

# INSPECTION REPORT

## **ROSE HILL PRIMARY SCHOOL**

Ipswich

LEA area: Suffolk

Unique reference number: 124655

Headteacher: Mr S Phillips

Lead inspector: Mr M Newell

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> October 2004

Inspection number: 267586

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	267
School address:	Derby Road Ipswich Suffolk
Postcode:	IP3 8DL
Telephone number:	01473 727552
Fax number:	01473 717702
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Richings
Date of previous inspection:	December1998

## CHARACTERISTICS OF THE SCHOOL

The school is situated just out of the city centre of Ipswich in Suffolk. The school gained Beacon School status in 2000 and then again in 2003 and a Healthy Schools Award in 2002. There are 267 pupils on roll, which includes 20 children that attend on a part-time basis in the reception class. There are a greater number of boys than girls. The school is bigger than other primary schools. The number of pupils known to be eligible for free school meals is approximately ten per cent, and this is broadly in line with the national average. There is not a high level of pupil mobility. Most of the pupils attending the school are of white ethnic origin, although there are a small percentage of pupils from different ethnic backgrounds. None of these pupils are at an early stage of acquiring English. The percentage of pupils with special educational needs, including those with a Statement of Special Educational Needs, is approximately 20 per cent, and this is broadly in line with the national average. There are, however, times when specific year groups have a much higher percentage of pupils with special educational needs. The nature of special educational needs includes specific learning, moderate learning, behavioural, speech and autism. Attainment levels when children start at the school cover the full ability range and are at an average level overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	English as an additional language Science Religious education Art and design Design and technology
11072	Mrs S Elomari	Lay inspector	
17543	Mr R Coupe	Team inspector	Foundation Stage curriculum Mathematics Music Physical education Personal, social and health education and citizenship
29504	Mrs S Herring	Team inspector	Special educational needs English Information and communication technology History Geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **satisfactory**, but rapidly improving school under the good leadership of the current headteacher. There are strengths in many aspects of school life but there is a strong awareness by the school that standards and achievement in some subjects need to be better by the time that pupils leave school. The school is currently tackling its weaknesses in a most vigorous and effective manner. Taking all factors into account, the school is providing satisfactory value for money.

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

- Children and pupils achieve well in the Foundation Stage and in Years 1-2.
- The headteacher has set a very accurate and clear direction for school improvement.
- Although teaching has many strengths, particularly for the younger pupils, there are times when there is not enough challenge for the higher-attaining pupils in Years 3-6.
- Standards are above average at the end of both key stages in art and design and history, but writing standards are not high enough at the end of Year 6.
- Very good provision is made for pupils with special educational needs and good provision made for enriching the learning and the personal development of all pupils.
- The attitudes and behaviour of most pupils are good.
- Good procedures have been recently introduced to set targets for pupils and to track their progress, but they have not had sufficient time to have had the biggest possible impact on how well all pupils achieve.
- Although improving at a good rate, the role of the subject leader is not yet rigorous enough.
- The care and welfare provided for pupils are very good, and this is a school where pupils' voices are listened to, respected and acted upon.
- The school has established good links with parents, the community and other schools which impact positively on pupils' learning experiences.

Improvement has been satisfactory overall since the time of the last inspection but has gained a greater and more effective momentum since the recent appointment of the present headteacher. Although many of the strengths from the previous inspection have been maintained and the key issues relating to the progress of Key Stage 1 pupils and the role of governors tackled well, the school recognises that improvements in standards and achievement in Years 3-6 have not been as significant as they would have liked. However, the school is now leaving no stone unturned in its rigorous and determined commitment to raising standards, and the strategies introduced are beginning to pay dividends. The school is now well placed to improve at a good pace.

### STANDARDS ACHIEVED

#### Year 6 results

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

Key: A\* - Very high; 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 **satisfactory** overall and good for children in the Foundation Stage and pupils in Years 1 and 2. Achievement is satisfactory overall in Years 3-6, but there is some variability in terms of the challenge provided for the higher-attaining pupils which at times is not demanding enough. The above table shows that on the basis of the 2004 National Curriculum tests for Year 6 pupils, attainment was well below the national average in English, mathematics and science. A similar picture emerges when the school's performance is compared to similar schools. Inspection findings show that standards in English, mathematics and science are at an average level overall, although there is scope for improvement in writing standards. These findings and test results, however, do not tell the full story. The 2004 cohort of pupils contained a large percentage of pupils with special educational needs. Over time, evidence indicates that pupils in Key Stage 2 may not always have achieved as well as they could have done. However, the school has put in place a range of different and increasingly effective strategies that are leading to improvements in how well all pupils achieve and in writing standards. Standards are expected to rise again in 2005 and higher again in 2006, which clearly indicates that standards are on an upward curve. Standards in religious education and information and communication technology are at an average level by the end of Year 6, and achievement is satisfactory. Standards in art and design and history are above average by the time pupils leave school, and all pupils achieve well. Standards in other inspected subjects are at an average level, and achievement is satisfactory.

Attainment when children start school is at an average level. The good teaching and curriculum provision on offer help to ensure that all children make good progress and achieve well in the Foundation Stage. By the time that children are ready to start in Year 1, most have attained the nationally recommended early learning goals in all areas of learning, with a significant minority exceeding them in personal, social and emotional development and in mathematical development.

Across the school, pupils with special educational needs make good progress and achieve well because of the very good provision which includes good levels of support provided by the effective teaching assistants and specialist teaching by the special needs co-ordinator.

The overall provision made for pupils' spiritual, moral, social and cultural development is **good**, although satisfactory provision is made for pupils' spiritual development. The attitudes of many pupils are good overall, with a minority of Year 3-6 pupils showing less positive responses to learning. Behaviour across the school is good. Attendance is good and punctuality is very good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory** with some good strengths. Teaching and learning are **satisfactory** overall. Teaching and learning in the Foundation Stage and in Years 1-2 are good because they are matched well to the individual needs of the children, and lessons often zip along at a good pace. Teaching in Years 3-6 is satisfactory overall and is most effective when much is asked and expected of the higher-attaining pupils and pupils are expected to write well, in terms of the quality and quantity, for a range of different audiences and purposes. This good practice is not yet as consistent as it should be. Good procedures for target-setting and tracking pupils' progress have now been introduced, but they have not yet had sufficient time to have had the greatest possible impact on standards and pupils' achievements. The curriculum on offer is satisfactory overall with some particular strengths in the Foundation Stage and in opportunities to enhance pupils' learning through visits, visitors and some well planned and innovative cross-curricular work. The school makes very good provision for the care and welfare of all pupils and provides good quality opportunities for pupils to contribute to the decision-making process.

The links with parents, the community and other schools are good and bring another dimension to pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **satisfactory** overall and have some notable strengths which are increasingly impacting on standards and the quality of education that the school provides. The headteacher leads and manages the school well and has set a very clear and accurate agenda for school improvement. He is well supported by the deputy headteacher. Some aspects of school life are well led and managed. Leadership and management of other key staff is satisfactory, as the role of subject leader, although now improving well, has not been sufficiently rigorous or effective over time to impact significantly on the achievement of all pupils.

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

Most parents are happy with the quality of education that the school provides and find the staff approachable. Most parents value the partnership between home and school and are keen to support the school and their children's education. A minority of parents felt that bullying was an issue at the school. Extensive discussions with pupils and observations during the inspection both indicate that bullying is not an area of concern in the school. Most pupils enjoy school and all that it has to offer. Many find learning fun. Pupils feel that their voices and views are listened to, respected and taken on board. Pupils are comfortable about approaching a member of staff should they have any worries or concerns and are confident that any issue will be dealt with quickly and sensitively.

## **IMPROVEMENTS NEEDED**

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

- Ensure that writing skills in Years 3-6 are taught in a direct manner, that high expectations are consistently set as to how much pupils are to write and that opportunities to write in different areas of the curriculum are specifically planned for and capitalised upon.
- Ensure that the work that is set for the higher-attaining pupils, particularly but not exclusively in Years 3-6, is consistently challenging and demanding.
- Ensure that test and assessment data is used in a most rigorous manner for setting targets for individual pupils and closely tracking pupils' progress towards their targets.
- Ensure that subject leaders play a strong and active role in monitoring standards, teaching and learning across the school in the subjects that they are responsible for.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are **above average** overall by the end of Year 2 and **average** by the time that pupils leave school. Children in the Foundation Stage and pupils in Years 1 and 2 achieve well. Achievement is **satisfactory** overall in Years 3-6, but is too variable.

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

- Children get off to a good start in the Foundation Stage.
- Pupils continue to make good progress and achieve well in Years 1 and 2, and standards are often good and in some instances better.
- Pupils attain good standards in art and design and history.
- Although there are times when pupils in Years 3-6 achieve well, it is not consistent enough for the higher-attaining students.
- Writing standards are not high enough when pupils leave school.

#### **Commentary**

##### **Foundation Stage**

1. Attainment when children start at the school covers the full ability range and is at an average level overall. Children make a good start to their educational lives in the Foundation Stage because of the good quality of teaching and curriculum provision. Children of all abilities make good progress and achieve well. By the end of the reception year, most children have attained the nationally recommended early learning goals in all areas of learning, with a significant minority of children exceeding them in their personal, social and emotional development and in their mathematical development.

##### **Key Stage 1**

2. On the basis of the 2004 National Curriculum tests and teacher assessments for Year 2 pupils, attainment was well above the national average in reading, writing and mathematics and above average in science. A similar picture is in evidence when the school's performance is compared to similar schools on the basis of prior attainment. The school's trend of improvement is above the national trend. Inspection findings indicate that standards in writing are very high and above average in reading, mathematics and science. Any differences between inspection findings and test results can be explained by ability differences in the different groups of pupils from one year to another. The important factor is that pupils of all abilities are achieving well in English, mathematics and science. Standards in religious education and information and communication technology are at an average level and achievement is satisfactory. Standards in art and design and history are above average and all pupils achieve well. Standards in other inspected subjects are at an average level and pupils achieve in a satisfactory manner. There is no significant evidence of differences in the achievement of boys and girls in any subjects.

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

Standards in:	School results	National results
Reading	17.1 (16.2)	15.8 (15.7)
Writing	16.8 (16.9)	14.6 (14.6)
Mathematics	17.8 (16.9)	16.2 (16.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year.

### Key Stage 2

- The picture that emerges in Years 3-6 is a little more complex and warrants a more detailed examination and explanation. On the basis of the 2004 National Curriculum tests for Year 6 pupils, attainment was well below the national average in English, mathematics and science. A similar picture emerges when the school's performance is compared to similar schools on the basis of prior attainment. This cohort of pupils contained a high percentage of pupils with special educational needs, over 40 per cent. The school's trend of improvement is below the national trend. There is evidence that over time there has not always been a consistently high enough challenge for the higher-attaining pupils in Years 3-6, and writing standards attained by the end of Year 2 have not always been built on systematically. The school has put in place a very good range of strategies to improve writing standards. Good systems have also been put in place to ensure that challenging targets are set for pupils in the core subjects, and rigorous procedures followed for monitoring pupils' progress towards these targets. Although there is still more work to be done and the impact of these strategies has not yet been fully realised, improvements are beginning to show. Inspection findings indicate that standards are at an average level in English, mathematics and science, and achievement overall is satisfactory but still a little too variable. The areas for improvement are to ensure that the focus remains on raising writing standards, increasing the amount of writing that pupils complete and ensuring that the challenge that is provided for the higher-attaining pupils is consistently demanding in all lessons. This is not always the case at the present time.

### Standards in national tests at the end of Year 6 – average points score 2004

Standards in:	School results	National results
English	25.2 (26.7)	26.9 (26.8)
Mathematics	24.9 (26.7)	27.0 (26.8)
Science	27.0 (29.3)	28.6 (28.6)

There were 40 pupils in the year group. Figures in brackets are for the previous year.

- Standards in religious education and information and communication technology by the end of Year 6 are average, and achievement is satisfactory. Standards in art and design and history are above average and all pupils achieve well. Standards in other inspected subjects are at an average level and pupils' achievement is satisfactory. There are no subjects where there are any significant differences in the achievement of boys and girls.

5. The achievement of pupils with special educational needs is good across the school. The percentage of pupils that attain the expected Level 4 in English, mathematics and science by the time that pupils leave school is often above the national average for year groups that often contain above average numbers of pupils with special educational needs. This represents good levels of achievement. The reasons for this include the significant support and teaching of teaching assistants and the special needs co-ordinator, who make a powerful contribution to how well pupils learn.

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

Pupils' attitudes to learning are **good** overall. Pupils' behaviour is **good**, both in lessons and around the school. The overall provision made for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **good**. Punctuality is **very good**.

### **Main strengths and weaknesses**

- There is very little bullying and the school deals with the incidents that do occur very quickly and effectively.
- Most pupils are keen to learn, but a minority of Year 3-6 pupils are less enthusiastic.
- Pupils throughout the school behave well.
- The good personal development of pupils helps them to become mature members of the school community.
- The pupils' enjoyment for all that the school has to offer is reflected in the attendance rate.

### **Commentary**

6. Incidents of bullying, racial and other harassment are infrequent. Extensive discussions with pupils and other inspection evidence show that the low level of bullying is due in part to the system of pastoral groups, where older and younger pupils mix together, and to the manner in which any incidents of bullying and misbehaviour are dealt with. These factors help to ensure that pupils develop good relationships with one another. Older pupils take responsibility for caring for younger ones, which includes making sure teachers are made aware of any unacceptable behaviour. Incidents that do occur are well recorded and sorted out quickly. Parents are involved at an early stage. Pupils of all ages feel safe and secure in school.
7. The school has successfully maintained the good attitudes noted in the previous inspection report. Most pupils enjoy the lessons and activities planned for them. Pupils concentrate well and usually try hard to complete their work. Younger pupils in particular are positive about their lessons and are keen to learn, and this contributes to their achievement. Older pupils' attitudes are satisfactory overall. Most are willing to work hard and to achieve well, and put much effort into their work. There is, however, a minority of pupils in Years 3-6 who show a less enthusiastic response to learning and do not always recognise the fact they, too, have a responsibility for how well they achieve. Discussions with pupils show that they really appreciate and value the trips and extracurricular activities that are on offer, and enjoy having visitors in school.
8. Behaviour during playtimes and around the school is good overall, and often it is very good. In lessons, most pupils behave well and, when unacceptable behaviour does occur, it is usually well managed so that it does not disrupt learning. There was one fixed-term exclusion in the last school year. Pupils behave responsibly, even when they are not directly under adult supervision. They understand the rules and expectations for behaviour because they were involved in deciding them. Pupils of all ages are well motivated by the rewards and praise they receive for good behaviour,

hard work or contributing to the school community. Pupils in Year 6 help to organise activities at lunchtimes, and these help to ensure that pupils play well together.

## Exclusions

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	254	1	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – any other Asian background	1	0	0
Any other ethnic group	3	0	0
Parent/pupil preferred not to say	6	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Pupils' personal development is good, and this is enhanced by the good provision made for pupils' moral, social and cultural development and the satisfactory provision for pupils' spiritual development. Assemblies and discussions about a range of issues, feelings and emotions help to develop pupils' spiritual awareness, although opportunities in class are not always specifically planned for. Pupils have developed a strong sense of right and wrong and understand why they should do the right thing. They look after one another well. Pupils enjoy the opportunities they have to work together in pairs or small groups and co-operate well with others. Older pupils are given significant responsibilities and respond very well. For example, they look after the playground equipment sensibly, act as buddies when others have nobody to play with, and organise charity fund-raising and re-cycling activities. Year 6 pupils take justifiable pride in helping the school to run smoothly through their involvement in the school council. Pupils' cultural development is addressed successfully through many aspects of the curriculum and through the experiences gained from visits and visitors from a wide range of different faiths. Pupils learn about artists and music from across the world, as well as celebrating their own culture.

## Attendance

10. Attendance is above average. Pupils enjoy school so they want to attend. Unexplained absences are followed up by telephone on the first day. Recently, the school altered the procedures relating to holidays taken in term time, and this has led to a decrease in the number taken. Pupils almost always arrive promptly in the morning, and lessons begin on time.

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

Authorised absence		Unauthorised absence	
School data:	4.2	School data:	0.1
National data:	5.1	National data:	0.4

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

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching, learning and assessment are **satisfactory**. The curriculum is **satisfactory** overall, with **good** enrichment opportunities for pupils' learning outside of the formal curriculum. The accommodation is **satisfactory** and resources **good**. The care and guidance provided for pupils are **very good**. The involvement of pupils through seeking, listening to and acting on their views is **good**. Links with parents, the community and other schools are all **good**.

#### Teaching and learning

The quality of teaching and learning are **satisfactory**. Assessment is **satisfactory**.

#### Main strengths and weaknesses

- Teaching in the Foundation Stage enables children to get off to a flying start.
- Teaching quality in Years 1-2 makes a significant contribution to how well pupils achieve.
- Teaching has some strengths in Years 3-6, but the school needs to make a more significant contribution to further improving writing standards and ensuring the higher-attaining pupils achieve consistently well.
- Teaching assistants and the special needs co-ordinator contribute much to how well pupils with special educational needs achieve.
- Good assessment and tracking systems have been introduced, but are not yet fully impacting on standards and how well pupils achieve.
- Opportunities to use computers to support pupils' learning in other subjects are not always grasped.

#### Commentary

11. Teaching and learning are satisfactory overall, but this judgement does not tell the full story. Teaching in the Foundation Stage and in Years 1-2 is good, and on occasions very good. Teaching in Years 3-6 is satisfactory overall, with good practice observed in classes for both the older and younger pupils. Teaching and standards are improving well at this key stage because of the strategies that the school has put in place for developing writing skills and on the greater emphasis that monitoring and target-setting has placed on ensuring that the work and expectations for the higher-attaining pupils are demanding enough. However, these good practices are not yet consistent enough. Improvement since the last inspection has been satisfactory.
12. Teaching in the Foundation Stage is never less than good, and at times very good, and enables children to make good progress and to achieve well. Teaching strikes a good balance between the direct teaching of key early learning skills and child-initiated activities. The result is that learning is often full of interest and fun. Adults constantly capitalise on opportunities to develop children's communication skills. Relationships

are strong and this helps children to settle quickly into school life and routines in a confident and mature manner.

13. Teaching in Years 1 and 2 makes an important contribution to the good progress that pupils of all abilities make. Writing skills are taught particularly well, and opportunities are consistently seized upon to develop pupils' writing skills across different subjects of the curriculum. These are all factors that help to make writing standards so high by the end of Year 2. Reading skills are taught well and the expectations that are set in question and answer sessions enhance pupils' speaking and listening skills. Pupils are expected to put their mathematical and scientific knowledge to the test in practical, investigative and problem-solving activities. Pupils respond very well to these high expectations. A key factor of teaching and learning in the core subjects is that work and tasks are consistently geared to match the individual needs of pupils, whatever their ability, and as a result all pupils make good strides in their learning.
14. The quality of teaching and learning in Years 3-6 in English, mathematics and science is satisfactory overall with some good features. Examples of good practice were seen in some classes where there was a good level of challenge for the higher-attaining pupils in all three subjects and much was expected of pupils in terms of the quality of work that they were asked to produce. This is not always the case. Teaching is also effective when pupils really have to think things through for themselves in investigative and problem-solving activities and apply their knowledge well in challenging tasks. Writing skills are being increasingly taught in a direct manner, but there is still a consistent need to ensure that these skills are put to good use to write for a variety of audiences and purposes and that such opportunities are specifically planned for across different subjects of the curriculum. There are occasions when the introduction to the lesson is too long, and not enough time is left for pupils to produce an amount of work that would normally be expected for pupils of this age.
15. Teaching and learning in religious education are satisfactory and good when religious artefacts are used well to help bring the subject to life or good use is made of computers to enhance pupils' learning. Teaching and learning in information and communication technology are satisfactory. The computer suite is used well to directly teach key skills. Whilst there are some good examples of computers being used to support and enhance learning across different subjects, this good practice is not as widespread as it could be. The quality of teaching and learning in art and design and history are good across the school. In history, teachers make good use of artefacts, drama, role-play and visits and visitors to make the pupils more enthusiastic and to give the subject a real sense of meaning and enjoyment. In art and design, the opportunities that are provided for pupils to work in a wide range of different media and materials alongside the direct teaching of artistic skills and techniques contribute a great deal to pupils' enthusiasm for art and the good standards that they attain. Teaching and learning in all other inspected subjects are satisfactory.
16. The teaching for pupils with special educational needs is good across the school and enables these pupils to achieve well. The special needs co-ordinator provides good, direct and specialist teaching to a number of different pupils who benefit greatly from her skills, support and guidance. Across the school, teaching assistants play an important and significant role in supporting pupils. This support is both sensitive and challenging and helps to ensure that pupils take a full and inclusive role in lessons, and make good progress towards the targets in their individual education plans.

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### Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (7%)	26 (58%)	16 (35%)	0 (0%)	0 (0%)	0 (0%)

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

17. Assessment is good in the Foundation Stage. There are good procedures for the regular monitoring and recording of children's achievements. Teachers use the information well to plan how they can effectively provide for children's ongoing development. Assessment for children with special educational needs is good. Early identification of needs and carefully planned individual learning programmes enhance the quality of special needs provision. Good procedures have been introduced to set individual targets for pupils in the core subjects and to track pupils' progress towards these targets. The school has accurately identified the need now to ensure that the targets that are set are consistently challenging and that if pupils do not reach the stated targets the reasons why are rigorously explored and tackled. The school is also increasingly informing pupils of what their targets are and what they need to do to improve, although there is still work to be done in this area of school life.

### The curriculum

The curriculum is **satisfactory** overall and there are **good** opportunities for enrichment. Accommodation is **satisfactory** and resources are **good**.

### Main strengths and weaknesses

- The high quality provision made for pupils with special educational needs contributes much to how well they achieve.
  - Provision made for the higher-attaining pupils in Years 3-6 could be better at times.
  - The Foundation Stage curriculum offers a good and interesting range of learning opportunities.
  - The development of pupils' numeracy skills in other subjects is good, but opportunities to develop writing skills and to use ICT in other subjects are sometimes missed.
  - Visits, visitors and other activities are used well to enhance the quality of pupils' learning.
  - There has been a good improvement in resources for information and communication technology.
18. The curriculum meets statutory requirements. All pupils are fully included in all aspects of the curriculum. Planning is satisfactory overall. The Foundation Stage curriculum provision is good because it recognises how young children learn best by providing good opportunities to learn through practical, hands-on activities as well as the direct teaching of key skills. The curriculum on offer in Years 1-6 is satisfactory. The school has introduced initiatives where cross-curricular activities are planned. Some of these are proving successful, for example, the work on the Greeks for the older pupils. The school has rightly identified the need to ensure that any such initiatives are evaluated for the impact that they have on raising standards and that time is not taken from the direct teaching of subjects such as mathematics. The school promotes well the use of pupils' numeracy skills across many subjects of the curriculum and this is impacting well on pupils' learning. Whilst there are some good examples of pupils' writing and computer skills being developed in other subjects, this good practice is not consistent

enough, and prevents learning from being stronger. Improvement in terms of curriculum provision has been satisfactory since the time of the last inspection.

19. The provision that is made for pupils with special educational needs is very good. Good identification procedures are in place and individual education plans are of a good standard. The special needs co-ordinator has introduced a good range of strategies, such as intensive speech and spelling programmes, which meet the pupils' needs well. The very good level of support in class from the skilled support staff and the support and teaching provided by the special needs co-ordinator help children to achieve well. The provision made for the higher-attaining pupils is satisfactory overall, but there are times when the tasks that are set for these pupils in Years 3-6 are too easy and stop learning from being better.
20. There is a good range of activities to support learning outside the classroom. Older pupils participate in a good range of competitive sports and musical activities. In addition, pupils benefit from a computer club, and younger pupils enjoy the cookery club. Good use is made of the wide range of visitors to school and outside visits both near and far, which all help to enliven learning as well as heightening pupils' enthusiasm.
21. Pupils' personal, social and health education are developed well. Pupils learn the benefits and responsibilities of living in a community through elections to the school council and through activities in pastoral groups that include pupils from all ages across the school. Good attention is paid to healthy eating as shown by the school's Healthy Eating Award.
22. The number of support staff is good and they are deployed well. The school is well resourced in a number of subjects, such as music, art and design, religious education, science and physical education. There has been a particularly good level of improvement in computer resources since the time of the last inspection. There is now a well-equipped computer suite and laptops and other computers are used in the class. The good level of resourcing in the school adds to the quality of learning experiences of the pupils. The accommodation is satisfactory overall. The school benefits from a learning pool on site to help younger pupils to learn to swim. Whilst there is no playing field, the school makes good use of the playgrounds and has made them attractive through interesting markings for different activities. The school also makes good use of other sporting facilities in the local community. The classrooms are sufficiently spacious and are well cared for. However, traffic noise from the adjacent road impinges on learning in some classrooms.

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

The provision for pupils' care, welfare and health and safety are **very good**. The support, advice and guidance provided for pupils are **satisfactory**. The school involves pupils **well** and their views are taken into consideration when changes are planned.

### **Main strengths and weaknesses**

- The school places a very high priority on the welfare and well being of all its pupils.
- Staff provide pupils with personal support and guidance of a very high quality, but guidance on how to improve their learning is satisfactory.
- Pupils develop trusting relationships with staff and feel safe and secure in school.
- Pupils' views are important to the school and their suggestions valued.



## Commentary

23. The school has very good arrangements in place to ensure pupils' health, safety and well being. Regular health and safety checks are carried out and appropriate risk assessments are in place. Procedures for first-aid are very good and records kept well. The procedures for child protection comply fully with requirements. The school has gained a 'Healthy Schools Award', and is committed to encouraging pupils to eat a sensible diet, partly by providing fruit for break time. A lift has been installed to allow access to all parts of the building for those in wheelchairs. The school has successfully maintained and built upon the very strong provision noted in the previous inspection report.
24. Pupils receive very good support, advice and guidance when they experience personal problems. Teachers and other staff use their very good knowledge of pupils sensitively to provide support that meets the needs of the individual very well. Pupils who find it difficult to control their own behaviour are well supported so that they are able to learn. The school has a teaching assistant with specific responsibility for helping pupils develop confidence in social situations, and this makes a very significant impact on the social skills of the pupils under her care. Support and guidance for learning are satisfactory. Procedures for setting targets and tracking pupils' academic progress have been introduced and are of a good quality, but they are not yet fully embedded in school practice so that pupils can be fully aware of them or what they need to do to achieve or even exceed them.
25. Pupils develop trusting relationships with teachers and other staff, which helps to ensure that problems are shared when they arise and help is quickly provided. Extensive discussions with pupils showed that there is no issue concerning bullying and pupils state that they are very confident that should it occur it would be tackled quickly and sensitively. Pupils of all ages mix very well together in their pastoral groups, and this also helps to ensure that they feel safe, happy and secure in school. Induction arrangements are good for children joining the reception class. Children and parents have the opportunity to visit the school several times before children start, and this enables children to settle quickly and confidently into school life as well as building good foundations for a strong partnership between the school and parents.
26. The school is deeply committed to listening to the views of pupils and, wherever possible, acting upon them. Pupils are regularly asked to complete questionnaires so that their opinions on aspects of the school are gathered and shared with staff. The school council is very well organised with a committee structure that enables a significant number of Year 6 pupils to take an active part in the school community. Councillors represent the views of their pastoral group well. They regularly report to the headteacher on the outcome of their deliberations and are totally confident that their views matter. Council committees take responsibility for various aspects of school life, such as deciding which charity to support and what events to organise to raise money for it. One committee organises the playground equipment, one organises skipping activities and another organises the work of the 'buddies'. The council has set up and continues to run a scheme to re-cycle paper, which brings a significant income into the school. Each term, the council has a budget to improve the quality of school life for pupils, for example by buying skipping ropes and other equipment.

## Partnership with parents, other schools and the community

The school benefits from a **good** partnership with parents and the local community. Its links with other schools are **good**.

## **Main strengths and weaknesses**

- The school is committed to working in partnership with parents, and keeps them well informed.
- Parents' views are sought well on a range of issues.
- Pupils' experiences are enriched through well-established links with the community and other schools.

## **Commentary**

27. The school is committed to working in partnership with parents. To this end, it provides them with a good range of useful information about school life, routines and expectations. It also offers parents booklets of practical ideas on how to help their child learn at home and also offers them some training courses, for example, in information and communication technology. Parents have a good range of opportunities to discuss their children's work with their class teachers. Parents of pupils with special educational needs are invited to be involved when targets are set in individual education plans. Written reports are of a satisfactory quality overall. They provide information about the work that has been done, but do not always indicate the progress that has been made. However, in the general comment section, overall progress is reported. It is obvious from these comments that teachers know their pupils' strengths and weaknesses very well and targets for improvement are communicated to parents. Most parents are keen to do what they can to support their children's education and the work of the school. This is reflected in the good number of regular parent helpers in school and those that are supportive of the active school association.
28. Parents state that the school is welcoming and that they find staff approachable. The headteacher is available at the start and end of each day so that parents can discuss any issues. This helps to ensure that any problems are dealt with at a very early stage. Parents' opinions are important to the school and questionnaires are used well to gauge parental views and opinions. Most parents support the school by completing these, and the response is usually very positive. For example, parents were asked for their views on the new mission statement and almost all approved of it. The school holds the annual governors' meeting for parents on the same evening as the annual general meeting of the friends' association, thereby ensuring that a good number of parents attend to make their views known. Parents are actively involved in reviewing school policies.
29. The school has a well-established range of links with the local community. These are used well to provide pupils with a range of speakers in assembly and personal, health and social education lessons. The school benefits from commercial sponsorships from a number of local companies. Pupils enter a range of competitions locally and their work is regularly displayed in local libraries and shops, which does much to enhance their confidence and self-esteem.
30. Links with other schools are good. As part of the Beacon initiative, the school is developing a library of large equipment for mathematics that will be available on loan to other schools locally. Last year, work in English within the pyramid of schools was professionally printed into a series of poetry books, one for each school and one that reflected the project as a whole. The Beacon initiative is also used to fund courses for parents. Curriculum and staff links with the high schools are used well to support pupils as they move into the secondary phase of their education and to enhance the quality of professional development for staff at both schools. The school has plans to

develop even stronger curriculum links with the high school so that pupils can further benefit from the specialist facilities available.

31. Overall, the school has successfully maintained and developed the partnerships noted in the previous inspection report, and improvement has been good.

## LEADERSHIP AND MANAGEMENT

The leadership and the management of the school are **satisfactory**. The leadership and management of the headteacher are **good**. Leadership and management of key staff overall is **satisfactory**. Governance of the school is **good**.

### Main strengths and weaknesses

- The headteacher has set a very clear vision and accurate agenda for school improvement.
- The senior management team of the school is very supportive and shares the headteacher's determination to drive up standards.
- Although improving well, the role of subject leader has not been sufficiently rigorous over time.
- Governors play an effective role in the management of the school.
- Financial management and school administration are both effective and efficient.

### Commentary

32. The headteacher has been in post for just over twelve months. During his time in post, he has quickly and astutely gained a good grasp of the strengths and weaknesses of the school and set a very clear educational direction for improving the school. He has not shirked from dealing with any issues that need to be tackled to improve the quality of education. He has ensured that rigorous and increasingly effective procedures have been put in place to improve the quality of teaching, to improve writing standards and to improve target-setting. He shows a steely determination to ensure that all pupils achieve as well as they can, but alongside this, his collegiate style of leadership has gained him the respect of staff, pupils, governors and parents. He is very well supported by the deputy headteacher and other senior members of staff in implementing the school's agenda for improvement. Together with all the staff, there is a strong sense of shared purpose and a common commitment by all to ensure that standards continue to rise and for all pupils to achieve well. Improvement since the last inspection has been satisfactory.
33. Leadership and management of the Foundation Stage are good because the co-ordinator ensures that links with parents are good, assessment is used well, the curriculum meets children's needs well and, importantly, all the staff work together well in providing a good range of learning experiences. Special educational needs provision is managed well. The co-ordinator oversees a good range of intervention strategies well and ensures that support staff are used to best effect to have the biggest impact on how well pupils achieve. The role of subject leader is now becoming more proactive and rigorous in monitoring teaching, learning, provision and standards. Over time, however, it is clear that subject leaders have not played a highly effective role in looking at standards and achievement across the school in subjects that they are responsible for and in tackling any weaknesses that occur. This aspect is now being fully addressed. Procedures for analysing test and assessment data have taken on a more focused edge and approach with the appointment of the present headteacher,

with the information being used more sharply and diagnostically for target-setting and tracking the progress of individual pupils.

34. The governing body plays an important and effective role in the strategic management of the school and in holding the school to account for the quality of education that it provides. Governors formally, and informally, visit the school on a regular basis. All governors are linked to different subject leaders or to teachers who have responsibilities for different aspects of school life, and meet together on a termly basis. Governors have a very secure grasp of the strengths of the school and what is needed to improve. Standards and the achievement of different groups of pupils are discussed regularly at meetings, and governors are confident in challenging the school in a professional manner when acting as a "critical friend". This said, relationships between governors and staff and the headteacher are very good, and governors are only too willing to accept their roles and responsibilities in helping to move the school forward. Governors regularly attend training sessions, and this enables them to have a good understanding of the work of the school and to set this work in local, regional and national perspectives.
35. Financial planning and budget monitoring are good. Although the school has a generous underspend, the money is earmarked for improving resources and for the workforce remodelling time initiative. The school's financial planning is closely linked to educational priorities identified in the school development plan. Good procedures are in place for long-term financial planning and to ensure that any major spending decisions are evaluated for the impact that they may have on the quality of education provided. The school's office staff are very efficient, play an effective role in financial management and present a very welcoming first point of contact for parents and visitors. Taking all factors into account, the school is providing satisfactory value for money.

#### Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	706 564	Balance from previous year	91 859
Total expenditure	741 578	Balance carried forward to the next	56 845
Expenditure per pupil	2 777		

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

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

Provision for children in the Foundation Stage is **good**.

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

- Teaching provides children with a vibrant range of learning activities.
- The well-balanced curriculum is well planned and leads to effective learning.
- The teachers make effective use of the good information about children's progress and achievement.
- Support staff make a valuable contribution to children's learning.
- Provision is well led and managed.
- Some children, because of their age, receive less education than others.

#### **Commentary**

36. Children are admitted to school in the September after their fourth birthday. The oldest children receive full-time education. Others increase their attendance, from half-days to full days, only from the start of the term in which they turn five.
37. Most children receive some form of pre-school education, and their attainment on entry to school covers the full ability range, and is average overall. All children achieve well and make good progress during their time in the reception class, and by the time that children are ready to start in Year 1, most have attained the nationally recommended early learning goals in all areas of learning, with a significant minority exceeding them in their personal, social and emotional development and in their mathematical development. This makes attainment above average in these areas of learning. Understandably, the children who do not attain the early learning goals are usually found amongst those children receiving the least amount of full time education.
38. The quality of teaching and learning is good. Thoughtful planning guides well-balanced and challenging activities that are full of interest and provide for exciting learning. A good balance is struck between teacher-led and child-initiated activities. Good leadership and management of provision result in effective teamwork between teachers and support staff and in a strong and purposeful partnership between parents and the school. Responsibilities for different adults in the Foundation Stage are clearly defined and willingly carried out. Adults are good role models. They make children feel welcome and sensitively accommodate their individual needs. In return, children are happy and eager to learn. Children demonstrate their security by settling quickly into school life and showing a growing responsibility and independence. There is a strong sense of inclusion, and all children are treated equally and fairly.
39. Assessment procedures are good, and the information is used well to monitor children's progress and prepare them for the next step of their development. Details are effectively shared with parents through discussions and, more formally, through useful and informative reports. The accommodation is satisfactory and used well, and the range, quality, quantity and use of resources are good. The school is currently seeking tenders from contractors for the further enhancement and improvement to the outside play areas. Improvement in terms of curriculum provision has been good since the time of the last inspection.

40. By the end of the reception year, the children's attainment in **personal, social and emotional development** is above the expected level. All children achieve well because of the good quality teaching and learning. Children listen well to instructions and carry out tasks as required with a real confidence and purpose. Teachers provide well-constructed play activities through which children learn good social skills and demonstrate this through sharing, co-operating, taking care of equipment and playing together harmoniously. Children enjoy school. They are well motivated, concentration levels are high and they show respect for staff and for one another. The good provision enables them to settle quickly into school life by developing confidence and independence. Teaching consistently encourages children to choose activities, dress themselves, and to manage their personal hygiene, which they do with a good level of maturity.
41. The children's attainment in **communication, language and literacy** is at an expected level by the end of the reception year. Children achieve well and teaching and learning are both good. Speaking and listening skills are encouraged well through careful questions and through the teachers' use and encouragement of correct terminology. Children develop satisfactory conversational skills when they complete tasks in pairs, groups, and through well-planned and imaginative role-play. Teaching provides good opportunities for emergent writing skills. In addition, children recognise and name several initial letter sounds that they identify in the class "Sounds Book". Only one or two children are not yet able to write their own name. There is a good selection of interesting books freely available for the children to enjoy and to develop early reading skills. Children's response is good and when the teacher reads to them, their concentration, understanding and participation are very evident.
42. Children achieve well in their **mathematical development**. Their attainment is above that generally expected by the end of the reception year. Teaching and learning are good. The very good activities and resources that staff prepare make for very interesting lessons in which learning is extended and progressive in a variety of ways. Mathematics and technical language are encouraged in all subjects and activities; for example, in the cookery club, when weighing and measuring, or when counting the number of books to be given out. Children relate to time through daily routines, such as snack time and dinner time. Recognition of simple two-dimensional shapes, such as circle, square, rectangle, triangle and oval, is developed through making geometrical flowers for the class topic of "Mary, Mary's Garden". The development of number knowledge and skills is regularly developed and reinforced through a range of practical mathematical activities and the effective use of well-chosen computer programs.
43. Children's attainment in **knowledge and understanding of the world** is at the expected level by the time they leave the reception class, and achievement is good. Teaching and learning are good. Children are provided with lots of practical activities to learn about the world in which they live. For example, they explore their senses and differentiate well between what they like and dislike, and compare the contrasting odours of seeds, herbs, and fruits. They compare rough and smooth objects and consider their effect when they use them for printing. Teaching gives children access to large construction kits where they develop a satisfactory understanding of technology. The regular use of computers enables children to acquire good mouse control and rudimentary skills. Curriculum enhancement is effective, and children widen their knowledge through, for example, farm visits or through the visit to the school by the policeman, the fireman and the school nurse. Teaching takes regular opportunities to expand children's knowledge and understanding of the world when discussing the passage of time, months of the year, birthdays and how the weather affects their choice of clothes. Children learn about their own feelings and those of

others through religious education, attendance at assemblies and during class activities.

44. By the end of the reception year, children's attainment in **physical education** is at the expected level. Children at all levels of ability achieve well in terms of the development of their gross and fine motor skills. Teaching and learning are good. Good use is made of both the school hall and the outside play area to develop children's physical skills. Children show satisfactory control when performing a variety of hopping, skipping and jumping movements as they move about the hall. Teaching ensures that there is a good variety of wheeled toys available and good guidance provided so that children use them safely and with a good awareness of the need to control speed and direction. Fine motor skills are taught well through the regular use of a wide range of equipment such as cutters, rollers, brushes and pencils. This results in most children showing good levels of control when using these and other similar tools and equipment.
45. Children's attainment by the end of the reception year, in terms of their **creative development**, is at an expected level. They achieve well because of good quality teaching and learning. Teaching provides children with opportunities to experiment with paint mixing with guidance that is not over directed. Staff encourage children to be imaginative and creative in their work whilst developing key skills as shown in the well-proportioned self-portraits that children produce. The good range of media on offer means that children can experiment with chalks, crayons and pastels to create colourful pictures. Children enjoy the opportunity of making choices as they select materials and processes in order to contribute to collages and pictures such as seascapes, and Incy Wincy Spider. Music is always enjoyable, particularly when they tunefully sing their favourite songs and ditties. They name various instruments, such as tambourines, and use them properly to explore the sounds they make.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Standards in writing are very high in Year 2, but should be higher by the end of Year 6.
- Pupils with special educational needs achieve well throughout the school.
- There is sometimes insufficient challenge for higher-attaining pupils in Year 3-6.
- Tracking procedures and target-setting are getting better, but there is still scope for further improvement.
- The role of subject leader needs to be made more rigorous.

#### **Commentary**

46. On the basis of the 2004 National Curriculum tests for Year 2 pupils, attainment was well above the national average in reading and writing. A similar picture emerges when the school's performance is compared to similar schools on the basis of prior attainment. The 2004 National Curriculum tests for Year 6 pupils show that attainment was well below the national average and well below average when compared to similar schools on the basis of prior attainment. This particular group of pupils contained a high percentage of pupils with special educational needs. Inspection findings for Year 2 pupils show that writing standards are very high, reading standards are above average and speaking and listening standards are at an average level. Standards in

English are therefore above average overall, and all pupils achieve well. Differences between inspection findings and test results can be explained by the ability differences of the different groups of pupils. The picture at the end of Year 6 is not as clear. Inspection findings show that standards are improving, but there is still scope for further improvement. Evidence indicates that standards are at an average level in all elements of the subject. Achievement is satisfactory, but work is not always at a challenging enough level for the higher-attaining students, particularly in writing. The upward trend of improvement looks set to continue because of strategies that the school has implemented, and results are expected to be higher in 2005 and 2006 than in previous years. Improvement since the last inspection has been satisfactory.

47. By the end of Year 2, pupils are very accomplished writers because of the good teaching of writing skills, high expectations and the stimulating opportunities that are provided for pupils to write both within literacy lessons and other subjects. Writing standards are improving by the end of Year 6 because of the introduction of a more focused approach to teaching writing skills, the introduction of writing frames and ladders to support pupils and a more rigorous approach to the tracking of pupils' progress. However, the full impact is yet to be realised as pupils' writing lacks expression or fades out after a lively opening. There are also times when not enough is expected of pupils, particularly the higher-attaining ones, in terms of how much work they are to produce.
48. Reading standards are good by the end of Year 2 because reading skills are taught well and pupils read expressively and with confidence. Whilst skills continue to be developed well in Years 3-6, there are times when more emphasis needs to be given to developing higher-order reading skills. Many pupils leave school as competent readers and have a good grasp of the mechanics of reading but they do not yet read for enjoyment. Across the school, speaking and listening are developed well in many question and answer sessions, which are a feature of lessons. Although pupils throughout the school are confident speakers and attentive listeners, their vocabulary sometimes lacks sparkle and vibrancy. The school has already put in place a programme of drama and role-play activities to address the issue, and signs of improvement are already evident.
49. The quality of teaching and learning is satisfactory overall. It is consistently good in Years 1 and 2, with some very good practice, and satisfactory with some good practice in Years 3-6. A strong aspect in Year 1 and 2 lessons is the clear planning of tasks to challenge the higher-attaining pupils or to give additional practice where needed. Lessons are well paced so that learning moves on at a good rate and pupils respond well to clear reminders about time and show great satisfaction in completing their tasks. Although teaching is satisfactory overall in Years 3-6, it is good, and examples were seen for some older and younger pupils when the pace of the lesson is high, when pupils are under no illusions as to what is expected of them and a good emphasis is given to pupils using an expansive vocabulary that hooks the attention of the reader. There are times, however, when demands on pupils are not good enough or too much time is devoted to the teacher talking, leaving less time for pupils' individual tasks.
50. Teaching of pupils with special educational needs is good throughout the school. There is a good level of support within the class in literacy lessons from skilled learning assistants, and so pupils learn well. Where pupils are withdrawn to be taught in small groups by the special needs co-ordinator or support assistant, there is a well planned programme which focuses specifically on spelling patterns and on the skills needed to improve pupils' reading and writing. The good level of support in class, and in intensive practice in small groups, enables pupils with special educational needs to achieve well



throughout the school, and this is reflected in the number of pupils that reach the expected Level 4 by the time that they leave school.

51. Leadership and management are satisfactory overall. The co-ordinator's good classroom practice has influenced colleagues in Years 1 and 2, and the co-ordinator has had an impact on the standards achieved. However, there is a clear need for her to be more influential in Years 3-6 by a more rigorous and regular approach to monitoring teaching and learning in these year groups. Good procedures have been introduced for target-setting and tracking pupils' progress, but they have not yet had sufficient time to fully impact on how well all pupils achieve, although there are clear signs of improvement.

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

52. The opportunity to use and develop literacy skills across the curriculum is satisfactory overall, but there is room for improvement. Speaking and listening skills are promoted well in many class discussions and in drama and role-play activities. The area for development is in how well writing skills are developed across the curriculum. Whilst there are some good examples, for instance, Year 2 pupils writing rules in a small booklet to accompany a maths game they had devised, Year 5/6 pupils writing good descriptions of views from an aeroplane at night to accompany their pastel drawings and silhouettes, this good practice is not consistent enough. Furthermore, such opportunities are not specifically identified at the curriculum planning stage.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils acquire good mathematical skills by the end of Year 2 because of the quality of the teaching.
- At times there is not enough challenge for the higher-attaining pupils in Years 3-6.
- The use of support staff is good.
- Although improving, procedures for target-setting and tracking pupils' progress are not yet as effective as they could be.
- The role of subject leader is not yet as effective as it could be.

### **Commentary**

53. On the basis of the 2004 National Curriculum tests for Year 2 pupils, attainment was well above the national average and well above average when compared to similar schools on the basis of prior attainment. The 2004 National Curriculum tests for Year 6 pupils show attainment to be well below the national average and well below when compared to similar schools on the basis of prior attainment. Inspection findings show that attainment at the end of Year 2 is above average. Differences between test results and inspection findings can be explained by the differences in ability of the two groups, with the important factor being that pupils in Years 1 and 2 are achieving well. Evidence indicates that the 2004 group of Year 6 pupils contained a high percentage of pupils with special educational needs. Inspection findings show that attainment for the present Year 6 pupils is at an average level. Standards are improving, but there is still room for further improvement. Whilst achievement is satisfactory overall in Years 3-6, there are times when there is not enough challenge for the higher-attaining pupils. The school has put in place rigorous procedures to address the issue, and standards

are set to rise again by the end of 2005 and 2006. Improvement since the last inspection has been satisfactory.

54. By the end of Year 2, pupils have a good understanding of number, apply their knowledge well to solving problems and combine two or three processes to reach solutions. Pupils have good mental agility skills and readily apply these in problem-solving and investigative activities. Pupils are very secure with two-dimensional shapes and identify and compare their properties. Pupils' early data-handling skills are good. By the end of Year 6, pupils' mental agility is satisfactory and computational skills are satisfactorily developed. Pupils are less confident at using these skills in problem-solving activities. Pupils' knowledge of shape and space is satisfactory. Their ability to handle data and their understanding of probability are satisfactory, but their interpretation of data is less secure.
55. The quality of teaching and learning is satisfactory overall and good for pupils in Years 1 and 2. Teaching in Years 1 and 2 is characterised by well-prepared lessons that are delivered with good pace and offering high challenge. Activities are interesting and are matched to meet the needs of pupils with different abilities. Many good quality opportunities are provided for pupils to learn through practical, problem-solving activities as well as through more formal and recorded activities. Pupils' response in these year groups is good. They display high levels of concentration and work hard to achieve success. Teaching is good in Years 3-6 when there is a high level of challenge for the higher-attaining pupils and much is expected in terms of the quality and quantity of recorded work. Teaching is also good when pupils' numeracy skills are put to the test in demanding investigative tasks. There are times, however, when tasks are just too easy for the more able pupils. There are occasions in some lessons where the introduction is too long and not enough time is left for pupils to undertake individual work. A good feature of teaching throughout the school is the effective use made of support staff. In particular, they make a good contribution to the progress of pupils with special educational needs
56. Leadership and management of the subject are satisfactory. There has been some monitoring of teaching and learning, but the school has identified the need for this to occur on a more regular and systematic basis. The co-ordinator has a good grasp of the areas that need to be addressed to improve standards, and monitors teachers' planning and pupils' work. Procedures have been introduced to improve the whole process of target-setting and the tracking of pupils' progress. These are good systems which are beginning to impact on learning and achievement but have not yet been in place long enough to have had the greatest possible impact.

#### **Mathematics across the curriculum**

57. The use of mathematics across the curriculum is good and an area that the school has dedicated time to developing. Pupils are expected to put their mathematical skills to good use when drawing graphs and tables in information and communication technology lessons and in a whole range of experiments and investigations in science. Pupils use co-ordinates in geography, calculate timelines in history and take part in measuring and designing tasks in design and technology. Through mathematics, they learn to apply their knowledge and understanding in new and meaningful situations, whenever they arise, in different subjects of the curriculum.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Pupils develop good scientific knowledge and skills by the end of Year 2.
- At times, there is not enough challenge for the higher-attaining pupils in Years 3-6.
- Teaching assistants add to the quality of pupils' learning.
- Although pupils' mathematical skills are put to good use, opportunities are missed to develop pupils' writing skills.
- The role of subject leader is not yet as rigorous as it could be.

### Commentary

58. On the basis of teacher assessments for Year 2 pupils in 2004, attainment was above the national average. National Curriculum tests for Year 6 pupils in 2004 showed attainment to be well below the national average and well below average when compared to similar schools on the basis of prior attainment. Inspection findings show that attainment at the end of Year 2 is above average and pupils achieve well. Attainment at the end of Year 6 has improved, and now is at an average level. However, achievement is satisfactory overall because there are still times when the work that is set for the higher-attaining pupils is too easy. Evidence indicates that this weakness is being tackled well and that standards are set to rise again in 2005 and 2006. Improvement since the last inspection has been satisfactory.
59. By the end of Year 2, pupils have a good scientific knowledge of topics they have covered. They understand well the principles of floating and sinking, have a good understanding of magnetism and electricity and a good awareness of what is needed to live a healthy life. Pupils know and understand vocabulary, such as "transparent" and "opaque". A strength is the manner in which pupils confidently carry out investigations and use their knowledge to good effect in helping to make accurate predictions. By the end of Year 6, pupils know the names of the parts of flowers, have a good knowledge of circuits and a satisfactory knowledge of solids, liquids and gases. Pupils' knowledge of forces is satisfactory, although their recall of topics they have studied a little while ago is patchier. Overall, pupils' scientific enquiry skills are satisfactory and pupils are well aware of what factors are needed for a fair test. At times, there is not enough expected of the higher-attaining students in terms of using their scientific knowledge to make more informed hypotheses and predictions or to use their knowledge to devise their own well-designed investigations.
60. Teaching and learning are good in Years 1 and 2, and satisfactory with some good practice in Years 3-6. In Years 1 and 2, lessons have clear instructions and expectations and zip along at a good pace. Pupils are provided with good quality opportunities to learn through a range of well thought out practical and investigative tasks that are both thought-provoking and fun. As a result, pupils thoroughly enjoy the lessons and learn a lot. Teaching is a little more variable in Years 3-6. Good teaching was observed in a Year 5/6 class, where pupils were exploring how different gases can be created when liquids are put together. Expectations were high and pupils had to explain scientifically why things happened as they did. There are other instances in Years 3-6 when work is too easy for the higher-attaining students and not enough is expected of the pupils, both in terms of the quality or quantity of work they produce. The amount of work recorded is sometimes hampered by the introduction to the lesson being far too long. Whilst there are some very good examples of classroom management, there are times when teaching does not gain the full attention of the

pupils, and important teaching points are lost. Good use is made of pupils' mathematical skills in terms of drawing graphs and measuring accurately, but there are occasions when pupils' writing skills are not tested out sufficiently. The teaching assistants often play an active and very supportive role in lessons and help the less able pupils to take a fully inclusive role in lessons.

61. Leadership and management of the subject are satisfactory. Whilst there has been some monitoring of teaching and learning over time, this has not been carried out in a sufficiently rigorous and systematic manner to impact significantly on how well pupils attain and achieve. The school is now addressing the issue, and monitoring procedures are improving at a good rate. Procedures for target-setting and tracking pupils' progress have become more effective over the last twelve months, but are not yet firmly embedded in school practice to have had the biggest possible impact.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Key skills are taught systematically and well.
- The use of information and communication technology is not routinely included in plans for other subjects.
- The role of subject leader is not as effective as it could be.

### **Commentary**

62. Pupils attain standards that are at an average level by the end of Year 2 and Year 6. Achievement is satisfactory. Improvement since the last inspection has been good in terms of the quality of resources and provision.
63. By the end of Year 2, pupils recognise the different icons on screen, and save and retrieve their work. They have satisfactory keyboard skills and know how to change the size and colour of font. Pupils use a satisfactory level of technical language when talking about their work. By the time that pupils leave school, many are competent computer users. Pupils have satisfactory skills of word-processing, and have made some good multimedia PowerPoint presentations. They have devised posters and newspaper articles, and merge texts and pictures in a satisfactory manner. Pupils have less awareness of spreadsheets, but are more knowledgeable about the potential of the Internet and e-mailing.
64. Teaching and learning in the subject are satisfactory with some good features. Though the new computer suite can cater for only half a class at a time, the school has organised its use effectively so pupils are now getting regular practice in the computer suite to develop their skills to a satisfactory level. A strength is the direct teaching of skills so that pupils learn how to use the computer, for example, in word-processing, in creating databases and in communicating information in e-mails. This concentrated teaching in smaller groups, where each pupil has a computer, has been particularly effective in helping lower-attaining pupils to become more confident. Teaching is less successful in integrating the use of computers to enhance learning in other subjects. Learning is enhanced by the provision of a lunchtime computer club, which is well attended by pupils in Years 3-6.

65. Leadership and management of the subject are satisfactory overall. The co-ordinator has a good grasp of the overall quality of provision, but has not yet had enough opportunities to regularly monitor the quality of teaching, learning and standards across the school on a regular basis.

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

66. The use of computers to support pupils' learning in other subjects is satisfactory, but the school has rightly identified this as an area for development. There are some good examples of computers being used to enhance learning in other subjects. For example, the use of laptops in a literacy lesson, pupils in Year 3 and Year 4 produced pictures on the computer which bore a good resemblance to the ones they had sketched by hand, and pupils in Year 6 researched aspects of the Bible on the Internet. However, this good practice is not as widespread or consistent as it could be, and opportunities are not consistently identified at the whole curriculum planning stage.

### **HUMANITIES**

67. Timetable constraints meant that insufficient teaching was observed to make a judgement on the overall quality of provision in geography. However, work in this subject was sampled.
68. Evidence from pupils' work, teachers' planning and discussions with teachers and pupils indicate that standards in **geography** are at an average level by the end of Year 2 and Year 6. Planning shows that all aspects of the subject are covered in depth and that a satisfactory emphasis is given to the development of geographical skills as well as geographical knowledge. By the end of Year 2, pupils have developed satisfactory mapping skills and know landmarks in the area. Their knowledge of the wider world is satisfactory and they understand that there are differences in where they live compared to other parts of the world. By the end of Year 6, pupils have a satisfactory understanding of co-ordinates and a satisfactory understanding of areas of the world that they have recently studied. They use keys on maps in a satisfactory manner to locate different physical features. Pupils' work shows that the school makes good use of visits and of the local area to enhance learning. For example, pupils visit Felixstowe and compare the seaside environment with their own town. Assessment procedures are satisfactory, as are leadership and management of the subject.

### **Religious Education**

Provision in religious education is **satisfactory**.

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

- Good use is made of artefacts, visits and visitors to bring the subject to life.
- Although there are some good examples, opportunities are missed to use the subject for enhancing pupils' writing and computer skills.
- Good opportunities are provided for pupils to develop a deeper awareness of different faiths.
- The role of subject leader is not yet sufficiently rigorous.

## Commentary

69. Standards are in line with the locally agreed syllabus by the end of Year 2 and Year 6. Achievement for pupils across the school is satisfactory. Improvement since the last inspection has been satisfactory.
70. By the end of Year 2, pupils have a satisfactory understanding and awareness of what it means to be a Christian, and what events, buildings and books are important to Christians. Pupils are developing an early knowledge of other world faiths. They are provided with opportunities to explore their own feelings on a range of issues, and explain which people and places have a special meaning to them. This is done in a sensitive manner, which enables pupils to respond both honestly and with a high level of confidence and maturity. By the end of Year 6, pupils have deepened their understanding of Christianity and a range of other faiths and religions including Islam, Sikhism, Judaism and Buddhism. Pupils know that certain books are important for different faiths and that although places of worship may differ from faith to faith, they are equally important to followers. Pupils show a sensitive understanding of the fact that there are similarities as well as differences between faiths.
71. Teaching and learning in the subject are satisfactory, with some good features. Teaching often shows good subject knowledge, and this is used well to keep the interest and enthusiasm of the pupils. A strength of teaching is the way in which visits, visitors and artefacts are used well to bring an added dimension and quality to pupils' learning. Pupils show good levels of respect when visiting places of worship or when listening to people from different faiths. There are some good examples of the subject being used well to develop pupils' writing and computer skills, but there are other occasions when opportunities are not capitalised upon. There are also times when not enough is expected in terms of how much work older pupils are expected to record in their books. Whilst class management is usually good, there are times when this is not the case for some of the older pupils in school, and relevant teaching points are missed because of pupils' inattentiveness.
72. Leadership and management of the subject are satisfactory. Limited opportunities have been provided for the co-ordinator to monitor teaching and learning across the school, but she has a satisfactory awareness of standards because she teaches some classes in Years 3-6 and has played an instrumental role in arranging visits and visitors to enhance the quality of curriculum provision.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Pupils develop good research skills through using a good range of resources.
  - Learning is enhanced by visits to places of interest.
  - Opportunities are sometimes missed to use and develop pupils' writing skills.
  - The role of subject leader is in need of further development.
73. Standards are above average by the end of Year 2 and Year 6. All pupils achieve well. Improvement has been good since the time of the last inspection.
74. By the end of Year 2, pupils have a good understanding of chronology, and are able to talk knowledgeably about people in history that they have studied. Pupils recognise that there are differences between lives now and in the past, and have an early grasp

of the fact that objects can tell us things about the past. Pupils continue to develop their historical knowledge and skills as they move through Years 3-6. By the time that pupils leave school, they have a good knowledge of the Victorians, ancient Greece, the Romans and World War II. Evidence indicates that the good standards owe much to the in-depth way in which periods of history are studied. Pupils have a good awareness of primary and secondary sources of evidence.

75. Teaching and learning in the subject are good. Teachers use a good range of interesting resources to help pupils learn about the past. This was seen in Years 3 and 4, when pupils examined artefacts related to the Mary Rose to picture what it might have been like to live in Tudor Times. There is a good range of visits to enhance learning, such as the recent visit by Years 3 and 4 to Christchurch Mansion, which provided a lively introduction to a new topic. Pupils are enthused by the interesting activities on offer. Older pupils are expected to act as historical investigators as they research different periods of history they are studying. A particularly strong aspect is the way in which pupils develop good enquiry skills using different sources, such as pictures, census documents and artefacts. Good use is made of drama and role-play to give pupils a greater insight and awareness of why people acted as they did in the past. There are occasions, however, when the subject is not used well enough as a vehicle for developing pupils' writing skills, and this prevents learning from being even stronger.
76. Leadership and management of the subject are satisfactory. The co-ordinator has a good overview of what is being covered because she writes the medium-term plans and ensures that topics are covered in sufficient depth. Opportunities for her to directly monitor the quality of teaching and learning have been limited over time. Assessment in the subject is satisfactory.

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

77. Due to timetable constraints, not all subjects were inspected in depth. The following represent the inspection findings. It was not possible to judge the overall quality of provision in design and technology and music.
78. In **design and technology**, evidence from pupils' work, teachers' planning and discussions with pupils and teachers indicate that by the end of Year 2 and Year 6, standards are at an average level. Planning indicates that pupils are provided with opportunities to work with a range of different materials and to experiment with a variety of fixing and joining techniques. During their time in school, pupils have made shoes, moving vehicles with pneumatics, bodies with moving parts, animals with lighting features, torches and photograph frames, together with many models made out of different construction kits. The finished products are sometimes of a good standard and show satisfactory and at times good levels of imagination and creativity. The best products show a real stamp of originality. Planning indicates that key skills are taught directly and that a good emphasis is given to the designing and evaluating processes as well as the making aspect. The school has also established links with a local business when it became involved with a company in helping to design and make cabinets. Discussions with pupils show that they really enjoy the subject and that it is taught on a regular basis. Assessment procedures are satisfactory, as are leadership and management of the subject.
79. In **music**, evidence from teachers' planning and discussions with pupils and teachers indicate that standards are at an average level by the end of Year 2 and Year 6, although there are a small number of pupils who benefit from instrumental tuition and

whose ability is at a higher level. Singing standards are at an average level by the end of Year 2 and Year 6. Year 2 pupils know the names of some musical instruments and know that different pieces of music evoke different feelings. By the end of Year 6, pupils have a satisfactory knowledge of famous composers, such as Beethoven and Bach, and have a satisfactory level of musical vocabulary. Discussions with pupils and scrutiny of teachers' planning indicate that over the course of the year, all elements of the subject are covered in depth, with pupils given opportunities to compose music. The school provides opportunities for pupils to listen to music from many different continents and countries, such as China, India, Africa and South America. Pupils' musical experiences have been further heightened by performances in school by African and Indian musicians. The school offers pupils the chance to play the recorder and to join the school choir who perform at different events, venues and celebrations in the wider community. There is a good range of musical instruments in school, particularly of multi-ethnic origin. Leadership and management of the subject are satisfactory. Assessment procedures are satisfactory.

## **Art and design**

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

### **Main strengths and weaknesses**

- Pupils' work is often imaginative and creative.
- Artistic skills and techniques are taught well.
- Pupils are provided with a wide and varied range of learning experiences.
- The subject makes an important contribution to pupils' cultural development.

### **Commentary**

80. Standards are above average by the end of Year 2 and Year 6. Pupils achieve well. Improvement since the last inspection has been good.
81. By the end of Year 2, pupils have developed good observational skills and often produce work that is of a good standard. They are confident at mixing colours well to produce different effects and recognise and understand terms such as "tone" and "texture". Pupils are confident at choosing their own colours or materials to make work more imaginative and creative and are already developing the skills of evaluating their work and that of others. Pupils continue to acquire skills at a good rate in Years 3-6. They produce good work in the style of many famous artists such as Van Gogh, Monet and Manet. Pupils are knowledgeable about the work of Henry Moore. Observational art remains a strength. Pupils work well with clay, fabrics and other materials as well as working with paints, pastels, crayons and chalks. Pupils' level of imagination and creativity remains good, as was observed when older pupils made Greek masks where they put their own stamp of originality firmly in place.
82. Teaching and learning are good across the school. Pupils are provided with a wide range of opportunities to work with many different materials and media in both two- and three-dimensional formats. Pupils are expected to use sketchbooks to try out different techniques or to record new ideas. A strength of teaching is the way in which specific skills are taught well. Whether it is conjuring up perspective on landscape pictures, how to shade for greatest effect or how to weave or curl paper to add to the artistic impact, teacher input is strong and leads to better quality finished pieces of work. Teachers show a genuine enthusiasm for the subject, and this is picked up by the pupils who say that they thoroughly enjoy the subject and put a great deal of effort and imagination into their work. Good examples were observed of computers being



used to produce landscape pictures which bore a close resemblance to the style of hand-painted pictures. The study of the work of artists from different countries adds to pupils' cultural awareness, as well as adding to their artistic knowledge.

83. Leadership and management of the subject are satisfactory. The co-ordinator had not been provided with many opportunities to directly observe teaching and learning across the school, but through work scrutiny has a good grasp of standards and provision in the school and has played an important role in raising the profile of the subject to its present high status in the school. Assessment procedures are satisfactory.

### **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in swimming are good.
- There are good opportunities for pupils to participate in a range of sporting activities.

### **Commentary**

84. Standards are at an average level by the end of Year 2 and Year 6, and achievement is satisfactory. Improvement since the last inspection has been satisfactory.
85. By the end of Year 2, pupils show satisfactory skills in gymnastics. Their awareness of space and the needs of others are satisfactory, and a minority of pupils move with high levels of poise and elegance. Most pupils control the speed of movement and are adept at transferring their weight and balance from one part of their body to another. Pupils are good at bouncing and kicking balls, but they are generally less confident when catching them. Pupils recognise the importance of exercise in maintaining a healthy lifestyle. By the end of Year 6, pupils have developed a satisfactory level of gymnastic and games skills, with a significant minority of pupils showing good levels of physical agility. Swimming standards are above average, with all pupils able to swim at least 25 metres by the time that they leave school, and many swimming well beyond this distance. Pupils recognise the impact that exercise has on the body.
86. Teaching and learning are satisfactory overall. Teaching is most effective when pupils are directly taught key physical skills and then provided with enough time to practise and refine these skills. In most instances, pupils are kept physically active throughout the lesson and pupils are expected to put a good deal of effort into their work. Lessons are well prepared and have appropriate warm-up and cool-down activities at the start and end of the lesson. On occasions, there are lost opportunities for pupils to benefit from their evaluations of others, and the encouragement to consider how they can improve their own performances. Discussions with pupils indicate that they enjoy taking part in physical activity and always act with regard for the safety of others and try hard to achieve good standards. Scrutiny of teachers' planning shows that over the course of the year, pupils are provided with opportunities to participate in a wide range of sporting activities, both within the school and against other schools. This is despite the fact that the school does not have a playing field. The school makes good use of its playground and facilities at other schools and venues in the local community to compensate for this. The school's swimming pool is a good asset. Its effective use enables pupils to learn swimming at an early age, and contributes to the above average standards in swimming.

87. Leadership and management of the subject are satisfactory. The co-ordinator monitors planning and the overall quality of provision, but has had limited opportunity to directly monitor the quality of teaching and learning across the school. Assessment procedures are satisfactory.

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

88. The provision made for personal, social and health education and citizenship is good, and makes an important contribution to pupils' personal development. The school has a system of pastoral groups, which is most effective in developing pupils' social education. The groups meet on a weekly basis and contain pupils of different age ranges from Year 1 to Year 6, where pupils discuss a range of different issues. These groups also come together at wet lunchtimes, and the atmosphere in classrooms is very calm and purposeful as younger pupils look to know older pupils for help or simply to talk. The older pupils respond with great empathy and maturity. The school council provides very good opportunities for pupils to contribute to the decision-making processes of the school and the pupils are rightly proud of the council's successes in improving different facilities and resources in the school. The openness with which lessons are conducted and the way in which teachers value pupils' opinions makes a significant contribution to the development of pupils' confidence and self-esteem. Good provision is made for sex and relationships education and for raising pupils' awareness of the dangers of drug and alcohol abuse. Health education is tackled well through the science curriculum, and the school's commitment to healthy eating is shown by the school's Healthy Eating Award.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	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	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	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	3
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).*