

# INSPECTION REPORT

**ST PETER AND ST PAUL CE VA PRIMARY SCHOOL**

Eye

LEA area: Suffolk

Unique reference number: 124771

Headteacher: Mrs J Pym

Lead inspector: Ms K Taylor

Dates of inspection: 18<sup>th</sup> - 20<sup>th</sup> January 2005

Inspection number: 269464

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 3-11  
Gender of pupils: Mixed  
Number on roll; 181  
School address: Church Street  
Eye  
Suffolk  
Postcode: IP23 7BD  
Telephone number: (01379) 870 497  
Fax number: (01379) 871155  
Appropriate authority: The governing body  
Name of chair of Mrs C Bird  
governors:  
Date of previous February 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

ST PETER AND ST PAUL CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL IS AN AVERAGE SIZED SCHOOL, CURRENTLY WITH 181 BOYS AND GIRLS AGED BETWEEN THREE AND ELEVEN. MORE CHILDREN WILL JOIN THE NURSERY AT THE START OF THE SPRING TERM. THERE IS A VERY WIDE SPREAD OF ATTAINMENT WHEN CHILDREN JOIN THE SCHOOL, BUT OVERALL ATTAINMENT IS IN LINE WITH THAT USUALLY FOUND. MOST PUPILS ATTENDING THE SCHOOL ARE WHITE AND FEW PUPILS ARE DRAWN FROM ETHNIC MINORITIES. NONE OF THE PUPILS CURRENTLY ATTENDING THE SCHOOL ARE IDENTIFIED AS HAVING ADDITIONAL NEEDS IN LEARNING ENGLISH. THE PROPORTION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS IS ABOVE THAT FOUND NATIONALLY. THE PROPORTION OF PUPILS WITH STATEMENTS OF SPECIAL EDUCATIONAL NEED, ABOUT ONE CHILD IN EVERY TWELVE, IS WELL ABOVE THAT FOUND NATIONALLY. THIS IS BECAUSE THE SCHOOL HAS PREVIOUSLY BEEN DESIGNATED TO PROVIDE SPECIALIST SUPPORT FOR UP TO 20 PUPILS, DRAWN FROM OUTSIDE ITS CATCHMENT AREA. THIS SPECIALIST PROVISION IS CURRENTLY BEING PHASED OUT. TWENTY-SIX PUPILS ARE ON THE HIGHER STAGES OF THE CODE OF PRACTICE, WHICH INCLUDES 13 PUPILS WHO HAVE A STATEMENT OF SPECIAL EDUCATIONAL NEED. PUPILS' PARTICULAR NEEDS RELATE TO THEIR PHYSICAL NEEDS, LEARNING, SPEECH AND COMMUNICATION, AUTISM AND BEHAVIOURAL DIFFICULTIES. THE SOCIAL AND ECONOMIC BACKGROUNDS OF PUPILS ARE VERY MIXED AND ARE OVERALL IN WITH LINE THOSE USUALLY FOUND NATIONALLY. THE PROPORTION OF PUPILS ENTITLED TO FREE SCHOOL MEALS IS BELOW THE NATIONAL AVERAGE. THE SCHOOL RECEIVED A SCHOOL ACHIEVEMENT AWARD

IN 2002 AND IS PART OF THE LEADERSHIP DEVELOPMENT STRATEGY. IT PROVIDES A FAMILY LEARNING PROGRAMME, AND HAS A FIRST BASE FAMILY SUPPORT SERVICE AS PART OF ITS COMMUNITY PROVISION.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22424	Kathryn Taylor	Lead inspector	Mathematics Art and design Personal, social and health education Provision for pupils with special educational needs
9163	Geoffrey Humphrey	Lay inspector	
23354	Evelyn Adams	Team inspector	English Information and communication technology Physical education
20063	Gerry Slamon	Team inspector	Provision in the Foundation Stage Music Science
7418	Kath Rollisson	Team inspector	History Geography Design and technology

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

### **OVERALL EVALUATION**

**St Peter and St Paul Primary School is an improving school with some good and very good features.** During the past two years the good leadership and management provided by the headteacher, with effective support from the deputy headteacher, has resulted in many improvements. The school now has a firm foundation on which to continue to develop, and it is well placed to make further improvements. The school provides satisfactory value for money.

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

- The headteacher has generated strong teamwork and good delegation. She is ably supported by the deputy headteacher.
- Governance is good.
- Standards in reading, writing and scientific enquiry are too low.
- Standards in mental mathematics, speaking and listening and in history are good.
- Good and better teaching was seen in about half of the lessons, but some aspects of teaching and assessment need to be strengthened.
- Pupils are very well cared for.
- Pupils' personal development is promoted very well and this results in pupils' very good attitudes to school, good behaviour and very good relationships.
- The very good extra-curricular activities and links with the community contribute very well to pupils' learning.
- Current arrangements whereby some children transfer to Year 1 in January rather than September are unsatisfactory.
- The school works hard to meet the needs of pupils with special educational needs, but the targets in some pupils' individual education plans, (IEPs), are not precise enough.

The school has improved well since its last inspection with significant improvements in the past two years. Although the outcome of the last inspection in 1999 was fairly positive, the school subsequently went through a difficult period and was then identified by the local education authority (LEA), as a school causing concern. Following a period of intensive support and under the leadership of the current headteacher the school was later removed from this category. The headteacher, staff and governors have worked determinedly to address the key issues from the last report that were still outstanding. In the more recent past the provision and standards in information and communication technology (ICT), have improved significantly as have standards in mathematics. Standards in other subjects are also beginning to rise. Teaching is now more consistent than it was at the time of the last inspection, and there have been very good improvements to the monitoring of teaching, learning and standards. In addition pupils' attitudes, relationships and the provision for pupils' personal development and the links with parents and the community are now stronger.

### **STANDARDS ACHIEVED**

Children in the Foundation Stage achieve well. Pupils in Years 1 to 6 achieve satisfactorily. When children join the Nursery, their overall attainment is similar to that usually found. Although children make good progress in Nursery and Reception, overall standards in communication, language and literacy, physical development and in children's social development are still below those expected when the children join Year 1. This is because many children spend too little time in the Nursery and Reception classes to enable them to meet all of the expected targets identified in the Early Learning Goals and because access

to outdoor learning is limited in Reception. Children's attainments in other areas of learning are broadly in line with those expected.

Pupils of all capabilities and backgrounds make satisfactory progress as they move up from Year 1 to 6. Throughout the school standards and pupils' progress are improving as developments to teaching and the curriculum are beginning to impact. Overall standards in reading and writing are nevertheless below those expected by the end of Years 2 and 6. In mathematics and most aspects of science standards are in line with what is expected. Pupils' skills in mental calculations are good, but their skills in investigative science are below what is expected. Standards in ICT meet those expected and in history are above. In all other subjects standards were at least in line with what is expected and some good work was seen in art and design, design and technology, history and geography.

The table below shows that in 2004 at age 11, test results in mathematics and science were below those found nationally and in English were well below. At age seven test results in English were in line with those found nationally and in mathematics were above them. The apparent difference in test results at age seven and 11 occurs because pupils in the Area Specialist Class (whereby the school provides specialist provision for pupils with complex learning needs) is located in the upper half of the school. Comparisons of test results from one year to the next and with schools with a similar number of pupils entitled to free school meals, are to some extent unreliable in this school because of the high number of pupils with statements of special educational need.

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

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

**Boys and girls behave well and develop very good attitudes to learning. This is because the school promotes pupils' spiritual, moral, social and cultural development very well.** Relationships are very good, with staff and among pupils from a very wide range of social backgrounds. Pupils attend school regularly and punctually.

## QUALITY OF EDUCATION

**The school provides a satisfactory quality of education. Teaching and learning are good in Nursery, Reception and the Area Specialist Class and elsewhere are satisfactory overall and improving.** Teaching seen was good or better in about half of lessons and examples of good teaching were evident in all subjects and classes. Teachers have secure knowledge of subjects, and work hard to make learning interesting for pupils. All staff manage pupils very positively and provide lots of encouragement. The pace of teaching and the level of challenge, however, are not good enough in a few lessons and in some subjects teachers use too many worksheets. Assessment of how well pupils are doing, although improved is still not used well enough. Pupils are enthusiastic and keen to do well and this contributes very well to their learning. The curriculum is satisfactory and improving. The curriculum in Nursery and Reception is generally good, but the transfer of some pupils from Reception to Year 1 in January is not well managed and some pupils then find it hard to settle to more formal teaching. The school makes very good use of themed days, visits, visitors, links with the community and after-school activities to support and extend pupils' learning. The provision for pupils in the Area Special Class is good, which

enables them to make good progress. Teachers, teaching assistants and ancillary staff all ensure that pupils are very well cared for and safe at school. The school works well with parents.

## **LEADERSHIP AND MANAGEMENT**

The headteacher leads and manages the school well. She provides a very clear educational direction that has enabled the school to establish the appropriate systems and make some urgent improvements quickly. The deputy headteacher supports the headteacher well and makes a good contribution to the way in which the school is led and managed. Staff with subject responsibilities have received good training so that most are now leading and managing their subjects effectively. The governors are very supportive of the school, challenge it, are fully involved and carry out their statutory responsibilities well.

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

Parents are satisfied with the school. They are happy with the standards that their children attain and the quality of teaching. They recognise how much the school has improved. They particularly appreciate the way the headteacher and staff make them welcome, give time to talk with them, involve them and help them. Pupils enjoy coming to school and are very happy there. They say they enjoy all types of lessons, especially themed days, art, ICT and mathematics. Pupils like and trust their teachers and the support staff. They say they get lots of help from the staff, that they are kind and fair and respond to their needs and concerns. Pupils, particularly those at the top of the school, develop a reasonably secure understanding of what they do well and what they need to do to improve.

## **IMPROVEMENTS NEEDED**

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

- Improve pupils' attainments in reading, writing and scientific enquiry.
- Address weaknesses in teaching, such as weaknesses in assessment, the pace and challenge in some lessons and the overuse of worksheets.
- Improve the transfer arrangements for children moving from Reception to Year 1.
- Improve the quality of some pupils' individual education plans.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS**

Overall standards in English and in some aspects of science are below national expectations. Standards in other subjects are at least in line with what is expected. Children in the Foundation Stage achieve well. Pupils in Years 1 to 6 achieve satisfactorily. Standards and pupil achievements are improving with developments to teaching and the curriculum.

#### **MAIN STRENGTHS AND WEAKNESSES**

- Children in Nursery and Reception generally achieve well during their time there, but some children's overall attainment is restricted by the limited time they spend in full-time education before joining Year 1.
- Pupils' speaking and listening skills are good.
- Standards in mental mathematics are improving fast and are above those expected by Year 6.
- Standards in reading, writing and scientific enquiry are still too low.
- Standards in history exceed national expectations.
- Examples of pupils' good work were seen in a number of other subjects.

#### **COMMENTARY**

1. Overall the children enter the Nursery with attainment levels similar to those usually found. As a result of the good teaching and provision the children progress well in the Foundation Stage (Nursery and Reception), across almost all areas of learning. Their attainment in communication, language and literacy and in their social development nevertheless is below that expected when they join Year 1. This is because the entry arrangements to Nursery and Reception mean that some children have only one term of full-time education in Reception. Children's physical skills are also below those expected because children in Reception do not have regular access to large outdoor equipment. Children's knowledge and understanding of the world, mathematical development and creative development broadly meets that expected by the end of Reception.

#### **Test results in 2003 and 2004**

##### **Test results at age seven**

2. In 2004, at age seven, national comparative data shows that the school's results in reading and writing were similar to national results and in mathematics were above them.

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

Standards in:	School results	National results
reading	16.3 (15.6)	15.8 (15.7)
writing	14.8 (15.3)	14.6 (14.6)
mathematics	16.8 (15.8)	16.2 (16.3)

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

## Test results at age 11

- At age 11, test results in science and mathematics were below national results and those in English were well below. This group of pupils included four pupils with a statement of special educational need. When their results were taken into account, the number of pupils attaining at least the expected Level 4, was at least in line with that found nationally.

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

Standards in:	School results	National results
English	23.8 (26.1)	26.9 (26.8)
mathematics	26.3 (26.5)	27.0 (26.8)
science	27.7 (27.7)	28.6 (28.6)

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

- Results at age seven now compare more favourably with national and similar schools' results than do test results at age 11. This is because the school no longer has a Special Area Class (for pupils with statements of special educational need from outside the school's catchment area) in the lower half of the school. In this school test results do tend to fluctuate each year, as do standards across different year groups. This is because of the high and varying numbers of pupils with special educational needs within each class. The school's unique circumstances makes year on year comparisons of test results with those achieved in similar schools and nationally, somewhat unreliable as a measure of improvement. Senior staff have quite recently established systems that will enable them to reliably set individual pupils' results against their knowledge of pupils, any additional needs they have or any barriers to learning, so as to determine how well individual pupils are progressing over time.
- Inspection evidence shows that pupils' speaking and listening skills are good. Standards in reading and writing are, however, below those expected by age seven and 11. In the upper school standards are to some extent depressed by the large number of pupils on the higher levels of the special needs Code of Practice. Many of these pupils have specific difficulties related to literacy so that the standard of their work is below, and often well below, that expected. Nevertheless standards in English overall are still too low. This is because pupils do not write often enough and because some pupils have insecure knowledge of the full range of age appropriate reading strategies.
- Standards in mathematics and in most aspects of science are in line with what is expected, except pupils' skills in scientific enquiry and their independent recording skills, which are below those expected. In mathematics pupils' skills in mental calculation are improving fast and are above those expected by Year 6. Standards in ICT and most other subjects inspected are at least in line with those expected. In history standards exceed national expectations. Examples of work that was of a good standard were also seen in a number of other subjects.
- Throughout Years 1 to 6 boys and girls achieve satisfactorily across subjects and their rates of progress are improving, especially in the upper school. This is as a result of improvements to teaching, the curriculum and subject leadership. In ICT and mathematics, for example, standards are improving quickly, and good achievement is

evident in work seen in history, geography, design and technology and art and design. Pupils with special educational need make the same level of progress as other pupils. They make sound progress towards the targets in their IEPs, although some of these targets are not precise enough to enable pupils and staff to quickly identify their precise progress. Pupils with a statement of special educational needs, and those pupils in the Area Special Class often make good progress. Higher attaining pupils progress satisfactorily and there is a good level of challenge in some of the work set for these pupils in the upper part of the school. The small number of pupils from ethnic minority backgrounds make the same progress as other pupils.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values, spiritual, moral, social and cultural development, are all **very good**. Behaviour in class and around the school is **good**. Attendance is **satisfactory**.

### Main strengths and weaknesses

- Pupils have very good attitudes towards school and their learning and behave well.
- Relationships are very good.
- Staff support pupils' personal development very well.
- Pupils are keen to take responsibility, care for each other and contribute to the ethos and work of the school.
- Very occasionally in lessons when teachers do not have high enough expectations of pupils' behaviour and effort, standards slip.

### Commentary

8. Pupils' attitudes towards school are very good. Pupils say, and their parents confirm, that they are happy in school and enjoy their lessons and other activities. In lessons they demonstrate a good work ethic. They take great pride in what they do and can frequently be seen proudly showing their work to the headteacher or another adult in the school. Pupils are supportive of each other and work and play well together. They are friendly and polite. The positive attitudes, reported at the previous inspection, have been strengthened. Attendance and punctuality are both satisfactory.

### ***Attendance in the latest complete reporting year 2003/4 (%)***

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.1
National data	5.1	National data	0.4

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

9. Behaviour is good. There have been four necessary, fixed period exclusions in the past year, as the table below shows. Pupils understand the school rules and consider them to be just and fair. Implementation of the behaviour policy is generally consistent but there is occasionally a variation in teacher expectations regarding pupils' behaviour and engagement in lessons. Pupils say that the school is a friendly and welcoming place and that they like their teachers and trust them. Relationships throughout the school are very good. Pupils demonstrate care and consideration towards each other, older pupils showing considerable care towards younger ones. Pupils with special educational needs are fully included, are valued, are supported well by their peers and develop strong friendships. They take an equal part in leading and in carrying out tasks around the school. The school deals very successfully with a small number of pupils with very challenging behaviour. This was something that parents at the meeting also mentioned. There are high levels of mutual respect and trust between all pupils and with all adults.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	162	4	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	4	0	0
Chinese	3	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	6	0	0

10. Pupils are encouraged to take on many responsibilities around the school and are provided with good opportunities to develop their leadership skills. School councillors take their responsibilities very seriously and have a significant influence on the life and work of the school. Older pupils help to support the very young ones through a well-organised team of Year 6 monitors.
11. The provision for pupils' spiritual, moral and cultural development is very good. The spiritual dimension of the school is very well established and is also supported by the school's Christian ethos. There are very good opportunities for pupils to explore their own values, feelings and emotions through for example their work in literacy, religious education, history and art. Personal and social values are strongly promoted through the daily life of the school, assemblies and the personal, social and health education programme. The school provides a very clear moral code with a strong emphasis on the principles of equality, inclusion and diversity. There is a strong sense of community both within the school and with the wider community and parish.
12. Pupils' knowledge and understanding of their British cultural heritage and traditions is very good and, although there are only a small number of pupils from ethnic minority backgrounds, pupils' awareness of other cultures and the multicultural nature of many communities in Britain is well developed. Older pupils are capable of acting in accordance with their own principles and are well equipped to challenge injustice and discrimination.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** standard of education. Teaching and learning are **good** in the Foundation Stage and are **satisfactory** in Years 1 to 6. The curriculum in the Foundation Stage is **good** and in Year 1 to 6 it is **satisfactory**. Curricular enrichment is **very good**. The accommodation is good and the school is **well** resourced. Pupils are **very**

**well** cared for. Links with parents are **good**. Links with the community are **very good** and the school has **good** links with other schools.

## **TEACHING AND LEARNING**

Teaching and learning are **satisfactory**. Assessment is **satisfactory** in the Foundation Stage. In Years 1 to 6 assessment is developing, but practice is not yet embedded and is therefore **unsatisfactory**.

### **Main strengths and weaknesses**

- There have been good improvements to teaching and learning.
- Teaching in the Nursery and Reception classes meets children's needs well.
- Teaching and learning in the Area Special Class are good.
- In Years 1 to 6 examples of good and sometimes very good teaching were seen in most subjects and in all classes.
- Aspects of English and science teaching need to be improved.
- The pace of teaching is rather too slow in some lessons and work sometimes lacks challenge.
- Teachers use too many worksheets.
- Teachers are making increasingly good links between pupils' work in different subjects.
- Teaching assistants usually make a good contribution to pupils' learning.
- Some pupils IEPs are well written, but in others the targets are not precise enough.
- Assessment and its use are still developing.

## **COMMENTARY**

13. Teaching and learning have improved well since the last inspection when there were significant weaknesses in certain classes. Whole school developments to the curriculum, better monitoring of teaching and learning, improved access to training and the implementation of performance management during the past two years, have all helped to bring about improvements.
14. Teaching and learning in the Nursery and Reception classes are good. Staff have a good understanding of how young children learn. Lessons are well planned to provide interesting activities that promote children's independence, and incorporate all six areas of learning within an overall theme. Staff keep a sound overview of children's progress and use this to guide future planning. General classroom organisation and deployment of staff are good. This ensures that all adults know what they want children to gain from carrying out various activities. There is a good mix of independent and teacher-directed activities. Teachers in the Nursery make very good use of the outdoor areas to promote children's learning across many areas of learning. The lack of space outdoors restricts this in the Reception classes, but staff do make good use of the hall for physical development. Admission arrangements whereby there are frequent changes to class composition pose a major challenge for both staff and children.
15. In Years 1 to 6, teaching and learning are satisfactory. Lessons have a clear structure and teachers routinely explain to pupils in simple terms what they will be learning. All teachers try hard to make learning interesting and meaningful, for example by preparing interesting tasks, linking work in different subjects together or by arranging special events, visitors and visits. Pupils learn well from such activities and say how much they enjoy them.

16. Teachers have at least secure knowledge of the subjects they teach. Whole staff training, in ICT and mathematics have really helped to strengthen teaching and provision in these subjects, within a short timescale. Teachers have quickly grown in confidence in teaching ICT and pupils are learning at an increasingly good rate. Mental and oral mathematics are taught well throughout the school and, teaching of mathematics overall was very good in half of the lessons seen. In humanities and the creative subjects, subject leaders have been working to strengthen the curriculum and the links between subjects. Although little teaching was seen in these subjects evidence from lessons that were seen, from pupils' past work and discussion with pupils, indicates that this is resulting in good teaching and learning in music, art and design, design and technology, history and geography.
17. Although teaching and learning in English and science are satisfactory overall, inspection evidence clearly highlights specific areas that need developing, to enable pupils to increase their rates of learning. In science, although appropriate attention is given to teaching scientific knowledge, pupils are not given enough opportunities to carry out practical activities, to devise and set up their own experiments, and learn different ways of recording their findings independently. In English pupils still do not have enough opportunities to write at length. Too little attention is given to teaching a wider range of reading strategies to lower attaining pupils in particular, so as to improve pupils' skills. In English, science and in mathematics teachers use too many worksheets. This limits pupils' recording skills and inhibits a closer match of work to pupils' current levels of attainment.
18. Examples of good teaching were seen in every class, but more frequently in Years 3 to 6 than in Years 1 to 2. Factors such as the pace of teaching and the level of challenge for pupils were better in Years 3 to 6 than in Years 1 and 2. However, in a few lessons across the school, teachers did not push pupils to work as hard as they could so as to complete tasks faster. This, along with weaknesses in setting work of an appropriate challenge, is largely what resulted in unsatisfactory teaching in three lessons seen, all in different classes. At the meeting before the inspection a few parents expressed reservations about the impact of mixed age teaching. Inspectors subsequently gave this particular attention. They found no evidence to suggest that pupils in mixed age classes were disadvantaged. Furthermore, because pupils are taught English and mathematics in their appropriate age groups, this ensures that teaching of the basic skills is well matched to pupils' age and past experiences.
19. Teaching assistants are well trained, well briefed about their role and are usually deployed well to support pupils' learning, including that of pupils with special educational needs. During whole-class teaching sessions, they often quietly and unobtrusively provide additional input for pupils, keep them on task and learning at a good rate. During group work they continue to teach and support pupils effectively. Teachers also generally give good attention to supporting pupils with special educational needs. Class teachers and the support staff support pupils with behaviour and emotional difficulties very effectively. Teaching in the Area Special Class is good. Pupils learn well because staff know pupils well and work is well tailored to pupils' diverse, specific and individual needs.
20. Assessment is satisfactory in the Foundation Stage. In Years 1 to 6 there are appropriate systems for periodically assessing pupils' attainment and progress. It is only fairly recently that the school has established systems for organising this information in ways that enable staff to reliably track individual pupils' progress in

mathematics and ICT and as they move up through the school. Systems for tracking pupils' progress in English and science are not yet fully up and running.

21. On a day-to-day basis teachers keep a check on pupils' progress. There are examples of this taking place through good questioning in lessons and good evaluations at the end. However, in general teachers do not make enough use of the precise assessment of pupils' past attainments when planning future lessons. Furthermore, although staff have a picture of which pupils in their class fall into the broad categories of average, above average and below average attainment, this is not always completely accurate. Staff do take steps to differentiate tasks for different groups of pupils, but the work set for pupils is not finely tuned to their needs. Pupils' work is marked regularly. Some marking provides critical feedback to pupils but there are few opportunities for pupils to correct their mistakes or learn through further practice. Pupils are developing an increasing understanding of the strengths and weaknesses in their work and what they need to do to improve, because they are now being regularly set personal targets and helping to devise them.
22. Individual education plans (IEPs), written for pupils with statements of special needs contain precise targets, are detailed and useful to class teachers and the support staff. Parents and pupils also have an input into reviewing pupils' progress and the setting of new targets. The IEPs for other pupils vary in quality. In some classes they contain precise, measurable targets, but this is not generally the case, which clearly makes it difficult for class teachers or pupils themselves to identify precisely how much progress pupils have made. This results in the same targets often being carried forward from one review to the next.

#### **Summary of teaching observed during the inspection in 38 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0)	5 (13%)	15 (39%)	15 (39%)	2 (6%)	1 (3%)	0 (0%)

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

#### **The curriculum**

The curriculum is **satisfactory**. The accommodation and resources are **good** overall. **Curriculum** enrichment is **very good**.

#### **MAIN STRENGTHS AND WEAKNESSES**

- The curriculum for children in the Foundation Stage is good, but arrangements for transferring to Year 1 are unsatisfactory.
- The staff in Years 1 to 6 are making increasingly good links between work in different subjects.
- The school provides a very good number and a wide range of after school activities, visits and visitors that enhance pupils' learning very effectively.
- The school is well resourced and there have been good improvements to the accommodation, but children in Reception do not have access to the full range of activities outdoors.

## COMMENTARY

23. The content of the curriculum in the Nursery and Reception classes is good. There are strong links made between the six different areas of learning and these effectively support children's learning in the Foundation Stage. A weakness in overall provision is that children in the Reception class do not have direct access to the full range of outdoor activities because space is limited. Some children also have too short a time in Reception to ensure they learn and achieve all that is expected of them. In order to try to compensate for this, the school has been keeping the youngest children back in Reception for the autumn term, rather than them joining Year 1. Such arrangements are proving unsatisfactory because children joining Year 1 after Christmas are not well prepared for the demands of more formal teaching and subsequently experience difficulty settling.
24. The curriculum in Years 1 to 6 is satisfactory. It covers all National Curriculum subjects, religious education, sex and drugs education and personal, social and health education. Teachers plan their lessons largely based on national guidelines. Teachers in Years 1 to 6 are starting to take a more integrated approach to planning and are beginning to find ways in which pupils can apply and develop their skills across different subjects. This is proving effective. The school's main development priority for this year is to improve the standard of pupils' writing. With this in mind, teachers are beginning to provide pupils with meaningful contexts for their writing from their work in other subjects, most notably, history, geography and science.
25. The school provides a stimulating range of after school activities, visits and visitors that enrich the curriculum very well. These opportunities effectively support pupils' learning in English, science, history, geography, the arts and sport. Participation in theatre workshops provides pupils with opportunities to work with professionals to develop their speaking, listening and performance skills and these opportunities contribute well to pupils' personal development. The school provides an after school football club which is well attended by boys and girls from all year groups. Residential visits to the North Norfolk coast, for pupils in Year 6, are well planned and broaden pupils' experiences as they are presented with new challenges. The school organises musical evenings and poetry recitations that provide pupils with opportunities to practise and hone their presentation skills as they perform their work to parents and members of the local community. Regular Book Weeks, Arts Weeks, themed days and annual visits to the Suffolk Farm Fair and Kentwell Hall further enrich and enliven the curriculum for all pupils.
26. The provision for pupils with special educational needs in mainstream education is satisfactory. Teachers and support staff ensure that pupils have sound access to the curriculum and make similar progress to their peers in their learning and personal development. The teachers and teaching assistants have a clear understanding of their role and are usually deployed effectively to support pupils who need additional teaching and guidance in lessons. The current provision for pupils in the Area Specialist Class, which provides for pupils with a diverse range of complex, special educational needs, is good.
27. The school is well resourced with good quality books and materials. The building is spacious and well cared for and has a very good outdoor learning environment. There have been good improvements to the accommodation, resources and the curriculum

since the last inspection. The overall curriculum balance is now better and increasingly good links are made between subjects.

28. Provision for ICT, which was a key issue at the time of the last two inspections, has improved with the creation of the ICT suite. This is well equipped with new computers and a data projector. The good use that is made of this has led to good improvements.

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

Pupils are **very well** cared for. Support, advice and guidance are **good**, particularly with regard to pupils' personal development. Pupils' views are actively sought and valued and pupils have good opportunities to be involved in all areas of school life.

### **Main strengths and weaknesses**

- There is a very good level of mutual respect and trust between pupils and staff.
- There are very good procedures for child protection, health and safety.
- The school pays close attention to pupils' views and opinions.

### **Commentary**

29. The welfare and pastoral support provided by the school is very good. Staff know their pupils well, are sensitive to their personal needs and create a very happy and positive learning environment. There is a very good awareness of the needs of vulnerable pupils and their families and the arrangements for child protection are very good. Those responsible for child protection are experienced, well trained and vigilant. The school draws on the support and advice of external agencies such as those that support pupils with special educational needs, social services and education welfare service, when necessary.
30. There are very good arrangements for ensuring that the school environment is healthy and safe. A team of four, including a governor, under the direction of the headteacher monitor the implementation of the school's health and safety policy and draw upon the good advice and support from the local education authority when it is required. There is good provision for first-aid and for administering medical support to pupils, including a number of pupils with special educational needs who also have specific medical needs. Pupils are well supervised at all times and are taught to use school equipment safely and to observe high standards of hygiene. The school is cleaned and maintained to a good standard. The programme for personal, social and health education (PHSE) ensures that pupils have a good understanding of the value of pursuing a healthy lifestyle.
31. The relationships and mutual trust between pupils and between pupils and staff are a strength of the school. Pupils say that when they have concerns or need to seek help they have every confidence that staff will listen and respond to their needs. The school council provides a very good consultative link between pupils and school management. Overall the quality of the welfare and support provision in the school has been well maintained since the previous inspection.

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

The school achieves a **good** partnership with parents and successfully involves them in their children's learning. Links between the school, the church and wider community are **very good**. There are **good** links with other schools and colleges.

### **Main strengths and weaknesses**

- Parents appreciate the school's open-door policy and actively give their support.
- Parents have positive views about the school.
- The school's very good links with the community contribute well to pupils' learning.
- The school has established good links with other schools.

### **Commentary**

32. The school has achieved a good working partnership with parents. Parents express high levels of satisfaction with the quality of education and care provided and the improvements that are being made. Effective two-way communication, including surveys of parental opinion, ensures that pupils' views are noted and any concerns dealt with quickly and effectively. Regular information is provided about the curriculum and other school activities. Parents are encouraged to support their children's learning and do so. Some curriculum workshops are provided for parents and these are well attended. The school also has a family learning programme that parents can take part in. The homework schedule is distributed to parents to ensure that they have the opportunity of supporting their children with any research or problem solving projects.
33. The annual progress reports provide a good overview of pupils' personal and academic development with a clear indication of their progress, effort and attainment. The weakness in the current style of reporting is the lack of precise information to guide parents on how to help their children improve their performance. The formal consultation evenings are well attended and because of the school's open-door policy there are many opportunities for parents to consult with staff informally. The school works very well with parents of pupils with special educational needs, involves them fully and also works hard to guide them in supporting their children's needs when necessary.
34. Parents support the school well. There is a very active parent teacher association that organises regular social and fund-raising events, many of which also involve the wider community. Parents and local businesses have been very supportive of fund raising activities, such as the very successful fund raising for the ICT suite. A number of parents regularly volunteer to help in school and with educational visits and extra-curricular activities. There are strong links with the parish church to which the school is affiliated and pupils attend church services to celebrate the main Christian festivals. The local vicar regularly attends and conducts school assemblies. Through these and other activities the school has developed close links with the wider community and many village organisations.
35. There are good links with other schools. There is regular professional contact between the Hartismere Pyramid schools, which involves sharing good practice and staff training. There are good arrangements for the transfer of pupils from Year 6 into Year 7 at the high school, but the school is keen to extend and develop this further. Relationships with parents, the wider community and other schools have been

significantly improved since the last inspection. Parents attending the meeting prior to the inspection also stated this.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance of the school are **good**. The **good** leadership of the headteacher is a major factor in bringing about school improvements.

### **Main strengths and weaknesses**

- The drive and vision of the headteacher are firmly based on her desire to raise standards and improve the provision for pupils. She very successfully inspires, motivates and influences staff and pupils.
- The headteacher is ably supported by the deputy headteacher.
- Clear priorities have been identified to enable the school to plan securely for future improvements.
- Governors have a wide range of expertise and play an important role in the school's work.
- Good approaches to financial management are helping the school to achieve its educational priorities.
- There is a strong commitment to inclusion and concern for the needs of individuals.
- Finances are managed well and administration is efficient.

### **Commentary**

36. The headteacher's appointment two years ago has been instrumental in bringing about improvements. At that time the school was recognised by the local education authority (LEA) to be a school causing concern. The latest report from the LEA recognises the good improvements made by the school.
37. Although inspection evidence shows this to be an improving school because of the way it is well led and managed, the quality of education and standards do not yet fully reflect the good leadership and management. Parents agree that under the current leadership the school has moved on at a faster rate and become much more open and welcoming. The headteacher, ably assisted by the deputy headteacher, has successfully developed a shared vision with all staff, demonstrated through the strong sense of teamwork, which pervades the school. Staff work well together, value each other's strengths and liaise effectively. The senior management team works well under the headteacher's leadership.
38. Subject leaders and those responsible for special educational needs and the Foundation Stage have a clear vision for developing work in their subjects and areas and most manage their responsibilities well. They are involved in monitoring teachers' planning, pupils' work and the quality of teaching. The co-ordinator for special educational needs (SENCo) has assumed this role fairly recently after a period when the school did not have a SENCo. Although much has been achieved, there is still much that needs doing to ensure that work in this area is monitored and evaluated so as to ensure that provision is effective. This is especially important at this time, since the teacher in the Area Special Class will not be employed from the start of next term. As a result managing the provision for those pupils previously under her care, will fall under the school's general special needs provision.
39. A significant proportion of the teachers have entered the profession relatively recently. They are well supported by good induction arrangements that are well regarded by

staff. Performance management, which includes teachers and support staff, is effective and well focused on improving teaching so as to raise attainment. This, together with the good continuing professional development of staff is helping to improve teaching and learning across the school.

40. Governors share the headteacher's goals and aspirations and are fully involved in planning for the future. They support and challenge the school well and ensure that all statutory requirements are met. They are kept well informed and regularly visit the school so that they are aware of its work. Each governor is linked with a subject area so that they have knowledge of the school's curriculum and are involved in its continued development. The school development plan is a useful working document for successfully driving improvements. A good example of this is evident in the recent improvements made to the provision and standards in ICT. The school is strongly committed to inclusion, promotion of equality and concern for the needs of individuals, including vulnerable pupils and pupils with special educational needs.
41. School finances are managed well. The headteacher and deputy headteacher, supported by the chair and other governors on the finance committee, are all closely involved in the strategic financial planning process. This is closely matched to the educational priorities identified in the school development plan. All purchases are made in accordance with best value principles. The efficient work of the school's administrative staff assists the school to run smoothly on a day-to-day basis. Taking account of pupils' satisfactory achievements, the satisfactory quality of education, the good leadership of the headteacher and strong contribution of governors and senior managers, the school provides satisfactory value for money.

### Financial information

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

<b><i>Income and expenditure (£)</i></b>		<b><i>Balances (£)</i></b>	
Total income	573,789	Balance from previous year	41,768
Total expenditure	591,414	Balance carried forward to the next year	24,143
Expenditure per pupil	2,928		

### Provision for pupils in the Area Special Class

The current provision for pupils in the Area Special Class is **good**. This represents an improvement since the last inspection.

### Main strengths and weaknesses

- Teaching and learning are good.
- Pupils achieve well.
- Relationships are very good.
- Pupils are fully included in all school activities.
- The school does not have sufficient staff to meet pupils' specific, individual needs when the Area Special Class closes at the end of this term.

### Commentary

42. The LEA policy previously determined that some pupils with statements of special educational need were educated within an Area Special Class within selected, designated schools. In recent years there has been a fairly gradual reduction in the number of pupils placed in the Area Special Class in this school, but the number of pupils with statements attending the school, has remained stable.
43. Currently seven pupils are in Area Special Class and are taught by a special needs teacher and special needs assistant. The LEA placed three of these pupils in the school and the other pupils' statements of special educational need state that they need access to specialist teaching. Pupils have very diverse and often complex needs. Many have several areas of need relating to their health, learning and behaviour. Pupils are taught in the Area Special Class in the mornings and are integrated part time, with support, into Years 5 and 6 (their age appropriate classes), for the afternoon sessions. These arrangements will need to change from the start of the summer term when the specific funding will cease.
44. All pupils make good progress towards the targets in their IEPs because when they are taught in the Special Area Class, the work is well matched to individual pupils' needs. Pupils' attainment varies quite considerably. Their attainment in English, for example, is well below national expectations; in mathematics it is below national expectations, but much closer to that expected. In ICT some pupils demonstrate reasonable skills and attain standards close to those of their peers. Pupils with social and behavioural needs make very good progress in this area. PHSE lessons and Circle Time, which are held very regularly in the Area Special Class, are conducted very well and help pupils to develop self-confidence, share their ideas and explore their feelings and concerns, within a very safe environment. Pupils develop very good relationships with staff and with each other.
45. Pupils' very good attitudes to school and their learning mean they work hard and concentrate well. They are polite and friendly towards visitors and most relate well to adults and other pupils in the Area Special Class. Pupils are less confident in the context of a large class. Pupils are fully involved in the life of the school, are fully included and contribute well, for example by taking on responsibilities around the school and acting as monitors.
46. Teaching and learning in the Area Special Class are good. As pupils have very diverse needs, literacy and numeracy skills are either taught individually or in very small groups. The designated teacher and teaching assistant know pupils and their needs very well and plan work accordingly. They successfully support pupils throughout lessons and scaffold their learning well. They do much to encourage pupils to talk about their work, discuss their ideas and clarify their thinking. When pupils were observed in mainstream classes the quality of their learning was not as good as when pupils were working in small groups. Some pupils clearly found it difficult to participate in lessons or to sustain concentration. Pupils' IEPs are well written, identifying pupils' precise needs. Targets are reviewed regularly and pupils and parents are involved in the review process.
47. The headteacher, teachers and support staff work well to establish and maintain links with external support agencies and they maintain very close links with parents, some of whom live some distance from the school. Current staffing levels are satisfactory and staff are skilled and well trained.

48. As the designated teacher will cease to be employed from the end of this term, the school aims to integrate pupils full time into Years 5 and 6 mainstream classes by the end of the current term. As yet progress towards this has been slow. The school will need to overcome certain obstacles that get in the way of successful integration, for example:

- In one classroom there is a lack of extra space for the pupils.
- In both of the Years 5 and 6 classes there are already several other pupils with statements of special educational need or at the higher levels of the special needs Code of Practice, and additional adult support is limited.
- The school has no other specialist teacher to provide the specialist teaching outlined in pupils' statements of special educational need.
- The school's special needs coordinator is employed for only half a day each week and will have limited time to support these pupils and monitor their progress and the provision.

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

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

Overall provision for children in the Foundation Stage is **satisfactory**.

Overall attainment on entry to the Nursery is in line with what is usually found for children of this age. Although children achieve well during their time in the Foundation Stage, they do not spend enough time in the Nursery or Reception classes to ensure they meet all of the Early Learning Goals. The Nursery operates on a part-time basis with children entitled to five half days provision. Children enter the Nursery and transfer to full time education in Reception three times a year. This makes curricular arrangements difficult to manage because at no time in the year do teachers have a settled class to work with. Children also transfer to Year 1 twice during the year which means that a significant number spend only two terms in the main school before transferring to Year 2. Evidence during the inspection showed some pupils in Year 1 were not yet ready either academically or socially to cope with the National Curriculum.

The Foundation Stage team works hard to overcome these difficulties. Good induction arrangements, which include home visits, help children to settle quickly into Nursery and involve parents in their children's education from the start. The leadership and management of this area of the schools' provision are good. This has resulted in good improvements since the last inspection. As a result, the children are offered an appropriate curriculum and the quality of teaching is good. Children who have additional needs, either social needs or special educational needs, are identified promptly. The good staffing levels means they receive good support. Recently introduced assessment procedures are satisfactory and the information gathered is used to inform planning to meet the needs of individuals.

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

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

### **Main strengths and weaknesses**

- Teaching and learning are good because staff provide many well-planned opportunities for children to grow in confidence.
- Teaching is good and children achieve well in Nursery and Reception.
- A significant number of children do not reach the Early Learning Goals because of the limited time they spend in the Foundation Stage.

### **COMMENTARY**

49. In the area of personal, social and emotional development, children achieve and learn well as a result of the good teaching. The whole, recently revised curriculum provides many opportunities for this area of development and staff take every opportunity to promote these aspects. Because of the good induction arrangements, children soon adapt to the systems and routines of school. They respond well to the high expectations staff have of what children can learn and how well they can behave. The happy, secure learning environment established results in children feeling safe and able to work with a variety of adults. They learn to work in small and large groups with other children, to share and take turns. Children in the Reception class are able to concentrate for increasing lengths of time without adult intervention. Children in both classes enjoy good relationships with adults and this helps their development.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **MAIN STRENGTHS AND WEAKNESSES**

- Teaching and learning are good.
- The provision for developing speaking and listening skills is good.
- About half of the children reach the Early Learning Goals by the time they enter Year 1.

### **COMMENTARY**

50. While they are in the Foundation Stage, children achieve well in communication, language and literacy. Attainment is, however, overall below that expected because children have too little time to develop appropriate writing and reading skills. They enjoy stories and listen well. Staff use every opportunity to develop speaking and listening skills through songs, rhymes, stories and planned times, such as snack time. Early phonic skills are well taught in the Reception class, in a lively, fun manner and this enables children to make good progress. Staff plan interesting activities that challenge children and make them keen to learn. Some children are able to read simple texts, identify picture clues and are developing decoding skills. They are beginning to write captions and short, simple sentences. Some children with adult support write recognisable letters and identify the initial sounds they want to write.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and children achieve well.
- The curriculum provides a good range of relevant activities that hold children's interest.
- A significant number reach the Early Learning Goals by the time they enter Year 1.

### **COMMENTARY**

51. Children achieve well in the Nursery and Reception. They learn to recognise numbers and shapes and develop secure counting skills through well-planned, everyday activities. Children's understanding of capacity is promoted through regular activities using sand and water. They respond well to the good teaching and, as a result, make good gains in this area of learning. The introductory activities are well matched to the children's abilities and capture their interest. Initial learning is well enforced by practical tasks later in the lesson and across a range of activities. Members of staff are skilled at ensuring that pupils of all capabilities are catered for. Children are well supported by adults, who allow them time to think out the answer for themselves.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Teaching is good and staff provide exciting opportunities for this area of the curriculum.
- The majority of children reach the Early Learning Goals by the time they enter Year 1.
- There is not enough computer equipment such as programmable toys to support children's learning.
- The celebration of festivals from different cultures is a strong feature of provision.

### COMMENTARY

52. In the area of knowledge and understanding of the world children achieve well. Learning is good as a result of the good quality teaching and interesting curriculum. A good range of activities engage and hold the interest of children, who are eager to explore new situations and are keen to talk about what they know. There is only one computer in each class that children can use throughout the day. A wider range of equipment would further support the curriculum and extend children's learning experiences. The children nevertheless develop appropriate mouse control and can complete programs independently. A very good range of visits into the local area and further afield and to theatres are well used to give children an appreciation of their environment and strongly support their social and cultural development. Visitors such as veterinary surgeons, local police, nurses and health visitors give children an appreciation of people who help us and teach them to be safe and healthy. The very good opportunities to celebrate a range of cultures and festivals such as Chinese New Year, Christmas, the Vietnamese Moon Festival, Mothering Sunday and Easter and taking part in the French Week, give children a good understanding that people have different beliefs and cultures which should be treated with respect.

## PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- Physical skills are appropriately developed in the Nursery.
- There is a lack of good quality outdoor accommodation for the Reception class.
- Children have good opportunities to handle and use a range of tools, objects and malleable materials.

### COMMENTARY

53. There are well-planned opportunities for children to improve their physical skills in both Nursery and Reception. There are various learning areas that encourage them to use

a good range of tools and materials. Good adult support provides guidance so that children achieve well; for example they use scissors and hold a paintbrush well and decide on shapes and colours. However, there is a discrepancy between the outdoor provision in Reception and Nursery classes. The Nursery outdoor area allows for a wide range of physical activities using climbing frames and wheeled vehicles. Consequently, children make good progress. The Reception outdoor space is too small and not well equipped to allow children to continue the progress they made in the Nursery. Reception children have formal lessons in the school hall, but these lessons are not enough to fully compensate for regular access to good outdoor provision. As a result, a significant number of children will not reach the Early Learning Goals by the time they enter Year 1.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- The quality of teaching and learning is good.
- A good range of activities caters for all areas of creative development.

## Commentary

54. A range of well-planned art activities in stimulating surroundings improves children's learning. They have many opportunities to develop their creative skills through planned tasks such as colour mixing, working with clay and dough and through tasks of their own choosing, such as painting. Adults carefully teach skills which children use as they enjoy cutting, sticking when they make cards for Easter and flowerpots for Mothering Sunday, for example. They use a wide range of materials including pencils, crayons, paints, modelling materials, beads and counters. They join in favourite songs such as 'Twinkle, Twinkle Little Star', and follow rhythms, matching actions to words and playing co-operatively. Most are likely to reach the Early Learning Goals by the time they enter Year 1.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Pupils' behaviour and attitudes in lessons are good.
- Standards in speaking and listening are good and pupils achieve well.
- The school is well resourced for English.
- Teachers are beginning to make effective use of opportunities for pupils to develop their reading and writing skills as part of pupils' work in other subjects.
- The pace in lessons is sometimes too slow.
- Teacher assessment is not used rigorously to track pupil progress.
- Pupils do not write often enough or read regularly enough to their class teachers.

### COMMENTARY

55. Although overall standards are below national expectations by age seven and 11, all pupils achieve satisfactorily and make sound progress. Test results at age 11 are well below the national average and well below results attained by similar schools. However, the school has a high percentage of pupils with special educational needs and includes the test results of pupils from the Area Specialist Class in its overall results. The school forecasts that test results in 2005 will be similar to those attained in 2004. There are no significant differences in achievements or attainment of boys and girls and pupils with special educational needs make similar progress to their peers.
56. Overall standards in reading are below those expected nationally at both key stages. Although there are pupils in all year groups who are reading at a standard that is above national expectations and some exceed this, too many pupils are reading at a standard below what is expected. Many pupils do not have a good sight vocabulary or use a range of reading strategies and are therefore overly dependent on using their basic knowledge of letter sounds to "sound out" unfamiliar words. Pupils do not always use the cues and clues in their books to double check that what they are reading makes sense. Discussions with pupils and analysis of their reading record books indicate that whilst pupils regularly read at home to parents and siblings, and often read in school to teaching assistants and helpers, they do not read regularly

enough to their own class teachers. Therefore, strengths and weaknesses in reading are not analysed closely, or regularly by teachers to ensure that all pupils are taught a broad range of reading strategies that would enable them to reach higher levels of reading.

57. Pupils achieve well in speaking and listening. They listen well in lessons and most pupils confidently answer teachers' questions and offer ideas and suggestions in lessons across subjects. The school provides a good range of opportunities for pupils to practise their speaking and listening skills including class assemblies, poetry evenings, musical evenings and theatre workshop productions. In informal situations, pupils are very confident to speak to one another and to adults and visitors.
58. Standards in writing are below national expectations. The work of higher attaining pupils is accurate and meets nationally expected standards by the end of Year 6 but the work of other pupils is generally below the standard expected. Standards of handwriting and presentation have improved well since the last inspection and most of the work in pupils' English books is neat and easy to read. However, when pupils are asked to do work in their books in other subjects, or on unlined paper, the standard of presentation drops dramatically. Teachers are starting to identify opportunities for pupils to develop their writing skills across other subjects of the curriculum, most notably science, history and geography, and the school has timetabled opportunities for extended writing in every year group each week. However, the amount of written work recorded in pupils' English books is less than what would normally be expected by this time in the academic year. The school has identified improvements in standards of writing as its key priority for the current academic year.
59. Teaching and learning are generally satisfactory with some very good teaching in Years 3 to 6. Teachers work effectively with teaching assistants to meet the learning needs of pupils with a very wide range of attainment. The pace in some lessons is, however, too slow with teachers not making clear and explicit their expectations with regard to the amount and quality of written work required from pupils within a set amount of time. Over-reliance on published schemes of work and external plans sometimes results in lessons not matching pupils' learning needs precisely enough. Although teachers make good attempts to differentiate the level of work for different pupils, English lessons are sometimes dull with too little visual stimuli and inspiring content to capture pupils' interest and motivate them to actively engage with their learning. The assessment and tracking of pupil progress is not regular or rigorous enough and teachers' marking comments in pupils' books do not always explain what precisely the pupil should do next in order to improve the quality of their work. In the best lesson seen the pace of the lesson was brisk and the content was exciting and motivating, for example when pupils had 'fantasy settings' of castles, jungles and space-stations in front of them to provide a context for their writing. These 'fantasy settings' had been made for homework and were of a high standard. Pupils' behaviour in lessons is generally good and pupils try hard.
60. There have been satisfactory improvements since the last inspection. Handwriting and the presentation of pupils' work has improved and standards of reading have improved slightly. School resources are better. Standards of attainment remain generally the same although those in reading have improved slightly. The leadership and management of English is satisfactory. The newly appointed subject leader is sharing responsibility for English with the headteacher. The school development plan clearly identifies improvements in writing as a key priority and a number of activities and initiatives have been implemented within the school, with mixed results. The

governors are aware of the strengths and weaknesses in English and fully support the subject leader and headteacher in the implementation of ideas and actions to improve standards of literacy across the school.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

61. The school is beginning to identify and use opportunities for pupils to develop their reading and writing skills as part of their work in other subjects. This is particularly evident in science, history and geography. Pupils regularly use ICT to support the development of their skills in English.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Good leadership of the subject has brought about significant improvements.
- Standards in mental mathematics are improving fast and exceed those expected in Year 6.
- Pupils with special educational needs make good progress.
- Teaching is good in Years 3 to 6, but there are weaknesses in Years 1 and 2.
- Pupils have very good attitudes to learning.
- Pupils say they really enjoy mathematics and most work hard in lessons.
- The coordinator has established good systems to track individual pupils' progress, but precise links between ongoing assessment and future planning are not always evident.

### **COMMENTARY**

62. Standards by age seven and 11 meet national expectations. This is a similar picture to test results in 2004 when the results attained by a high proportion of pupils with statements of special educational need are discounted. There are no differences in boys' and girls' achievements. Although test results show some variations in boys' and girls' overall attainments each year, this can be attributed to factors such as variations in the number of boys and girls with special educational needs within different year groups.
63. Pupils' skills in mental mathematics, a weakness that the coordinator had previously identified, are improving fast and now exceed national expectations by age 11. In most classes pupils showed confidence and agility in mental calculations. When pupils in Year 6 were given a few minutes to find different ways of making 96 for example, many quickly engaged in producing complex calculations involving multiplication and division of large numbers, fractions, percentages and decimals. Higher attaining pupils successfully generated very complex number sequences and using very large number patterns. When pupils then went on to work on finding areas and perimeters of regular

and compound shapes, they were also able to apply their good knowledge of number very well to this task.

64. Pupils in Years 1 and 2 are achieving satisfactorily and those in Year 3 to 6 are achieving well, across all aspects of mathematics. This difference in achievement is directly related to differences in the quality of teaching. Throughout the school pupils with special educational need, including pupils with statements of special educational need achieve well in mathematics and some attain standards close to those expected for their age. This is because they are well supported in lessons by teachers and well trained teaching assistants. Just occasionally teaching assistants unnecessarily spend too much time with one or two children with behaviour difficulties, without this impacting on improving pupils' behaviour and independence.
65. The school has been working determinedly to improve mathematics provision, teaching and learning. Teachers throughout the school have at least a secure, and often good knowledge of mathematics. They use interesting activities to engage pupils and motivate them. Lessons introductions are usually well taught. Teaching and learning seen in the upper half of the school are good and frequently very good. Expectations of pupils are high, teaching challenges pupils to think and work hard, and lessons proceed at a good pace. In the lower school, however, the pace of teaching is not so fast, and expectations of how much work pupils will complete themselves, are not high enough to enable pupils to achieve well. There is also an overuse of commercially produced worksheets in Years 1 and 2, which both inhibits the development of pupils' recording skills and limits the links between teachers' assessment and the planning of the next steps in pupils' learning. Pupils have very good attitudes to learning. Many pupils say mathematics is one of their favourite subjects. In lessons most pupils behave well and many in the upper school in particular, work very hard. Pupils in almost all classes work very cooperatively in small groups and with partners.
66. The co-ordinator provides strong, enthusiastic leadership. Since taking on this role she has been instrumental in raising standards and ensuring good improvements. She has clearly identified strengths and weaknesses in provision through observation of teaching and learning and tracking pupils' progress. She has worked well to support staff. Her own teaching serves as a model of good practice.

## **MATHEMATICS ACROSS THE CURRICULUM**

67. Good use is being made of mathematics to support work across the curriculum. For example, there are improving links with ICT and good links with art and design, design and technology, history and science. Pupils apply their mathematical skills well to practical tasks.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are below national expectations at the end of Year 2 and Year 6, but are improving.

- There is an increasing emphasis on developing investigative science.
- A new scheme of work is helping to increase teachers' confidence.
- Too many worksheets in Years 1, 2, 3 and 4 deprive pupils of opportunities to write intelligible reports or to see the progress they are making.
- Older, more able pupils do not have enough opportunities for independent research and decision making in their work.
- Pupils behave well and have good attitudes to learning.

## Commentary

68. Inspection evidence shows that standards are improving but are below those expected at the end of Year 2 and Year 6. This is because pupils' skills in scientific enquiry are underdeveloped. Although some girls tend to play a passive role in whole class sessions when allowed to do so, there was no evidence of any differences in the attainment of boys and girls. Pupils with special educational needs are well supported to achieve as well as other pupils during group tasks. However, in some lessons their needs are not well enough met during lengthy whole class introductions.
69. Teachers are more confident in teaching the required skills because of the improved scheme of work that guides teaching and learning and as a result of training they have undertaken. There is now an increased emphasis on teaching the important skills of scientific enquiry, which are central to learning in the subject. This is an underdeveloped area of the curriculum and a major reason why standards are below average. The school needs also to consider its over dependence on worksheets in some classes which deprives pupils of opportunities to write their observations in a variety of ways and to see the progress they are making. This is also particularly important in light of the school's drive to raise standards in writing. The subject makes a good contribution to pupils' mathematical skills as teachers expect pupils to weigh and measure accurately.
70. Other factors that depress standards are the significant number of pupils who spend only two terms in Year 1 and the high number of pupils with statements of special educational needs in Years 6. In 2004, for example, there were four pupils with statements of special educational needs. Despite this, 84 per cent of pupils attained the expected Level 4 in their knowledge and understanding of science, compared to 86 per cent nationally and 38 per cent attained the higher Level 5, compared to 43 per cent nationally. The inspection evidence showed that potentially higher attaining pupils are provided with too few opportunities to conduct the whole process of independently planning and carrying out experiments to their conclusion. There is a need for teachers to increase their confidence in teaching to the higher level.
71. Teaching and learning are satisfactory overall with some good teaching and as a result pupils' achieve satisfactorily. Pupils are generally enthusiastic to learn and co-operate well with each other. As a result, they work well in small groups and share their knowledge so that they learn from each other. In those lessons where pupils spend too long listening to the teacher at the beginning of lessons, some lose interest and play a passive role during question and answer sessions. This was not the case in a very good lesson in a Years 3 and 4 class where pupils were considering which materials make the best insulators. The very focused and lively teaching maintained pupils' attention and resulted in all pupils thinking and offering to answer well-targeted questions. The class teacher's secure knowledge of investigative science and sharply focused planning ensured that pupils achieved very well in this aspect and made very good gains in their learning.

72. The weakest aspect of teaching seen in lessons is where tasks set do not give pupils enough scope to make decisions and choices for themselves. They are given little chance to invent a fair test for themselves, but are expected to follow a predetermined procedure using set materials and methods. The co-ordinator, who has recently assumed responsibility for the subject, is clearly focused on raising standards. She has monitored the quality of teaching and analysed test results to identify areas of weakness. As a result, she has a clear understanding of strengths and weaknesses in the subject and has already introduced a number of effective strategies. Assessment procedures are in place but are not yet well enough used to guide teachers' planning for pupils at different stages of learning. Recent improvements in provision for ICT are helping to raise standards in science as pupils research information and record their findings graphically.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There have been good improvements since the last inspection.
- With much improved access to computers, pupil skills are improving fast.
- The enthusiastic subject leader manages the subject well. She receives good support from the ICT governor.
- The pace in some lessons is too slow.
- Pupils really enjoy lessons and their behaviour is of a high standard.

## **COMMENTARY**

73. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6 and achievement over time is satisfactory. Pupils' rate of progress has, however, improved significantly in recent times. Pupils of all prior attainments, including those with special educational needs and statement of special educational need, have made rapid progress over a relatively short space of time. By the end of Year 2 pupils have learned to select and open programs and combine pictures and text. They can program a Roamer (programmable toy) to travel in different directions. By the end of Year 6 pupils can access and use the Internet and CD-Rom to research information and can present information in a variety of formats including databases, spreadsheets and power presentations.
74. The considerable investment in ICT resources and training recently has led to improved provision, teaching and learning. Effective use is made of the new computer suite. The school has invested in a range of programmable toys and a comprehensive curriculum software package, which effectively support pupils' learning. The school has employed a computer technician who works effectively alongside teachers in the suite providing technical back up and advice. These recent developments have resulted in provision for the subject no longer being a key issue for development, as it was judged to be by two previous inspections. Pupils say they enjoy working in the ICT suite and their behaviour in lessons is exemplary. Pupils listen attentively, follow instructions readily and treat the resources with care and respect.

75. Teaching and learning are satisfactory. Teachers are developing a secure knowledge of the subject and have a growing confidence when using ICT. Pace in some lessons is rather slow as teachers spend too long explaining tasks and giving instructions, thereby limiting the amount of time pupils have for hands-on use of the resources. Tasks are generally explained clearly and teachers, teaching assistants and the ICT technician support pupils well while they are working, providing help and assistance when pupils get stuck. Pupils have a portfolio of work in ICT but this is sparse at present and is not yet combined with the comprehensive assessment system the school has developed to track pupils' progress.
76. The subject is well led and managed by a newly appointed, enthusiastic subject leader. The governing body has also appointed an ICT governor who works closely with the subject leader to plan and budget for developments. The school has a clear vision for the subject and is keen to make sure it keeps up to date with national developments.

### **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

77. Links between ICT and other subjects are satisfactory and are developing well. The use of the Knowledge Box software enables links to be effectively made with subjects such as science and geography. The school is also developing links with most other subjects including art and design and design and technology. Teachers are keen to develop these links further throughout the whole curriculum.

### **HUMANITIES**

78. Religious education was not inspected since it is to be inspected as part of a separate inspection. History is reported on in full and geography was sampled. No lessons were observed in geography and therefore it is not possible to make a judgement about the overall provision. However, pupils' work and teachers' plans were evaluated and discussions were held with the coordinator and with pupils.

### **GEOGRAPHY**

79. There is a well-planned curriculum for **geography**, which is taught successfully in tandem with history. The work examined was of a good standard and showed a logical and sensible progression in the development of pupils' geographical knowledge and skills. A varied programme of planned visits and events broadens these further. In visits to local beaches, pupils investigate the effects of erosion and deposition of the coastline. They learn how bays are formed, the effects of tides and the characteristics of a salt marsh. Pupils know that East Anglia has one of the most interesting coastlines in the world and recognise the importance of protecting sea defences. A 'What's in the News' scheme provides a structure which enables teachers to be flexible and focus on any events or issues of importance as they arise, for example, the recent Tsunami disaster in Asia. Pupils know how to use map references and road numbers to plan a route and how to track rivers from their sources to the mouth. Cross-curricular links, including very good use of ICT, improve the breadth and relevance of provision in geography. Good leadership and management have a positive impact on pupils' achievement in geography.

## HISTORY

Provision in history is **good**.

### MAIN STRENGTHS AND WEAKNESSES

- Standards are above national expectations and pupils achieve well.
- Other subjects of the curriculum are used well in the teaching of history.
- Leadership and management in history are good.
- The quality of presentation in pupils' written work is sometimes careless and untidy.

### Commentary

80. Planning for history is a strength. A varied programme of theme days, visits and additional activities brings the subject alive for pupils. Pupils enjoy history and many say that it is one of their favourite subjects. Pupils' past work shows clearly that standards are consistently improving. Currently, standards are above national expectations and all pupils, including those who have special educational needs, achieve well as a result of the good provision.
81. The quality of teaching and learning is good. Pupils are encouraged to use a range of evidence to acquire historical information. They develop good enquiry skills as they research information, interview older members of the community as part of a local history study and use photographs and other materials to investigate and learn about the past. Carefully planned days which incorporate many subjects of the curriculum enhance pupils' understanding and knowledge of historical facts. Pupils talk confidently and animatedly about events such as a Roman Day or a visit to a Victorian museum. During such events, they learn about Roman numerals, write about life as a Roman soldier or a Victorian farmer, identify different types of buildings and roads and find the location of Rome on a world map. Much use is made of the Internet and pupils develop good computer skills as they research for information and present their work in a variety of formats. Occasionally, written work is not presented as neatly as it could be. Pupils have a good understanding of chronology and time-lines help them to locate famous people and events, including their own lives, in the appropriate historical period.
82. History is a well led and managed subject. The coordinator also has responsibility for geography and she makes good use of links between the two subjects. Effective monitoring of history work is helping to raise standards and a portfolio of work illustrates what is expected at each level of attainment. Displays are used well to celebrate and record what pupils have done and are a good resource for learning in lessons.

### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education and music were inspected in full. Art and design and design and technology were sampled.

83. Although too little evidence of pupils' work in **art and design** was collected during the inspection to make firm judgements on overall provision and standards, all indications are that provision is at least satisfactory and pupils achieve well. The co-ordinator has made good improvements that ensure that the basic skills are regularly and

systematically taught. In the two lessons seen, in Year 2 and in a mixed age Years 3 and 4 class, teaching, learning and pupils' achievements were all good. Good attention was given to teaching and extending pupils' skills, enabling pupils to express themselves creatively and to evaluate their own and others' work. Pupils had good ideas that they were keen to develop. Pupils' past work that was seen also indicates good teaching and learning and pupils frequently produced work of a good standard, as seen for example in the work inspired by Salvador Dali in Year 3 and 4, the still-life paintings in Year 6 and pattern work in Year 1. Pupils are very interested in the subject, work hard and take a pride in their finished work. Many pupils, including pupils with special educational needs say they really enjoy art lessons. Work in the subject supports pupils' spiritual, moral, social and cultural development very well and is well linked to pupils' work in other subjects. For example, pupils illustrate stories and written work in history and geography and learn to draw, paint and generate patterns using ICT programs.

84. The standard of the work that was seen in **design and technology** is above national expectations and pupils develop effective designing, planning and making skills. Pupils of all ages talk enthusiastically about their experiences, the different processes they use and show pride in the good results arising from their efforts. A wide range of work of a high standard is recorded in a well-presented portfolio, which shows clear progression across the school. Younger pupils design and make fridge magnets and photograph frames. Older pupils follow up science work on circuits and conductors to make their own designs for different types of alarms. A successful Technology Day provided a good focus for developments in the subject and supported the well-planned integration of design and technology with several other areas of the curriculum, particularly ICT. Controllable vehicles which the older pupils had designed and made can be seen on a website constructed by the local education authority and are featured as exemplars of good practice in design and technology. Developments in the subject are led and managed well by an enthusiastic coordinator. Monitoring and evaluation are good. The coordinator monitors and evaluates teaching, the effectiveness of resources and the use of ICT to support work in the subject. Her leadership and the quality of her own pupils' work contribute strongly to the high standards seen.

## **MUSIC**

Provision for music is **good**.

### **Main strengths and weaknesses**

- The subject is well led and managed.
- The quality of teaching and learning is good.
- A good range of extra-curricular music supports the curriculum well.
- A recently introduced scheme of work gives good support to non-specialist teachers.

### **Commentary**

85. Standards attained by pupils in Year 2 and Year 6 are as expected for their ages and pupils achieve well. Two lessons were seen during the inspection, one in Year 2 and the other in Year 6. The quality of teaching and learning seen was good. Teaching is lively and interesting with good levels of pupil interest and participation. This

judgement is further supported by evidence gathered through discussions, an analysis of teachers' planning and listening to taped evidence of pupils' composing and performing. All aspects of the subject, including listening and appraising are given due attention. In assemblies, pupils sing well and with obvious enjoyment. The quality of singing enhances their spiritual development. Behaviour is very well managed in lessons so that all pupils can work without disruption. Teachers are confident in teaching the subject because they are well supported by the recently introduced scheme of work and by the knowledgeable co-ordinator.

86. There is a good range of out-of-school music activities such as recorders, woodwind and choir. Good provision for peripatetic instrumental tuition attracts a good number of pupils and provides well for those who are particularly talented. Parents note that drama and music activities are particularly good and enjoyed by the local community. The school choir performed particularly well when it recently entered a competition for schools within the local authority. The subject makes a very good contribution to pupils' social and cultural development. The school is strongly committed to inclusion and the full range of learning opportunities is offered to boys and girls of all abilities and backgrounds. Provision in music is similar to that at the time of the last inspection.

### **Physical Education**

Provision for physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers' expectations of pupils' work and behaviour are not always high enough.
- The school participates in a good range of sporting activities and after-school clubs.

### **COMMENTARY**

87. Pupils achieve satisfactorily in physical education and attain nationally expected standards by the end of Year 2 and Year 6. In Year 6 pupils understand the importance of basic safety rules and understand the importance of listening carefully to teachers' instructions. They are developing an awareness of improving the quality of their movement in physical education lessons and are confident to demonstrate gymnastic movements to their peers.
88. Teaching and learning are generally satisfactory although poor teaching was seen in one lesson. Where teaching is satisfactory, teachers insist on the same level of attention and behaviour from pupils that they would expect in the classroom. Where teaching is less than satisfactory, teachers do not give clear reminders to pupils with regard to the expected standard of behaviour, quality of work and aspects of health and safety they expect. This resulted in noisy, disruptive, and potentially dangerous behaviour, and low quality work from pupils. Physical education lessons in the school hall are generally noisy but most teachers have strategies for refocusing pupils and maintaining order and producing work that is of an acceptable standard.
89. The school makes sound use of its good facilities for physical education. The hall is well timetabled and used for lessons as is the outdoor area and swimming pool. The school also provides a good range of after-school clubs including a football club, run by a local private business, that is well attended by boys and girls from all year groups. A new coordinator has recently taken over the leadership of this subject. This

has enabled the school to make links with the local secondary school to increase and extend provision. Developing the physical education provision is a current whole school development priority that is still in the planning stage. Parents at the meeting before the inspection also expressed a desire to see improvements to provision. Provision in physical education is similar to that at the time of the last inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

90. Provision is good. The school places a very high priority on pupils' personal development. This is embedded in all aspects of the school's work and includes sex education and drugs education. Teaching promotes pupils' personal development very well. Pupils are taught and given many opportunities to work together co-operatively and collaboratively. The school promotes very good relationships among pupils of different ages, backgrounds and capabilities. Staff provide good role models for pupils and help them to understand and learn how to work together. During regular PSHE lessons, pupils are encouraged to talk about and share their thoughts and feelings and to explore relationships. Pupils' personal skills are also developed well through residential visits that take place for the older age groups. These enable pupils to take part in new activities away from home and helps them to mature and gain confidence. Pupils' involvement in the local community also makes a good contribution. Pupils' confidence increases significantly as they move up through the school. They develop a secure understanding of their own personal worth and an awareness of their place within the school community. They learn to take on responsibilities and participate in all school activities and within the wider community and the Church. The school council enables pupils to contribute to the running of the school.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4

Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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