

# INSPECTION REPORT

## **LONG SUTTON PRIMARY SCHOOL**

Long Sutton, Spalding

LEA area: Lincolnshire

Unique reference number: 120416

Headteacher: Anne Grief

Lead inspector: Barbara Crane

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> January 2005

Inspection number: 267235

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: 3 – 11  
Gender of pupils: Mixed  
Number on roll: 394

School address: Dick Turpin Way  
Long Sutton  
Spalding  
Lincolnshire

Postcode: PE12 9EP

Telephone number: 01406 363381

Fax number: 01406 364831

Appropriate authority: Governing body

Name of chair of Mr J Clarey  
governors:

Date of previous January 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

This is a much larger than average primary school with a Nursery. There are currently 394 pupils on roll, including 26 children who are part-time in the Nursery. Children's attainment when they start school is average. Nearly all pupils come from white British families, with a few from other ethnic groups. A very small number of pupils are learning to speak English as an additional language and a similarly small number come from Traveller families. Fewer pupils are identified as having special educational needs in this school than in most schools and four pupils have Statements of Special Educational Need. Pupils' special educational needs include visual and physical impairment as well as learning difficulties. The school has a very low number of pupils who take up free school meals but this does not reflect the area served by the school, which has social and economic factors that indicate some disadvantage.

The school had an acting headteacher for the two years prior to the present headteacher's appointment in 2002, due to long-term illness followed by difficulty in recruiting a permanent replacement. Half of the teachers have changed in the past two years and seven of these were newly qualified. The school has faced considerable difficulty in recruiting teaching staff in recent years, although this situation has now improved. The school gained Investor in People status in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English, areas of learning in the Foundation Stage, art and design, design and technology, English as an additional language.
19426	Chris Farris	Lay inspector	
24895	Kath Hurt	Team inspector	Mathematics, information and communication technology, music, physical education.
10144	Pamela Marriott	Team inspector	Science, geography, history, religious education, special educational needs.

The inspection contractor was:

peakschoolhaus  
BPS Business Centre  
Brake Lane  
Boughton  
Nottinghamshire  
NG22 9HQ

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>30</b>



## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

**This school provides a satisfactory standard of education but it has serious weaknesses** that lead to its overall unsatisfactory effectiveness. This is because teaching and pupils' achievement in Key Stage 1 are not good enough. In other parts of the school, teaching is good, as is pupils' achievement and standards are above average by the time pupils leave. Pupils' personal development is very good. There is a satisfactory curriculum and the management of the school is sound. Good leadership by the headteacher has meant that the school has faced up to its problems and is capable of dealing with them. The school provides satisfactory value for money.

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

- Good teaching for children in the Nursery and Reception classes means that they get off to a good start.
- Pupils in Key Stage 2 achieve well and standards are good by the time they leave because of good teaching.
- Pupils in Key Stage 1 do not do as well as they should because teaching does not cater sufficiently for their different abilities.
- Good leadership by the headteacher has given a resolute direction for the school to improve, despite difficult circumstances.
- Pupils' personal development is very good and supported by a good range of additional activities.

There has been reasonable progress, given the school's difficult circumstances, in resolving weaknesses identified in the previous report, such as improving procedures for assessment, the management of the curriculum and the monitoring of teaching and learning. Standards for eleven year olds and teaching in Key Stage 2 have improved. On balance, the school has made insufficient improvement because standards for seven year olds have declined and teaching is weaker than previously for Key Stage 1 pupils. These important weaknesses remain, but have been recognised and are currently being tackled.

### **STANDARDS ACHIEVED**

**Pupils' achievement is satisfactory**, overall. Children in the Foundation Stage achieve well and are on track to exceed the goals set for them in all areas of learning by the time they start in Year 1. The results in tests for seven year olds have fallen, overall, over the past four years, whilst the performance of eleven year olds has improved. Current standards in Year 2 reflect the results in 2004 when pupils achieved average standards in reading and below average standards in writing and mathematics. Their achievement is unsatisfactory. Boys do not do as well as girls. Pupils' achievement in Key Stage 2 is good. Standards in Year 6 are above average in English, mathematics and science, as they were in 2004. Many pupils make very good progress from their attainment as seven year olds. Boys' achievement improves and matches the girls' progress. Pupils with special educational needs make unsatisfactory progress in Key Stage 1 but make satisfactory progress in Key Stage 2. Pupils who are learning English as an additional language, as well as those from Traveller families, make good progress. Standards in information and communication technology (ICT) and religious education are average in Year 2 and above average by Year 6.

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

*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' personal development, including their spiritual, social, moral and cultural development, is very good.** Pupils' behaviour, relationships and attitudes to learning are very good and so this is a friendly community in which pupils are eager to take responsibility and are quick to respond to others' needs. Pupils show a very good interest in school life and the activities provided. The strong focus on promoting pupils' personal development is effective throughout the school. Attendance is satisfactory and punctuality is good.

## QUALITY OF EDUCATION

**The school provides an acceptable quality of education** but there are significant weaknesses for some pupils. **Teaching and learning are satisfactory**, overall, but are good in the Foundation Stage and Key Stage 2. Good teaching and expectations in these year groups mean that pupils achieve well and learn at a good rate because assessments are used well to pitch work at a challenging level for different abilities. Teaching assistants form an effective part of these teams. Pupils generally know what they need to do to improve and there is very effective target setting in Year 6 that involves pupils. Homework is well organised. In Key Stage 1, teaching is unsatisfactory, overall, although there is effective teaching in some classes. Overall, however, expectations of what pupils can achieve, particularly boys, are too low. Teaching assistants are sometimes unsure of how to support pupils in class because they lack guidance. There is a sound curriculum that engages pupils' interest and is widened through all pupils learning French. A good range of activities outside normal lessons supports pupils' learning and personal development. Some opportunities are missed for pupils to use and extend their skills in literacy, numeracy and ICT. The school takes good care of pupils and they know who they can turn to if they have concerns. There is a good partnership with parents and good links with other schools and the community.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are satisfactory.** The headteacher provides good leadership and has proved resilient in taking difficult decisions to benefit pupils, in the light of the checks that she has made on provision. She has supported new staff well so that they have quickly grasped what to aim for and how to implement school initiatives. Management of the school is sound. Training has helped staff in checking how well the school is doing in most areas. The work undertaken in improving the curriculum and assessment has benefited teaching and pupils' achievement and created strong teams in the Foundation Stage and Key Stage 2 but has yet to impact in Key Stage 1. The assistant headteachers provide good support and set a very good example for teaching. Other key staff's contributions to school development are sometimes less effective and reflected in weaker monitoring or planned initiatives not being carried through as is the case with the management of provision for special educational needs. The school knows what it needs to do and has demonstrated its capacity to deal with difficulties. The targets set in planning for



improvement over the past two years have been largely met and the present planning has the right priorities. The governance of the school is satisfactory and all statutory requirements are met. Governors have been an important stabilising factor through difficult times and they are steadily improving their capacity to ask the school the right questions to help it further improve. They have thought creatively about how they can use funds for broadening pupils' experience by providing French teaching, and subsequently creating time for class teachers to perform necessary duties

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

Parents' views are mainly positive and they very much appreciate the wide range of activities provided outside normal lessons and the arrangements made to settle children in when they first start at school. Pupils say that they enjoy school and that their ideas about how they can influence what happens are sought well.

### **IMPROVEMENTS NEEDED**

- Improve teaching, assessment and pupils' standards and achievement in Key Stage 1.
- Improve the management of provision and the progress made by pupils with special educational needs.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is satisfactory, overall, and standards are above average by the age of eleven. Within this picture, however, there are serious weaknesses in Key Stage 1 pupils' achievement and standards for seven year olds are below average. Achievement and standards in the Foundation Stage and in Key Stage 2 are good.

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

- Children get off to a good start in the Nursery and Reception classes and achieve well.
- There is good achievement in Key Stage 2 and standards are above average by the time the pupils leave the school.
- A significant number of pupils in Key Stage 1 are not doing well enough and standards are below average, overall.

#### **Commentary**

1. While standards have improved at Key State 2, at Key Stage 1 they are not as good as they were at the previous inspection. The picture of pupils' achievement, including pupils with special educational needs, is inconsistent as they move through the school. Pupils from Traveller families make good progress because their needs are well met. Pupils who are learning English as an additional language achieve well.

#### *Foundation Stage*

2. Children enter the Nursery with average attainment. The assessments of children as they have entered Year 1 in previous years show that most have reached the goals set for their age in nearly all aspects of the different areas of learning. Presently, most children in the Reception year are on course to exceed these goals in all areas of learning because of improvements in teaching and learning. Children of all abilities, including those with special educational needs, are achieving well in the Foundation Stage.

#### *Key Stage 1*

3. Standards for Year 2 pupils have shown an overall declining trend over the last four years. In 2004, results for Year 2 pupils were the lowest for four years, being average in reading and below average in writing and mathematics. These standards are reflected in the current Year 2 and a significant proportion, about half of the pupils, are not doing well enough. Standards should be higher and pupils' achievement in Key Stage 1, overall, is unsatisfactory. Lower attaining and higher attaining pupils do not achieve as well as they should in writing and mathematics. Boys do not do as well as girls in writing because expectations of what they can achieve are too low. Key Stage 1 pupils with special educational needs do not do as well as they should because the identification and teaching to meet their learning needs are not as good as they should be. Pupils from Traveller families make good progress. Standards in ICT and religious education are average by the end of Year 2 and pupils' achievement is satisfactory.

#### *Key Stage 2*

4. The trend in standards for Year 6 pupils has risen with the national picture. Standards were above average in English, mathematics and science in 2004 and the picture is the same now

in Year 6. Pupils' achievement, including higher and lower attaining pupils, is good in Key Stage 2, with some very good progress in Year 6 because of high quality teaching. Boys do as well as girls by the time they leave the school. Standards in ICT and religious education are above average in Year 6 and pupils' achievement is good in both subjects. There is high quality singing by pupils in Key Stage 2. Pupils with special educational needs achieve mostly satisfactorily, but some difficulties with basic skills persist because they have not been picked up and dealt with earlier.

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

Standards in:	School results	National results
Reading	15.9 (16.6)	15.8 (15.7)
Writing	14.2 (15.9)	14.6 (14.6)
Mathematics	15.9 (17.0)	16.2 (16.3)

*There were 55 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	27.7 (27.2)	26.9 (26.8)
Mathematics	28.3 (27.6)	27.0 (26.8)
Science	29.8 (29.2)	28.6 (28.6)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils' attitudes and behaviour are very good. Their personal development, including their social, moral, cultural and spiritual development, is very good. Attendance is satisfactory and punctuality is good.

**Main strengths and weaknesses**

- Pupils have very positive attitudes to their school life and are keen to learn.
- Behaviour is very good and pupils enjoy the very good relationships they have with staff and other pupils.
- The staff work hard so that the school is a friendly community in which the pupils care for others and in which pupils rarely experience bullying, and know what to do if this happens.

**Commentary**

5. There is an improved picture from the previous inspection. The pupils' personal development is promoted cohesively throughout the school, through a strong focus and common approach. Pupils' attitudes to their work are very good and excellent in many lessons. Pupils are interested and responsive and enjoy their learning. They settle down to work quickly and most concentrate well, even when they not directly supervised. They are particularly well motivated when the lesson is challenging, as in a Year 6 ICT lesson when pupils created video clips and music to illustrate nursery rhymes. The pupils work well both individually and collaboratively and are supportive of classmates.
6. Behaviour is very good and leads to a calm environment that is conducive to learning. Staff provide good role models and their high expectations and unified approach to managing

behaviour contribute much to the school's friendly atmosphere. The creating of playground 'friends' has enabled older pupils to help sort out problems of those who are younger. There have been no exclusions of pupils during the past year. Pupils enjoy very good relationships with staff and with their peers and a genuine spirit of community and co-operation exists within the school. Pupils say that they very rarely experience bullying and they are confident about what to do if problems occur.

7. The school makes very good provision for pupils' personal development. Their spiritual development is well supported through the curriculum and themed assemblies that develop pupils' spiritual and social awareness. Lessons and clubs provide a good range of experiences that stimulate a desire to learn. Lessons in personal, social, health and citizenship education, coupled with assemblies and discussions in class, help pupils to develop a clear understanding of right and wrong and establish a good framework for life within a community. Pupils are encouraged to take responsibility, both for themselves and to undertake a useful range of duties that help in the smooth running of the school. Pupils have a good understanding of the needs of others. Their fund-raising for victims of the Asian tragedy is a spontaneous gesture showing real concern. Pupils' cultural development is very well supported through visits in the local community, to churches and museums and through taking part in the town's flower festival. Music and art play an important part in school life and the excellent choir entertains within the local community. Pupils' understanding of life in a multicultural society is enhanced by African and French weeks, French lessons, an Indian dance workshop, a visit to a mosque and regular video conferencing with pupils in a French school.
8. Attendance is broadly in line with the national average. There is no unauthorised absence. Punctuality at the start of the day is good and lessons start on time.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory but is better for children in the Foundation Stage and in Key Stage 2. There is a satisfactory curriculum that is enriched through a good range of extra activities and visits. Teaching and learning are satisfactory, overall, but there are significant shortcomings in some Key Stage 1 classes. The school takes good care of pupils. There are good links with parents, other schools and the community.

### Teaching and learning

Teaching, learning and assessment are satisfactory, overall, with good teaching in the Foundation Stage and Key Stage 2. The situation in Key Stage 1 is unsatisfactory because teaching is too inconsistent to promote a steady rate of learning.

### Main strengths and weaknesses

- There is consistently good teaching in the Foundation Stage.
- Teaching is good in the Key Stage 2 classes.

- Some very good teaching in Year 6 ensures that pupils make rapid progress in this year.
- Teaching for Key Stage 1 pupils does not adequately support their learning.
- The use of information from assessments to plan the next steps is not effective in Key Stage 1, including for pupils with special educational needs.

## **Commentary**

9. Teaching for children in the Foundation Stage and Key Stage 2 has improved since the previous inspection, but the quality of teaching in Key Stage 1 is not as good as it was. This means that, overall, there has been too little improvement in teaching since the previous inspection.

### *Foundation Stage*

10. The strengths of the good teaching in the Foundation Stage spring from effective planning to meet children's developing needs through the careful use of information gained through assessments to adapt work. A very good feature of the teaching is that teaching assistants know exactly what to do to support children's learning in different activities. Children's personal, social and emotional development is very well promoted through teaching. The very good encouragement and engagement of children by adults mean that they are keen to do their best. Teaching for children with special educational needs is good. Improvements have been brought about through good management of this stage.

### *Key Stage 1*

11. The picture in Key Stage 1 is much more mixed and is unsatisfactory, overall. There is some good teaching that challenges pupils of all abilities, as in a Year 2 mathematics lesson, where teaching enabled higher attaining pupils to make good progress in finding more than one line of symmetry. Too often, however, in some classes, expectations are too low and pupils are given similar work, regardless of their ability. Pupils from Traveller families are well supported. There is an overall reasonable grasp of teaching to deliver the National Strategies in Literacy and Numeracy, but it is better in some classes than others. Time is not always used effectively in some classes to ensure that pupils have the opportunity to work independently or come together at the end of the lesson so that their learning can be reviewed. In writing and mathematics, assessments are not consistently used to adapt work. Boys are not sufficiently motivated through the teaching of writing in some classes. There are times when teaching assistants lack guidance so that they can effectively support different groups of pupils. There are, however, consistent expectations of behaviour, so that even in lessons where pupils are uncertain about what they are doing, they behave well and persevere. The teaching of reading is satisfactory and well supported by the capable teaching assistants, because they have a much clearer understanding of what they need to do to extend pupils' skills.

### *Key Stage 2*

12. Teaching in the Key Stage 2 is good and has some very good features and so pupils' learning accelerates. Good management has ensured improvements. Teaching in literacy and numeracy is good because teachers have a good grasp of the national strategies and teaching methods are effectively used to motivate and involve pupils. There is good use of assessments to pinpoint what needs to be worked on next for different abilities. High expectations of behaviour are rewarded by pupils' close attention and hard work. Very good teaching in Year 6 is characterised by a fast pace to lessons, very effective planning to meet the needs of different groups of pupils and a close focus on guiding pupils towards achieving targets that are made explicit to them. Pupils experience success and this fuels their motivation to learn more. Teaching takes account of the particular needs of junior pupils from Traveller families and these pupils make good progress.

## Assessment

13. The school has worked hard to put in place systems for assessing pupils' progress and information from assessments is used well in Key Stage 2 to adapt work for different abilities. In Key Stage 1, some assessments are inaccurate or data is incomplete and this restricts the reliability with which teaching can use information as a starting point from which to plan to meet pupils' needs. Teachers' marking gives satisfactory guidance to pupils in the Key Stage 2 and there are some high quality examples for older pupils of target setting and review that fully involve pupils. This is a significant factor in Year 6 pupils' achievement. In Key Stage 1, there is often insufficient guidance through marking and pupils' progress suffers, as they repeat the same mistakes.

### *Teaching for identified groups of pupils*

14. The support for pupils who have very specific special educational needs, such as physical impairment, is very good throughout the school and pupils are fully integrated into lessons. The teaching for pupils with more general learning difficulties, however, lacks consistency and is good in the Foundation Stage and in Key Stage 2 but is unsatisfactory for Key Stage 1 pupils. Individual education plans throughout Years 1 to 6 do not always show clearly what children have to learn and how teachers are to teach them. Good teaching in Key Stage 2 means that pupils' progress is not as adversely affected, as planning is well adapted to suit different abilities. In Key Stage 1, while there are examples of very effective teaching when pupils are taught individually or in small groups, there are also occasions when these pupils struggle in class and they do not always do as well as they could, because work is not sufficiently adapted to meet their needs. Teaching for pupils who are learning English as an additional language is good and so they make good progress. Teachers check their understanding thoroughly and good support enables them to join in fully and gain from activities. Pupils from Traveller families are provided for well and so make good progress.

### **Summary of teaching observed during the inspection in 51 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	11 (22%)	24 (47%)	12 (24%)	4 (8%)	0	0

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

## The curriculum

The school provides a satisfactory curriculum that caters particularly well for the needs of Foundation Stage children and pupils in Key Stage 2. A good range of activities outside normal lessons extends all pupils' learning. Accommodation and resources are satisfactory.

## Main strengths and weaknesses

- A good range of visits, visitors, clubs and additional specialist tuition successfully extends pupils' learning.
- Good provision for pupils' personal, social and health education has a positive impact on their very good attitudes, behaviour and personal development.
- The good curriculum for junior pupils and for children in the Reception and Nursery classes helps them to achieve well.
- Pupils with physical and other significant special educational needs are very well supported, but the arrangements for identifying and supporting pupils with learning difficulties through effective individual education plans are sometimes not good enough.

- Opportunities for pupils to extend their numeracy, literacy and ICT skills in other subjects are missed because the planning for this aspect is underdeveloped.

## **Commentary**

15. The school provides a good range and number of visits to places of interest linked to work in subjects like geography and religious education where visits to local places of worship like the mosque do much to broaden pupils' awareness and understanding of other peoples' beliefs and worship. After-school clubs, opportunities to take part in local competitions and specialist coaching sessions in rugby, football and other sports strengthen pupils' skills well in physical education. Opportunities for specialist instrumental tuition and participation in the two well-run choirs are particularly good. Pupils taking part in these activities have regular opportunities to perform in assemblies where their confidence and expertise develop very well.
16. The arrangements for pupils' personal, social and health education are good. Carefully planned sessions enable pupils to explore themes such as bullying, caring and working together. Teachers use class and individual targets effectively so that pupils know what qualities they need to develop. These experiences reflect well in pupils' very good attitudes and behaviour.
17. All subjects that are required are taught. Good levels of staffing with consistently good expertise in the Nursery and Reception classes mean that the curriculum is effectively planned. The different abilities of children are effectively taken into account. These features also contribute to the good curriculum in Key Stage 2. The arrangements for grouping pupils in ability for mathematics in Key Stage 2 is an example of the greater awareness of the different needs of pupils that makes curriculum planning effective and helps pupils achieve well.
18. The provision for children with special educational needs is satisfactory overall. The arrangements for pupils with significant needs, such as physical and medical difficulties, are very good. This is at its very best in subjects like physical education where teachers and teaching assistants use their good knowledge of their pupils and advice from outside specialists to provide well-adapted activities, additional swimming sessions and physiotherapy exercises. This means that these pupils do very well and are fully included wherever possible. The arrangements for pupils with learning difficulties are not so well developed. Key Stage 1 pupils' needs in subjects like writing are not always identified early enough so that weaknesses go on for too long. Individual education plans are sometimes not precise enough in establishing targets and the action needed. Where this happens pupils' achievements are slower than they might be.
19. Curriculum development currently has a high profile in the school. Some recent developments, like the teaching of French to all classes and the introduction of a 'French Week' and other themed weeks, enable pupils to explore subjects through work in other subjects. Activities like the video conferencing links with the National Maritime Museum at Greenwich for Year 2 pupils and a virtual computer tour of Paris are innovative and very successful in bringing subjects to life for pupils. The school has identified the right areas for further improvement in using ICT across the curriculum and has plans to develop them. Opportunities for pupils to use their literacy and numeracy skills, particularly in Years 1 and 2, are sometimes missed because the school's management has not ensured that there is clear planning to guide teachers to take such opportunities. The school's resources are satisfactory overall. A good stock of interesting books makes a positive contribution to reading standards. Whilst teachers make good use of the ICT suite, a lack of suitable resources in classrooms limits the opportunities pupils have to use their growing skills in work linked to other subjects.

## **Care, guidance and support**

The school provides a good level of care for pupils. The support for their personal and academic development is satisfactory. The school is good at seeking pupils' views.



## **Main strengths and weaknesses**

- Staff look after the pupils well and pupils enjoy very good and trusting relationships with them.
- Children receive good support when they start in school.
- Some pupils do not get the advice they need to improve their work.
- Pupils' views are sought well and taken into account.

## **Commentary**

20. There have been some good improvements to the school's quality of care for pupils since the previous inspection. The school is a warm and friendly place in which pupils are happy and secure and enjoy their school life. The physical well-being of pupils has a high priority and child protection procedures are good. Staff provide a high level of daily support and the very good relationships that exist make it easy for pupils to share their troubles with the staff, knowing they will get a sympathetic hearing. Such relationships significantly boost pupils' confidence and self-esteem. The personal development of the pupils is very well promoted through the curriculum, assemblies, individual support and the high expectations that teachers have. Support for pupils' academic development is only satisfactory overall, although it is better in the Foundation Stage and Key Stage 2 classes.
21. Children starting in the Foundation Stage enjoy a smooth and confident start to their school life because of the good support given by staff, who provide a warm welcome and quickly establish very good relationships with children. Pupils who start at times other than the normal are well supported so that they become familiar with school routines and settle in quickly. Pupils in Year 6, who are due to move on to the next stage in their education, get a good introduction to their new school with taster visits enabling them to become familiar with the school before starting full time.
22. The school canvasses pupils' views effectively, through its house system, on important issues and there are plans to start a school council shortly. Pupils made decisions over the choice of play equipment for the playground. Older pupils are involved in setting their own targets. House captains were involved in discussions about the desirable characteristics of teachers during the recent process of appointing new teachers, and their opinions taken into account.

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

The school has a good partnership with parents and good links with the community and other local schools.

## **Main strengths and weaknesses**

- Most parents have positive views of the education provided by the school.
- The school provides generally good information for parents about the school and about their children's progress but does not seek parents' views as well as it could.
- Parents contribute well to their children's learning at home and at school.
- Good links with the local community and with other schools support pupils' learning well.

## **Commentary**

23. The picture is similar to that at the previous inspection. Parents have a good relationship with the school and their views are positive, overall. They see their children liking school, being

helped to settle in and well supported as they grow and develop. They approve of the positive work ethos and feel that their children are well taught and making good progress. The inspection findings support most of these views, although teaching and progress for Key Stage 1 pupils are not good enough.

24. Some parents feel that they are not well enough informed on their children's progress and are concerned about bullying. The inspection finds that parents mainly receive good information. Pupils' annual reports provide good information on their attainment and progress. Teachers are available on a daily basis to discuss any parental query or concern. There are termly consultation evenings and parent workshops have been held, for example, on French and mathematics. These have proved to be popular. The school does recognise, however, that there have been occasions when parents have not been kept sufficiently informed, for example over the changes to lunchtime arrangements. The school is also aware that it does not seek parents' views as often as it might and is looking into ways to improve this situation. The school has enhanced the measures in place to combat bullying and these are operating effectively. Pupils say that they know how to deal with any bullying incidents and that these are rare; this was confirmed by inspection evidence.
25. Parents support their children's learning well at home and at school. A good number work regularly in school and others provide support for trips and other outside activities. A good proportion of parents hear their children read and help them with their homework. The Friends' Association is an active group that raises very significant funds for the purchase of resources such as playground equipment, digital cameras and a playhouse for the younger children. All this benefits the learning of the children.
26. The school uses the community well to support the curriculum. There are close links with the three local churches with ministers regularly taking assemblies and pupils attending festivals. The local library runs a homework club to support pupils' learning. The school takes part in activities within the town such as the Flower Festival and Long Sutton in Bloom. The choirs entertain local senior citizens and other groups. The school uses the local area for walks and investigations, for example doing traffic surveys and investigating types of housing. All these activities help to widen the horizons of the pupils.
27. The school also enjoys good links with other local schools. Pupils are able to use facilities at the local secondary school, for example the all-weather pitch, and visits are made to see theatrical productions. The school's introduction of French into the curriculum was achieved with help from another secondary school, with support from pupils from Year 9 and Year 11. The school is trying to organise other primaries to start learning French so that all pupils start their secondary education with French at a similar standard. The school plays football matches against other local schools and has taken part in a sporting tournament.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. The leadership by the headteacher is good, and key staff give satisfactory support overall. The management of the school is satisfactory, as is governance.

### **Main strengths and weaknesses**

- The headteacher has provided good leadership through an unsettled period.
- The school has identified what it needs to do and has created strong teams in the Foundation Stage and Key Stage 2.
- Management does not ensure consistency in the quality of provision for Key Stage 1 pupils, or for pupils with special educational needs.

### **Commentary**

28. The school has faced very difficult circumstances over the past four years. The work to improve weaknesses identified in the previous report, such as strategic planning for improvement, assessment procedures and monitoring of teaching and learning, was slow in the period during which the school was without permanent leadership. The considerable turnover of staff over the last two years posed additional challenges that have mainly been dealt with effectively under the headteacher's good leadership. A good start has been made in establishing systems of assessment that allow the school to track pupils' progress but the use of these assessments to guide where to pitch teaching is too insecure to ensure that all pupils make good progress.
29. Decisive leadership by the headteacher has meant that some difficult decisions about deployment of teachers have been taken. The school has a suitable plan for improvement that includes the right priorities. These have been arrived at through satisfactory monitoring. The underachievement by significant numbers of pupils in Key Stage 1 has been identified and the school is not complacent about the situation.
30. New teachers, including those who are newly qualified, have been well supported. Strategic planning to pair experienced teachers with newcomers has worked well in most cases. There is a clear management structure in which roles and responsibilities are defined and developed well through focused professional development. Staff with management responsibilities, many new to their roles, have benefited from training in skills to help them analyse data and monitor provision. This has been effective in most instances. The assistant headteachers have played an important role, as managers for the Foundation Stage and Key Stage 2, in bringing about improvement in standards and teaching. They have built effective teams that work well together and adopt a consistent approach. These teams have benefited from good management that has supported initiatives to bring about improvement and effective checks have ensured that these have met with success. However, standards and the quality of teaching and learning have declined in Key Stage 1 and there is an inconsistent approach between classes; management here has been ineffective.
31. The management of special educational needs is ineffective because systems are not adequately set up and monitored sufficiently rigorously. Arrangements for the identification and assessment of pupils' needs are not well established and checked sufficiently and so some pupils' needs are not identified early enough and problems in learning persist. These weaknesses have been recognised but the targets set to improve the situation have not yet been met. However, the school has successfully maintained its commitment to inclusion and the provision for pupils who have very specific needs is very effective. They are fully included in the life of the school and this is particularly good in physical education lessons.
32. Governors work satisfactorily to support the school. All statutory requirements are met. They are committed and generous with their time; all are actively involved in the work of the school through a well-organised committee structure where the strengths of governors are well used. Governors have a reasonable grasp of the school's strengths and weaknesses and are developing their capacity to ask the school important questions. The governors have provided an important element of continuity through an unsettled period. Financial planning is effectively linked to the school's priorities and has supported the introduction of French teaching that enables class teachers some time to perform other duties.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	861618	Balance from previous year	32342

Total expenditure	863709
Expenditure per pupil	2022

Balance carried forward to the next	30251
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

33. Provision for children in the Foundation Stage has improved well since the previous inspection because of good and improved management. Teaching, learning and children's achievement are better than previously. This is because they are supported by more effective curriculum planning to ensure continuity between the Nursery and Reception classes. Additionally, systems for assessing children's attainment and using information to adapt work on a daily basis have been strengthened and are well used to adapt work to children's different needs. Children with special educational needs are well catered for and make good progress. Teaching assistants make a very good contribution to the team because they know exactly what to do.

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

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

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

- Adults know the children well and encourage independence as well as skills of co-operation and sharing.
- Children respond very well to adults' high expectations of behaviour.
- Warm and supportive relationships, allied to secure routines, mean that children settle quickly into school life.

#### **Commentary**

34. As a result of all the strong features in teaching in this area of learning, children demonstrate very good behaviour, skills in working together and very positive attitudes to learning. Children feel valued and secure and they want to please adults because of the very good relationships in all classes. Teaching and learning are very good and so is children's achievement. Most children are on course to exceed the expectations for their age by the end of the Reception year. Adults sensitively nurture children's independence by giving very good guidance to ensure that children know what to do in activities and then let them get on with it so that they learn to think for themselves and organise play well together. High expectations of behaviour are consistently reinforced linked to well-established routines and praise for getting it right. This resulted, in one lesson seen, in Reception children changing quickly and sensibly for a physical education lesson.

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

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

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

- Teaching nurtures children's speaking and listening very effectively.
- Early reading skills are very well developed and children catch adults' enthusiasm for books.
- Basic skills in forming letters are well taught and individual needs catered for in mastering control of writing tools.
- A few opportunities are missed for more able children to extend their writing.

## Commentary

35. Most children are set to go beyond the goals for their age by the time they leave the Reception year. This is because teaching and learning are good and promote children's good achievement. Teaching carefully extends children's vocabulary by introducing terms, explaining them and then encouraging children to use what they have learned in relevant situations. This was evident, for example, in the Nursery, where children used words to describe the sounds made by the different musical instruments they were making with guidance from a teaching assistant. Children learn to listen carefully and so they settle quickly to tasks because they know what to do. Adults' reading to children is lively and there are plenty of books that children are eager to share and they confidently talk about what is happening in pictures. Letter sounds are learned thoroughly because of precise teaching. Difficulties that individual children have with the correct grasp of writing tools are quickly picked up and corrected. The formation of letters is taught imaginatively, involving the children's senses to the full. There are good opportunities for children to write in play activities, as when Reception children write invitations to a party. There are, however, a few opportunities that are missed to further extend more able children's writing into sentences using the words that they have learned. There is good support for children who are learning English as an additional language so that they can join in all activities and gain from them as well as other children.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Children's mathematical vocabulary is very well extended through teaching.
- There is a good level of challenge for more able children.
- Practical activities engage children's interest very well, but some resources do not enable children to reliably count by touching.

## Commentary

36. Children's achievement is good. Teaching is effective and enthusiastic so learning is good. As a result, most children are on course to exceed the expectations for their age by the end of Reception. There are high expectations of what children can achieve. Clear explanations and good support by all adults mean that children gain a good understanding of how to count, calculate, estimate and measure. Adults are careful to teach the correct mathematical terms and so children use these as they explain what they are doing. There is a good level of challenge for more able children, as in a Reception lesson, where children were finding combinations of numbers of objects that would add up to a given total under 10. Much of the work is practical and so children are quickly interested and work hard. There are times, however, when the resources used do not enable children to touch, as they count to ensure accuracy, as in the Nursery when a group of children were using a small die to play a game and found it hard to count the spots. Additionally, some number lines used in counting are rather small.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There is an exciting range of activities through which children learn to express and explore their ideas.

- Some opportunities are missed in the Nursery to add labels so that more able children can begin to recognise words connected to topics.

## Commentary

37. Teaching and learning are good, as is children's achievement. Most are on track to exceed the expectations for their age by the end of the Reception year. The Nursery and Reception classrooms are bright and inviting, with plenty of activities that encourage children to explore how things work or grow. This harnesses children's curiosity well and adults are always at hand to help them explore their ideas through talk. Children in Reception, for example, examine the roots and leaves of bulbs growing and carefully observe the daily changes, which they describe in detail. Children in the Nursery experiment in the water tray to find which objects float or sink and are encouraged to explain why they think this might happen. Nursery children, making cakes in one session, were intrigued to see how the mixing and baking process transformed the ingredients and the teaching assistant very successfully extended their understanding through discussion. Children use computers competently and often choose to work on them. There are few labels for objects connected to topics to enable more able children in the Nursery to begin to make the link between the spoken and written words.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Outdoor play in the Nursery is very well planned so that children can explore space imaginatively, but facilities for Reception children are limited.
- Children's control over their finer movements is well promoted and carefully checked.
- Children's overall progress is well promoted in physical education lessons in Reception.

## Commentary

38. Most children are set to go beyond the goals for their age by the time they leave the Reception year. Teaching and learning are good and children achieve well. Facilities for outdoor play in the Nursery are good and used imaginatively because of very effective planning. In one session, for example, a group of Nursery children worked together with a parachute to control the movements of a ball. Another group used what they had learned about spiders' webs to create a game. The Reception children have no direct access to an outdoor area, although the school has plans to resolve this. Their present area forms part of the playground and is drab compared to that of the younger children. Nevertheless, children make good progress in developing control of their larger movements through good teaching in lessons in physical education. This was well demonstrated in a lesson in which children extended their skills in travelling over, under and through equipment in the hall and learned how to land safely when jumping off equipment.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- There is good planning for children to act out parts and use props to support their play together.
- Children work with a good range of media through which to express their ideas and are often given a good choice over these.
- There are a few occasions when children's scale of work or its design is over-directed.





## Commentary

39. Most children are likely to exceed the goals set for their age by the time they leave the Reception year. Teaching and learning are good and so is children's achievement. There are well-planned and resourced areas in which children can act out parts. They use the props well to sustain their play. In the 'garden centre' in the Nursery, for example, children happily pot up plants and sell them, or mix compost. In Reception, children take on roles from Cinderella and prepare to go to the ball. Children's creative work brightens the teaching areas and they are proud of what they have achieved. They work with a good range of media, including paint, clay and collage and recycled materials, often showing good control over these that reflects their good physical development. Children often choose the best materials to fit their ideas. There are a few times, however, when adults determine templates and children have too little choice over the scale in which they work, resulting in everyone producing similar end results and this reduces the extent of children's learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Good teaching in Key Stage 2 results in pupils achieving well and standards are above average by the time they leave.
- Pupils use their literacy skills well across other subjects in Key Stage 2 but this is not always the case in Key Stage 1.
- Unsatisfactory teaching in Key Stage 1 leads to unsatisfactory achievement and standards that are only average in reading and below average in writing.
- Expectations of boys' achievement in writing in Years 1 and 2 are too low.

## Commentary

40. Pupils' achievement is satisfactory, overall, as is teaching, but there are important variations between different parts of the school. Standards in Year 6 have improved since the previous inspection and junior pupils' achievement is good. Standards in reading, writing and speaking and listening are above average. More able pupils get a good level of challenge that ensures good progress. Boys do as well as girls. There have been particular improvements in writing. Standards in Year 2 have remained average in reading but have fallen to below average in writing and speaking since the previous inspection. Listening skills are average. From looking at current Year 2 pupils' previous work, as well as the current attainment of pupils in Year 3, whose results were disappointing when they were in Year 2, it is evident that Key Stage 1 pupils' achievement is unsatisfactory, with about half of the pupils not doing as well as they should. Improvement here has been unsatisfactory since the previous inspection.
41. Teaching in Key Stage 2 is good, with varied teaching methods that give pupils good opportunities to think and talk together about what they read or plan to write. Pupils read widely and make recommendations to friends. The times when pupils read together as a group are well used by the staff to assess individual progress and to build pupils' skills. There is a lively pace to lessons and clear introductory sessions ensure good questioning includes all pupils. There are some very good features to the teaching. In a Year 3 lesson, for example, pupils learned rapidly about how to improve their performance as they created and read poetry in groups, through the teacher's very good encouragement and guidance. There was very good learning by Year 6 pupils in another lesson about how to build up a bank of useful phrases for discursive writing, because different ability groups got exactly the support that they

needed. There is some excellent marking in Year 6 that sets out just what needs to be worked on next and pupils respond very well to this. There is some good marking in other year groups, but the quality is not consistent and pupils do not always get the guidance they need.

42. Teaching in the Key Stage 1 is unsatisfactory, but the picture is not entirely bleak because there are strengths to build on and in some classes pupils make better progress. There is a sound grasp of the National Strategy for Literacy and teachers read in an enthusiastic manner that keeps pupils' interest. There are times when pupils' different abilities are well catered for. In a lesson with Year 2 pupils, for example, planning was well adapted to challenge higher attainers to analyse the plot of a story. The final part of this lesson drew pupils' learning together very well, as they retold the story and higher attainers used words to signal the passage of time to start their sentences. However, planning is not consistently adapted in some classes to meet pupils' different needs and too often a significant proportion of pupils do the same work. Lower and higher attaining pupils suffer because the work is too hard or too easy. There is little guidance given to pupils in some classes on what they need to improve. Some lessons lack pace and the time taken up by teachers talking restricts the time available for pupils to get on with independent tasks. Boys do not do as well as girls in writing by the age of seven, because expectations of what they can achieve are too low in some classes. A significant proportion of pupils in Years 1 and 2 do not form letters correctly and cannot spell the common words that they are expected to for their ages. There is no consistent strategy between the classes to overcome these problems and so they persist into Year 3 and 4. Pupils with special educational needs are well catered for when taught in groups, but when taught with the rest of the class, too many pupils' progress is unsatisfactory because teaching does not meet their needs. There are times when teaching assistants know what to do but they are often inactive in the introduction to lessons because of insufficient guidance from teachers and are sometimes are not clear about the skills being promoted through other activities. Even though most pupils make reasonable progress in reading, a strong factor in this is the support given to individual reading by teaching assistants and help given at home. Teaching of reading in literacy lessons, while satisfactory, is more inconsistent in supporting difficulties or challenging the more able pupils.
43. The leadership of the subject is good. The subject manager is a leading teacher for literacy and sets a fine example in teaching that has benefited colleagues. She has a clear view of what needs to improve through good checks on what is happening. Very good support and effective support have been provided for newly qualified teachers. Management is satisfactory. Initiatives to raise standards in writing in Key Stage 2 have succeeded but have not yet impacted sufficiently in Key Stage 1.

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

44. Overall, this is satisfactory. Pupils' competency in literacy is not always used as widely as it might be in Key Stage 1. In some classes, writing in subjects such as history, geography and religious education is copied and this does not extend pupils' skills. In other classes, there is much better attention to pupils using what they have learned in relevant situations. In Key Stage 2, literacy is often very well used. Pupils research in library books and competently adapt the style and organisation of their writing to suit different purposes.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Standards are above average in Year 6 because good teaching in Key Stage 2 helps pupils achieve well.

- Unsatisfactory teaching in Key Stage 1 leads to unsatisfactory achievement and standards that are below average in Year 2.
- Pupils behave very well and show a keen interest when their work in mathematics is interesting and challenging.
- Pupils do not always have clear enough information about what they need to do to improve because the quality and effectiveness of teachers' marking are inconsistent.

## Commentary

45. Pupils' achievement is satisfactory, overall, as is teaching. The standards in Year 6 have improved since the last inspection. They are still above average, but more pupils reach the higher levels in tests than before. Pupils' achievements are good due to the good teaching in Key Stage 2. The arrangements for placing pupils into ability groups in Key Stage 2 for teaching mathematics were just being introduced at the time of the last inspection. These are now well embedded and successful. Teachers make good use of the information provided by the recently improved systems for checking how well pupils are doing when organising class groups and in adapting the work for different abilities where necessary. The teaching is good and sometimes very good. This is particularly so in Year 6 where pupils respond very well to the brisk pace and challenging activities that make lessons exciting. The judicious use of praise and very good relationships mean that pupils are confident and work very hard. There is a good emphasis on mental calculations so that pupils make good progress in this aspect. They persevere well with difficult calculations such as those involving the multiplication and division of decimal numbers because they want to get the answers right. Pupils with special educational needs are supported well in these classes. A good example is the way teachers encourage pupils to identify the aspects they find difficult and then provide the extra explanations and practice that strengthen their learning.
46. The teaching and pupils' achievements are unsatisfactory in Key Stage 1. The standards, average at the time of the last inspection, have fallen since the last inspection and are now below average. This represents unsatisfactory improvement. Whilst average numbers reach the level expected for their age, too many only just reach it, when they are clearly capable of more. Some good lessons were observed during the inspection. These had many of the good features found in the teaching of Key Stage 2, so that pupils made good progress; these are strengths than can be built on. Teachers forge very good relationships with their pupils so that lessons run smoothly. Skilled use of questions prompts pupils to think hard and enables teachers to check pupils' understanding. However, some unsatisfactory lessons and evidence from an examination of pupils' workbooks show that pupils' achievements over time are not good enough. The systems for checking and recording what pupils know and understand are not well established or used consistently so that some teachers do not have accurate enough information about their pupils' attainments to use in their planning. Too often, when teachers follow published lesson plans rigidly, pupils all have similar tasks. Because too little account is taken of their existing skills, the work set for pupils of lower and higher ability is either too hard and confusing, or too easy and not extending their skills enough.
47. Pupils throughout the school show a keen interest and enjoyment in lessons. This is particularly evident in the good and very good lessons where teachers share their enthusiasm well in explanations and in encouraging pupils to share their calculation methods with others. Pupils are excited by timed challenges and thrilled when they go further than others, for example identifying several different lines of symmetry in a shape in a Year 2 lesson. However, when explanations go on too long or activities either lack challenge or are too hard, pupils lose interest and concentration and time is wasted.
48. The leadership and management of mathematics are satisfactory, overall. The subject leaders and senior managers are well aware of the weaknesses and of what needs to be done. Considerable changes in staffing, particularly in Key Stage 1, have slowed progress in dealing with these weaknesses, however. Recently established systems for checking and recording pupils' achievements and for marking their work are now in place, but are not yet used consistently well by all teachers. Managers could do more to ensure this happens, and that everyone adopts the effective practice of the best teachers. One example is the quality and effectiveness of teachers' marking. Pupils are not always sure what they need to work on next because their targets are not made clear, especially when teachers mark their work.

## Mathematics across the curriculum

49. Pupils use their competency in mathematics satisfactorily across the curriculum. There are useful opportunities for pupils to use their data-handling skills in subject like science and geography where they produce block graphs to record the findings of such investigations as the length of shadows and traffic surveys. However, the lack of a well-defined plan means that teachers often miss these opportunities when planning their lessons. The school recognises that these experiences are limited at present, and is working to improve its approach to developing pupils' mathematics skills through work in other subjects as part of its overhaul of the curriculum.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching in Key Stage 2 is good and so pupils achieve well and standards are above average.
- Pupils enjoy practical investigation and work well together.
- Teachers do not always match work well enough and consequently more able Key Stage 1 pupils do not always do as well as they should in investigative work.

### **Commentary**

50. The situation is similar to the previous inspection. By the time pupils leave the school standards are above average. Standards in Year 2 are average. Overall achievement is satisfactory, but it is good for Key Stage 2 pupils. While Key Stage 1 pupils make overall satisfactory progress, more able pupils should be achieving more in investigative work.
51. Teaching is satisfactory, overall. Teaching is satisfactory in the Key Stage 1 classes and good in Key Stage 2. The significant factor that separates the two is that teachers in Years 3 to 6 take more account of pupils' different abilities when they plan work in investigations. This level of good challenge was seen in a very good lesson with Year 6 pupils, whose task was to manipulate gravity and air resistance in designing and making parachutes and then testing them. Pupils showed that they had a good understanding of how to make a test fair and how to interpret results. In this case their initial predictions about the relative impact of gravity and air resistance were mostly contradicted by their findings after the investigation. This led to some high quality discussion about why this was the case, with pupils using what they had learned very effectively in their reasoning.
52. In contrast, more able Key Stage 1 pupils' learning is not as rapid, because the level of challenge for these pupils is not as high. Learning was hampered in one lesson, for example, because more able Year 1 pupils were asked to complete the same task as others, in thinking of words to describe the properties of a single object, rather than comparing objects in terms of their physical properties. While there are occasions in Key Stage 1 when teaching does take account of pupils' different abilities, this is not consistent across each year group and too often pupils complete the same work.
53. Leadership and management are satisfactory and have ensured that the planning for the subject is undertaken in teams, so that pupils in different classes in the same year group cover the same learning. Assessment has been introduced to gauge pupils' attainment at the end of each unit of work. Too few checks, however, have been made on the effectiveness of teaching to meet the needs of more able Key Stage 1 pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Good teaching in Key Stage 2 means that pupils achieve well and standards are above average by the time they leave the school.
- Pupils concentrate and work very hard because activities are challenging and exciting.
- Pupils have limited opportunities to use their skills in other subjects.

### **Commentary**

54. Standards in ICT are above average in Year 6 and average in Year 2. This is a similar picture to the previous inspection. Pupils' achievement is good overall. Teaching is good, overall. It is satisfactory in Key Stage 1 and good in Key Stage 2. Throughout the school teachers and teaching assistants are confident and have good levels of expertise in teaching the subject. In the best lessons they give clear instructions and demonstrations so that pupils know exactly what to do and tackle their work confidently. In Key Stage 1, pupils' learning is sometimes affected because they find it hard to cope with tasks when they cannot remember a long list of instructions. Good planning in Years 3 to 6 prepares pupils well for work in the computer suite. Classroom-based work where they learn to store information in categories using terms like 'fields' and 'files' prepares them well for later work on databases, and gives it a secure context and purpose. Teaching in Year 6 is very good. Pupils achieve very well due to some challenging and exciting activities that give them scope to use their imagination and good skills in such activities as preparing a multi-media presentation. Pupils co-operate extremely well, sharing ideas and helping each other access different menus, programs and the Internet. They work extremely hard to find the best sounds, graphics and eye-catching movements to make their presentation as interesting as possible.
55. These kinds of experiences are typical of the good curriculum. Innovative experiences, like the video conference pupils in Year 2 hold with the National Maritime Museum in connection with their work on Captain Flinders' voyage to Australia, widen their knowledge considerably as they access information, maps and photographs. A virtual tour of Paris brings work in connection with a 'French Week' to life for pupils in Year 6. Throughout the school, teachers plan work that is both challenging and exciting. Pupils are fascinated by what computers do, like watching their simple tile design evolve into an attractive repeating pattern with the press of a computer key.
56. The leadership and management of the subject are satisfactory overall. There is a secure awareness of what still needs to be done. The weaknesses in resources available for Key Stage 1 pupils, found in the previous inspection, have been addressed. These pupils now have regular access to the computer suite, and the computers in their classrooms are more up to date. Good training and support systems over time mean that staff are confident in their skills. The systems for checking and recording pupils' skills are satisfactory and further developments are planned to make them more effective.

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

57. The use of ICT across the curriculum is satisfactory. Teachers and pupils make good use of resources in the computer suite with activities that encompass work in mathematics, history, English, design and technology and other subjects. Regular, effective use of digital cameras gives valuable evidence as a basis for pupils' learning, as when the photographs taken at a mosque stimulate later class discussion. However, older pupils have infrequent opportunities to use their growing skills in day-to-day lessons in other subjects because there are still too few computers available for their use in classrooms.

## HUMANITIES

### Geography and history

58. Only two lessons were observed, in Year 3 in geography and in Year 1 in history. There was too little evidence to make overall judgements on standards, achievement, teaching or learning in either subject. However, displays and work in pupils' books shows that the curriculum for both is satisfactory. Colourful and informative displays engage pupils' interest. The good use of resources including the local area, maps, information books, posters and photographs bring the curriculum to life and stimulate pupils' interest and imagination.
59. In the very good geography lesson seen in Year 3, pupils were learning how to make decisions about the best location for a holiday for different people. The skilful teaching drew together the different considerations such as individual preferences. Tape recordings were used very effectively, to give pupils a clear idea of different people's likes and dislikes, and this helped pupils to make decisions. In Year 6 pupils collate and present data they have collected from a fieldwork visit to the local by-pass and the old A17 road. In the Year 1 lesson in history, teaching built well on what pupils had learned during a walk to the local church, about different styles of houses and clues about whether these were old or new. Pupils recognised that modern houses often do not have chimneys and discussed reasons why.

### Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- Teaching effectively promotes the pupils' understanding of different faiths and pupils learn from a good range of first hand experiences.
- There are limited opportunities for some Key Stage 1 pupils to use their literacy skills in the subject.

### Commentary

60. Standards have been maintained since the last inspection and are in line with the expectations of the locally agreed syllabus and with those seen in most schools in Year 2 and above average in Year 6. Achievement by Key Stage 1 pupils is satisfactory and good for Key Stage 2 pupils. No lessons were seen in Years 1 and 2 and so no judgement is made on teaching. Teaching in Key Stage 2 is good.
61. The good range of first hand experiences and the good teaching in Key Stage 2 mean that pupils develop a good knowledge of the major world faiths by the time they are eleven. Older pupils have visited a mosque. Pupils at the top end of the school make connections between different religions, as well as recognising differences. For example, during a discussion on what God might look like, Year 6 pupils compared their ideas and discussed whether people of the Jewish faith had the same thoughts as those of the Hindu and Christian faiths. Pupils in Years 1 and 2 visited a local church during the inspection, and later talked in detail about what they had learned, showing that they had listened carefully to explanations of artefacts.
62. Teaching in Key Stage 2 uses a wide range of strategies to make learning fun; for example, the use of drama in Year 3 stimulated pupils' imagination as they discussed the life and times of Mother Teresa. Pupils in Year 4 talked at length about what they thought God might look like; for example, one pupil thought that God would look "like a ghost sitting inside a cloud, floating all over the world", and pupils developed their ideas into pictorial representations. In Years 5 and 6 pupils begin to gain an understanding of the importance of signs and symbols in society. Some Key Stage 1 pupils do not have enough opportunities to develop their writing skills through the subject because much of the work is copied.



63. Leadership and management are satisfactory and ensure that the full curriculum is covered and supported by a good range of visits and visitors.

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

### **Art and design**

64. No lessons were seen in art and design but pupils' previous work was sampled, teachers' planning was scrutinised and discussions were held with pupils. On this basis it is evident that standards are average in Year 2 and Year 6 and that pupils' achievement is satisfactory. No judgement can be made on teaching. There are some strengths in the subject, notably some good links with other subjects, such as history, literacy and design and technology, as well as examples of good quality work in which pupils have benefited from the freedom to choose techniques and media. In Year 6, for example, there is high quality textile work, involving quilting, collage, couching and wax resist techniques, based on pupils' study of William Morris in connection with their work in history on the Victorians. Pupils talk in detail about how they extended their original ideas and how they tried out different techniques to achieve the desired effects. Year 2 pupils have created good quality illustrations based on the story of the Mousehole Cat, studied in literacy, that show bold use of colour and effective composition. The subject supports pupils' cultural awareness well; for example, pupils looked at a range of African art during the school's 'Africa Week' last year and recall the characteristic colours and symbols in artefacts studied.

### **Music**

65. No music lessons were seen during the inspection, but the quality of singing observed in assemblies was very good. Pupils sing enthusiastically and very tunefully, with good control of their voices. There are two well-led choirs, one for pupils in Years 3 and 4 and another for Years 5 and 6. These pupils benefit from good teaching that helps them achieve very well in developing their singing skills. Their high quality performances are sometimes very moving. The school provides a good range of instrumental music tuition including opportunities to learn to play brass, wind, strings and keyboard instruments. Pupils learning to play instruments frequently perform for the school in assemblies and concerts and this gives them confidence in their performance and also adds much to the musical awareness of other pupils.

### **Design and technology**

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

### **Main strengths and weaknesses**

- Pupils are very enthusiastic about the subject and achieve a very good finish to their final products.
- There is some good evaluation of products in Year 2, but overall this aspect of the subject is less well developed through the school.

### **Commentary**

66. Pupils' achievement is satisfactory. Two lessons were observed, one each in Years 5 and 6 and displays of work were scrutinised in all year groups. Teaching is satisfactory in Years 3 to 6, with some good features. Standards are average in Year 2 and Year 6. No lessons were seen in Years 1 and 2 and so no judgement is made on teaching here; however, it is clear that the evaluation process was given good emphasis in pupils' work on glove puppets and pupils talk about how they would improve their designs. This is, however, mainly a weaker part of

pupils' learning throughout the school and pupils have too few opportunities to consider how they might change designs or materials in the light of their experience.

67. Pupils talk with enthusiasm about their work and enjoy the process of making. A strength in the teaching is the free rein given to pupils to use their own ideas. There are, for example, in Year 5 some very individual designs for windmills, some of which are automated, of which pupils are justly proud. In the lessons seen, Year 5 and 6 pupils were evaluating different types of bread with a view to establishing preferences and creating their own recipes for particular purposes. Although pupils were very engaged by the work because of the excellent range of resources that represented bread from several different cultures, too much time was spent in designing the table to record their findings and this lessened the time available for evaluation. The opportunity to use ICT to design the table was missed in both lessons. Nevertheless, pupils worked together very sensibly, discussing the relative merits of appearance, taste and texture. In both lessons, opportunities were taken for pupils to use their mathematical skills in reading scales.
68. Satisfactory leadership and management have ensured that the position from the last inspection has been maintained but have not yet ensured that all aspects of the learning process are given proper attention in teaching.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Very good provision and inclusion arrangements for pupils with physical impairments mean they make good progress.
- The systems for checking the effectiveness of teaching and pupils' attainments are not thorough enough in identifying what works well and what needs to be improved.

### **Commentary**

69. Standards are average in Year 6 and pupils' achievements are satisfactory. No judgement can be made about standards or the quality of teaching in Years 1 and 2 as no lessons were seen during the inspection. Pupils with physical impairments make good progress in lessons. The school places a strong and very successful emphasis on ensuring that they are fully included and supported by staff. In lessons, careful thought is given to adapting activities for them so that they often participate fully alongside others, for instance in wheelchairs. Teachers and teaching assistants give very good support because they are well informed and confident in working with each pupil's particular needs. Extra swimming sessions and physiotherapy exercises are arranged where necessary. There is very good attention to ensuring that these pupils prepare for exercise and cool down with activities carefully tailored to warm up and relax their muscles. These factors all give a good boost to their physical development.
70. The teaching and pupils' achievements in Key Stage 2 are satisfactory overall. Effective planning and good demonstrations with clear instructions are features of the good teaching seen. In all the lessons pupils show high levels of interest, listen carefully to instructions and behave well because very good relationships mean that teachers manage their classes well. However, pupils sometimes achieve less than they might when the pace of lessons is too slow and they are inactive for too long. Over-generous evaluations by teachers that do not challenge pupils enough sometimes mean that they repeat the same activities, rather than working hard to improve their performance.
71. The leadership and management of the subject are satisfactory, overall. There is a good awareness of what developments are needed, and some of these are already underway.

Planning has been revised, but has not yet been fully implemented. These promising developments are all at an early stage, and not yet having enough impact on the quality of provision or standards.

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

72. Only one lesson in Year 5 was seen, in which teaching satisfactorily extended pupils' understanding of how to sustain a healthy lifestyle. It is evident from talking to pupils that their work in this area has a positive impact on their personal development and awareness of the responsibilities that come with living in a community. There are times set aside for pupils to consider specific issues in depth. In particular, the school's recent work on bullying has raised pupils' confidence in how to deal with situations that arise and how best to seek support from others. There is good guidance for teaching in this area and effective management ensures that the pupils benefit from what they learn in practical situations, such as acting as playground 'friends' or house captains.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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