

# INSPECTION REPORT

**ST NICOLAS' AND ST MARY'S CE FIRST AND  
MIDDLE SCHOOL**

Shoreham-by-Sea

LEA area: West Sussex

Unique reference number: 126049

Headteacher: Mrs J Dawson

Lead inspector: Mrs D Bell

Dates of inspection: 7<sup>th</sup> - 10<sup>th</sup> March 2005

Inspection number: 267908

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First and middle
School category:	Voluntary aided
Age range of pupils:	4 - 12
Gender of pupils:	Mixed
Number on roll:	238
School address:	Eastern Avenue Shoreham-by-Sea
Postcode:	BN43 6PE
Telephone number:	(01273) 454 470
Fax number:	(01273) 440 256
Appropriate authority:	The governing body
Name of chair of governors:	Mr Ian Tompkin
Date of previous inspection:	15 <sup>th</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

The primary section of this first and middle school is similar in size to most primary schools. The school currently has 238 pupils aged four to 12 (121 boys and 117 girls), 20 of whom are in Year 7. Pupils are taught in single-age classes except in Years 2 and 3, for whom there are two mixed-age classes. The pupils come from a wide geographical area and a wide range of backgrounds, mostly falling within the average range for the country, although very few are in receipt of free school meals. The school has two intakes per year, in September and January. The range of attainment on entry to the Reception class is broadly as expected for the children's ages. The proportion of pupils with special educational needs is below the national average, but the proportion of pupils with statements of special educational needs matches the national average. The needs range from moderate learning difficulties to profound and multiple learning difficulties and include speech and communication, physical needs and autism. Most pupils are from white British backgrounds. Those from ethnic minority backgrounds are mostly of mixed race (black Caribbean or Asian) and there is a small number of pupils from other white backgrounds. There are no pupils for whom English is an additional language. Few pupils join the school other than at the normal times. However, in September 2005, more Year 6 pupils than usual did not move on to Year 7 at the school, electing instead to attend secondary schools elsewhere. The school is involved in the Primary Leadership Strategy and the Collaborative Schools Improvement Strategy and is working towards the Healthy Schools Award. It has had a new headteacher since the previous inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16413	Mrs D Bell	Lead inspector	English Modern foreign languages Information and communication technology Music Special educational needs
19431	Mr J Holmes	Lay inspector	
27677	Mrs D Davenport	Team inspector	Foundation Stage Science Geography History
30935	Mrs K McArthur	Team inspector	Mathematics Art and design Design and technology Physical education

The inspection contractor was:

Tribal PPI  
1 - 4 Portland Square  
Bristol  
BS2 8RR

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**School effectiveness is unsatisfactory** and this school has serious weaknesses. Unsatisfactory leadership and management have brought about a decline in standards and pupils do not achieve well enough in Years 2 to 6. The overall quality of teaching is satisfactory but weaknesses in planning in Years 2 to 6 mean that the needs of all pupils are not sufficiently well met. Value for money is unsatisfactory.

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

- The leadership and management of the school are unsatisfactory and there is no long-term, strategic planning to support school improvement.
- The quality of teaching is good in the Foundation Stage (the Reception class) and the quality of teaching and the curriculum is good in Year 7. Pupils in those age groups achieve well.
- Weaknesses in planning, and the unsatisfactory leadership and management of English, mathematics and science mean that pupils in Years 3 to 6 do not achieve well enough.
- Pupils throughout the school achieve well in information and communication technology (ICT).
- Although the school does teach pupils about different world cultures, it does not do enough to prepare them for life in a culturally diverse British society.
- Weaknesses in the school's links with parents have led to a significant minority of parents feeling that their concerns are not dealt with adequately.

Improvement since the previous inspection, in 1999, is unsatisfactory. Improvement in ICT has been good but school development planning has only marginally improved and there is no long-term, strategic planning to provide a secure, purposeful direction for the work of the school. Standards, pupils' behaviour and the quality of teaching have declined. Procedures are in place to assess and record pupils' progress and to monitor teaching and learning but they are not rigorous enough and the information gained from them is not used well enough to bring about sustained improvement in pupils' achievement. Boys and girls work happily together in most classes, except in Year 6.

## STANDARDS ACHIEVED

**Achievement, which is good in the Foundation Stage and in Year 7, is unsatisfactory overall.** Children start school with the levels of attainment expected for their age. They make good progress in the Foundation Stage and are on course to meet the goals expected for the end of the Reception Year (the early learning goals). The results of the national tests for pupils in Year 2 in 2004 were well above the national average in reading, writing and mathematics. The writing results were above those of similar schools and the reading and mathematics results matched those of similar schools. The trend in results in this age group is above the national trend. However, these results are not evident in the work of pupils in Year 3. Here, teachers are not yet planning effectively enough for pupils at different ages or stages of learning in the mixed-age classes. In the current Year 2, reading standards are above, and writing and mathematics are in line with, national expectations.

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

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

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

The trend in this age group is below the national trend and, although there have been fluctuations from year to year, the overall picture is one of a decline in standards since 2001. In 2004, the value added to pupils' learning between Year 2 and Year 6 was satisfactory. However, weaknesses in teachers' planning are stopping pupils from achieving their best. Boys achieve as well as girls, and pupils with special educational needs benefit from the effective contribution of the support staff and make appropriate progress towards the targets in their individual education plans. However, these targets are not incorporated into teachers' planning to ensure the pupils' best progress. Standards in English, mathematics and science are in line with national expectations in the current Year 6. Pupils in Year 7 are working at levels above those expected for their age in all subjects inspected, including English, mathematics and science. **Pupils' attitudes and behaviour are satisfactory, as is the provision for their personal, spiritual, moral, social and cultural education** but the school is not doing enough to prepare pupils for life in a culturally diverse British society. Attendance is well above the national average and punctuality is good.

## QUALITY OF EDUCATION

**The quality of education is satisfactory overall, as is the quality of teaching** and the curriculum. English and mathematics are taught satisfactorily and ICT is taught well. Literacy and ICT skills are promoted effectively, and numeracy skills satisfactorily, through other subjects. Lively, enthusiastic teaching in Year 7 engages and motivates the pupils very effectively. As a result, they work at a very fast pace and with high levels of productivity. Although some good teaching was observed in other age groups, weaknesses in planning mean that the needs of different groups of pupils are not being well enough met. Except in ICT, the information gained from the tracking of pupils' progress is not used effectively to guide their learning or to review the curriculum and this contributes to the pupils' underachievement. Marking seldom identifies for the pupils what they need to do to improve their work, and time slippage in lessons and at the end of some days means that valuable learning time is lost. The way staff are deployed is not always conducive to ensuring the best learning for all pupils and the mixed-age grouping in Years 2 and 3 is not working. The school provides good pastoral care and guidance for its pupils but its links with parents are unsatisfactory. It has satisfactory links with the community and with other schools and colleges.

## LEADERSHIP AND MANAGEMENT

**Leadership and management by the headteacher, key staff, subject leaders and governors are unsatisfactory.** The headteacher has not dealt rigorously enough with the issues facing the school and the school lacks a strong senior management team and a sense of teamwork. Governors ensure that all statutory requirements are met but there is no forward planning to bring about sustained improvements in teaching, learning and achievement. Governors do not check rigorously enough that the school gains best value from all of its spending in terms of ensuring the pupils' best possible achievement.

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

The majority of parents are satisfied with the school and what it does for their children, but a significant minority have considerably mixed views about some areas of its work caused by the lack of effective communication with them. Pupils are very satisfied with the school and the way it is increasingly involving them in its overall development.

## **IMPROVEMENTS NEEDED**

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

- Establish well-focused strategic planning that provides a clear educational direction for the school and leads to effective, sustained school improvement.
- Improve the roles of key staff and subject leaders and deploy staff more effectively.
- Improve teachers' planning and use assessment information effectively to meet the learning needs of all pupils.
- Check that all staff are implementing agreed procedures properly and, where necessary, take follow-up action to ensure that they do.
- Improve the school's communication with parents and carers and prepare pupils better for life in a culturally diverse British society.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is unsatisfactory overall, although it varies in different year groups. Standards are as expected nationally in Years 2 and 6 in English, mathematics and science. Overall, pupils achieve well and reach good standards in Year 7.

#### Main strengths and weaknesses

- Pupils achieve well in the Foundation Stage and again in Year 7. They reach good standards in their work in Year 7, inspired by very effective teaching.
- Achievement is unsatisfactory in Years 3 to 6 because pupils' work is not sufficiently well matched to their individual learning needs.
- Pupils throughout the school achieve well in ICT. They use their literacy and ICT skills well in other subjects.
- Although it tracks pupils' progress in English, mathematics and science, the school does not clearly identify the specific gaps in their learning or set targets to help them plug those gaps.

#### Commentary

1. Children start school with the levels of attainment expected for their age. They achieve well in the Foundation Stage and are on course to reach the goals expected nationally for the end of their Reception Year in all six areas of learning. The good liaison between Reception and Year 1 promotes overall good progress between these two year groups. Pupils with special educational needs, higher attainers, boys and girls all achieve well in Year 7. In Years 2 to 6, however, their learning is not always well enough matched to their different stages of learning to enable them to make the best progress of which they are capable. The national test results for pupils in Year 2 in 2004 were well above the national average in reading, writing and mathematics. They were above those of similar schools in writing, and matched those of similar schools in reading and mathematics.

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

Standards in:	School results	National results
reading	17.2 (17.7)	15.8 (15.7)
writing	16.4 (16.3)	14.6 (14.6)
mathematics	17.4 (16.9)	16.2 (16.3)

*There were 26 pupils in the year group. Figures in brackets are for the previous year.*

2. The trend in the school's results in this age group is above the national trend but this is not mirrored in the work of pupils currently in Years 2 and 3. Pupils in the two mixed-age classes do not achieve well enough because too often the work they are given is not suitable for their age or stage of learning. This was noted in English and mathematics lessons, in science and in the work in the pupils' history books. The standards seen in the work of pupils currently in Year 2 are above the national expectation for reading, and in line with the national expectations for writing, mathematics and science and represents overall satisfactory achievement in Years 1 and 2. The Year 6 results were as follows:

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

Standards in:	School results	National results
English	27.7 (29.2)	26.9 (26.8)
mathematics	26.5 (27.7)	27.0 (26.8)
science	28.8 (29.2)	28.6 (28.6)

*There were 33 pupils in the year group. Figures in brackets are for the previous year.*

3. The trend in the school's results in this age group is below the national trend. The results have fluctuated year on year since the last inspection, but overall the picture is one of a decline in standards in English, mathematics and science. In last year's Year 6, more pupils had special educational needs than is normally found in the school, but overall the proportion was in line with the national average. The national test results were above the national average for English but below it in mathematics. In science, they matched the national average. When compared with their prior attainment in Year 2, pupils did well in English and satisfactorily in science but they did not do well enough in mathematics. Overall, the results show that the school added satisfactory value to pupils' learning between Year 2 and Year 6.
4. Standards in English, mathematics and science are as expected nationally for pupils in Year 6 although pupils' speaking and reading skills are good overall and better than their listening and writing skills. Standards are above the expectations for pupils' ages in Year 7 in these three core subjects and also in design and technology, history and geography, the other subjects for which there was enough evidence. Pupils throughout the school use their literacy and ICT skills well, and their mathematical skills satisfactorily in other subjects. They reach appropriate standards in ICT and they achieve well in that subject because of the good support they receive from their teachers, and their teachers receive from the co-ordinator. Standards matched the national expectation in all other subjects inspected but the variations noted in the achievement of different groups of pupils in different age groups were evident in these too. In almost all subjects, all pupils do the same work, just more or less of it depending on their levels of capability. Thus high attainers are not always suitably challenged, and often the challenge is too great for lower attainers and pupils with special educational needs. They are too often expected to try to absorb too much at one time. The practice of using so many part-time teachers in different classes also has a negative impact on pupils' learning in some lessons. Parents raised this concern about the Year 6 class but inspectors found that it was more noticeable in other age groups as teachers were moved around to facilitate some specialist teaching or to provide non-contact time for others. The lack of continuity in teaching adversely affects pupils' learning and overall achievement.
5. The targets in the individual education plans for pupils with special needs, most of which are clear and measurable, are not incorporated into teachers' planning. Whilst these pupils usually receive good support from the teaching assistants, ensuring that they take a full part in lessons, their learning is not always broken down into the small steps they need to take to make continuous progress. This hinders their progress. The school has identified a number of pupils who are gifted and/or talented in different aspects of their work. It successfully involves them in weekend and holiday activities

for gifted and talented pupils, provided by the local education authority. However, it does not do enough through its own work and teachers' planning to extend their learning in school so that they always have every opportunity to achieve the levels of which they are capable.

6. The school sets its statutory targets each year and, last year, though it narrowly missed the targets it set for Level 4 and above, it slightly exceeded the targets it set for Level 5. It has set very challenging targets for 2005 when compared with the standards seen in the work of pupils currently in Year 6. Pupils do not have specific individual targets to help them improve. When asked about targets, pupils in Year 6 consistently confused them with the learning objectives that are shared with them in each lesson. They were not clear about how to improve their work. There are exceptions. For example, pupils in Year 7 are very clear about what is expected of them and the work that each has to do very definitely arises out of their prior learning. Good practice in this area is evident also in the Foundation Stage and Year 1, and occasionally in Years 4 and 5. Overall, however, because teachers do not plan sufficiently to meet the needs of different groups of pupils, they do not do enough to dismantle any barriers to learning that the pupils might have. No differences were noted between the attainment of boys and girls during the inspection.
7. As at the previous inspection, pupils make much better progress in Year 7 than in the rest of the school. The good standards and achievement reported at that time have been sustained in this year group as a result of very effective teaching, which includes planning that very effectively meet the needs of individual pupils, whatever their capability.

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

Attendance is well above the national average and punctuality is good. Pupils' attitudes and behaviour are satisfactory, as is the overall provision for their spiritual, moral, social and cultural development.

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

- Attendance is very good and punctuality is good.
- Pupils develop good levels of confidence and self-esteem by the time they leave the school.
- Pupils are eager to learn and they quickly become absorbed in activities they find interesting, stimulating and at the right level of challenge.
- Pupils are introduced appropriately to British and different world cultures but they are not well enough prepared for life in a culturally diverse British society.

#### **Commentary**

8. Pupils enjoy school. Their attendance rates are very good and the vast majority always arrive in good time. The school's effective procedures to promote good attendance mean that the level of unauthorised absence is below the national average. Parents are very good at notifying the school about their children's absence. Registers are taken promptly and efficiently at the start of each session.

#### ***Attendance in the latest complete reporting year 2003-2004 (%)***

Authorised absence	Unauthorised absence
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School data:	3.6
National data:	5.1

School data:	0.1
National data:	0.4

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

9. The provision for pupils' personal, social and emotional development is good in the Foundation Stage. The consistent approach of the staff in that age group ensures that children quickly settle into the well established routines of the Reception class, that they behave well and develop good attitudes to learning. This continues into Year 1 because of the effective links between these stages of learning. Overall, however, pupils' attitudes and behaviour have declined since the previous inspection due to weaknesses in teaching that have resulted in their learning needs not being sufficiently well met.
  
10. Pupils know what is right and wrong, that they have choices to make between the two and that their actions have an impact on others. Overall, they show appropriate levels of respect for others and, in some lessons, they listen to and value others' ideas and opinions very well. Their satisfactory attitudes and behaviour mean that they often try hard to learn, even in lessons where the work they are given to do is too hard or too easy. Their attitudes and behaviour improve significantly in lessons that are stimulating and in which the teachers help to make learning fun. This was evident in most lessons in Year 7 and in a sampled literacy lesson in Year 4 where the pupils were totally absorbed in putting together mind maps to present their historical research to the rest of the class. Boys, girls and pupils with special educational needs work well together in most lessons but when their learning is not well enough organised, they become fussy and take time to settle in their groups. In Year 6, however, it was noted that boys and girls usually formed separate groups, reluctant to work with each other in several lessons. This is the only class in which this situation, which was a key issue in the last inspection, still exists. Behaviour around the school is satisfactory and pupils greatly appreciate the range of play equipment now available to them to make playtimes more stimulating. Behaviour in lessons sometimes deteriorates when the class is being taken by a teacher other than its own. The practice of moving staff around so much has resulted in a lack of consistency and continuity that adversely affects pupils' attitudes and behaviour and their overall achievement.
  
11. Pupils trust the adults in the school to help them and are confident that when they have issues to raise, including bullying, they will be dealt with quickly and effectively. Pupils form satisfactory relationships with staff and other pupils, and they show good levels of interest in school life and the activities provided. When talking to familiar adults, visitors and other pupils they are polite and display good levels of confidence and self-esteem. No oppressive behaviour was observed during the inspection and there has been one fixed-term exclusion, which the school dealt with successfully by addressing the underlying problem.

***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
No ethnic group recorded

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

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
157	1	0
3	0	0
4	0	0
0	0	0
1	0	0
1	0	0
55	0	0

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

12. Pupils' spiritual awareness is promoted satisfactorily through assemblies and through the opportunities presented in personal, social and health education lessons for them to talk about themselves and to reflect on their place in the world and their relationships with others. Spiritual development is also enhanced satisfactorily through the pupils' work in art and design and music. Pupils' cultural development is satisfactorily developed through their study of art and design and music, and their good levels of participation in musical and drama activities. However, opportunities are missed to foster in the pupils a curiosity and interest in what is happening around them and to develop their understanding of and respect for the diversity of cultures that exist in Britain today. Nevertheless, they are successfully introduced to different world cultures, faiths and beliefs through their work in religious education, history and geography, and through their fundraising for international charities.
13. Social development is satisfactory overall. However, throughout the school, pupils develop a good understanding of citizenship. They also develop a sense of collective moral and social responsibility for those less fortunate through their participation in a wide range of fundraising activities for local, national and international charities. The teaching of citizenship in Year 7 is particularly good, and personal and social development is enhanced by an appropriate range of visits to places of interest, one of which is residential. Social awareness and citizenship is also developed through the school council, the 'buddies' system in which older pupils help younger ones, and the pupils' recent training in 'peer mediation' so that they can begin to resolve problems themselves. The pupils are enthusiastic about the school council and the opportunities it gives them to be more effectively involved in decision making throughout the school. The elections of councillors and then of officers to the council introduce pupils effectively to democratic voting procedures and give them a voice in their school. Their understanding was further enhanced when the chair and vice chair of the school council visited the local council, an activity which they found to be both interesting and informative, giving them ideas for running their own meetings. Pupils help around the school and in the office area at lunchtime to ensure any issues are brought quickly to the attention of a member of staff. They also help at lunchtimes with pupils in Year 7 helping to set out the hall and with pupils in Years 3 and 7 helping to clear up after the lunch break. These responsibilities give pupils opportunities to work socially together and to contribute to the smooth running of the school.

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

The overall quality of education is satisfactory, as is the quality of teaching and the curriculum. The school provides good pastoral care and guidance for the pupils. However, academic guidance is not sufficiently well based on the monitoring of pupils' work and the school's links with parents are unsatisfactory overall. Its links with the community and other schools are satisfactory.

### **Teaching and learning**

The quality of teaching is satisfactory overall. It is good in the Foundation Stage and very good in Year 7. Assessment and its use in planning is unsatisfactory, and results in pupils' work not being well enough matched to their different levels of capability. The overall quality of teaching has declined since the previous inspection.

### **Main strengths and weaknesses**

- Good teaching in the Foundation Stage contributes to the pupils' good progress in this age group and ICT is taught well throughout the school.
- The quality of teaching is very good overall in Year 7 and as a result pupils' learning accelerates considerably in this year group.
- Teaching in the mixed-age classes for pupils in Years 2 and 3 does not cater adequately for the pupils' different ages and stages of learning.
- Inadequate planning, the unsatisfactory use of assessment and frequent changes of teacher adversely affect pupils' behaviour and stop them achieving to the best of their ability.
- Teaching assistants make an overall valuable contribution to ensuring that all pupils are included in lessons but occasionally they are not used well enough to support learning.

## Commentary

### **Summary of teaching observed during the inspection in 31 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (13%)	10 (32%)	14 (45%)	3 (10%)	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.*

- English and mathematics are satisfactorily taught. Literacy skills are promoted effectively, and mathematic skills satisfactorily, through other subjects. However, ICT is taught well as a result of the good leadership and management of that subject, and pupils achieve well because of the good promotion of ICT skills in other subjects. In their responses to the questionnaires, the vast majority of parents indicated that they felt teaching was good. The responses at the parents' meeting, however, were much more varied. A significant minority of parents voiced considerable concerns, through comments at the meeting and on the questionnaires, about the quality of teaching in the mixed-age classes and the number of different teachers who teach the Year 6 class at different times.
- Good planning, the effective use of time and resources and the effective deployment of support staff alongside the satisfactory use of assessment information, ensure that children in the Foundation Stage learn well. Their learning is successfully extended in Year 1. Lively, engaging and imaginative teaching in Year 7 keeps the pupils on their toes and results in very good productivity and pace in lessons in that age group. In both of these age groups, planning is clearly based on the pupils' prior learning. Good links are made between different subjects that successfully consolidate pupils' learning by helping them to apply what they have already learned when they are learning something new. In Year 7, the teacher's very clear explanations and high expectations of pupils' work rate and behaviour, and the very effective use of time-limited activities further accelerate pupils' learning. The pupils rise very well to the considerable demands made of them in the series of time-limited activities that make up each lesson and, at the end of which, their learning is rigorously assessed. The 'wow' factor created in almost all lessons observed in this age group significantly raises the pupils' self-esteem. Pupils' personal development and their understanding of citizenship are moved forward at every opportunity alongside their academic development.

16. The picture is very variable in the rest of the school, where the major weakness in improving pupils' overall achievement is the lack of planning to meet the pupils' different ages and stages of learning. In the mixed-age classes for pupils in Years 2 and 3, for example, the activities are too often aimed at pupils in Year 3 or beyond, and pupils in Year 2 struggle to keep up. In studying ancient Greek myths and legends, pupils in Year 2 were unable to retell the story, or recall or read the names of the characters yet they were expected to articulate how Theseus felt when he was leaving to go off and fight the minotaur. This applied also to some Year 3 pupils. The only difference between their work and that of the pupils in Year 2 was that they were writing in narrative form and the Year 2 pupils were completing speech bubbles to record Theseus' thoughts. A similar lack of understanding of the pupils' ages and stages of learning was noted in the pupils' history work on Ancient Greece, and in mathematics. In this subject, the steps in learning were too big, as pupils were expected to work with three-digit numbers before they were secure enough with two-digit numbers. In an unsatisfactory lesson in this age group, too much time was spent organising activities and talking to the pupils. They then became restless and the teacher struggled to manage their behaviour and get them back on task, and further time was wasted. Overall, pupils' learning in these two classes is not organised in a practical and systematic enough way to ensure their best progress. This is due in part to the teachers' lack of experience in teaching these year groups, and in part to a lack of continuity in teaching caused by the pupils being taught by several different teachers during a typical week.
17. Assessment procedures are not thorough or constructive enough and the information gained from them is not used at all well to respond to pupils' individual learning needs. In Years 2 to 6 pupils too often do the same work, only more or less of it depending on their levels of capability. Higher attainers are often not being challenged enough to enable them to reach the higher standards of which they are capable, and sometimes the challenge is too great for lower attainers. Teachers' marking does not aid their progress. The pattern is one of less writing on the work of the higher attaining pupils and more writing on the work of the lower attaining pupils. Thus there is little to show the higher attainers what they need to do to improve and too much for the lower attainers to take in all at once to improve their learning. Some 'angry' marking was noted where errors recurred in the work of a lower attaining pupil. This is unhelpful to pupils who require a considerable amount of support to improve. Pupils sometimes mark their own or each other's work and, in this, they sometimes show a good understanding of what is required of them. However, there are occasionally errors in the marking that are not picked up subsequently by the teacher, and one or two spelling mistakes were noted in the teachers' marking, providing a bad example to the pupils. In Year 2, marking comments encouraged pupils to join up their writing, but the comments were printed, again providing an inappropriate example for the pupils.
18. Teachers do not take sufficient account in their planning, of the targets in the individual education plans for pupils with special educational needs. However, the targets are usually clear and achievable, and the co-ordinator for special educational needs ensures that the pupils' progress is checked at regular intervals. Although teaching assistants provide valuable help for these pupils on a one-to-one basis or in small groups, they are sometimes not briefed well enough to ensure that their contributions are as effective as they could be. This hinders the pupils' progress during lessons. Other pupils do not have targets. When asked, pupils in Year 6 consistently confused 'targets' with the 'learning objectives' that are shared with them at the start of lessons. The absence of targets is a further indication of the teachers' lack of understanding of how to plan so that pupils systematically achieve the small steps in learning that lead to their overall consistently good progress.

## **The curriculum**

Curricular provision is satisfactory overall, as is the range of activities that enhance the curriculum during and outside the normal school day. Accommodation and resources are good and are used effectively to support pupils' learning but the deployment of teaching and support staff is not always conducive to ensuring the pupils' best progress.

## **Main strengths and weaknesses**

- Children in the Foundation Stage are prepared well for the work of the National Curriculum and the good liaison between Reception and Year 1 means that this learning is continued into Year 1.
- In Years 2 to 6, whilst overall curricular planning ensures that statutory requirements are met, it does not identify clearly enough how the needs of different groups of pupils are to be met.
- The curriculum is well planned for pupils in Year 7 and supports their good achievement.
- A good programme for personal, social, health and citizenship education is beginning to be implemented throughout the school.
- The organisation of the curriculum and of the teaching timetables does not ensure the regular and systematic development of skills in geography and history.
- Pupils have good opportunities to take part in performing arts activities.
- The school does not make the best possible use of the teachers' expertise to ensure the best achievement for all pupils.
- Time is not always used effectively enough in lessons and valuable learning time is sometimes lost at the end of the school day.

## **Commentary**

19. A suitable curriculum based on national and local guidance, ensures that statutory requirements are met in all age groups. However, in history and geography, the gaps between specifically planned topics are sometimes too great to promote the regular and systematic development of skills. However, knowledge and understanding in these two subjects are often satisfactorily promoted through literacy. The curriculum for children in the Foundation Stage promotes all six areas of learning satisfactorily and supports the children's good achievement in that age group. Work in the indoor and outdoor shared areas prepares Reception children well for their work in Year 1 whilst maintaining appropriate challenge for the pupils already in Year 1. This good liaison ensures that learning is continuous for these pupils. The good range of curricular opportunities provided for pupils in Year 7 results in their overall effective personal and academic achievement and prepares them well for the next stage of their education.
20. Weaknesses in curricular planning arise from the insufficient use of assessment information to ensure that pupils' learning is continuous throughout the school whatever their level of capability. While the school gives satisfactory attention to promoting equality of opportunity and including all pupils in all that it has to offer, it has not applied these principles with sufficient rigour to ensuring the pupils' best possible progress at all times. This is particularly noticeable in the mixed-age classes for pupils in Years 2 and 3, where planning does not take sufficient account of the pupils' ages or stages of learning. The whole curriculum is rarely evaluated systematically or adapted to the changing and developing needs of the school and its pupils, and there



is little in-school support for pupils who have been identified as gifted or talented. However, within it, good attention is given to promoting literacy and ICT skills, and satisfactory attention to promoting numeracy skills across the curriculum.

21. The provision for pupils with special educational needs is satisfactory and here, too, statutory requirements are met. The targets in pupils' individual education plans are mostly clear and measurable. They are reviewed each term and the co-ordinator checks that pupils make satisfactory progress towards them. Support staff contribute effectively to the pupils' progress in lessons. The overall provision for pupils' personal, social and health education, including sex and relationships education and teaching pupils about the dangers of drugs and substance abuse, is satisfactory. The new policy and scheme of work, which the school has started to implement, has the potential to make this good. A satisfactory range of visits, visitors and learning opportunities in and beyond the normal school day enriches the curriculum. These include good opportunities for pupils to take part in sporting, musical, and other performing arts activities in and away from school, and to learn to play a musical instrument and take part in competitive sport. These activities contribute effectively to the pupils' personal development.
22. Staffing levels are satisfactory and, in the main, support staff are appropriately deployed and make a sound contribution to pupils' learning. However, the school does not make best use of the teachers' expertise in order to raise pupils' achievement. For example, the Year 7 teacher's skills as a leading literacy teacher are not being used to address the weaknesses in that subject. Moreover, the number of teachers that some classes have for different subjects leads to a lack of stability and inconsistency in expectations because the teamwork amongst the staff is not effective enough. This in turn results in inappropriate attitudes and behaviour by some pupils when they are not being taught by their regular teacher and this has a negative impact on their overall achievement. Time slippage in some lessons and at the end of the school day means that valuable learning time is lost through a lack of organisation and planning. For example, on two occasions during the inspection, some classes were seen to finish as much as ten minutes before the end of the school day. The pupils collected coats and lunch boxes and became restless as they waited to be dismissed. Added up over a term or a year, this amounts to is a very considerable reduction in quality teaching and learning time.
23. Accommodation, both inside and outside, is good. It is used well and is effectively enhanced by attractive displays. However, in some classrooms the displays are mostly of commercially produced materials and opportunities are missed to display pupils' work, celebrate their achievement and provide a range of examples for other pupils. Resources are good and include a well-stocked library and a good range of ICT equipment. They are used effectively to support teaching and learning.

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

The care, welfare and health and safety of the pupils are good. The provision of support, advice and guidance based on monitoring is unsatisfactory. Through the school council, the school has satisfactory procedures for seeking pupils' views and involving them in the life of the school.

### **Main strengths and weaknesses**

- Good induction procedures ensure that children quickly settle into the routines of school life.

- The school takes good personal care of its pupils and they become confident and self-assured by the time they leave.
- The school does not make effective enough use the information it gains from its assessment procedures to provide effective academic support and guidance for all pupils.

### **Commentary**

24. The vast majority of parents feel that their children are well cared for and supported during their time at the school. However, a very small minority voiced some real concerns in these areas. Overall, the care of the pupils and the procedures to ensure their welfare, health and safety are good. The pupils enjoy a safe, secure learning environment which is effectively monitored at the school entrance with all visitors wearing a distinctive badge to alert pupils that they are bona fide visitors to the school. All statutory testing of equipment is carried out and the school is maintained and cleaned to a good standard. Effective child protection arrangements are in place with the headteacher as the designated person. Adequate risk assessments are carried out including those required for all educational visits.
25. Good induction procedures ensure that parents receive good information about what to expect and children have the best possible chance of settling quickly into school routines. The headteacher, governors and members of the parent-teacher association attend the induction meeting and the school makes an offer of a home visit, which has almost a 100 per cent take up. Children then have the opportunity to attend an afternoon session to listen to a story and to help them become familiar with the school. The school successfully helps pupils to become confident and self-assured by the time they leave. The programme of personal, social, health and citizenship education assists in this. Pupils with special educational needs are appropriately supported through suitable learning targets and programmes of work. Their progress is regularly assessed and their targets reviewed accordingly. However, whilst most staff know their pupils well, they do not use this knowledge, or the knowledge gained from assessment, to set targets to support their learning or guide them to greater achievement.
26. The school council provides pupils with a voice and the school listens to them and where possible, acts on their views. The pupils take their responsibilities very seriously, discussing issues as diverse as play equipment, having clubs for first-school pupils at lunchtime and the introduction of a school newspaper.

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

The school's links with parents are unsatisfactory but its links with other schools, colleges and the local community are satisfactory.

### **Main strengths and weaknesses**

- The school's links with parents are unsatisfactory largely because the school does not communicate well enough with them.
- The parent-teacher association provides very good support for the school.

### **Commentary**

27. Responses from the parental questionnaire and parents' meeting indicate general support for the work of the school. However, a significant minority of parents have

concerns about approaching the school and feel that the school does not take their views into account. A good number of parents help in school on a regular basis and also help on school visits. The school has carried out its own consultation with a questionnaire last year, and the issues that parents had concerns about then were similar to those that they voiced to inspectors. The issues raised were considered by the school but not addressed to the satisfaction of a significant minority of parents. The school communicates regularly with parents through its newsletters but does not ensure that parents fully understand how it is responding to their concerns by making them aware of the issues and implications in what they are suggesting. It has some way to go to involve parents fully in its life and work.

28. The school provides an appropriate range of information for parents about its work and about pupils' standards and progress. Parents receive a satisfactory annual report on their children's progress each summer term, and have the opportunity to discuss progress at the termly consultation evenings. The reports give a clear picture of what pupils have covered but they vary considerably in identifying strengths and weaknesses in learning and in showing what pupils need to do to improve. The school now involves the parents of pupils with special educational needs satisfactorily in the reviews of the targets in the pupils' individual education plans. These procedures represent satisfactory improvement in this aspect of the school's work since the previous inspection. Copies are sent to parents prior to consultation evenings to help inform the parents and give them the opportunity to raise queries or clarify information. Where pupils have statements of special educational need, they and their parents are appropriately involved in all reviews, including the annual statutory review. The school prospectus and annual report to parents are helpful and informative and the governors' annual meeting with parents is well attended.
29. The parent-teacher association is very supportive of the school and raises considerable funds that have been used to help purchase play equipment and to subsidise visits. The association plays an important role in raising money and providing social events for parents and for pupils. It funded the building of the adventure playground for the middle-school pupils and is now saving for one for the first-school pupils. It donated money for the pupils to buy playground games as a thank you for their help at the Christmas fair. The association sends out its own newsletter to parents to keep them informed of its work. The pupils have been involved in choosing a name for the parents' band and the association is successful in obtaining sponsorship for the summer fair. Through its many activities, it successfully enhances the provision for pupils' personal and social development and contributes effectively to overall curricular enrichment and enhancement.
30. The school has satisfactory links with the community and other schools. It provides work experience placements for pupils from local schools and teacher-training placements for a local college. It takes part in local initiatives such as the road safety quiz competition. Leaders from local churches take assemblies and theatre groups such as the drama group visit the school to raise awareness of issues such as bullying. The school invites parents in to see assemblies and other school productions. Transition arrangements to the next stage of education are satisfactory overall. Pupils transfer to one of five schools at the end of either Year 6 or Year 7. The school does not have particularly strong links with any of them although staff from the schools visit prior to the pupils joining them. The school is strengthening its links with the local secondary school through events such as a joint visit to Kew Gardens and participation in a sporting event at the school.

## **LEADERSHIP AND MANAGEMENT**

Statutory requirements are met but leadership and management by the headteacher, key staff and governors are unsatisfactory.

### **Main strengths and weaknesses**

- The headteacher understands the issues facing the school but has not dealt with them rigorously enough to improve teaching, learning and pupils' overall achievement.
- The senior management team is not effective in helping the headteacher and staff improve the quality of educational provision throughout the school.
- Insufficient guidance and support are provided to those teaching the Year 2 and 3 mixed age classes.
- The leadership and management of ICT and physical education are good, but English, mathematics and science are not well enough led and managed.
- Governors do not help to shape the vision or educational direction of the school by checking that its systems and procedures are effective in bringing about sustained improvement, nor do they check that their spending ensures in best value in relation to pupils' achievement.
- There is no strategic planning beyond the end of this school year to ensure that the weaknesses identified are prioritised, tackled and eliminated over a reasonable period of time.

### **Commentary**

31. Over the past four years, the headteacher has clearly worked very hard on several fronts to try to improve the quality of educational provision. However, she has not strongly enough insisted that staff take on board the advice they and the school has received through a wide range of in-service training to improve teaching, learning and pupils' overall achievement. Too many staff still do their own thing and the school lacks the sense of teamwork and overall coherence that brings about manageable and sustained improvement over time. The deputy headteacher has not assisted the headteacher effectively enough in establishing a team of staff capable of taking the school forward. Nevertheless, she has spent a great deal of time recently in setting up potentially good systems to assess pupils' learning and track their progress. The outcomes of this work are not being used well enough to set targets and plan work that helps pupils at different ages and stages of learning make the best progress of which they are capable. This was evident in the mixed Year2 and 3 classes where teachers have not received the leadership and guidance they need to enable them to teach these pupils effectively.
32. Subject co-ordinators operate in very different ways. The co-ordinators for ICT and physical education have provided staff with good guidance as to how to teach, assess and monitor provision and pupils' progress in those two subjects. In ICT, this has successfully raised teachers' levels of expertise, resulted in the pupils' good achievement and ensured that ICT skills are reinforced across the curriculum. The very similar approach to the leadership and management of physical education is enthusing staff in their teaching of that subject too. In English, mathematics and science, leadership and management are unsatisfactory. The co-ordinators do not have a clear view of standards or pupils' achievement across the school and are not providing a good enough lead in assessing, monitoring and improving pupils' work, for example, through effective marking and target setting to match the needs of individual pupils. This is presenting a barrier to learning for too many pupils as they all do the same work, only more or less of it depending on their levels of capability.

33. The governors' committees have not in the past met regularly enough to check on the work of the school, for example by undertaking a rigorous review of the curriculum or checking on the quality of teaching and learning and its impact on pupils' achievement. They have relied too heavily on the headteacher for information and have not provided the support that comes from questioning decisions and checking that improvement is taking place. The governing body was recently re-constituted and the chair has high hopes that this will improve in the future. Pleased with the improvements in the national tests for pupils in Year 2 in recent years, they have not required the school to take the steps necessary to halt the fluctuations and overall decline in standards in Year 6. The current school development plan has a reasonable number of priorities but the success criteria focus on elements of teaching without identifying their intended impact on pupils' learning. This limits the usefulness of the plan as a tool for raising standards. There is no strategic planning beyond the end of this school year, to give purpose and direction to the school's work, to halt the decline in standards, or to bring about systematic, sustainable improvement over time. Strategic planning, and the rigorous monitoring of teaching and learning were key issues at the last inspection and they have not been adequately addressed.
34. Governors see the considerable surplus in the school's budget as evidence of prudent financial management, especially as they were expecting a considerable fall in the school's budget share last year at the same time as they lost a considerable number of pupils to other high schools after Year 6. However, neither they nor the headteacher have conducted a rigorous enough check on whether they are gaining best value from their spending in terms of its impact on pupils' achievement. The practice of using so many part-time staff in different classes, sometimes to provide teachers with release time and sometimes to enable them to teach their specialist subjects to different age groups, is not totally effective. It results in some instability for the pupils and sometimes has an adverse effect on their learning and behaviour as some teachers struggle to teach different age groups properly. There has been little monitoring by anyone to ensure that the different teachers and the support staff are consistent in their approaches to behaviour management, marking and assessment and in their overall support and guidance for the pupils.

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

Income and expenditure (£)		Balances (£)	
Total income	664,503	Balance from previous year	73,656
Total expenditure	640,770	Balance carried forward to the next year	97,389
Expenditure per pupil	2,503		

35. Children enter Reception with overall levels of attainment that are as expected for their age. Standards in Year 6 are satisfactory but pupils do not achieve well enough in Years 2 to 6, although their progress accelerates once again in Year 7. The school's spending per pupil is broadly average but the school does not check the impact of its spending on pupils' achievement and is currently carrying too large a surplus in its budget that is not sufficiently well earmarked to improve achievement. The school is not therefore giving satisfactory value for money. The surplus is calculated by adding together the sum carried forward at the end of the 2002/2003 financial year (£73,656) to the sum carried forward at the end of the 2003/2004 year (£23,733) giving a total sum carried forward to the 2004/2005 year, of £97,389.

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

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

Provision in the Foundation Stage is good. Most children start school with levels of attainment that match those expected for their age. They make good progress and achieve well because of the good teaching they receive. As a result, most children are on course at least to reach the goals expected nationally for the end of the Reception Year (the early learning goals) in all six areas of learning. Good induction procedures and information to parents ensure that the children settle quickly into school routines. The teacher and teaching assistant work well together and have a clear understanding of how young children learn. They establish good relationships with the children, who are well cared for in a safe, secure and attractive learning environment. The quality of teaching is good overall and well-planned activities are effectively linked across all areas of learning. Work is appropriately matched to the children's abilities and their progress is regularly assessed and carefully recorded. This information is used appropriately to plan the next stages of learning and parents are kept well informed about their children's progress. Accommodation and resources are good and are used well to support learning. Leadership and management of the Foundation Stage are satisfactory and the good provision reported at the last inspection has been successfully maintained.

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

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

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

- Good teaching promotes good attitudes to school and to learning and, as a result, children achieve well.
- Children work and play happily together and behave well.
- Clear routines and good relationships ensure the children feel safe, secure and confident to try all activities.

#### **Commentary**

36. Personal skills are developed well across all areas of learning. The children are happy to come to school and settle quickly into school routines. Staff know the children well and build up good relationships with them, and children know that they are safe, secure and valued. A well-planned range of activities successfully develops the children's confidence and independence. For example, the children 'self register' each morning, store away their lunch boxes and tidy up after their activities. Good opportunities are provided for children to work and play individually and with others, and they do so happily, developing good personal and interpersonal skills as they take turns, share resources and handle equipment with care. Children interact confidently with adults and each other. They behave well and show good attitudes to learning, listening attentively and concentrating well on tasks. This has a positive impact on all of their learning.

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

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

## **Main strengths and weaknesses**

- Teaching and learning are good and children achieve well.
- Language skills are promoted well across all areas of learning.
- Good opportunities are provided to develop children's speaking and listening skills.

## **Commentary**

37. Good teaching and a range of well-planned, interesting activities effectively promote language skills across all areas of learning and, as a result, the children achieve well. Children develop good speaking and listening skills through the many opportunities provided for them to talk about their work and personal experiences. Adults' effective questioning helps the children to articulate clearly and confidently their thoughts and ideas. The 'Talk Project' has successfully improved the communication skills of those children who had difficulties in this area and the good emphasis on role-play activities effectively develops the children's expressive and imaginative language. Children listen to stories with interest and enjoyment, and show a good understanding of the main points. They are successfully taught early reading and writing skills and show a secure understanding of letter sounds and some key words, which they incorporate well into their writing. Most children can write their own name, use word banks satisfactorily to help them with their writing and make appropriate attempts at spelling unfamiliar words independently. Letter formation is secure and the majority of children are beginning to write simple sentences. However, for some lower attaining children, writing and handwriting skills are still at an early stage of development.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

## **Main strengths and weaknesses**

- Teaching and learning are good with a well-planned range of activities and resources available to engage children's interest. As a result, they achieve well.
- The teaching assistant and adult helpers effectively support the children's learning.
- The teacher's written marking does not always help the children to improve their work.

## **Commentary**

38. A good range of well-planned practical activities cover all aspects of mathematical development. The step-by-step approach of the staff ensures that most children successfully recognise, order and count numbers to and from 10, and the higher attaining children work accurately with larger numbers. Children use this sound understanding of number to record simple problems such as adding two digits together to 5, 10 or 15. Using the good range of resources provided for them they successfully learn to recognise repeated patterns and appropriate aspects of mathematical concepts such as shape, measure and capacity. Effective questioning and good support by the teaching assistant and adult helpers contribute positively to the children's learning and develops in them an appropriate range of mathematical vocabulary. The work in the children's books shows that activities are appropriately matched to their individual needs. However, a significant number of children are reversing numbers when recording their work and this is not addressed satisfactorily through the teacher's written marking.

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

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

### **Main strengths and weaknesses**

- Teaching is good and, as a result, children achieve well.
- A varied range of activities makes learning interesting and fun.
- Resources are used well to promote learning.

### **Commentary**

39. Interesting and worthwhile activities successfully widen the children's knowledge and understanding of the world and create in them a sense of awe and wonder at the world around them. Good emphasis is placed on carrying out simple scientific experiments, and from their practical 'gardening' activities in the well-prepared role-play area, the children successfully learn about the conditions needed to make plants grow. The 'then and now' photographs introduce them effectively to the concept of the passage of time, and the visit to the local health centre successfully promotes their understanding of how to keep safe and healthy. Children are given good access to computers. They enjoy this work and control the mouse satisfactorily as they move icons around the screen to 'dress Teddy', or draw and paint pictures. Children have a good understanding of some Old Testament stories from their work in religious education, and they learn about the customs and beliefs of others through the celebration of Chinese New Year. In all aspects of their work children are successfully encouraged to use their literacy skills well to record their learning with a mixture of writing, drawing and labelled diagrams.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good and children achieve well.
- Most children manipulate tools and equipment well.

### **Commentary**

40. Well-planned physical activities promote enjoyment in learning and help the children develop good control and co-ordination skills. The children use a variety of cutting and sticking equipment, paintbrushes, pencils and small construction kits which effectively develops their manipulative skills. In physical education lessons the children use space effectively to skip, jump, run, stretch and curl and they improve their movements by copying the good demonstrations of others, including the staff. The outdoor area is used well on a daily basis to allow freedom of movement and the use of wheeled toys although access to climbing equipment is limited.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.



## **Main strengths and weaknesses**

- Teaching is good, children enjoy creative activities and, as a result, they achieve well.
- A good range of practical activities is provided which is effectively linked to other areas of learning.

## **Commentary**

41. Children have good, well-planned opportunities to draw, paint and make pictures and models using a variety of media. They develop good observational skills as they are taught to look closely at each other's features when drawing portraits. Work is successfully linked to other areas of learning as, for example, they paint a large collaborative display of the Creation story, construct ladders to rescue Old Bear from the attic and make collage dragons to celebrate Chinese New Year. Children enter wholeheartedly into role-play activities, which in turn effectively develop their imaginative language and speaking skills and they use good expression for the different characters when re-enacting familiar stories. They enthusiastically join in singing rhymes, adding actions when appropriate.

## **SUBJECTS IN KEY STAGES 1, 2 AND 3**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

English was inspected in full, and French which is taught to pupils in Years 6 and 7 was sampled.

#### **English**

Provision in English is **satisfactory**.

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

- Speaking and reading skills are overall good throughout the school but listening and writing skills, though satisfactory overall, are not as well developed.
- Pupils achieve well in Year 7 and, overall, their achievement is satisfactory in Years 1 and 2 but unsatisfactory by Year 6.
- Weaknesses in planning, marking and the use of assessment information mean that pupils' work is not well enough matched to their different ages and stages of learning.
- The leadership and management of English are unsatisfactory, not enough has been done to halt the overall decline in standards in recent years.

#### **Commentary**

42. Pupils throughout the school speak confidently, articulating their thoughts and opinions clearly in a wide range of situations in class and when talking to visitors. They have a good range of vocabulary although this is not always evident in their written work, which is too often confined to summarising texts, writing character studies, reflecting on how characters in a story might feel or react, or writing factual accounts in different subjects. They rarely write with the flair and creativity brought about by being encouraged to use their imagination, except in Year 5 and Year 7. In these two year groups, pupils' writing engages the reader well. In Year 5, stories were carefully structured to grab the reader and to create tension; in Year 7, the use of a number of

different grammatical conventions combined with a very good understanding of different forms of poetry showed great sensitivity in the choice of language to convey feelings and emotions. Handwriting, spelling and overall presentation are mostly good. Therefore the weekly sessions of specific handwriting practice in Years 5 and 6 using handwriting books better suited to a younger age range is a waste of valuable curriculum time.

43. Pupils throughout the school enjoy reading and they read widely at home and at school. By Year 6, they know a good range of authors, confidently share their opinions and their preferences, logically explaining their likes and dislikes. They enjoy the opportunities given them to present their favourite characters through drama presentations, and they use non-fiction books expertly to research information in different subjects. Reading is developed well across the curriculum. Listening skills are satisfactory. Pupils usually listen attentively to their teachers and other pupils in whole-class sessions and when the activities presented to them are interesting and enjoyable. However, they are sometimes slow to respond to requests for quiet when they are working in groups, and their learning occasionally suffers from their not being prepared to listen carefully enough to and learn from the presentations or evaluations of each other's work. Teachers are not consistent in their approaches to ensuring that pupils do so and they sometimes continue to talk over the pupils rather than insisting that they listen. This was observed in several lessons in different subjects and does not set a good example for the pupils.
44. The quality of teaching and learning is satisfactory overall and pupils achieve well in Year 7 because of the very good teaching in that age group. However, there are considerable weaknesses in the teaching of English in the two mixed-age classes. In Year 7, work is carefully marked and the teacher uses her very good knowledge of the pupils' individual learning needs very effectively to plan their work and to help them focus on what they need to do to improve. Support staff are used effectively in this year group and they make a good contribution to the achievement of lower attaining pupils and pupils with special educational needs. Whilst teaching was good in Year 3 when the literacy co-ordinator took the class, teachers in Years 2 to 6 do not plan effectively enough to meet the pupils' different ages and stages of learning and, as a result, the pupils' overall achievement is unsatisfactory. Throughout the school, insufficient attention is paid to planning work that meets individual pupils' levels of capability. This is further exacerbated in the two mixed-age classes where pupils in Year 2 are given the same work to do as pupils in Year 3 and they struggle with the subject content (during the inspection this was Greek myths and legends) and the associated vocabulary. Additionally, there was no evidence in the work of the pupils in Year 3, of the well above average standards of reading and writing they reached when they were at the end of Year 2. This amounts to a regression in learning, indicating that the concerns raised by some of the parents of pupils in Year 3 are justified.
45. In Years 2 to 6, higher attaining pupils are not provided with enough opportunities to take their learning further. Where extension activities are provided, they tend to be additional grammatical exercises rather than opportunities to take writing skills further through, for example, extended imaginative writing. At the other end of the scale, the challenges are sometimes too much for lower attaining pupils because the learning is not broken down into the small steps needed for these pupils to make the best progress of which they are capable. In almost all lessons, pupils of all levels of ability were observed doing the same work, only more or less of it, and more or less well. This was seen, too, in the analysis of the pupils' work which included much unsatisfactory marking. Too often marking involves writing extensively on the work of

the lower attainers, giving them too much to try to improve all at once, yet writing little on the work of higher attainers to help them improve. When asked if they had targets to help them improve, pupils in Year 6 consistently confused such targets with the learning objectives for each lesson, which the teachers share with them. Other than in Year 7, pupils are not secure about what they need to do to improve their learning. Pupils with special educational needs make satisfactory progress because they are usually supported well in class. However, teachers do not take enough account in their planning of the targets in the pupils' individual education plans.

46. Leadership and management are unsatisfactory. Test results are analysed and the school does track pupils' progress through the National Curriculum levels. However, it does not look in enough depth at the rate of progress of individual pupils and it does not plan well enough to meet their learning needs and improve that progress. The process of identifying and tackling specific weaknesses in teaching and learning through rigorous monitoring and evaluation and target setting is not yet in place and insufficient use is made of assessment information to ensure the pupils' best progress. The teachers' performance management targets include raising standards in writing but they have little guidance as to how to do so in ways that make effective use of all assessment information. English features in the school development plan but the focus is on improving provision, including the quality of teaching, without identifying clearly the intended impact on pupils' learning and overall achievement. Recently, the co-ordinator has had some support from the local education authority consultant and has begun the process of analysing pupils' books. However, this is at a very early stage of development and although it is a step in the right direction, it means that the timely intervention needed to halt the decline in standards since the last inspection has been slow in coming.

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

47. Overall, pupils use their literacy skills well in other subjects and the content of other subjects is used well to support literacy development. Pupils readily seize the many opportunities given to them to use their speaking skills in role play and drama. When presenting work to the class they speak clearly and confidently, putting forward their views in well-structured debates and discussions. Pupils read widely and use books and computers effectively to undertake a good range of research in different subjects. They also use their ICT skills effectively to draft and edit their writing and to present pieces of extended writing and poetry.

### **French**

48. Standards are satisfactory and pupils in Years 6 and 7 achieve well in French due to the overall good specialist teaching of the language. They have a good range of spoken and written vocabulary relating to personal data, including number, and the conventions associated with day-to-day living and conversational French. For example, they know the rules associated with masculine and feminine articles and nouns and have a developing understanding of the use of first, second and third person pronouns and verbs, singular and plural. They respond well in lessons and clearly enjoy the challenge of learning another language. Most pupils are developing reasonable French accents although, occasionally, the teacher's over-use of English translation prevents them from absorbing this through being required to listen and to speak French throughout the lesson. Overall, however, the curriculum is planned well, ensuring that pupils' learning is continuous and progressive through the two years

they learn the language at this school. This work prepares pupils well for the next stage of their education.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- In Year 7, pupils reach good standards and achieve well due to lively challenging teaching.
- Pupils enjoy mathematics. Their work is neat, legible and well set out.
- Standards for pupils in Year 6 have declined in recent years, and intervention to halt this pattern has not been rigorous enough.
- On the majority of occasions, pupils of all abilities are given the same work to do, and this does not enable them to achieve to the best of their capability.
- The leadership and management of mathematics is unsatisfactory.

### **Commentary**

49. Standards match the national expectation in Year 2 and Year 6, and are above the national expectation in Year 7. Achievement is satisfactory in Years 1 and 2 and good in Year 7 because pupils learn very effectively in lessons. It is unsatisfactory in Years 3 to 6. In Year 6, standards have fluctuated in recent years, but the overall picture is one of decline since the last inspection. The quality of teaching is satisfactory overall, although some good teaching was observed in Years 1 and 4. In Year 7 teaching is lively, challenging and overall very good. Pupils throughout the school enjoy mathematics, co-operate well with each other and present their work well, particularly in Years 6 and 7.
50. Overall, the quality of teaching is satisfactory, but the significant weaknesses in teachers' planning and their use of assessment information prevent pupils from achieving their best. On most occasions, pupils of all abilities in Years 2 to 6 are given the same work, with the result that lower attaining pupils find some tasks too difficult and higher attaining pupils are not adequately challenged by it. Consequently, achievement is unsatisfactory in Years 3 to 6. Although pupils currently in Year 3 reached high standards in the 2004 tests, their achievement has now slowed and too many are working at levels below their capability. Pupils have a good knowledge of shape and they use mathematical vocabulary well. Time is not managed well in some lessons, and pupils quickly lose their involvement in their work. Some classes rely too heavily on the use of worksheets or working through textbooks, limiting pupils' opportunities to investigate and carry out practical activities.
51. Good teaching ensured that higher attaining pupils in Year 4 persevered well, rising to the challenge of identifying emerging patterns in their work on negative numbers. They were spurred on by the teachers' very clear explanations that gave them the confidence and ability to work things out for themselves. Higher attaining pupils in Year 6 accurately reduce fractions to their simplest form and most understand the relationship between multiplication and division. However, lower attaining pupils find long multiplication and division difficult and are not adequately helped to develop their understanding through activities that are matched to their levels of capability. Well-planned, practical investigative activities are varied and meaningful in Year 7, leading to a lower attaining pupil being sufficiently confident to produce a graph comparing

levels of rainfall in Brazil and London. All pupils in this class worked with great involvement when calculating and justifying probabilities and their work is well suited to their individual capability levels. Teaching assistants, when available, are well deployed to support lower attainers and pupils with special educational needs. Regular homework for older pupils supports their class work well.

52. The leadership and management of mathematics are unsatisfactory. Standards in Year 6 have fallen in recent years and insufficient action has been taken to remedy this. Mathematics features on the current school development plan, with plans to improve teachers' knowledge but saying nothing about improving pupils' achievement. The school has considered various ideas such as setting pupils in Year 5 and 6 to improve standards, but has not implemented any action to ensure that pupils are given work suited to their levels of capability. The co-ordinator has introduced appropriate ways to track pupils' progress, but the information gathered is not used well enough to plan work for different ability groups. In addition, teachers' marking does not often show pupils how to improve their work and this too hinders their progress. The curriculum for mathematics is fully covered, but because all pupils usually carry out the same work, the needs of all are not entirely met. Overall improvement since the last inspection is unsatisfactory.

### **Mathematics across the curriculum**

53. Pupils use their mathematical skills satisfactorily in other subjects, for example to produce tables, graphs and charts in science and geography. In Year 7, the particularly good links made across all subjects make learning a continuous spectrum for the pupils. Throughout the school, pupils develop and use their literacy and ICT skills well in mathematics, as, for example, they read, investigate and solve problems, and record, manage and interpret data.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils do not achieve well enough in Years 2 to 6.
- Teaching is satisfactory overall, although it is very good in Year 7.
- Opportunities for pupils to develop investigative skills are limited.
- Assessment systems, including teachers' written marking, are not rigorous enough.
- Leadership and management are unsatisfactory.

### **Commentary**

54. Standards attained by pupils in Year 2 and Year 6 match those expected nationally. However, achievement is unsatisfactory because work is not well enough matched to pupils' individual needs and this stops them making the progress of which they are capable between Year 2 and Year 6. Pupils in Year 7 are working at standards above those expected for their age and they achieve well.
55. Work in pupils' books shows that all aspects of science have been covered. Teachers place appropriate emphasis on developing the pupils' scientific knowledge and use of technical language. However, not enough investigative work is built into learning for pupils in Years 2 to 6 and teachers' planning is not effective enough in ensuring that

pupils learn as well as they can. For example, in the mixed-age classes for pupils in Years 2 and 3, work is not always relevant to the pupils' ages and stages of learning. For example, the amount and range of vocabulary in their topics on healthy eating and the properties of materials are inappropriate for the younger pupils, most of whom are struggling to deal with it. In one instance this includes amounts that are in decimal form and are too high and beyond the pupils' level of understanding at this age. This seriously hinders their scientific learning. By Year 6, pupils have a secure understanding of how to carry out a fair test. However, investigative work is sometimes too teacher-directed and, as a result, opportunities are missed for pupils to organise their own work or to show initiative when testing hypotheses and recording their findings.

56. The quality of teaching, which ranges from very good to unsatisfactory, is satisfactory overall. Lively, enthusiastic teaching in Year 7 very effectively engages and motivates the pupils. They work together very well, using their good knowledge of fossil fuels to devise short presentations to the rest of the class. The very good use of time, resources and homework results in very good pace and productivity in learning in this age group. Pupils respond very well to the teacher's very good use of praise. The thoughtful evaluations of their classmates as they present their work with confidence and humour make learning interesting and fun. Where teaching is less successful, the teacher's explanations and instructions are unclear and resources are not prepared well enough. This results in some fussiness between activities because pupils do not understand what is expected of them and valuable learning time is lost. However, pupils throughout the school have good attitudes to their work and they enjoy the practical activities. They use their literacy, numeracy and ICT skills satisfactorily to support their learning, but in some classes, for example the mixed-age classes and in Year 6, the over-use of worksheets and copied work limits pupils' ability to express their own ideas and draw conclusions from their findings. Pupils' work is not always marked and there are few written comments to inform them of how well they have achieved or how they might improve their work.
57. Leadership and management are unsatisfactory. The subject leader does not have a clear overview of the strengths and weaknesses because opportunities to monitor teaching and learning are limited. Assessment systems are not rigorous enough. The information gathered about pupils' learning not used well enough to track their progress or to plan work that matches their learning needs. Resources are good and are used effectively to support learning. Overall, however, improvement since the last inspection is unsatisfactory. Not enough has been done to reverse the decline in standards in recent years.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well and reach the standards expected nationally in Years 2, 6 and 7.
- The quality of teaching is good and ICT skills are taught progressively throughout the school.
- Good leadership and management provide effective guidance for all staff.
- Pupils use their ICT skills well in other subjects.

### **Commentary**

58. Pupils achieve well throughout the school, progressively building up their ICT skills step by step as a result of the clear strategic planning and good leadership and management by the co-ordinator. This has led to overall effective teaching, based on clear guidance and good support and provides a good role model for the co-ordination of other subjects.
59. In ICT, teachers do plan effectively to meet the pupils' different learning needs by taking account of the skills the pupils have acquired in earlier years or through using computers at home. For example, a higher attaining Year 7 pupil was successfully encouraged to investigate and interrogate a range of spreadsheet information and formulae while a lower attaining pupil worked on a specially prepared, specifically simplified spreadsheet interrogation exercise. This work built effectively on the prior knowledge and understanding of each pupil, extending and consolidating the techniques they had learned in Year 6. The Year 7 lesson was made all the more exciting for the pupils as they calculated and re-calculated the different ways in which they might spend a one million pound lottery win and gained a good understanding of the effect of using the computer program to do so. The pupils in Year 6 enjoyed considering how to gain best value from their pocket money, using 'autosum' and drag techniques to check their balances after buying specific articles.
60. Pupils throughout the school know how to access a wide range of computer programs, and how to save, retrieve and print information. Word-processing skills are satisfactory. In a good lesson with pupils in Year 3, the teacher used her good subject knowledge effectively to teach pupils how to copy and paste pictures into text from the Internet. Her quick thinking when the technology failed ensured that the pupils learned an alternative way of carrying out the process, successfully meeting the stated learning objectives. In all lessons observed, the progress of individual pupils was enhanced by the effective use of the teaching assistants and the teachers' good on-the-spot assessments of pupils' learning needs. A good system of assessing pupils' overall achievement is in place and overall it is being used effectively to move pupils' learning on.

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

61. Pupils are successfully encouraged to use their ICT skills in other subjects, and ICT contributes effectively to their overall learning and personal development. For example, they consider the advantages and disadvantages of the use of technology in everyday life and ICT contributes to their understanding of citizenship as they learn to realise the importance of managing a set budget. Pupils use their ICT skills well to undertake research in other subjects, for example literacy, history and geography, and they use different forms of ICT well in mathematics. Pupils in Year 7 gain a developing understanding of computer-aided design in their work in design and technology. Overall, there has been good improvement in ICT provision since the last inspection.

### **HUMANITIES**

62. **Geography** and **history** were sampled in this inspection. No lessons were observed in either subject and no overall judgements are made about provision. Evidence is taken from an analysis of pupils' books and from discussions with them. The leadership and management of history are satisfactory. There is insufficient evidence to evaluate leadership and management in geography and assessment procedures are underdeveloped and therefore unsatisfactory in both subjects. There was

insufficient evidence to make a judgement on standards in history in Year 2 or in geography in Year 2 or Year 6, although by Year 6, pupils have a satisfactory understanding of the water cycle and river systems.

63. Standards in **history** match the national expectation in Year 6 and achievement is satisfactory. Pupils' achievement accelerates in Year 7 where it is good overall in both subjects and standards are above those expected for the pupils' ages. In **geography** and **history**, pupils in Year 7 present their work well using a variety of interesting formats that show the good development of enquiry skills using various sources as starting points. Pupils use their literacy, numeracy and ICT skills effectively in this age group because of the teacher's very clear understanding of how to link their learning across subjects.
64. In **history**, pupils in Year 6 have a sound understanding of the ordering of historical events and of change over time as they compare everyday life and events, past and present. The good use of a suitable range of historical sources, including ICT, effectively supports pupils' learning. Pupils use their literacy skills well to research information and record their findings in different ways. Good opportunities are provided for them to learn about local history through visits such as those to Arundel Castle and Shoreham and pupils' history and geography skills are further enhanced by the Year 6 residential visit to the Isle of Wight. Year 6 pupils talk enthusiastically and knowledgeably about their work. The good links made between history and geography through the visits enhance pupils' learning, enabling them to learn about their immediate environment and compare it with a contrasting environment. However, curricular planning and the allocation of time for history and geography do not support the continuous development of history and geography across the school. Additionally, in the mixed-age classes for pupils in Year 2 and Year 3, the content of the topic is not always appropriate to the pupils' capabilities or stages of learning, such as the work on Ancient Greece. This has a negative impact on pupils' overall achievement as they struggle to deal with stories and concepts that are beyond the expectation for their age.

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

**Physical education** was inspected in full and **art and design, design and technology** and **music** were sampled. Two art and design lessons, four physical education lessons and one music lesson were observed but no lessons were observed in design and technology.

### **Art and design**

65. In addition to the two lessons observed during the inspection, pupils' sketch books, and work on display provide additional evidence that standards are at least in line with the national expectations in Year 2 and Year 6, and are above the expectations for pupils' ages in Year 7. Pupils throughout the school achieve at least satisfactorily and there is clear evidence of good achievement in Year 7. There is insufficient evidence to make a secure overall judgement about the quality of teaching but, in the two lessons observed, it was good in one and satisfactory in the other.
66. In both lessons, pupils readily involved themselves in worthwhile activities that were successfully linked to their work in history. They enjoyed what they were doing and they worked well together, evaluating their own and each other's work and sensitively offering suggestions for improvement. Studies of the techniques of great artists and craftsmen such as Holbein and William Morris broaden their cultural awareness and give them a good understanding of how different artists and craftspeople work. Their



delicately detailed textiles based on Morris's floral designs, embellished with stitching were developed into jewellery and clothing designs, forming an effective link with their design and technology work. Pupils confidently express their ideas through a wide range of media and materials, including clay, and from an early age they use colour and shape boldly, experimenting with pattern and line. They also use computers and the digital camera effectively to enhance and record their ideas. Throughout the school, sketch books are used well to investigate design and pattern ideas and for observational drawing, such as those done by pupils in Year 6 using different qualities of pencil to add shade and texture. Art and design contributes satisfactorily to pupils' personal, spiritual, moral, social and cultural development. Leadership and management of the subject are satisfactory, and the school makes effective use of its separate well-equipped art area to promote learning. Improvement since the previous inspection is satisfactory.

## **Design and technology**

67. Work displayed in Year 2 showed that standards are at least in line with the national expectation, and pupils' achievement is satisfactory. There was no evidence to judge standards in Year 6. Good examples of Year 7 pupils' products show they achieve well and reach standards above those normally seen for their age. Pupils undertake the full design and making process from looking at ready-made products to evaluating their own. Year 2 pupils completed their photograph frames well, and recorded the results with the digital camera. Their literacy skills were employed imaginatively to write instructions for tasty sandwiches, and they carefully evaluated the outcomes. Good cross-curricular links with mathematics and computer-aided design were seen when Year 7 pupils made attractive Christmas gifts boxes, using a wide range of materials and techniques. The leadership and management of design and technology are satisfactory. The school has adapted a nationally recognised scheme to provide a framework for regular projects, and to support teachers' planning and the assessment of pupils' progress but all of this is relatively recent and has not yet had time to make an impact on teaching, learning or pupils' overall achievement. There has been satisfactory improvement since the previous inspection.

## **Music**

68. Pupils in Year 6 reach the nationally expected standards in composing and performing in class. They enjoy their music making but they do not listen well enough to instructions, continuing to talk while the teacher is talking and while other groups are performing, despite being repeatedly asked to listen and learn from each other. The weakness here was that the teacher did not give them something specific to listen for or evaluate and did not have a suitable range of techniques for bringing them back to the task in hand. Additionally, some unnecessary loss of time during the noisy transition from whole-class to group work meant that they did not complete their tasks within the learning time available to them. Nevertheless, they worked well together when they did get going and showed a good understanding of musical notation as they used a range of symbols to record their work so far.
69. The school has recently adopted a national scheme to ensure that it meets the requirements of the National Curriculum but this has been in place too short a time to assess its impact on pupils' overall achievement. Different teachers take different classes for music with the intention of using specific musical expertise. However, this does not work as well as it might because of weaknesses in the management of pupils in different age groups. The music curriculum is effectively enhanced by instrumental

lessons which are taken up by a large proportion of pupils and are a strength of the school. The quality of singing during assembly and hymn practice is reasonable but sensitivity is lost when the piano is played too loudly. The sizeable orchestra, made up of over 30 boys and girls, involves strings, woodwind, brass and percussion. Pupils play well together in the orchestra, showing good levels of sensitivity to the mood and atmosphere in a piece of music. Overall, music makes a satisfactory contribution to the pupils' overall personal, spiritual, moral, social and cultural development.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- The new co-ordinator leads and manages the subject well.
- The school has good facilities and resources and provides an appropriate range of out-of-school activities.
- Pupils sometimes become noisy during lessons and this detracts from their learning.
- Staff do not always dress appropriately for lessons and this does not provide a good example to the pupils.

### **Commentary**

70. Standards in physical education are as expected for pupils' ages in Years 2, 6 and 7, and overall achievement is satisfactory throughout the school, as is the overall quality of teaching. Pupils regularly experience the full range of physical activities, both indoors and out, and develop satisfactory skills of balance and co-ordination. They know they should warm up and cool down their muscles before and after a lesson and why, but are not always required to do so, as happened in an unsatisfactory lesson with pupils in Years 2 and 3. Here, the ineffective use of time, staff and apparatus meant that pupils had to wait around too long during the lesson and as a result their behaviour deteriorated. The teaching assistant, who was video-ing the pupils' at work, was not used effectively to aid pupils' learning. Planning was good in the other two lessons observed and, in one, the teacher's good demonstrations helped pupils to develop their games skills well. In all three lessons, noise levels tended to rise too often, there was some silly behaviour from the pupils and they did not always respond quickly enough to their teachers' instructions, especially when it was not their regular teacher. This detracts from their learning in lessons. Pupils travel to the local college for swimming lessons, and the great majority swim the required 25 metres by the time they leave the school. Physical education makes a satisfactory contribution to pupils' personal and social development as they work co-operatively in groups, and willingly act as equipment monitors and group leaders. The staff do not always dress appropriately for lessons. This does not set a good example to the pupils and is a potential health and safety hazard.
71. The new co-ordinator is providing good leadership and management, having quickly identified areas for development and implemented clear plans to tackle them. He is providing good support for colleagues and is systematically introducing a new scheme of work to provide a framework for lesson planning, continuous learning and assessment throughout the school. The school is well resourced, and has good facilities for all physical activities, with a large field, two hard play areas and equipment for challenging outdoor activities. Pupils appreciate the equipment available to them that enhances their physical development at playtimes and lunchtimes. The fully

equipped hall ensures that Year 7 pupils receive their full curricular entitlement. Overall there has been satisfactory improvement since the previous inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

72. This aspect of the school's work was sampled and found to be satisfactory, although the new policy and scheme of work, which is starting to be implemented throughout the school, have the potential to make PSHCE good. It is adequately promoted across a range of subjects and through activities such as 'circle time'. In a Year 4 session on bullying, for example, the open atmosphere sensitively fostered by the teacher enabled pupils to participate fully in discussions that led to their suggesting different solutions to difficult situations. The statutory requirement to teach citizenship from Year 7 is fully met and evidence from a sampled session and the pupils' work shows that pupils have a secure understanding of responsibility, leadership, rules and fairness, and are being very well prepared for adult life. They identify clearly a range of personal qualities that make a good citizen, for example tolerance, respect for people and property, and the value of good friendship. They also have a fair understanding of the meaning of being a member of a global community, accurately identifying systems, facilities and philosophies that contribute to developed and underdeveloped communities. Pupils are given a voice in school through the school council and their understanding of citizenship is further enhanced through running it in a democratic way with elected officers.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>4</b>
Attendance	2
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

<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	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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