

INSPECTION REPORT

**ST EANSWYTHE'S CE (AIDED) PRIMARY
SCHOOL**

Folkestone

LEA area: Kent

Unique reference number: 118742

Headteacher: Mrs J Garrett

Reporting inspector: P Missin 19227

Dates of inspection: 19th – 20th March 2001

Inspection number: 193710

Short inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Street Folkestone Kent
Postcode:	CT20 1SE
Telephone number:	01303 255516
Fax number:	01303 210671
Appropriate authority:	The governing body, St Eanswythe's CEP School
Name of chair of governors:	Rev D Adlington
Date of previous inspection:	May 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19227	Paul Missin	Registered inspector
9446	Helen Griffiths	Lay inspector
23674	Wendy Simmons	Team inspector

The inspection contractor was:

Phoenix Educational Consultants
"Thule"
60 Joy Lane
Whitstable
Kent
CT5 4LT

01227 273449

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Eanswythe's school is an aided Church of England primary school for boys and girls aged from four to 11 years. There are currently 151 pupils on roll, 77 boys and 74 girls. This is smaller than most other schools of the same type. Twenty-two children are in the Foundation Stage. Twenty-four pupils (16 per cent) are known to be eligible for free school meals. This is broadly average. Fifty-three pupils are on the school's special educational needs register (35 per cent). This is above the national average. There are three pupils with statements of special educational needs, which is broadly average. Four pupils have English as an additional language and receive specialist language support. In the previous year, the school experienced a high turnover of pupils. Twenty-six joined other than at the usual time of admission and 14 left other than at the usual time of transfer. Several other changes since the last inspection have significantly altered the character of the school. From September 1998 to January 2000, the school was away from its present site and sharing accommodation with a local secondary school while major building refurbishments were being carried out. Since it returned to its permanent building in January 2000, several experienced teachers have left the school and significant difficulties have been experienced in recruiting appropriate replacements. The headteacher joined the school in September 2000. The parish priest, who was also a long-standing chair of governors, retired and has been replaced by the new priest from September 2000. At the time of the inspection, temporary teachers staffed 50 per cent of the classes. After a period of secondment, the previous headteacher left and the current headteacher was appointed from September 2000. The attainment of pupils on entry to the school is variable, but the current Reception group achieved standards below those expected for their age.

HOW GOOD THE SCHOOL IS

The school has experienced significant disruption and dislocation since the last inspection. The move from its present site and the weakening of links with the parish and local community, the change in headteacher and the loss of senior staff have all seriously limited the school's capacity to improve. Across the school, the overall quality of the teaching is satisfactory and most children make sound progress in the Foundation Stage. However, as they move through the school, further progress is limited by the number of recent staffing changes and by elements of unsatisfactory teaching, particularly to older pupils at Key Stage 2. The headteacher has worked hard to minimise the effects of the dislocation and has moved the school forward in some important areas. She has dealt decisively on a sensitive staffing issue and has introduced some good assessment procedures, which have not yet had time to have an impact on the work of the school. Governors give the school good support and guidance in several aspects of its work. The school is providing satisfactory value for money.

What the school does well

- The quality of teaching in the Foundation Stage is good. Activities are planned well and taught effectively.
- Provision for pupils with special educational needs is good. Pupils are supported well by enthusiastic and effective learning support assistants.
- Governors' management of the building, oversight of the curriculum and links with the parish church are good.
- The school enriches the curriculum well. The work on the European dimension is particularly challenging.
- Assessment procedures in English, mathematics and science, for pupils in the Foundation Stage and for those with special educational needs are good.

What could be improved

- The standards achieved in English, mathematics and science at both key stages and the

challenge provided for more able pupils.

- The standards achieved across the school in information and communication technology and full compliance with National Curriculum requirements.
- The effectiveness of teaching.
- The standard of pupils' writing across the school.
- The outdoor play and activity provision for children in the Foundation Stage.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in May 1996, the overall progress that the school has made has been unsatisfactory. The key issue from the last inspection relating to ensuring that improvements to the accommodation are included in the school's strategic planning has been addressed well. However, several of the other key issues have only been partially addressed. For example, teachers now identify learning objectives in their planning but elements of unsatisfactory teaching remain. Some good assessment procedures have been introduced but the data collected are not used sufficiently to develop the school's work. Some key issues remain to be addressed. The improvement in standards in information and communication technology at Key Stage 2 has not been achieved and the high standards in pupils' spiritual, moral, social and cultural provision have not been maintained. There has also been a drop in overall standards achieved since the last inspection. In 1996, standards at both key stages were judged to have been broadly average. Now they are below average. However, since her appointment, the headteacher has demonstrated the strength, vision and ability to lead the school forward. The headteacher's and governors' unity of purpose and commitment to the school and its community ensure that the school is soundly placed for further improvements to be made.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	C	C	A	well above A average above B average C average C below average D well below E average E
mathematics	D	B	B	A	
Science	D	A	C	B	

The table shows that, as compared with all schools, standards achieved in the end of Key Stage 2 tests in 2000 were average in English and science and above average in mathematics. When compared with similar schools, standards were above average in science and well above average in English and mathematics. Trends in the results of recent national tests have shown very wide fluctuations depending on the composition of the different year groups. The judgements of this inspection are that the current Year 6 group are on course to achieve standards in English, mathematics and science that are below those

expected nationally. This judgement is similar to the school's own target for the current year group. The drop in attainment from the previous year can be explained by the impact that a series of temporary teachers has had on the Year 6 class and the effects of elements of unsatisfactory teaching to this group. Also, the present Year 6 group has a higher proportion of pupils with special educational needs, including those in higher levels, than the 2000 group. Standards achieved are also affected by the high turnover of pupils. The school's targets for 2001 are realistic and the school is on course to meet them. At Year 2, pupils achieve standards in English, mathematics and science that are below those expected for their age. At both key stages, standards in information and communication technology are below average. This is explained by the lack of progression in the teaching of the curriculum and lack of opportunities for pupils to have access to a sufficient number of computers and appropriate software. Other shortcomings across the school are weaknesses in pupils' writing, and a lack of challenge for more able pupils. Most pupils achieve satisfactorily for their ability. Pupils with special educational needs make good progress and achieve good standards for their previous ability.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils show sound attitudes. They enjoy coming to school. Occasionally, older pupils are uncooperative.
Behaviour, in and out of classrooms	This is satisfactory. Pupils behave well in assemblies and around the school. The effectiveness of some lessons is limited by inappropriate responses from some pupils.
Personal development and relationships	Relationships between pupils are sound. The consistent application of the school's expectations is encouraging pupils to be more considerate to one another.
Attendance	Attendance is the same as national averages. Unauthorised absence is higher than the national average owing to a small number of pupils with problems of attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Unsatisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching and pupils' learning is satisfactory. During the inspection, 39 per cent of the teaching observed was good, 46 per cent satisfactory and 15 per cent unsatisfactory. Examples of good teaching were observed at each key stage, but the highest proportion of good teaching was seen in the Foundation Stage and Key Stage 2. The majority of the satisfactory teaching was observed at Key Stage 1. All of the unsatisfactory teaching was observed in one class to older pupils at Key Stage 2 taken by a supply teacher. The teaching of English, including literacy, and mathematics, including numeracy, is satisfactory. Pupils' learning is satisfactory. The quality of the teaching in the Foundation Stage is good. The classroom is an attractive and stimulating environment; children are

managed well and their work is regularly assessed and comments recorded. This approach encourages pupils' learning and they make sound progress. Other strengths in teaching at both key stages are where teachers identify clearly the learning intended in the lesson, lesson planning is clear and detailed and pupils are managed well. Shortcomings include lessons where there is a lack of challenge for more able pupils, and where the progress made by most is hindered by the inappropriate behaviour of the few. These features of teaching limit the effectiveness of pupils' learning. The teaching of pupils with special educational needs is good. Clear learning targets are set and teachers and learning support assistants support and encourage pupils well in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school is not currently providing the required curriculum for its pupils. National Curriculum requirements for information and communication technology are not being met. The full Foundation Stage curriculum is not being covered because of lack of opportunity for outside play provision, and the needs of the more able pupils across the school are not being met. However, the curriculum is being enhanced through the European awareness programme and through a good range of extracurricular activities.
Provision for pupils with special educational needs	Provision is good. This work is well managed by a knowledgeable and effective co-ordinator. Appropriate individual targets are set for pupils and they are regularly reviewed and revised. Learning support assistants are well prepared, have a good understanding of the needs of each pupil and relate to the pupils very well.
Provision for pupils with English as an additional language	Provision is sound. The pupils who receive support are being enabled to take a full part in school work and are getting increasing access to the full curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is satisfactory. The behaviour policy, the European awareness programme and the extracurricular activities all make important contributions to pupils' personal development. Spiritual awareness is fostered satisfactorily through assemblies but less through the full curriculum.
How well the school cares for its pupils	The school's care and welfare procedures are sound. Child protection and health and safety arrangements are in place. The monitoring of attendance is good. Assessment procedures in English, mathematics and science are good, but the school does not use assessment data consistently to provide a clear view of the progress made by pupils.

Several parents have a poor view of the school. The school is working hard to involve parents more fully.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
--------	---------

Leadership and management by the headteacher and other key staff	The headteacher's leadership of the school is sound. Despite facing some significant difficulties since her appointment, the headteacher has demonstrated the strength, skills and ability to lead the school forward. The partnership with the deputy headteacher works well, but the roles of the subject co-ordinators are underdeveloped.
How well the governors fulfil their responsibilities	Overall, governors make a sound contribution to the school's management. In most aspects, governors support the work of the school well. The committees are active and well informed and governors visit the school regularly and are now monitoring its work well. Since the appointment of the present headteacher, governors have a clearer view of the school's strengths and weaknesses. Governors' monitoring of the school's spending patterns has been insufficiently rigorous.
The school's evaluation of its performance	Until recently, the school has had an insufficiently clear view of its effectiveness. There has been insufficient analysis of the results of the national tests and there is no clear view of the value added to each pupil as they move through the school. A more systematic analysis of assessment data is beginning to provide a more accurate picture of the school's effectiveness.
The strategic use of resources	A significant weakness in the school's management of its resources is an exceptionally high rollover and carry forward figure. Although some of this has now been earmarked for an information and communication technology suite and further building improvements, the continuing high level of unallocated funds is a weakness in the school's strategic management. The principles of best value have been followed in relation to the recent building renovations. Good use is made of funding for pupils with special educational needs.

The school's accommodation is now attractive and well used. The lack of access to secure outdoor accommodation limits the standards achieved by children in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school.• They can approach the school with problems or concerns.	<ul style="list-style-type: none">• Information about pupils' progress.• Pupils' behaviour.• The standard of teaching.• The management of the school.• The way that the school works with parents.• Homework and extracurricular provision.

The inspection findings support the parents' positive views of the school. Clear information is provided about pupils' progress and pupils' behaviour is generally sound. Teaching is satisfactory, although some elements of unsatisfactory teaching still exist. Homework provides a satisfactory support to work done at school. The headteacher's and governors' management of the school is sound and the school provides a good range of extracurricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching in the Foundation Stage is good.

1. The good quality of teaching in the Foundation Stage enables children to settle quickly into school routines and encourages them well in their learning. The teacher has organised an attractive and stimulating classroom for the children and those new to the school feel welcomed, safe and secure and ready to explore their new environment. Their involvement in their own learning is encouraged well as they make choices about the activities they intend to follow. The classroom has been imaginatively organised to include different activity areas, including a role-play area, which is currently a doctor's surgery. Children are managed well and, although some are still learning the convention of putting their hands up before speaking, most listen with reasonable concentration and attention. The learning support assistant is well prepared and is used effectively to supervise the learning of small groups. Assessment procedures are good. The teacher and the learning support assistant make regular written comments on children's achievements or areas of difficulty in each activity and these are transferred to individual record sheets. In this way, the teacher is building up a thorough assessment record of progress made in each area of learning. A lesson observed during the inspection where children were investigating their sense of taste illustrated several features of good teaching. An interesting and contrasting range of foods had been prepared for children to taste; useful, specific vocabulary such as sweet, bitter, sour and salty was introduced and children were encouraged to record their findings in different ways, including some unaided writing for more able children. The result of the good teaching in the Foundation Stage is that children make sound progress in most areas of learning.

Provision for pupils with special educational needs is good.

2. The good provision for pupils with special educational needs enables their needs to be met well and ensures that they make good progress as they move through the school. The recently appointed special educational needs co-ordinator has a thorough understanding of special educational needs issues and is ensuring that this work has a high profile in the school. The school's work is based on a clear policy and an appropriate register is maintained. Individual learning plans are devised for pupils on the register and these are appropriately reviewed and revised. An increasing proportion of pupils in the school have recognised behaviour problems as well as learning difficulties. Their individual learning plans reflect these differences well. A strength in the provision across the school is the impact of the work of the learning support assistants. They often support pupils on a one-to-one basis both in the class and in withdrawal situations. The learning support assistants are well prepared; they have a good understanding of the needs of each pupil and treat them fairly, firmly and with respect. These factors enable the pupils to feel valued and motivated and contribute significantly to the progress that they make. An activity which involved the support of an older Key Stage 1 pupil, who was using mathematical equipment to reinforce his understanding of the sequence of tens and units up to 50, illustrated several strengths of the work of the learning support assistants. The learning support assistant was well prepared for the activity, tasks were very clearly and carefully explained and lots of positive and encouraging comments were continually used. The support assistant also made some useful and perceptive written assessments on what had been achieved. The effect of this was that the pupil was eager to learn and made good progress. Across the school, learning support assistants are well motivated, and are involved well in the process of devising pupils' learning plans and reviewing the progress they make.

Aspects of the governors' leadership are good.

3. The leadership that the governing body gives to the school in supporting the curriculum, managing the building and in providing links with the parish church is good. Governors have taken an important lead in the long process of completely refurbishing the school. This has included securing appropriate funding, finding suitable accommodation for the school away from its site, and overseeing the building work. This major undertaking required a lot of detailed managing and support and the attractive school hall, classrooms and entrance hall are evidence of governors' successes. Governors continue to maintain a careful monitoring of the building and its use, including undertaking appropriate risk assessments and planning for further building improvements. Through the work of the curriculum and personnel committee governors are getting an increasingly good picture of the management of the school and the work of its staff. School policies are carefully scrutinised and teachers make regular presentations on work in their subject areas. Governors visit the school regularly, agree a particular focus for their visit and report their findings to the headteacher, staff and the governing body. These reports are perceptive and helpful to the school. Individual governors support provision for special educational needs, literacy and numeracy well. Governors also provide good links with the parents, the parish church and the local community. These links were weakened by the move of the school from its town centre position and by the change of chair of governors and parish priest. However, since September 2000, with the appointment of the new priest as chair of governors, and the support of the headteacher and staff, the links with the church and the local community have been more firmly established.

The school enriches and enhances the curriculum well.

4. The school has enhanced curricular provision for pupils in several important areas. Pupils' European awareness is being developed well. This is appropriate for this school because of its proximity to the Channel Tunnel and the port of Folkestone, the number of foreign visitors to the town and the fact that, on a clear day, almost from the school itself you can see across the Channel. A useful European Dimensions policy statement has been devised which brings together the school's current work and future plans. The curriculum is enhanced particularly well by the teaching of French and German to Years 4, 5 and 6. The French curriculum follows that recommended by the Local Education Authority. During the inspection, observation of a French lesson to younger pupils in Year 4/5 indicated that pupils were confident in greeting one another and giving the correct date in French. Conversation with older pupils showed knowledge of some German vocabulary. Pupils' interest and European awareness are further developed through the contact established with a primary school in Italy, by a residential visit to an activity centre in Northern France planned for Year 5/6 and by class visits to a local French market. The school is also part of a European integration programme entitled 'Treasures Within'. The headteacher has already attended a preliminary forum held earlier in the year in Belgium to plan further initiatives. These opportunities positively support pupils' cultural development.

5. The curriculum is also enhanced by a good range of after-school activities. These include clubs for music, netball and gardening. During the inspection, a games club and an art club were observed. These were popular and well attended. Pupils attending the games club were interacting well with each other and their teachers as they played a range of computer and board games. In the art club, pupils were drawing and colouring their own pictures similar to the work of other artists. All pupils were showing a good level of commitment and enjoyment. These opportunities promote pupils' social development well.

Aspects of the school's procedures for assessing pupils' attainment are good.

6. Procedures for assessing pupils' achievement in English, mathematics and science, in the Foundation Stage and for pupils with special educational needs are good. The school's assessment work is based on a detailed policy and guidelines statement, which provide a helpful outline of the purposes of, and principles behind, assessment and a yearly timetable of when assessments are to be done in each class. The way that assessment is seen as part of the teachers' wider work is clearly explained in the teaching and learning policy. However, these substantially new initiatives have not yet had time to have an impact on standards achieved. All pupils are given termly targets for writing, reading and mathematics. These are shared with parents at their termly meetings and the extent to which previously set targets have been met is also discussed. This is good practice. Assessments of progress made in writing are made and recorded in the back of pupils' English books and similar assessments are made and recorded in pupils' mathematics books. In science, pupils are assessed at the end of each unit of study. Opportunities for teachers' assessment on individual lessons are provided in their planning formats.

7. Assessment procedures in the Foundation Stage are good. Good use is made of the analysis of information provided by the Local Education Authority's assessment on entry to the school programme. The teacher and the learning support assistant make comments on children's development in each activity that they undertake and these are brought together within each area of learning. This is providing a clear record of the progress that children are making. Clear developmental targets are set for each child's reading, writing, mathematics and personal, social and emotional development, and progress towards them is recorded on a useful individual record sheet. The use of assessment for pupils with special educational needs is good. Pupils are given clear targets on their individual learning plans and progress towards them is carefully monitored. These plans are then appropriately reviewed and revised. Learning support assistants make important contributions to the assessment of pupils' progress through the helpful comments they make on supervised activities.

WHAT COULD BE IMPROVED

The standards achieved in English, mathematics and science are too low.

8. Currently, the standards achieved in English, mathematics and science across the school are too low. Most pupils enter the school achieving standards that are mostly the same as, or slightly below, those expected for their age. Most make sound progress in the Reception Year and at Key Stage 1, but unsatisfactory progress at Key Stage 2. Standards at this key stage, particularly in mathematics and science, are limited by some ineffective teaching, particularly in Year 5/6. In English and mathematics, the national strategies are being implemented soundly and teachers' lesson planning and organisation follow the recommended format. Teachers have a satisfactory understanding of the requirements of the respective strategies. The learning intended in the lesson is shared with pupils, activities are broadly appropriate for their age and ability and their learning is reinforced in the summing up session at the end of the lesson. The main shortcoming in the provision of English and mathematics is the lack of challenge provided for more able pupils. For example, in English, in the work seen in Year 5/6 on re-ordering sentences, there was insufficient development for more able pupils on constructing more complex sentences and the choice of texts did not challenge their thinking sufficiently. In mathematics, there was insufficient opportunity provided for more able pupils to undertake their own investigations into number patterns and number systems. The headteacher is providing some extra support for more able pupils, but the use of booster classes to improve standards at Key Stage 2 is underdeveloped. A further shortcoming in mathematics and science is that teachers are insufficiently aware of the National Curriculum levels of the work that they are doing and, as a result, do not fully appreciate how further appropriate extension work might be provided to extend individual pupils as far as possible.

9. Across the school, progress in science has been limited by the school's concentration on literacy and numeracy. Shortcomings, which limit pupils' progress at Key Stage 1, include topics that are not covered in sufficient depth, insufficient development of writing and recording skills and insufficient reference to experimental work. These shortcomings have an impact on the standards achieved by pupils of all abilities but especially the more able. Similar shortcomings affect the standards achieved at Key Stage 2. Topics are not covered systematically but often in small unrelated sections. They are not taught to a sufficient depth to challenge more able pupils and there is a lack of emphasis on experimental and investigative work. These shortcomings refer particularly to the work done in Year 5/6. In this group, there is an overuse of photocopiable materials, which restricts pupils' fuller application of skills and reduces opportunities to develop their own recording and reporting skills.

Standards in information communication technology across the school are too low, and the school is not meeting the full National Curriculum requirements in this subject.

10. Standards in information and communication technology across the school are too low, and the current lack of appropriate hardware and software means that the school is not meeting the National Curriculum requirements in this subject. The school has formally adopted the nationally recommended scheme of work but, in practice, this is not being fully taught. A scrutiny of work and displays indicated that the use of information and communication technology is not well embedded in the school's work. There are isolated examples of appropriate practice, such as the interesting class magazine produced by pupils in Year 5/6, and evidence that the school's digital camera had been appropriately used. However, conversation with pupils from both key stages confirmed that they had not been systematically taught the knowledge, concepts and skills to enable them to reach satisfactory standards by the age of seven or 11. There were gaps in pupils' understanding of most aspects of the subject. For example, pupils at Key Stage 1 have insufficient opportunity to collect and retrieve data or to use the computer to improve the presentation of their work. At Key Stage 2, pupils' ability to devise sequences of instructions, monitor events or explore simulations is underdeveloped. Currently, there are very limited opportunities for them to use Internet facilities. The knowledge and expertise of several pupils are enhanced well by opportunities provided at home. The difficulties caused by the uncoordinated application of the scheme of work are compounded by lack of access to an appropriate number of computers and software across the school. The ratio of computers to pupils across the school is well below average, and the lack of access to appropriate equipment means that pupils are not given sufficient opportunity to practise and reinforce skills that they have learnt.

The effectiveness of teaching should be improved.

11. The effectiveness of teaching across the school has been limited by a lack of continuity caused by the employment of temporary teachers in two classes, and by a high proportion of unsatisfactory teaching. The unsatisfactory teaching in the school is restricted to one Year 5/6 which was being taught by a supply teacher. This resulted in there being 15 per cent unsatisfactory teaching in Key Stage 2. Continuity in staffing has been hindered recently by the movement of the headteacher and two senior teachers, and the school's inability to appoint permanent replacement teachers. The staffing situation was further complicated by the resignation of another teacher at Christmas 2000. The effect of this lack of continuity has been that pupils, particularly in Years 3 and 6, have not made sufficient progress for them to reach average standards. However, permanent teaching appointments have been made from September 2001. Features of unsatisfactory teaching which limit pupils' learning are lessons where pupils are not fully involved in their activities, where they are not sufficiently challenged or motivated to produce their best work, and where teachers' explanations about what to do

are unclear. This results in attitudes and behaviour that do not encourage pupils' learning effectively. A further shortcoming, which limits the effectiveness of teaching across the school, is the lack of clear identification of more able pupils and the consistent provision of work that matches their needs. Teachers' lesson planning and their teaching of the curriculum does not make sufficient reference to the needs of these pupils.

The school's approach to improving the standard of writing across the school is not sufficiently developed.

12. At both key stages, there are weaknesses in pupils' general writing and presentational skills that limit the progress that they are making across the curriculum. The teaching of the technical use of words across the school is done well. By the ages of seven and 11, pupils have an appropriate understanding and appreciation of the rules of grammar for their respective ages. In some cases, pupils write for a satisfactory range of purposes. For example, older pupils at Key Stage 2 write play scripts based on the 'Wizard of Oz' story and write factual accounts of the life of penguins. However, across both key stages, pupils are not encouraged to write for a sufficiently wide range of purposes and audiences or to write at appropriate length. They are not given sufficient opportunity to develop their writing skills in other areas of the curriculum. For example, there are missed opportunities for factual writing in science, history and geography. A further weakness across the school is the inconsistent application of agreed handwriting and rules of presentation. The agreed cursive handwriting style is applied too variably. Too often, pupils revert to printing. In the best lessons, for example, in a literacy lesson to younger pupils at Key Stage 2, the importance of good presentation is clearly emphasised. In some classes, teachers' own handwriting does not promote sufficiently high standards. For example, teachers' writing on the board does not always show a good model of clearly presented handwriting. Overall, the presentation of pupils' work across the school is too variable. Other shortcomings in the school's approach to writing include the insufficient development of drafting, editing and wider research skills and the use of information and communication technology to enhance pupils' written work.

Children in the Foundation Stage have insufficient access to a secure outdoor play and activity area.

13. The full implementation of the recommended curriculum for the Foundation Stage is limited by lack of opportunity for children to have easy access to a separate, outdoor play and activity area. This shortcoming has an impact on several important areas of learning. The lack of access to an outdoor play area limits children's physical development. Currently, children have insufficient opportunities to develop their co-ordination and movement skills by using an appropriate range of equipment, which might include different wheeled toys, clambering equipment and large building and play toys. This lack of opportunity also has an impact on children's personal, social and emotional development. The ability to play co-operatively, interact with others, respect their feelings, and take turns are all developed through outdoor play. The lack of opportunity also reduces the scope of children's ability to make choices about their learning. Lack of easy access to a secure outdoor area also limits children's awareness and understanding of the world around them. This was illustrated very clearly in a lesson observed during the inspection. The Reception class was taking part in a lesson investigating aspects of their senses when children noticed that it was snowing outside. The lack of easy outdoor access meant that they were unable to quickly move outside to allow them to experience snow falling and the effect this had on their senses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Improve the standards achieved at both key stages by:

- i) improving the standard of writing and the presentation of pupils' work across the school;
- ii) reducing the proportion of unsatisfactory teaching;
- iii) ensuring that the needs of more able pupils are fully met.

See Paragraphs 8, 9, 11, and 12.

2. Raise the standards achieved in information communication technology across the school and ensure that National Curriculum requirements are fully met.

See Paragraph 10.

3. Ensure that the full Foundation Stage curriculum is met by providing a secure, outdoor play area for Reception children. See Paragraph 13.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	39	46	15	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	151
Number of full-time pupils known to be eligible for free school meals	24

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	53

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	10	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	15	20
Percentage of pupils at NC level 2 or above	School	70 (83)	75 (67)	100 (78)
	National	[84] (82)	[85] (83)	[90] (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	19	20
Percentage of pupils at NC level 2 or above	School	80 (89)	95 (89)	100 (94)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	4

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	15	15
Percentage of pupils at NC level 4 or above	School	76 (71)	88 (67)	88 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	14	13
Percentage of pupils at NC level 4 or above	School	71 (71)	82 (67)	81 (86)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

* Data omitted because of small numbers in each year group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	135
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	20.4
Average class size	25.1

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	127

Financial information

Financial year	1999
	£
Total income	291843
Total expenditure	274520
Expenditure per pupil	1934
Balance brought forward from previous year	53829
Balance carried forward to next year	71152

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	151
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	46	8	4	0
My child is making good progress in school.	27	50	15	8	0
Behaviour in the school is good.	12	58	19	8	4
My child gets the right amount of work to do at home.	35	31	23	12	0
The teaching is good.	27	54	15	4	0
I am kept well informed about how my child is getting on.	23	46	23	8	0
I would feel comfortable about approaching the school with questions or a problem.	54	31	15	0	0
The school expects my child to work hard and achieve his or her best.	27	54	4	0	15
The school works closely with parents.	27	42	19	8	4
The school is well led and managed.	27	42	15	12	4
The school is helping my child become mature and responsible.	23	58	15	4	0
The school provides an interesting range of activities outside lessons.	19	50	23	0	8

Other issues raised by parents

- Parents were disappointed with the standards achieved.
- Learning support assistants were seen to be a strength of the school.
- Behaviour was a problem in some classes.
- Most felt they could approach the school with concerns.
- Parents were pleased with the improvements to the school building.