in managing the pupils' behaviour and this has improved behaviour at lunchtimes.

32. Monitoring of the progress of individual pupils, although often informal, is effective. The teachers know their pupils well. However, they do not always use this knowledge well enough to set targets for their pupils or to help them know where and how their work needs to improve.

33. Seeking pupils' views and involving them in the work of the school is well established. From their early years, pupils are keen to get involved in school routines and activities. Older pupils willingly carry out tasks for the benefit of the school community. The school council takes its responsibilities very seriously. Representatives on the council are democratically elected each year by their peers. The council decides which charities the school will support. Recently, the council has also helped improve the range of games that are available at break times. All Year 6 pupils undertake conscientiously their duties as 'top buddies' to small groups of younger pupils.

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

The school's links with parents are very good. Links with other schools and the local community are good.

### **Main strengths and weaknesses**

- The partnership between the school and parents is very good.
- Parents are not always made aware of the targets for learning set for their children.
- Links with other schools and the local community contribute well to pupils' achievements.

### **Commentary**

34. The school has created a very strong partnership with its parents and uses questionnaires, formal evenings and informal meetings to canvass their views. For example, the parents have recently been consulted on the necessary change to mixed age classes in Reception and Year 1. Parents hold the school in high regard and appreciate the dedication of the staff in encouraging their children to make good progress. They are welcomed into the school and some assist in classrooms. This benefits the pupils' learning and adds to the sense of community. Many parents also become involved in raising extra funds through the very successful Friends' Association which also organises social events. Such funds have been well used to improve the school environment with the subsequent positive impact on the pupils' learning and development. Parents have confidence in the leadership of the headteacher and value his approachability.

35. The school communicates well with parents in a number of ways, for example through regular newsletters and a well-constructed website. The governor's annual report and the school prospectus provide parents with a wide range of useful information about the school. Some parents have indicated that they are not given clear enough information on their children's progress. Although the inspection team judges that parents are kept very well informed overall, the pupils' annual reports do not always contain targets for future learning, which would give parents an indication of where they might contribute to the learning process at home.

36. The school has good links with its main partner secondary school. Visits there help Year 6 pupils gain confidence and make contact with their new teachers. Joint school projects and combined staff training activities support the transition to secondary school. Parents appreciate this smooth transfer from Year 6 to Year 7.

37. The school is a valued member of a very flourishing local community and makes good use of the local area as an educational resource. The church is used to celebrate religious festivals and as an important resource for learning. For example, in a Year 1 RE lesson, the pupils re-enacted a wedding service in the church, followed by a reception at the school (with speeches from the groom and best man!). This enhanced their learning process and motivated the pupils' interest in spiritual and secular events.

## LEADERSHIP AND MANAGEMENT

The governance, leadership and management of the school are **good**, with many strengths that support pupils' achievement.

### Main strengths and weaknesses

- The head and staff are self evaluative and honest.
- Good governance focuses on the pupils' achievements and needs.
- The strong commitment to inclusion and good leadership for special educational needs' provision effectively ensure that every pupil is valued and successful.
- With the help of the head teacher, some subject leaders manage well developments in their subjects, but some are not proactive enough.
- Financial management is very good.

### Commentary

38. The headteacher looks at the school dispassionately. He makes clear, accurate judgements about its strengths and development needs. This is evident in the school management planning. Due to his example and expectation, the staff are used to reflecting on the quality of their work. Adults at Coltishall are a cohesive group who share problems and are secure enough to have an open attitude towards evaluation. They know they are valued because the headteacher and deputy headteacher have helpfully introduced "Well Being" measures to support them. They are prepared to be objective and are positive about suggestions for improvement.

39. The evaluative end of year curriculum reports from the staff are helpful to the governors. The governors also have their own good monitoring programme so that they see, for themselves, evidence of what they have been told. All this allows the governors to know clearly how well the school has improved and what future needs are. Governors are well focused on the pupils' achievement; they have made sure they understand why last summer's test results were lower than usual and have a realistic, higher, expectation for this year's scores.

40. The school community values every individual. Class teachers and senior managers check regularly on the pupils' progress. Adults have taken seriously test results which suggested that boys or girls might be achieving less well at certain subjects and have improved teaching methods and materials accordingly. The head, in his role as SEN co-ordinator takes a rigorous overview of how each of these pupils is getting on in lessons and on the progress of each group that is withdrawn for particular teaching.

41. The head teacher works carefully with the subject leaders to help them interpret and react appropriately to available, annual test data. He has also set up a thoughtful, system where the class teachers evaluate teaching and learning for their own class and the curriculum leaders then write very useful annual agendas for improvement. Where the head is giving support, these agendas move forward well. For example, his support and guidance to the mathematics leader are helping to improve the standards in this subject.

42. Some subject leaders are not clear enough about standards in their subjects or what action they are taking to make improvements. They helpfully organise teaching resources for their colleagues but are not proactive enough in improving teaching and learning. As a result, achievement in some subjects is not as high as it could be.

### Financial information for 2004-2005

Income and expenditure (£)		Balances (£)	
Total income	513,737	Balance from previous year	11,886
Total expenditure	503,808	Balance carried forward to the next	11,929

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Expenditure per pupil	2,723
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43. The governors manage the school's slender budget very well. They spend effectively and do not waste money or store up large sums. They prioritise spending that will directly impact on the pupils' achievement. For example, they compared their spending patterns with those of other schools and realised that their standards were low in ICT and they had not invested as much as others here. So they made a bigger investment which has supported the improvement in standards in this subject. The heavy workload of the head teacher helps to balance the budget and provides good value. He is the effective curriculum leader for English and the SEN coordinator. Given its low costs, good achievement, good teaching and learning and effective leadership, the school provides very good value for money.

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

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

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

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

- All the children have achieved virtually all of the standards expected for them and are working beyond them.
- Teaching and learning are good, often very good.

#### **Commentary**

44. At the time of the inspection, there were 19 children in the reception class, with twice as many boys as girls. They come into school in September, at the start of the year of their fifth birthday. A carefully managed programme allows children to move to full time attendance when they are ready and they settle very well. The high expectations and very good expertise of the reception class team lead to high standards and good achievement for the children. Regular observations in lessons, careful annotations on children's work and clear records ensure that the adults know well the progress of individual children and how to move them on. Their notes help them to complete accurately the Foundation Stage Profile required at the end of the reception year.

45. High standards and quality in the Foundation Stage in all the areas of learning have been successfully maintained since the last inspection. The Foundation Stage is very well led and managed, with careful reviews of planning to ensure that the children's needs are being met. This has been particularly helpful given the imbalance of boys and girls in the class. There is very good communication with parents. For example, the monthly 'Open Forum' is much appreciated by them.

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

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

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

- Most of the children are exceeding their goals for this area of learning.

#### **Commentary**

46. Standards are high and the children achieve well because of the good teaching, which is characterised by high expectations and a very encouraging approach. The children respond with delight to the lively and interesting learning experiences offered them. For their age, they concentrate for long periods of time, sometimes alone and sometimes in groups. For example, one boy spent a long time studying a book about insects, then selected a picture of a butterfly to copy, which he did most accurately. They co-operate well together, as when four boys worked in the sandpit to build a swimming pool. The children are attentive when they have to sit and listen to their teacher. They competently choose their activities. Occasional squabbles are managed well by the adults when necessary, but the expectation is that the children will solve these difficulties for themselves, which mostly they do.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Most of the children have achieved their goals for this area of learning.
- Teaching in this area of learning is good, and well structured.

### Commentary

47. Standards are high and the children's achievements are good. They readily use talk in their work and are articulate. They are keen to explain to adults what they are doing. In their role play, in the 'Garden Centre' for example, they use language well to develop their play. The children handle books with confidence and enjoyment. They can retell familiar stories and often share books with each other. They dictate lively stories for adults to write down for them. Many can read quite a few simple words and books. The adults very sensibly bring together groups of children who are at a similar stage in their reading for focused teaching, which successfully improves their skills. Letter sounds and blends are effectively taught. In one session, for example, the whiteboard and magnetic letters were used well to improve the children's spelling of simple three letter words. The key strength in this activity was that it was very relevant to the subsequent writing activity, and so the children immediately applied their learning in a meaningful way. Many children can write and spell simple words or sentences accurately, sometimes using full stops. They confidently write independently, effectively using their knowledge of letters and sounds. For example one child wrote 'sporn' for 'spawn'. Their developing grasp of rhyming words and of letter blends also helps them well with their reading and writing. One minor weakness in their achievements is that few can name the letters of the alphabet. They write interestingly about different things, such as personal accounts or the 'bean diaries' about their growing plants. Over the year, the children's letter formation shows clear improvement.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

### Main strengths and weaknesses

- The children achieve very well because the teaching is very challenging

### Commentary

48. Standards are very high and the children's achievements very good. The adults have ensured that the children have benefited from a wide range of practical activities that very successfully promote their mathematical development. The able and average ability children can accurately record simple addition sums and can use a calculator. Quite a few of them can calculate correctly in their heads, knowing how many more or less is required to make a sum. They recognise and can do sums with coins. They nearly all write numerals to 10 correctly, and some are moving beyond this. Most children understand the terms 'heavier' and 'lighter'. They have secure knowledge of some of the properties of shapes and can use the correct words, such as sides, corners and, for the most able, right angles. They have been helped to make a simple block graph, using ICT, showing the take-up of school meals or lunches from home. In the teaching seen, the teacher asked very challenging questions and posed demanding tasks that stretched the children's problem solving skills. For example, they were asked questions such as: 'how can we make a square into a rectangle?' and 'what is the same about these two shapes?' In an activity using straws, the children had to make triangles of different sizes, making the straws join together very precisely. Then they learned how to cut two straws to a similar size to make differently angled triangles.

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

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

### **Main strengths and weaknesses**

- The children achieve very well because of well planned first hand experiences, and very good teaching.

### **Commentary**

49. Standards are very high and the children's achievements very good. They have made very good models for their 'courtyard garden' designs, demonstrating good use of a range of materials and joining techniques. They very competently make 'bugs; using egg boxes and other materials, using scissors most efficiently, and pointing out their creatures' 'feelers'.

50. Good resourcing and a very well planned curriculum successfully promote the children's very good learning. They benefit from rich opportunities to observe living things closely. In the context of their topic on growth, the children are watching their beans grow and are looking carefully at their African snails, the worms in their wormery and their tadpoles. During the past year, the children have learned much from visits to the Post Office, the local garage, climbing inside a real car, from having a mother come and show them her new baby and a father demonstrating how to build a brick wall.

51. They have very good ICT skills. The children readily use computer programs for a range of activities such as reading, using home-made stories with their own pictures for instance. They successfully give directions to programmable toys. The use of a programmable toy in the context of the children's' work on two-dimensional shapes was sophisticated and demanded much of them. They had to use their knowledge of the properties of a shape to direct the toy to draw the shape on paper.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**

### **Main strengths and weaknesses**

- The children achieve well in PE lessons.
- They handle a range of tools dextrously.

### **Commentary**

52. Teaching and learning are good. PE lessons are well planned and structured, with both the teacher and her assistant working effectively together to promote successful learning. Through the encouragement of the adults in the lesson seen, the children improved their ability to move in different ways, achieving standards above those expected for their age.

53. The children have many opportunities to use different tools and so develop good manipulative skills. In a painting session, the children thought carefully about when to use a thin or broad brush, using them appropriately and effectively. The children's access to equipment such as construction kits, scissors, paste, shovels, spades and trowels enables them to use these with increasing control.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The children's observational drawings and paintings are of a very high standard for their age.
- They achieve very well in this area of learning because of well planned opportunities and very good encouragement to improve their work.

### **Commentary**

54. Teaching and learning are very good. Standards are very high and the children's achievements very good. They have made excellent observational paintings of leaves. Their chalk and charcoal drawings of 'Jasper the Cat' are outstanding. They make excellent pictures of flowers using a computer programme. Their paintings show good exploration of the medium and of colour. They have successfully explored other techniques such as collage. They show sensitive and appreciative response to beautiful things. For example, they wanted to express their feelings when looking at a painting by Georgia O'Keefe and then were delighted to see a vase of lovely lilies for them to paint. They worked hard and successfully at the paintings they made, being very well supported by their teacher who kept them focused on what they were trying to achieve with their work.

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

### **ENGLISH**

Provision in English is **good**

### **Main strengths and weaknesses**

- Standards are high and the pupils' achievements are good.
- Standards in handwriting are weaker than in other aspects of English.
- There has been good improvement since the last inspection.
- Teaching and learning are good, but inconsistencies in day to day assessment mean that pupils do not know well enough how to improve their work.
- The subject is very well led and managed.

### **Commentary**

55. Test results for pupils in Years 2 and 6 have been high compared to national standards for the past three years, and usually compare well with those for similar schools. Standards are particularly good in reading, where the able pupils achieve very well and this reflects an improvement from the last inspection. Standards seen in this inspection are high and pupils of all abilities achieve well throughout the school. This good achievement has been maintained since the last inspection and in some aspects has improved.

56. The pupils are confident speakers and attentive listeners. The junior pupils are particularly good at sharing views and ideas. In a Year 6 lesson, the pupils talked well together about their ideas for characters in a Greek myth. The pupils read extremely competently and very confidently. They can talk articulately about different kinds of books and texts. In a Year 4 lesson for example, the pupils discussed well how some advertisements made the products attractive to buy. Older pupils understand well how persuasive texts work. They use this knowledge effectively in their writing, for instance when composing letters of complaint or setting out arguments for and against a point of view.

57. Standards of spelling, punctuation and grammar are now very good, having been good in the last inspection. Pupils in Year 2 now achieve well in writing and this is better than in 1999, when standards in writing were below the national average for these pupils. Year 6 pupils also achieve high standards in writing. The range in the vocabulary they use and the structure of their writing is better for the more able pupils than was previously the case.

58. The one area where standards are not as good as last time is handwriting. Although the pupils are taught to join letters and practise their handwriting, they do not apply what they have learned when they write. Not all teachers demonstrate a good standard of joined up writing to their pupils. As a result, progress in handwriting is uneven, with some older pupils still not joining their letters.

59. Teaching and learning are good and more consistent than was found in the last inspection.

The main strengths in the teaching and learning are:

- A clear focus on lesson objectives that ensures pupils know what they are to learn.
- Some lively and interesting activities that engage the pupils, such as writing riddles in Year 2 and turning earliest personal memories into a story in Year 5.
- The pupils' very good behaviour and productive working which means that they cover a lot of ground in their lessons.
- The demonstration of different writing techniques by teachers that develops well the pupils' skills and understanding.
- Effective use of computers and very good deployment of teaching assistants are particularly helpful to the less able pupils or those with special needs.

60. The teachers mark their pupils work regularly and often provide positive comments. However, not all teachers are making clear to pupils how to improve their writing. Some pupils helpfully have individual targets to aim for in their English work but this is not consistent across the school. As a result, pupils are not clear enough about how they can make their work better.

61. The subject is very well led and managed. The subject leader has successfully improved aspects of the pupils' achievements in English, through thoughtful analysis and well focused action. The recent successful, work to improve standards of writing for the boys, such as links with Norwich Football Club and more audio visual stimuli, has been imaginative and effective.

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

62. The pupils' very good skills enable them to read and write very competently in other subjects. The pupils now have good opportunity to use their reading and writing skills in independent work in English and in other subjects, such as RE and science. This is an improvement from the last inspection.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Achievement is good in Years 1 and 2, and sound but improving steadily in Years 3 to 6.
- The lessons are well organised and, often, well paced.
- Tasks are demanding for the pupils.
- The pupils do not have enough opportunity to talk about the methods they are using for their mathematics.
- Subject management is good.

### **Commentary**

63. Test results for Year 2 have been well above the national average for three of the last four years and have been rising steadily. In their lessons the pupils in Years 1 and 2 work at similarly high standards. This is good achievement for them. Year 6 standards have been less secure. Over the last three years their scores have been close to the national median, where English and science results for the same pupils are above. In their work, the pupils in Years 3 to 6 reach good standards, which is a satisfactory achievement for them. Achievement is improving. Year 6 pupils sometimes do reach higher standards and achieve very well. Above average standards in mathematics have been maintained since the last inspection and now girls usually do as well as boys.

64. The teaching and learning are consistently good for Years 1 and 2. For Years 3 to 6 they are always sound with some particular strengths, especially in Year 6. For all the pupils the lessons are well organised. Different work is helpfully provided for different abilities. Generally, the teachers' assistants work very well with the lower attaining pupils, using good initiative and clear direction to help them. In Years 1, 2 and 6 the lessons are particularly well paced. In some of the other lessons there can be too much written work which slows the pace, or too large a task which would be better done in two stages. The pupils with special educational needs are, if it is appropriate, withdrawn from their lessons for carefully planned and taught small-group work. They make very good progress there.

65. The teachers set demanding tasks for the pupils, who rise to the challenge well. They concentrate and keep trying. In a Year 1 lesson, for example, pupils persevered well with some well organised but challenging practical work on symmetry.

66. The teachers usually move around the rest of the class helping individuals. They do not focus on teaching one group. This can mean that relatively few pupils are asked to put into words their thinking and discuss the strategies they are using for their mathematics.

67. The curriculum leader for mathematics has been supported well by the headteacher. Together they have examined the test results and identified improvement needs. They have visited other schools from whom they could learn. As a result they have ensured some specific, helpful, training for Coltishall teachers. They have initiated target setting for the pupils which is not fully implemented as yet. They also, usefully, raised discussion about differences in attainment by gender so that the teachers are aware of possibly varying needs among their pupils. Improving achievement is due to these activities.

### **Mathematics across the curriculum**

68. The pupils work with good understanding in their mathematics lessons so can use their skills and understanding equally well in other subjects. In design technology, pupils can use a range of measures and in science where they can present and interpret results in graphs and tables. For example, in a Year 2 science lessons, the pupils were able to combine practical and intellectual work as they measured their feet, compared the results with measures they had made a week before of their hands, and discussed the relationship of the two results.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are high and the pupils' achievement is good.
- The teaching and learning are good.
- The pupils' very good reading and writing skills support their science well.
- Teachers and pupils make good use of computers in science lessons.
- In lessons when science is linked to other subjects, sometimes the science content has insufficient priority.

- Leadership is good for science.

### **Commentary**

69. In 2004, the assessment results for Year 2 pupils compared outstandingly well with those of the nation. Results for Coltishall Year 6 pupils have been above the national average for three of the four recent years and well above the average for two. During the inspection the current pupils in both year groups were also reaching high standards. Their achievement is good. The more able pupils are exceptionally good at using their scientific knowledge to solve problems. Since the last inspection, high standards for pupils in years 1 and 2 have been maintained. Standards for the junior pupils have improved from above average to high.

70. The good teaching is characterised by a clear use of technical vocabulary and some acute questioning, which helps pupils focus on key issues. For example, when pupils in Year 2 were preparing to take some measurements and compare them, their teacher asked them what kind of paper they would use. This helped them to realise that graphs on squared paper would be the best way to show their results.

71. The teachers often provide worksheets for the pupils to use to read their task and set out their answer. The pupils' very good reading and writing skills mean they can gain knowledge from text and record the findings from their experiments systematically. These skills, and their positive attitudes to their work, help them to learn effectively. Occasionally a worksheet is provided which is too easy or too difficult for some of the pupils. Although they continue to try hard when this happens, the pupils are not then well served.

72. Teachers and pupils, helpfully, use computers well in science for various purposes. Year 2 pupils understood well what was happening when their teacher entered data they gave her and showed it to them in graph form. Pupils in Years 3 to 6 are competent at manipulating images. Year 3 pupils could use software to consolidate learning by playing games and could select pictures to enhance their writing. Older pupils could choose and move images on the screen to produce diagrams, as they did to explain how food chains work.

73. As well as ICT, literacy and design and technology are all used effectively in science lessons to help them communicate what they have learned. In these lessons the balance can be uneven so that the science has less attention and time than the other subject. For example, lessons where posters are designed to contain science information can be easily taken over by the poster structure so that the scientific content is reduced too much.

74. The science curriculum leader does a good job, and is aware of the standards across the school. There is useful oversight of the lesson planning to ensure curriculum coverage. Links are helpfully being developed between science and other subjects. The subject leader's work to increase the pupils' ability to use charts and graphs is evident in lessons throughout the school.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

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

- There has been very good improvement in standards from the last inspection.
- The well planned ICT curriculum means that pupils make good progress year on year, and leads to above average standards in Year 6.
- The enthusiastic and capable subject leader has a clear vision for the development of ICT.
- Assessment of pupils' individual attainment is not firmly established.
- ICT is very effectively used in other subjects.

### **Commentary**

75. Standards in ICT have moved from unsatisfactory in the last inspection to above average. The pupils achieve at least satisfactorily, and sometimes well. This reflects very good improvement.

76. The school has given very careful thought to the ICT curriculum, which is essentially taught through other subjects. National guidelines for ICT underpin the school's planning so that all pupils experience a broad curriculum. The subject leader very sensibly checks teachers' planning and discusses the outcomes with them, to ensure that the range of skills is being taught. There is a clear idea of where ICT needs to develop within the school. Regular reports for staff and governors help them to know what future developments are needed. However, the subject leader has not undertaken any direct checking of teaching, and so does not know where teaching needs to improve or where support is needed.

77. Only one discrete ICT lesson was seen during the inspection, because the subject is not often taught separately. In this lesson, the good teaching was characterised by very good planning, challenging work, good teaching of skills, and encouragement to the pupils to develop their own ideas for a PowerPoint presentation. As a result, the pupils were highly motivated and achieved well. In other subject lessons, it was clear that teachers are confident in their use of ICT and make good use of the technical resources available to them. The school has only recently introduced a scheme to assess pupils' individual attainment and the data available is therefore limited in scope. At present, the scheme does not provide teachers with information about pupils' previous attainment nor does it enable pupils to understand what they need to do to improve.

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

78. The pupils' much improved competence in ICT means that they can make very good use of it in their lessons. The development of classroom based resources, together with a centrally held bank of laptop computers, has been most effective. Work with computers permeates all subjects bringing clear benefit to pupils' learning. For example, in a geography project, Year 5 pupils used graphics software to plan sea defences. Another example was seen in a Year 6 science lesson when pupils used the Internet easily and effectively to research their project on fair tests used by famous scientists. Currently though, subject leaders do not evaluate the impact of computer use within their subject areas, and so are not clear about how the use of ICT in different subjects might be improved.

### **HUMANITIES**

79. There is insufficient evidence to make secure judgements about provision in **geography** and **history**. However, it is clear from planning, pupils' books, classroom displays and from discussions with pupils that history and geography are studied systematically, and that both subjects are well supported through the use of ICT. In **geography**, Year 2 pupils have studied important geographical features to be found in England and Wales as well as in the local environment. Year 5 pupils have undertaken detailed work on coastal erosion and the planning of coastal defences in the local area. In Years 3 to 6, pupils have been studying countries on other continents such as India, China and Mexico, as well as countries in mainland Europe. Working in small groups, pupils made appropriate use of ICT to produce very good multimedia presentations on their selected European country. In **history**, Year 2 pupils talked knowledgeably about important historical figures such as Florence Nightingale and Elizabeth 1. Year 6 pupils explained how they used the internet to access resources and talked enthusiastically about a range of topics that they had studied including Egyptians, Tudors and Victorians.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**

### Main strengths and weaknesses

- There is some lively and sensitive teaching, but the pupils are not learning well enough about evaluating different faiths or the principles underpinning different practices.
- The subject makes a very good contribution to the pupils' spiritual development and to their multi-cultural education.
- The subject leader has given effective support to her colleagues but does not have a secure overview of standards.

### Commentary

80. Standards for pupils in Years 1 and 2 easily meet the requirements of the locally Agreed Syllabus and more than meet them by Year 6. Good standards and sound achievement have been maintained since the 1999 inspection.

81. The infant and junior pupils are all learning well about the six major faiths that they study. Pupils in years 1 and 2 know about some of the rituals associated with Buddhism, Sikhism and Christianity. They successfully gain awareness of these different faiths, their stories, gods, symbols and customs. They show good understanding of aspects of Christianity. A strength in the work is that much of it is expressed in the pupils' own words. Pupils in years 3 to 6 successfully broaden and deepen their knowledge. They write well about naming ceremonies, weddings and places of worship, and their drawings are skilful. Their work on comparing and contrasting aspects of different faiths reflects high standards, although just occasionally their work is copied text rather than being in their own words. As a result, their learning is not as effective as it might be.

82. Teaching and learning are sound. Some of the teaching seen was extremely well thought out. The wedding ceremony enactment by the Year 1 pupils was a lovely experience for them and made a significant contribution to their spiritual development. Some sensitive work on prayer in Year 4 also contributed well to the pupils' spiritual awareness. Their learning was extended when they looked at prayers from around the world. Opportunities are sometimes lost, however, to explore with the pupils the underlying meaning and importance of rituals such as prayer or the reasons for the absence of pictures in a mosque. Similarly, there is insufficient work on helping pupils to reflect on what they have learned or to consider how different religions provide answers to difficult questions.

83. The leader for the subject helpfully checks the teachers' plans and advises them on resources to use. She makes sure that the work is in line with the RE syllabus. There is however, no analysis of strengths and weaknesses in the pupils' achievements or any checking of teaching quality. The school has not established any assessments systems for RE and so has no clear way of monitoring their progress year by year.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. There is not enough evidence to judge provision in **art and design, design and technology**, or **music**. What follows are reports on the strengths and weaknesses in the work seen in these subjects.

85. In **art**, the pupils have wide ranging opportunities, including collage, work with clay, and printing. The annual arts week for the whole school gives a good chance for large, three dimensional, work. Computer software provides another rich medium which is well used. The tradition of studying the work of other artists is still strong. Helpfully, the pupils use their sketchbooks a little more than was the case in the last inspection. The use of paint and oil pastel to colour in pencil drawings suggest that some adults may not be confident in the use of these media.

86. The scheme of work is a good one, although the teachers do not always follow it. Where

they substitute lessons, no check is made to ensure the whole curriculum is being covered. This reflects a weakness in monitoring. The subject leader is a skilled and perceptive practitioner with a good oversight of the subject but has no clear action planned.

87. **Design and technology** work showed that the school is helpfully following a good scheme of work and that the pupils have a good range of resources to use. The older year groups can design artefacts, using clear diagrams and articulate prose. The pupils can clearly use tools and materials appropriately. They do not evaluate their work as thoroughly because time is at often short at the end of each unit of work. The subject co-ordinator has helpfully identified this as a general difficulty but has not decided what action to take.

88. In the Year 2 **music** lesson seen, the teacher worked effectively with pupils using a good range of percussion instruments. She resourced, organised and managed the lesson successfully, enabling the pupils to achieve well. The music curriculum is appropriately based on national guidelines and covers all the expected aspects of the subject. This is enriched, for some pupils, by visiting teachers who provide tuition in recorder, violin, flute, saxophone, clarinet and guitar. The school also holds regular music assemblies which feature both singing and instrumental performance. All pupils can take part in an after school music group or the school choir. The subject is well led and managed. The subject leader helpfully checks all teachers' planning and has monitored some teaching. There is, though, no system for assessing the pupils' achievements in music.

## **Physical Education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The good curriculum is enriched with a wide range of additional provision
- Leadership for the subject is good.
- Facilities and resources are very good.

### **Commentary**

89. Standards in PE in Years 2 and 6 are above average. The curriculum is good and developing with the school's involvement in local and national initiatives. The development of the school's facilities and resources has been a focus since the last inspection and they are now very good. As a result, the pupil's achievements are good. The quality of provision and the standard of teaching seen during the inspection represent an improvement since they were last inspected.

90. Teaching in the lessons seen was very good. Year 2 pupils were developing the ability to move using different parts of the body and then developing a repeatable sequence of movements in three parts. The well planned lesson was delivered confidently resulting in the pupils being very involved with the activity. The teacher provided high quality feedback to the pupils as the sequences developed enabling them to understand how to improve their performance. The Year 6 class developed fielding, catching and throwing techniques as part of the development of cricketing skills. The teacher constantly challenged the pupils to improve their performance through well focussed skills activities. The lesson was well resourced and the pupils very attentive. As a result of the very good teaching the pupils developed accuracy, precision and control in their throwing and catching making very good progress within the lesson.

91. The subject leader has a clear oversight of developments in PE. The curriculum covers all the expected aspects and is enriched through links outside the school and the provision of extra curricular opportunities. Pupils have access to a range of clubs including netball, football and short-tennis. They also regularly take part in inter-school team competitions.

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

## **Personal, Social and Health Education and Citizenship**

Provision in Personal, Social and Health Education and Citizenship is **very good**.

### **Main strengths and weaknesses**

- Standards are high and the pupils' achievement is good.
- The focus on the PSHE curriculum in the school has been most successful.

### **Commentary**

92. The pupils in Years 1 and 2 effectively build on their achievements in their personal, social and emotional development in the reception class. They learn well how to listen to each other and to consider each other's feelings. They understand the role of the school council and elect members of their classes to represent them. These pupils have also successfully learned about working together, class rules, and saying sorry. They have thought about exercise and what kinds of exercise they enjoy.

93. Pupils in Year 3 to 6 cover a lot of work in their PSHE lessons, dealing with increasingly challenging ideas. They have learned about resolving conflict, acting responsibly, learning from mistakes and friendship problems. The work by pupils in Year 5 on attitudes to drugs and reflecting on right and wrong from their own perspective is of a particularly good standard. Year 6 pupils show mature response to the question: 'How would you deal with people who are thoughtless and are described as hooligans?'

94. Good teaching and learning in PHSE is characterised by giving pupils good opportunity for discussion in brief well focused sessions. For the younger pupils, the use of puppets enlivened the learning. In a successful Year 1 lesson, good teaching helped the pupils to think about using the right kinds of words in difficult situations. The older pupils rise to the expectation that they will respond thoughtfully to issues. The school's very good systems for promoting the pupils' personal development also contribute to their good achievement.

95. The deputy head teacher has effectively built up the PSHE and citizenship curriculum in consultation with the staff. Good use has been made of a range of materials and resources, including television programmes, drama and visiting groups to support the work. The PSHE programme is strengthened by good leadership of drugs education, which has involved consultation with parents, for whom there are also drugs awareness evenings.

96. This is the first year of review of this aspect of the school's work, and as yet there has been no formal analysis of standards, and there is no assessment system in place.

## 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	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	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	4
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).*