

INSPECTION REPORT

**BROADMERE COMMUNITY PRIMARY
SCHOOL**

Sheerwater, Woking

LEA area: Surrey

Unique reference number:125105

Headteacher: Mr D Holcombe

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 15 – 18 October 2001

Inspection number: 230527

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and junior
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Devonshire Avenue Sheerwater Woking Surrey
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Lindsay
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM

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			Music	
			English as an additional language	
11414	Ann Bennett	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
11190	Dr Winifred Burke	Team inspector	English	How good are curricular opportunities?
			Art and design	
10367	Norma Myers	Team inspector	Science	
			History	
			Foundation Stage	
22831	Clive Lewis	Team inspector	Information and communication technology	
			Design and technology	
			Physical education	
12116	Christina Morgan	Team inspector	Mathematics,	
			Geography,	
			Equal Opportunities	
1995	Dr Kate Seager	Team inspector	Special educational needs and provision for the hearing impaired pupils	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broadmere Community Primary School educates boys and girls aged between 3 and 11. It serves the Sheerwater and Maybury estates in Woking and shares a site with Bishop David Brown Secondary School. There is a high level of social need. There are 327 full-time equivalent pupils on roll, which is larger than other schools of the same type. The school has Specialist Hearing Support Provision able to accept up to 24 pupils. At present 13 full-time pupils in the main school and four in the Foundation Stage have a Statement of Special Educational Need and are supported by this provision. During the term of the inspection, there were 74 children in the Foundation Stage overall, with 40 in the designated nursery class. There are 40 more boys than girls at the school, some classes having a disproportionate number of boys. Twenty seven per cent of pupils speak English as an additional language. About 17 per cent of the pupils are entitled to free school meals, which is broadly average. About half the pupils in the school are on the special educational needs register, with nearly a fifth on Stages 3 to 5 and 32 with statements, well above national averages. A high number of pupils in Years 5 and 6, have been identified as having behavioural problems. During the last school year, 34 pupils entered the school other than at the usual time of first admission and 27 left it at times other than the normal time of leaving or transfer for most pupils. This represents an above average level of mobility. Children enter the Reception year with below average skills, and well below average skills in communication, language and literacy.

HOW GOOD THE SCHOOL IS

Just over half of the intake has special educational needs, resulting in standards that are lower than those found in other schools. Many pupils have behavioural problems, especially in Years 5 and 6. This school has had a troubled past two years resulting in well below average standards in English, mathematics and science by Year 6. There have been many staff changes, including the headteacher, deputy and other long-serving teachers. There has not been enough time for newly appointed co-ordinators to improve what has been happening in their subjects. Since the appointment of an interim headteacher and deputy in January 2001 there has been a sea change. Behaviour is now satisfactory overall. It is a more inclusive school, where those pupils with hearing impairment, with other special educational needs and those with English as an additional language are included in mainstream lessons for much of the time. The impact of new leadership is taking longer than it would have done with a stable staff. There are still six temporary staff appointments, and this is having a negative impact on standards. There are encouraging improvements in the Foundation Stage and in the infants, where good leadership from the key stage co-ordinators means that curricular planning is at a better stage of development than planning higher up the school, and is leading to better standards of attainment. This is not yet a fully effective school, however, as standards in most subjects in the juniors are not as good as they might be. There are significant issues regarding standards that the school must address as quickly as possible. At the time of the last inspection the school provided unsatisfactory value for money, and this remains the case.

What the school does well

- The headteacher and deputy headteacher are giving the school clear educational direction. This has resulted in the school turning the corner in a relatively short time.
- The good systems and procedures in place for managing behaviour are beginning to change the culture within the school and starting to have a positive effect on teaching and learning.
- The provision for children in the Foundation Stage is good. It provides them with a good start to their education.
- The quality of teaching is good overall in the Foundation Stage, in Years 1 and 2, and for the hearing impaired pupils across the school. This helps them to make progress in their learning.
- The provision for pupils with English as an additional language is good and this helps them to acquire quickly the necessary skills to follow the teaching, and learn.
- 'Reading recovery' is a strength, and is effectively underpinning the progress being made at the lower end of the school.
- Hearing support provision is a strength, as at the time of the last inspection.

What could be improved

- Pupils' attainment in English, mathematics and science, especially in the juniors.
- Curricular planning and assessment practice in all subjects, to target groups of pupils, especially the higher-attainers, to ensure more focused and effective teaching.
- The standards of attainment in information and communication technology.
- The role of the curriculum co-ordinators in helping to raise standards.
- The consistency in the quality of teaching in the juniors.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998. Under the previous management it failed to make satisfactory improvements. Since the change of leadership in January 2001, green shoots are evident. The new management team is involving staff and governors in deciding the school's direction through the school improvement plan. Statutory requirements are met in all areas. The management team has extended the opportunities for pupils' spiritual and cultural development and also provides more opportunities for pupils to take responsibility and to show initiative. These were all key issues in 1998. The standards reached by Year 6 are too low, and teachers must challenge and further extend the potentially higher-attaining pupils across the school. There has been insufficient improvement in raising standards in information and communication technology, although the new management team plans for staff to have government funded training next term. The teachers' expectations of what pupils might achieve are not high enough, and this is damping down attainment, especially in the juniors. The quality of teaching shows an improvement since the last inspection. The overall satisfactory quality of the school's leadership and management and a commitment to improvement by the majority of staff mean that the school is satisfactorily placed to improve in the future.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	E	E	C	D
Mathematics	E	D	D	E
Science	E	E	D	E

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards at the end of Year 6 have been consistently below or well below average, over the past three years. The school's rate of improvement has been below the national trend. Progress has been unsatisfactory in the junior classes. When the results are set against those of pupils from similar schools, Broadmere pupils were below average in English, and well below average in mathematics and science. The school failed to meet its targets in 2001 in either English or mathematics. Current inspection findings judge standards to be lower than the 2000 test outcomes. In the current Year 6 class, however, three quarters of the pupils have special educational needs. In information and communication technology, standards remain below expectations. Standards in art and design, design and technology, geography, history, music and physical education are below those found in most other schools. In religious education, the requirements of the locally Agreed Syllabus are met.

Standards in Year 2, where there is a high proportion of pupils with special educational needs, are above average in geography, average in English, science, art and design and history. They are below average in all other subjects. The expectations of the locally Agreed Syllabus for religious education are met. There was insufficient evidence to make a judgement about music. Children under the age of five make good progress and some are on course to attain the expected standards by the end of the Foundation Stage in their mathematical and physical development, but not in other areas. Pupils with special educational needs make sound progress when well supported in lessons, but many make slow progress as their retention skills are poor. Pupils with hearing impairment, and those with English as an additional language, make sound progress and reach satisfactory standards in relation to their previous attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils are happy in school and want to get involved in school routines. The majority participate well in lessons. Hearing impaired pupils and those with English as an additional language have positive attitudes to school.
Behaviour, in and out of classrooms	Satisfactory overall, as a direct result of good classroom management by most teachers. Not all parents are happy about behaviour standards.
Personal development and relationships	Relationships are unsatisfactory overall, although hearing impaired pupils develop good relationships in the school. Some pupils find it hard to work in groups and to co-operate with each other. They often work well alongside pupils with English as an additional language and the hearing impaired.
Attendance	Poor. Attendance is well below the national averages, and considerably below the Surrey target. Unauthorised absence has been considerably reduced in the past year. Too many pupils arrive late to school in the mornings.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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.

The overall quality of the teaching is satisfactory, with a small proportion of teaching that is very good. The best teaching is in the Foundation Stage classes, in specialist hearing provision and in the infants. Good practice was observed in some lower junior classes. The amount of unsatisfactory or poor teaching has decreased since the previous inspection. The quality of teaching in English is good in the infants and satisfactory in the juniors. In mathematics, the quality of teaching is satisfactory in both the infants and juniors.

Some teaching is underpinned by good relationships between staff and pupils, especially in the Foundation Stage and in the infants and some junior classes. Teachers respect the pupils and expect them to do their best. Consequently, pupils respond and learn well and achieve their best in lessons. Support staff make an important contribution to the work in classrooms and a proportion of staff and teachers work well together. The provision for potentially higher-attaining pupils is unsatisfactory in most classes, as there is little or no curricular planning for these pupils. The quality of teaching for pupils in the hearing impaired provision, and for those with English as an additional language is good. Some class teachers do not provide a high enough quality of teaching for pupils with special educational needs. Literacy and numeracy are taught using the national strategies, but the teaching of numeracy is not fully effective, owing to the late implementation of the strategy and weak co-ordination of the subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular provision is satisfactory and statutory requirements are met. The school makes good provision for extra-curricular activities and for pupils' personal, social and health education. Hearing-impaired pupils receive a broad and balanced curriculum.
Provision for pupils with special educational needs	Good. There are good arrangements to support pupils' learning in literacy and numeracy in classes. Pupils' individual education plans are generally well organised, but are not reviewed as frequently as they might be.
Provision for pupils with English as an additional language	Good. Pupils are supported by specialist staff, and fellow pupils in lessons, who extend their understanding of the language and help them to improve their skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The changing school ethos ensures that these aspects of pupils' development are beginning to permeate school life and make an important contribution to pupils' personal development. There are good opportunities for spiritual development through assemblies.
How well the school cares for its pupils	The school makes satisfactory provision for the welfare, health and safety of all its pupils. The procedures for assessing pupils' progress, in all subjects, are unsatisfactory. The procedures for assessing the progress of hearing-impaired pupils, and of pupils with English as an additional language, are good.

The school has worked hard to involve parents in their children's learning. There is good communication between the school and parents, who are made to feel welcome at all times. The involvement of parents in the school has insufficient impact on pupils' work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, overall, with strong leadership from the headteacher and deputy headteacher partnership. There is good team spirit within the staff for hearing impaired pupils and the learning support team. The majority of staff are committed to raising standards and improving the quality of pupils' education. The roles of the curriculum co-ordinators are weak.
How well the governors fulfil their responsibilities	The governors have a good understanding of this school. They have been pro-active in bringing about management changes to help it improve and they play an important part in shaping the direction of the school.

The school's evaluation of its performance	Satisfactory. The headteacher and governors have a clear understanding of the strengths and weaknesses in the pupils' performance and are taking action to bring about improvements.
The strategic use of resources	Satisfactory. All developments are carefully costed by the new administrative team and best value is sought. Finances are well managed. School improvement planning is currently under review.

The school is adequately staffed and there are sufficient resources to support pupils' learning in most subjects. The accommodation is satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Opportunities for swimming. • The fantastic netball team. • Approachable headteacher; the school is well led and managed. • Invited to assemblies. • The teaching is good. • Children like coming to school. • The school expects children to work hard and achieve their best. 	<ul style="list-style-type: none"> • Provision for above average pupils. • Discipline; they believe the behaviour policy to be an idle threat. • The school's arrangements for homework. • The amount of information about their children's progress. • The amount of information communicated by the school, and the style of the annual reports. • The amount and range of after-school activities.

The findings of the inspection agree with the positive views of parents. Not all class teachers have sufficiently high expectations for pupils' work, however. The inspection team agrees with parents that the higher attaining pupils are held back, but found no substantial evidence that the behaviour policy was ineffective: in fact the procedures for monitoring and promoting behaviour are good. The inspection found that the school's arrangements for homework are satisfactory although 33 out of 73 parents responding to the questionnaire have concerns. Parents have satisfactory opportunities to discuss their children's progress. The quality of information communicated by the school is good. The provision of after-school activities is judged to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children reach below average standards by the end of the Foundation Stage taking all the six areas of development into account. Children enter the Nursery at very low levels of attainment, and enter the school at below average levels of attainment. Children's skills in communication, language and literacy remain well below average at the start of the Reception year. They make good progress in most areas of learning, and sound progress in their creative development. Children are on course to reach the expectations of the Early Learning Goals by the end of the Foundation Stage in physical development, and some children will meet those for mathematical development. They are unlikely to meet the expectations in other areas of learning. Overall, the quality of children's learning and their achievement, including children with special educational needs and those with English as an additional language are satisfactory. At the school's last inspection, children achieved all learning goals by the age of five except in communication, language and literacy. That differs from the findings of this inspection, and is accounted for by the changing intake of the school.
2. In the National Curriculum tests at the end of Year 2 in 2000, by comparison with all schools, standards in reading and mathematics were well below average and in writing they were very low. Compared with similar schools, standards were very low in reading, writing and in mathematics. The assessments made by teachers in science in 2000 were well below the national average. The trend in standards in these tests and assessments has been variable since 1998, when they dropped sharply. There are no significant differences in the attainment of girls and boys, although girls performed better in the mathematics tests than boys.
3. The findings of the inspection are that in Year 2 the pupils reach above average standards in geography, and average standards in English, science, art and design and history. In all other subjects, including numeracy, they are below average. There was insufficient evidence to make a judgement about music. Compared with the findings of the school's last inspection, standards are higher in English, science, history and geography. They are worse in mathematics and the same in art and design, design and technology, information and communication technology and physical education, which are below average. The requirements are met in religious education, as at the last inspection. These higher standards are directly related to the improvement in the quality of teaching compared with the findings of the school's last inspection, although curriculum planning insufficiently addresses the needs of the potentially higher-attaining pupils.
4. In National Curriculum tests at the end of Year 6 in 2000, standards were average in English and below average in mathematics and science. Compared with similar schools, standards were below average in English and well below average in mathematics and science. The trend in the school's performance shows that in these subjects, the school's improvement was below the national trend. Girls have performed significantly less well than boys in all three subjects over the past three years, although this was not evident during the inspection. The school failed to meet its targets for the percentage of pupils achieving Level 4 and above in English and mathematics in 2000, and has also fallen well short of the 2001 targets.

5. The findings of the inspection are that in Year 6 the pupils reach average standards in religious education and below average standards in all other subjects, including literacy and numeracy. Compared with the findings of the school's last inspection, standards are lower in English, mathematics and science. This particular group of pupils, took the national tests for seven-year-olds in 1998 when they achieved very low scores in reading, well below average in writing and above average in mathematics. The poor co-ordination of mathematics by the previous co-ordinator, has resulted in a serious deterioration in mathematics standards across the school. This situation had not been dealt with appropriately by the previous administration. The new management team is rigorously addressing the many issues from the past administration. The improvements in the quality of teaching lower down the school have not yet permeated through to all junior classes. Teachers' expectations are too low and the present co-ordination of mathematics is unsatisfactory as very little could be reasonably achieved in five weeks by the new co-ordinator. The subject has been without a co-ordinator since December 2000. Pupils' achievement is overall unsatisfactory in Years 3 to 6, and more able pupils do not reach high enough standards in any subjects.
6. The proportion of Year 2 pupils not reaching Level 2 in the 2001 national tests is high, particularly in writing and mathematics. By Year 6, half the girls and a quarter of the boys did not reach the expected Level 4 in mathematics and over half the pupils did not reach that level in writing. These proportions are too high. Standards seen in work and class of most pupils with special educational needs are still too low. In Year 3, some pupils still have very poorly formed writing and weak spelling and remain below Level 1, for example.
7. The progress of pupils with special needs, as seen in records and in individual lessons, was, on balance, sound. Some pupils have met the targets set in the summer term of 2001 and are ready to move on. A sizeable minority has not met those targets yet, however. A few pupils at Stage 5 have not yet met their targets some five months on. Success for some at Stage 3 has been modest; one pupil in Year 4 has learned 33 of the 45 targeted words, but has not managed to learn the 2 or 5 times tables, for example. Progress is closely related to teaching and teachers' planning. Each class is allocated a trained teaching assistant. In some lessons, a specialist trained teacher is present in addition to the class teacher and teaching assistant. When the teachers plan tasks and activities to meet the needs identified in the individual education plans, and when a specialist teacher or a teaching assistant works with a small group, focusing tightly on their needs, the pupils in that group exceed the learning objectives of the lesson as a result of skilled questioning and discussion, and make good progress in that lesson. A significant proportion of teachers prepare the same lesson and task for all pupils, however. Additionally, several plan inadequately to use the specialist teachers and teaching assistants to full effect: for example, these specialists and assistants rarely have a role in the initial expository session of the literacy or numeracy lessons. As a result, in overall terms, several pupils with special educational needs make slow progress, and a few make very slow progress indeed, particularly if they are poorly behaved in lessons. All pupils supported by the Hearing Support Provision make at least satisfactory progress and many make good progress.
8. Pupils with English as an additional language make sound progress in their learning in relation to their capabilities and their previous learning. Those at an early stage of the acquisition of English have made a good start to learning the language and are beginning to speak in and understand English. Others do well in their use of English

as a learning medium, particularly when supported by peer bi-lingual speakers during lessons. A small minority of pupils with English as an additional language, has done well in the National Curriculum tests in English in 2001, showing similar ranges of results to native speakers of English, and sometimes better.

Pupils' attitudes, values and personal development

9. Pupils are happy in school, they want to get involved in the day's activities, and a good number stay on after school for sport or dancing. Pupils know the start of the day routines well, and organise themselves, their coats, bags and lunchboxes. They participate well in whole-class sessions, wanting to ask and to answer questions, but can be reluctant to get down to writing tasks, preferring to communicate in speech.
10. In most classes, pupils behave in a satisfactory manner; this is a direct result of good management by the class teachers. A substantial proportion of the pupils on the special educational needs register have behavioural targets. In classes with a significant number of these pupils, there can be unsatisfactory behaviour, which affects the learning of the whole class. In particular, behaviour can deteriorate towards the end of the day, in practical activities or where the relationship between class and the teacher is insecure or the teacher is unfamiliar with the school's behaviour management strategies. Pupils enjoy the rewards part of the strategy, and in the best-behaved classes this strong incentive exerts peer pressure to conform with expected behaviour patterns. Pupils appreciate the fact that their misdemeanours are not carried forward to another day, and that they can start afresh each day. There have been two exclusions this term, both of older boys for a single day, in line with the behaviour policy.
11. Children in the Foundation Stage settle quickly to the school routines. They join the Nursery class with poor levels of personal and social development. Although the adults working in the Foundation Stage are very good role models for these children, many enter Year 1 still unable to consider the consequences that their words and actions may have for themselves and others. Many Nursery and Reception children are in the early stages of learning to co-operate, to share toys and take turns. They mostly have positive attitudes towards work and play; their behaviour is generally good.
12. Personal and social education time was well used in a Year 1 class to reinforce good manners. Pupils learned through role-play: for example, by acting out barging past someone, they understood the relevance of saying 'excuse me'. Reading with the adults from a local company aids pupils' social development as they meet and learn to work with adults, other than their teachers, in a safe environment. Sometimes pupils find it hard to work in groups and to co-operate with each other. One may want to hold all the coloured pencils and to organise the work of another pupil. On the other hand, they often work well alongside hearing-impaired pupils. Two Urdu speaking brothers, new to the school, were well supported as they began to learn English. The older boy quickly found himself with Urdu-speaking friends in his class, anxious to translate.
13. Pupils behave well in assemblies and at lunchtimes. They listened intently to the vicar's talk about creation and responded when primed: 'amazing'!. They sit quietly and know how to use the time for prayer or quiet reflection. The playground is full of energetic activity, and it is heartening to see mixed groups of up to a dozen trying to skip together. Older pupils act as play leaders for the younger ones, and take these

duties seriously. Some play results in injuries but no oppressive behaviour was observed during the inspection.

14. Attention is sustained throughout most lessons, and pupils mostly co-operate well in small groups. The school is giving its pupils opportunities to grow up and to develop mature attitudes. Pupils willingly seek out duties to perform and enjoy thanks and praise. Those on door duties check that everyone is in from the playground before registration, others set the lunch tables with cutlery or offer to help their teacher. Some have been elected to the school council and given a voice. They use group times, 'circle times', to speak movingly of personal things, learning to listen and to respect each other. The attitudes, behaviour and relationships are good among hearing-impaired pupils.
15. Attendance, at 92 per cent, is well below the national average, and considerably below the Surrey target of 98 per cent. Only a few of the absences are a result of long family visits to their country of origin. There has been no significant improvement in the level of attendance in recent years. As a result of careful monitoring and contact with parents, particularly through using the bilingual staff, unauthorised absence in the last year has been considerably reduced, to a level similar to that of other schools. Too many pupils frequently arrive late to school in the mornings.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning is satisfactory overall, although there are differences between parts of the school. This judgement is better than the findings of the school's last OFSTED inspection, when the quality of teaching in the infants was unsatisfactory or poor in a third of lessons. This is no longer the case: overall in the infants the quality of teaching is now good. The quality of learning closely mirrors the quality of teaching. The teaching makes similar provision for the needs of boys and girls, although some differences are noted in the performance of girls in the 2001 National Curriculum tests for English in which boys outperformed girls.
17. The quality of teaching and learning for children in the Foundation Stage is good overall, children make suitable progress and reach appropriate standards given their below average, and in communication, language and literacy well below average, entry point. During the previous inspection, teaching was judged to be 'always satisfactory and often good'. This is no longer the case, as the quality of teaching, with new staff, has improved to being good overall, although there are differences across classes. Teachers' planning and teaching of the basic skills, their knowledge and understanding of the needs of young children, and the way they manage the children are good. Planning is satisfactorily linked to the Early Learning Goals for children of this age, although this is not consistent across the three classes. Teaching methods are used appropriately to direct children's learning in, for example, number work, handwriting and practical skills, such as using scissors. The use of day-to-day assessment is satisfactory and is a factor in the progress that children make. There is room to develop curricular planning and assessment, although this is a whole-school issue and not just confined to the Foundation Stage.
18. In Years 1 and 2, the quality of teaching and learning is good and promotes satisfactory or better progress for all pupils, including those with special educational needs and English as an additional language. The quality of teaching is good in English, including literacy, science and geography. It is satisfactory in mathematics including numeracy, information and communication technology, design and

technology, art and design and history. There was insufficient evidence to make a judgement about music or physical education. In Years 1 and 2, most aspects of the quality of learning are good, although pupils do not always work hard enough to complete work of a high standard. They also lack a pride in their work. There are particular strengths in teachers' knowledge and understanding of the phase of education, the management of pupils and the teaching of basic skills. Although broadly satisfactory, teachers' expectations are not always as high as they might be and this dampens down pupils' achievement.

19. A Year 1/2 design and technology lesson based on the selection of materials to make a puppet illustrated some of the strengths of the teaching in the infants. The teacher took every opportunity to involve pupils in the lesson planning. Lively and interesting delivery of the lesson ensured that pupils concentrated well. For example, a puppet 'talked' to the pupils and this made learning exciting. The resources were well organised and pupils listened well to explanations of how to use them. The good quality of the relationships in the class resulted in pupils responding positively to the teaching and behaving well, especially when writing on the whiteboard. The teacher's good management of the class was demonstrated when she expected the pupils to listen to each other; they clearly understood the teacher's expectations and quickly responded. In this class, the teaching assistant was used efficiently, taking a group to teach stitching in a straight line, something many pupils found difficult. Very good links were made with literacy. Good progress was made in this lesson.
20. In Years 3 to 6, the quality of teaching and learning is good in one out of the six junior classes, satisfactory in four classes, and unsatisfactory in Year 4. Where it is unsatisfactory or poor, the lack of effective behaviour management results in very little learning taking place. Teachers talking over pupils made it difficult for other pupils to hear instructions. This resulted in pupils not understanding the task. Throughout a mathematics lesson, the teacher failed to monitor the pupils' progress. The work had already been set lower down the school and generally lacked sufficient challenge, even for the less able pupils. The inconsistent quality of teaching across the juniors promotes an unsatisfactory rate of progress in all subjects. In religious education, progress is satisfactory. Pupils with special educational needs and those with English as an additional language make satisfactory progress in their learning owing to good adult and peer support during lessons. This judgement is not as good as the findings of the school's previous OFSTED inspection, which found teaching to be strong in the upper juniors. The quality of teaching and learning are strongest in the Year 3 class and for the hearing-impaired pupils. The quality of teaching and learning is satisfactory in all subjects apart from design and technology, where there was insufficient evidence to make a judgement. The most significant weaknesses in the quality of learning in Years 3 to 6 relate to weak planning and assessment practices, the teaching of basic skills and teachers' expectations of what pupils might achieve. There are no particular overall strengths in teaching in the juniors, apart from those related to the teaching of the hearing-impaired pupils.
21. A Year 3 lesson looking at rhyming, questioning words and punctuation, exemplifies the good quality of some of the teaching and learning. The pupils listened very carefully to the teacher's introduction as he explained the lesson's learning objectives. The poem '*Listen what you hear*' captured pupils' imaginations, one noting that the poet was not named on the card. The teacher showed very good class management, being quietly firm without raising his voice, using some nice touches of humour. The teaching assistant was used ineffectively for half the lesson, however. Well-planned work to meet the needs of higher and lower-attaining pupils meant that pupils made good progress in their learning. Good questioning by the teacher throughout this

session enabled the pupils to refine their understanding about the poem well. The promotion of spoken language was good. Hearing-impaired pupils were well included in the lesson, receiving support from the special needs co-ordinator and teaching assistant. Good progress was made in this lesson.

22. Compared with the findings of the school's previous OFSTED inspection, planning in the infant classes has improved, although there is still insufficient planning for the needs of the higher-attainers, and the needs of all pupils in the mixed age class are not fully met. Class management strategies have improved, resulting in more learning taking place. In the junior classes, there is a variation between Year 3 and the rest of the department. Previously, junior teaching was stronger at the upper end: this is no longer the case. The needs of pupils in mixed-age class groups are not fully met in the juniors, as teachers do not plan sufficiently well for the different ages and abilities. The specialist teaching of pupils with special educational needs and hearing impairment remains strong, and is good overall. The teaching of pupils with English as an additional language is satisfactory, with some examples of good teaching, as at the last inspection. The teaching in the Foundation Stage is good, overall. Generally, there have been satisfactory improvements in the quality of teaching and learning, owing to the good teaching and learning found in the Foundation Stage and in the infant classes.
23. There was insufficient evidence to make a judgement about the effectiveness of the quality of teaching and learning of gifted and talented pupils. The school has no clear policy in place to identify this group of pupils, and acknowledges that this is a factor in the under-challenge that is offered to some pupils during lessons.
24. Teachers use appropriate methods, which enable pupils identified with special educational needs to learn effectively. This gives rise to good progress and standards in relation to their previous attainment. Appropriate use is made of information and communication technology to support the learning of basic skills. The links with the literacy and numeracy strategies are good. Some class teachers take full account of the targets set out in individual education plans, which contain clear aims; they are sufficiently practical for class teachers to implement when support staff are not present. The special needs teaching assistants offer good support and keep accurate records of the progress of pupils with Statements of Special Educational Need.
25. Teaching by the specialist teachers attached to the Hearing Support Provision and by the special needs co-ordinator is good, overall. In observed lessons it ranged from satisfactory to very good. These teachers know the pupils they work with very well. They plan tasks, activities and resources carefully to meet the targets identified in pupils' individual education plans, carefully correct errors and help increase pupils' confidence. Some mainstream teachers adapt their teaching strategies well to include hearing-impaired pupils, by action, gesture and reference to display. Not all teachers do so, and some joint teaching and observations would be beneficial in improving general teaching skills to include deaf and hearing impaired pupils.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

26. The school provides a broad and balanced curriculum, enriched by visits and visitors to the school. The provision for the pupils' spiritual, moral, social and cultural education is satisfactory. Better use is now made of local facilities, and links with the community are stronger than at the time of the previous OFSTED inspection.
27. All classrooms are provided with a computer, and facilities meet current needs. Not all teachers are confident however, when using information and communication technology (ICT) for word processing, data analysis, control or for art and design purposes, and as a result resources are not used as much as is consistent with best practice.
28. The school has made satisfactory progress in introducing the National Literacy Strategy; however, the Numeracy Strategy is less consistently applied. There are inconsistencies in the planning for English, mathematics and science that have detrimental effects at whole-school, classroom and individual-pupil levels. Lack of appropriate planning particularly disadvantages the half of the school population not identified as pupils with special educational needs, English as an additional language or as being hearing impaired.
29. Provision for pupils with special educational needs in reading is generally satisfactory, with recent initiatives starting to improve provision further. A very good reading recovery programme has begun. Year 1 pupils, identified as needing a 'head start' in reading, are assessed and given an intensive period of reading tasks before being returned to their normal pattern of learning. Early indications suggest that this is a worthwhile strategy, with pupils progressing very well in relation to previous performance. Another good initiative entails volunteers from a local firm making a regular commitment to listening to individual readers during their lunch-time. This activity also aids pupils' social development as they meet and learn to work with adults, other than their teachers, in a safe environment.
30. Potentially higher-attaining pupils are currently disadvantaged by the lack of opportunities for independent learning. Whilst Year 2 pupils are encouraged to learn ways of developing greater independence from adults, Years 3 to 6 experience a very teacher-controlled curriculum. The high numbers of pupils with behavioural problems in certain year groups also place limitations on the curricular opportunities of others in the classroom. Behaviour regresses in physical education where pupils, normally controlled by teachers and teaching assistants, cannot cope with the sudden freedom or the space available to them. While time provision for the curriculum is better balanced and more pupils are taught in single year class groups, than at the time of the previous inspection, not all pupils receive the same provision, with some still being taught in mixed age classes.
31. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum takes account of the recommended areas of learning. Planning is good overall. A strong emphasis is placed on providing first-hand experiences of good quality in the Nursery. There is good provision for children's personal and social development, particularly strong in one Reception class, which prepares children well for entry into Year 1.

32. There is good support for pupils who have English as an additional language, enabling them to have full access to the curriculum. There are clear policies that guide staff and a good systematic approach to targeting pupils' needs at various stages of their acquisition of English.
33. All pupils benefit from the drama groups which visit the school, from the shared assembly times and from outings such as the visit to the Natural History Museum. Satisfactory links have been established with the local secondary school. As a result, older pupils are learning to swim while teachers benefit from access to information and communication technology facilities. Good extra-curricular activities are in place including dance, netball and football training. These activities are well attended. A small choir, composed mainly of girls, meets regularly and adds greatly to the singing in special assemblies. This represents considerable improvement in provision since the previous inspection report. However, 29 out of the 73 parents who replied to the questionnaire expressed their concern about the range of extra-curricular activities.
34. The school has made a satisfactory start in improving the provision for pupils' personal, social and health education. The headteacher recognises that pupils need life skills and has ensured that teachers receive appropriate training in this aspect of the curriculum. Teachers have already noted the difference in pupils' attitudes brought about by opportunities to share other pupils' experiences in 'circle time'. The school council is an important part of school life. Pupils' rights are acknowledged and the many countries of origin celebrated. The school has a suitable policy for sex education, although this has still to be approved by parents and governors.
35. The changing school ethos ensures that spiritual, moral, social and cultural development is beginning to permeate school life. Pupils are given a choice as to whether they pray or reflect on the theme presented to them in assembly. There are close links with the church, and the local vicar regularly takes assembly. Pupils were amazed in Year 6 as they discovered the outcome of the witches' prophecy in the play Macbeth. This, however, was an exception rather than a regular feature of the pupils' learning observed during the inspection.
36. The school has worked hard to develop the provision for pupils' moral development. Pupils are encouraged to set targets for themselves. Generally, they have a sound understanding of the differences between right and wrong. The rights of every pupil are displayed prominently on one classroom door and in this classroom practice reveals sensitivity to others needs. In the playground, the majority of pupils know exactly what happens in terms of sanctions when other pupils' rights are violated or school rules are broken.
37. All adults in the school support pupils' social development and have been most successful in controlling poor behaviour in the majority of classrooms. Some anti-social behaviour is present, however, in some classrooms, in corridors and playground areas.
38. Through Carnival, a start has been made with celebrating pupils' multi-cultural diversity. African masks, Aboriginal music and art and Mehndi hand painting have all added to pupils' awareness of different cultures. During the inspection, the deputy headteacher shared with the pupils her West Indian childhood experiences of eating sugar cane. Older pupils study Western artists, such as Seurat and Kandinsky, but pupils' art is not given a high profile in public areas within the school. This is a missed opportunity for raising awareness and improving pupils' self esteem.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school makes satisfactory provision for the welfare, health and safety of its pupils. The school is working towards the Surrey Healthy Schools Award. Governors commissioned risk assessments from the local authority, and the premises committee regularly conducts monitoring visits. This area was criticised at the time of the last inspection. The medical room is small and bleak, and sometimes inadequate for pupil and staff needs. The level of care provided for pupils who are injured or unwell is satisfactory. Routine medical incidents are not logged, however, and paperwork relating to accident reporting needs to be improved. Child protection procedures are satisfactory, as is support from the relevant services.
40. Attendance monitoring, criticised at the time of the last inspection, is now satisfactory. As a result, the proportion of unauthorised absences has reduced in the last year. The headteacher also uses the end-of-year report to parents to add a hand-written comment asking specific parents to work with the school to improve their children's attendance or punctuality.
41. Managing and improving pupil behaviour are fundamental aspects of the school's activities. The headteacher rightly identified this as a priority, and improvements are being noted by all concerned. An important aspect, valued by the pupils, is that they start each day with a clean slate. The policy now in place has strong incentives for good behaviour, which pupils enjoy, and clear messages about the consequences of unsatisfactory behaviour. The headteacher monitors the policy effectively through class monitoring sheets, which sometimes indicate a pattern of poor behaviour that can be tackled and modified. It is well established in nearly all classes. However, the time taken to manage behaviour is reducing the amount of teaching time in lessons.
42. The midday supervisors participate in operating the behaviour policy, so that there is consistency throughout the day. The playgrounds are large but lack quiet seating areas, though these are planned. The personal, social and health education co-ordinator organised skipping workshops and as a result skipping ropes and balls provided for play are popular.
43. At the time of the last inspection, procedures were in place for assessing pupils' progress in the core subjects of English, mathematics and science but test results and other data were not analysed or used to set targets for different groups of pupils or to identify areas for development. Procedures for assessing pupils with hearing impairment were good and the information gained was well used.
44. Although the need to use assessment information to inform the planning process throughout the rest of the school was a key issue in the 1998 report, little has been done to remedy the situation. In fact, nothing was fully implemented until January 2001 when the new headteacher and deputy took up post. The school has collated a large amount of information from national tests from 1999 onwards. However, there are still significant omissions. For example test results, which would allow the school to determine the progress which the current Year 6 pupils might be expected to make based on their attainment at the end of Year 2 in the National Curriculum tests in 1998 are missing. The national data shows that these particular groups of pupils achieved very low or well below average standards in those tests, although close details are not available.

45. Teachers in general are still not using the data collected to inform curricular planning. Some staff are not fully committed to the need for a whole-school approach to assessment, and are unaware of the need to develop a curriculum which builds effectively on existing skills. Some teachers are successfully adapting their planning in the light of on-going assessment but this good practice is by no means consistent across the school. In general, expectations of what pupils can be expected to do are too low and insufficiently rooted in evidence. More able pupils in particular make too little progress, as activities in lessons are geared primarily to lower-attaining pupils.
46. The assessment of the needs of pupils who have English as an additional language is carried out well. On-going recording of attainment and progress is carried out in line with the school's procedures. It is intended to develop this through use of the very recently introduced English scales in the Qualification and Curriculum Authority's guidelines, which will be adapted, with guidance from Surrey. The school buys in support from the Intercultural and English Language Service, whose staff collect and analyse pupil data, and after discussion with the school's staff on the causes of underachievement, decide on the allocation and methods of support. In addition to the National Curriculum requirements, learners with English as an additional language are currently assessed using the Surrey Stages of English.
47. The school provides high quality care for the physical, emotional and learning needs of the pupils with hearing impairment, both in lessons and in activities. They are taught how to care for and use their hearing aids and given training to improve their listening and speech. The pupils also benefit from advice provided by and contact from a good range of visiting local and national specialists.
48. Within the Hearing Support Provision, regular and good quality assessment is used effectively to set targets in pupils' individual education plans. These plans are regularly reviewed and updated. Long-term analysis of pupils' work and performance shows good value added to their learning.
49. Assessment in mainstream classes is used satisfactorily for pupils with the highest level of special educational needs, but unsatisfactorily elsewhere. By the summer term 2001, baseline tests and reading and spelling scores had been effected for most pupils on the special needs register. These scores were used satisfactorily in drawing up pupils' individual education plans and pupil targets. These plans and targets vary in quality from quite good to just satisfactory. The best are precise, define activities, suggest resources, name the adult responsible for giving the support, define the frequency and duration of support, ways to monitor and a review date. Not all teachers plan lessons to meet the targets, however. Review and updating has taken place for pupils with statements and a few others with higher degree of needs, and a detailed audit of all pupils at Stage 3 and above is almost complete. The education plans of many, especially for those at Stage 2, have not been reviewed since the summer term and targets are no longer appropriate. Some do not give the appearance of being working documents or of much handling. Teaching assistants have been trained to record progress made in class, but the use of these records by teachers is not extensive. Insufficient data have been collected to establish secure evidence of progress over time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Very few parents attended the pre-inspection meeting, and only a quarter completed the parental questionnaire. Those who are actively involved in the school, as parent governors or as members of the Friends Association, consider there is a local apathy towards school; inspection evidence would tend to support this. Those closest to what is going on support recent changes, but are impatient for further improvements in pupils' behaviour.
51. Responses to the parental questionnaire show that there are three other areas of significant concern. Half the respondents are dissatisfied with the amount of homework their children are given to do at home. Only half think the school provides an interesting range of activities outside lessons, and only three-quarters think the school works closely with parents. Homework is provided, and there are after-school sporting and dance activities. The school management's primary focus has been on improving behaviour; and evidence shows that there has been progress here. One third of parent respondents expressed concerns about behaviour. Such a change in culture takes time and requires parental support. The weekly newsletters have been used well to try to involve parents in the change.
52. The school is trying hard to communicate well with all parents, and is making good efforts to involve those who do not speak or read English. Three of the parental questionnaires returned were in minority languages. A bilingual member of the administrative team is routinely available to offer translations, and a sentence she has written offering translation is included on all documents sent home. Signing is also available for deaf parents at consultation evenings. Parents of pupils with Statements of Special Educational Need are invited to their annual reviews, but some do not attend, and this dilutes the impact of the school's work. Pupils' home-school reading records are used well for younger pupils, and there is evidence of parents reading with their children. A third of the parents who responded to the questionnaire felt they received insufficient information about their children's progress.
53. The school provides good information to parents about all pupils with special educational needs. Weekly newsletters are well written, and communicate valuable information clearly. The headteacher uses them well to attempt to consult and involve parents, and to identify common priorities. Pupils' annual reports are good and give parents a clear picture of their child's progress in school. They include evaluations of their own work by pupils from Year 1, but for older pupils targets to improve are not specific enough. At times teachers use language that is not clear, with educational jargon (such as 'cvc words' and 'phonic skills').
54. An example of attempts to further involve parents in their children's education is the extra, mid-year consultation evening provided for parents. Disappointingly few parents respond to invitations to attend meetings such as that organised to explain the assertive discipline policy. Parents are reluctant to approach the school, and so the headteacher's practice of being available in the playground is a useful bridging exercise, trying to win them over. The Friends Association is active and raised a significant amount for the school. It is now able to identify areas of expenditure, including a contribution towards playground seating and routinely buying infant cookery ingredients. They have not yet found a way of involving parents from minority ethnic groups in their activities, and so are not fully representative of the parent body.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school has been on Surrey's list of schools causing concern for some years. The quality of the school's current leadership and management is satisfactory and ensures clear educational direction. The role of the middle managers, the curriculum leaders, is weakly fulfilled. The curriculum leaders are not yet doing enough to raise standards in the school as many are new in post. Both the headteacher and deputy were appointed to interim posts following the departure of the previous incumbents in the autumn term 2000. The interim headteacher took up the substantive post in April 2001. A strength in the leadership is the partnership between the headteacher and deputy. The weakness is the time being taken to change the school's culture, although there has already been a considerable improvement in pupils' behaviour. However, this improvement has had a high cost in senior management time, which cannot be sustained in the long term. The standards are too low in almost all subjects in the juniors, and the focus must now be on raising attainment. The school has a positive ethos. Broadmere aims to provide a 'happy, safe and hardworking atmosphere in which all children are challenged and supported to extend their learning to the full'. It is still has some way to go to fully meet this objective, as the needs of the potentially higher attaining pupils are not yet consistently met across the school. The school has taken appropriate steps to ensure that the performance management policy is in place and leaders have been identified amongst the staff.
56. The headteacher is well supported by the deputy and most of the staff. Not all staff, however, give the new senior management team sufficient support to enable them to move ahead with the badly needed changes to the school. The previous inspection made no clear judgement on the quality of the school's leadership and management, although a good proportion of the writing was negative. In the last report many aspects required attention. Weak areas highlighted in the school's previous report were the failure to implement statutory requirements with regard to information and communication technology, the reporting of pupils' attainment and progress, using assessment information to assist teachers' planning, teacher appraisal, a policy for sex education and a curriculum overview. All these aspects have been satisfactorily tackled in a relatively short time by the new headteacher. The sex education policy awaits parental and governor approval, assessment is not yet embedded in all teachers' classroom practice, and information and communication technology is at an early stage of development. Standards remain below average in many subjects across the school.
57. These factors result in unsatisfactory improvement overall since the last inspection. The monitoring, evaluation and development of teaching by the senior management team is a developing area, resulting in satisfactory or better teaching especially in the Foundation Stage and in the infants. Many staff have a shared sense of responsibility in the school, and most want to do the best for the pupils that they teach. Support staff share the same philosophy and work collaboratively to achieve their agreed values and aims.
58. The school has satisfactory links with other local primary schools, and developing links with its main receiving on-site secondary school. The governors' intention for the school to work in partnership with the community and with parents is becoming successful. The senior management team has struggled to bring parents on board, there is a general apathy about education in the local area. The team is beginning to have some success but there is still much to be done. The governor/school partnership has strengthened considerably since January 2001, and this is beginning

to be reflected in the school's improvement. The school improvement plan is at a crucial stage of development as all staff and governors are being involved in its formulation for the first time. The ideas within it, agreed with Surrey and the governors, support the school's priorities well.

59. The senior management team has a vision for this school; although it is not yet fully accepted by all the staff or understood by all the parents, even though much has been achieved in a short time. Good progress has been made in the Foundation Stage and in the infant department. This school is improving rapidly, evidence is found in the standards in the Foundation Stage, the infant department and in a few junior classes. There is still some way to go in the junior department to make this a fully effective school, but it is on its way to achieving this. The management team now needs all the teaching staff and parents to 'sing from the same hymn sheet' for it to become a success story.
60. There has been some progress since the last inspection on planning and providing for pupils with special educational needs, but more is needed. The governors have adopted a sound policy and the governor linked to special educational needs is well informed and visits the school to talk to the co-ordinator. The special educational needs co-ordinator is now on the senior management team. She is hard working and well qualified. In 2001, quite good progress has been made in the planning for the development of target setting, and in getting individual education plans in place. Since half the pupils in the school are on the special educational needs register, this is a significant task. Written guidance has been made available for writing individual plans. Teachers have been supplied with prompts for relating sounds to letters, and lists of high frequency words to target. Spelling record sheets are now in place. All staff, teachers and teaching assistants, have been given training. The current register of all needing support is complete and on a newly established database, along with individual education plans. Although much has been done, the procedures and paper work are just the first step and are not yet showing dividends in raising standards. Several individual plans and targets have not been updated for the current year. Not all teachers are finding the weekly 30-minute time designated to them to support pupils on Stage 3 of the register, and there is inefficiency in the use of the trained teaching assistants in too many lessons. With half the school's pupils on the register for special educational needs, more work and effort is needed if standards are to rise. Management of the Hearing Support Provision is of high quality and effective.
61. Broadmere is a school where all pupils are welcomed, and where there is a commitment to providing inclusive education, irrespective of ethnic origin, gender or special educational need. In many respects it succeeds in being inclusive, but some of its structures (for example, the continuance of mixed-age classes) and practices (for example, the failure to identify gifted and talented pupils) limit its current capacity to ensure that all pupils have equal access to the best possible provision for their individual circumstances. There are instances where the poor behaviour of boys has the effect of marginalising girls from answering questions in class.
62. The governing body is effective and supportive of the school and through its committees is informed about curriculum and resources issues. There have been many new governors since the last inspection, as there were at the time of that inspection. Frequent visits, by a number of governors, mean that they have a good understanding of the school's strengths and weaknesses. Financial practice is very good, and clear procedures are used. All designated grants are used appropriately, particularly the significant amount relating to special educational needs. The 1999

audit report required the school to adopt a financial procedures policy; this has only begun under the present headteacher, and the document is still to be considered by governors. Governors are more involved in strategic planning and their role is satisfactory. This is an improvement since the previous inspection. The governing body fulfils its responsibilities well.

63. The arrangement of accommodation is unchanged since the time of the last inspection. It is adequate for teaching the planned curriculum. The building is 50 years old, and deteriorating in some areas. For example, the headteacher has closed the infant boys' toilets on health and safety grounds, because of a ceiling problem. There is still no direct access to the outside play area for pupils in Reception. There are also concerns about safety in the driveway, exacerbated because of the number of taxis used for pupils in the Hearing Impaired Support Provision. There are good-sized hard play areas outside, but there is no seating, and no quiet areas. The bins are not properly fenced off and pose a potential health and safety hazard. Several classrooms and small teaching rooms have good acoustics for teaching pupils with hearing impairments.
64. There is some shortage of teaching resources for mathematics and of artefacts for religious education. There are too few modern computers in the school. The school has one for every 24 pupils, compared with a national figure of 1:11. The school has plenty of storage space, and each classroom has two large cupboards. As a result, its resources are spread throughout the building, and new co-ordinators do not necessarily know what is available. The finance officer has plans to audit resources, and to operate a more centralised stock and storage system. This would maximise use of resources, and contribute towards sensible purchasing of consumables. Best value principles are applied in the use of services and resources.
65. The school is fully staffed, albeit with many temporary staff, and teachers have relevant experience for the ages of pupils in their class. The successful appointments of a new Nursery teacher and an infant co-ordinator have led to improvements in both of these areas. Recruitment remains an issue; there are currently six temporary teachers on the staff, and the school still needs to appoint good permanent teachers, including a substantive deputy headteacher. Class sizes in Years 3 to 6 are too large for teachers to respond adequately to the many needs within them, and yet there are four senior staff without full-time teaching responsibilities.
66. Induction of some temporary teachers is not satisfactory, particularly in relation to classroom management. Teachers' professional development features in the new school improvement plan, as part of whole-school needs. Training in the use of information and communication technology has not yet taken place, although it is planned for the spring term. Whereas at the time of the last inspection there was no appraisal process, performance management is now in place. Teaching assistants are well trained, and mid-day supervisors have been briefed on the school's behaviour management policy. The senior administrative staff are devising excellent management systems integrated into school improvement planning, as a tool for senior management and for governors.
67. The finance officer and senior administrative officer contribute far more expertise than is usual in primary schools to senior management information and decision making systems. The finance officer has been a management consultant, and brings considerable information technology skills to her post. As a result, the school management information system is being used to maximum effect in office and

management procedures. The budget is now planned with regard to the school improvement plan, funds are allocated appropriately and decisions are challenged to test their merits.

68. All statutory requirements are met. The costs per pupil are higher than average. However, the overall satisfactory quality of the school's leadership and management and of the majority of teaching, the good provision in the Foundation Stage and in the infants, the good provision for pupils with special educational needs, for the hearing impaired, and for those with English as an additional language mean that the school has turned the corner and has a satisfactory capacity to further improve. There are weaknesses in the standards achieved by the end of Year 6, which the school is addressing rigorously. Setting these factors against the above-average cost of educating each pupil, the school still provides unsatisfactory value for money. The new management team has significant issues to address in raising standards across the board.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. The headteacher, staff and governors should build on the improvements already made and tackle the significant issues of raising standards as quickly as possible by:

- (1) *Raising pupils' attainment in English, mathematics and science, especially in the juniors, by:

- re-focusing the efforts of the senior management team from behaviour management towards raising attainment in these subjects;
- targeting the 50 per cent of pupils not on the special educational needs register;
- ensuring that the needs of all pupils, especially the potentially higher-attainers, are effectively met through lesson planning;
- helping teachers to use assessment information to guide their lesson planning;
- ensuring that subject leaders have the opportunity to monitor standards and teaching in their subjects;
- decreasing class size to more manageable levels;
- raising teachers' expectations of what pupils can achieve if sufficiently challenged.

(Paragraphs 4, 5, 6, 18, 20, 23, 28, 41, 55, 68, 85, 89, 91, 96, 102, 104, 107, 110)

- (2) *Improving curricular planning and assessment in all subjects, to target groups of pupils, especially the higher-attainers, and to ensure more focused and effective teaching by:

- fully implementing assessment systems in all subjects;
- tracking pupils' learning and progress;
- providing training for teachers to enable them to plan lessons more effectively;
- building on the good practices seen in the Nursery;
- using the results of assessments more effectively to guide lesson planning.

(Paragraphs 3, 5, 17, 20, 22, 30, 44, 49, 60, 71, 91, 100, 118, 152)

- (3) *Raise the standards achieved in information and communication technology by:
- ensuring that all staff quickly improve their knowledge and understanding of the uses and benefits of technology to support learning;
 - providing sufficient computers and other hardware to enable pupils more opportunities to develop and practise their skills;
 - ensuring that information and communication technology is clearly identified in all lesson plans;
 - ensuring that the co-ordinator has time to work alongside colleagues to develop best practice. (Paragraphs 3, 27, 56, 64, 89, 92, 125)
- (4) *Developing the role of the curriculum co-ordinators to be pro-active in raising standards by:
- ensuring that the monitoring and evaluating aspects of their job descriptions are rigorously implemented. (Paragraphs 55, 92, 104, 112, 120, 140, 149)
- (5) Improving the consistency in the quality of teaching in the junior department by
- ensuring that teachers more closely follow the school's policies, especially that of behaviour management. (Paragraphs 20, 89, 96, 100, 104, 112, 131, 143, 146, 147, 148, 152)

Other issues which should be considered by the school

- Deal quickly with the apathy amongst some staff that is preventing the badly needed changes in this school from taking place effectively. (Paragraphs 59, 91)
- *Improve pupils' attendance and punctuality to enable them to gain more from their time in school. (Paragraphs 15, 40)
- Evaluate and reflect on the use of qualified teachers and teaching assistants so they are more effectively deployed to benefit the pupils. (Paragraphs 7, 21, 91, 101, 109)
- *Improve the quality of displays across the school so that they better reflect and value pupils' work. (Paragraphs 38, 120, 121)
- *Create further opportunities to involve parents in their children's work and in the life of the school. (Paragraphs 50, 54, 58)

Issues marked with an asterisk are already identified by the school in its improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	32	32	4	2	0
Percentage	0	12.5	40	40	5	2.5	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	308
Number of full-time pupils known to be eligible for free school meals	0	56

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	30
Number of pupils on the school's special educational needs register	7	157

English as an additional language

	No of pupils
Number of pupils with English as an additional language	73

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	7.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	20	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	17
	Girls	15	16	18
	Total	28	30	35
Percentage of pupils at NC level 2 or above	School	60 (69)	64 (82)	74 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	17	16	17
	Total	32	30	32
Percentage of pupils at NC level 2 or above	School	68 (67)	64 (82)	68 (85)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	26	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	22	13	21
	Total	41	32	40
Percentage of pupils at NC level 4 or above	School	80 (63)	63 (63)	78 (71)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	19	11
	Girls	10	12	11
	Total	19	31	22
Percentage of pupils at NC level 4 or above	School	37 (33)	61 (56)	43 (54)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	47
Bangladeshi	3
Chinese	0
White	214
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.8
Number of pupils per qualified teacher	28.5:1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	444

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21:1
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	10.5:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
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	£
Total income	950547
Total expenditure	890742
Expenditure per pupil	2531
Balance brought forward from previous year	23483
Balance carried forward to next year	83288

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	49	10	4	0
My child is making good progress in school.	29	53	12	4	1
Behaviour in the school is good.	25	35	17	14	8
My child gets the right amount of work to do at home.	11	42	22	24	1
The teaching is good.	33	50	7	4	6
I am kept well informed about how my child is getting on.	26	38	22	14	0
I would feel comfortable about approaching the school with questions or a problem.	46	40	6	6	3
The school expects my child to work hard and achieve his or her best.	43	47	3	4	3
The school works closely with parents.	23	50	17	10	0
The school is well led and managed.	36	44	9	3	9
The school is helping my child become mature and responsible.	34	51	8	3	4
The school provides an interesting range of activities outside lessons.	14	32	24	17	13

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. The school makes good provision for children in the Foundation Stage. At the time of the previous inspection, no clear judgement was made about the quality of provision. During the term of this inspection, there were 34 children in reception, 12 part-time, and 40 in the Nursery. Currently Nursery girls outnumber the boys in a ratio of seven to three. The curriculum is well planned according to the 'Early Learning Goals' for children of this age, although most children will not meet these goals by the time they are five years old. Teachers use a variety of good strategies to develop children's speaking and listening skills, although children's limited language skills restrict their progress in all areas of learning. Generally, the teaching of basic skills, teachers' knowledge and understanding of the phase of education and the management of children are good. There is room to develop further planning and assessment, so that there is consistent practice in every class, and to carefully consider how best to use support assistants and visiting specialists. The quality of teaching is good overall in the Foundation Stage, and helps children to make good progress in their learning. At the time of the last inspection, teaching standards were satisfactory so there has been an improvement, although reference was made only to teaching in the Nursery class and not the Reception classes.
71. Children enter the Nursery with skills that are well below what is expected for their age. The school admits a number of children with significant developmental delays in communication and social skills. Approximately one third of nursery children are just beginning to learn English. The needs of children are effectively assessed, however, and all are valued as individuals. This inclusive approach means that all children make good progress, especially in their Nursery year. Baseline assessments show that as children progress through the Reception year they achieve below average standards, and are still below the levels expected on entry to Year 1 in all areas of learning. A minority of children is likely to meet the expected levels in mathematics and physical development.

Personal, social and emotional development

72. Most children enter the Nursery with poor personal, social and emotional development. The good quality of teaching by all staff ensures children's all round good achievement. However, by entry to Year 1, most children do not achieve the Early Learning Goals. Many are still unable to consider the consequences that their words and actions may have for themselves and others.
73. Children thrive in a secure, lively and colourful environment. They respond positively to school rules and their behaviour modifies. All staff are on the lookout for small improvements and reward children immediately. As a result, children gain confidence in their approach to learning tasks and when talking to other children or adults. For example, when working together to create vegetable prints, children listen, and try to repeat vegetable names to each other. They relate well to skilful staff, who fully understands the steps and support needed in the development of young children, socially and emotionally. Children with special educational needs and those with English as an additional language are included in all activities. Their needs are understood and well met, and activities are well matched to their prior attainment. All

adults provide very good role models for children. They sit with children during activities and take evident pleasure in every achievement made.

74. Resources are well organised and accessible to children. All adults actively promote independence through insisting on high standards when using resources and when tidying up at the end of sessions. Reception children change independently for games, with help but a minimum of fuss. In their outdoor activities, children successfully follow well-established routines for using a range of exciting resources. Many Nursery children and some Reception children are in the early stages of learning to co-operate, to share toys and to take turns. Provision to meet their needs is good and most children make good progress in their personal, social and emotional development, as a result of good teaching and well-planned outdoor activities.

Communication, language and literacy

75. Children enter the Nursery with skills in communication, language and literacy that are well below what is expected for their age. Most find it very difficult to pay attention to stories for any length of time. Many children do not look at an adult speaking to them. All staff place an appropriately high priority on developing children's confidence when speaking and ensuring that they begin to acquire good listening habits. By the time children enter Year 1, skills are still below the expectations of the Early Learning Goals. Very few children use talk to resolve disagreements.
76. Activities in all foundation classes begin with well-organised discussions, with teachers asking challenging questions. For example, Reception children think about where they must stand in order to speak to a deaf classmate. Most answer correctly using one or two words but find it very difficult to explain why they must face him. All adults give children time to talk and take a keen interest in what they say.
77. Elements of the Literacy Framework are well used by teachers in Reception classes. Children begin to make links between letters and sounds as they search their 'big book' for words with 'p'. Children look at a beautifully wrapped present, successfully extending their understanding. Work done last year shows that more able pupils make sound progress in writing. Assessments done recently show that very few children in Reception are able to attempt to write their name or to draw themselves. Supplies of paper, pens, pencils and crayons are readily available to all children, but are chosen activities for only a few. Teachers are innovative in promoting reading and writing skills through outdoor activities. 'Trains' are numbered and go to clearly named destinations. 'Outside cafes' take orders and need menus. Children regularly take books home to share with their family. Reception children are excited by the opportunity to choose a book from the school library. The quality of teaching in this area is good and as a result most pupils make good progress but few are on target to meet the Early Learning Goals by the time they are five years old.

Mathematical development

78. Children enter the Nursery with below average skills in number, although it is clear that most are more aware of the meaning of numbers than they are of letters. Assessments done recently in Reception show that more able children have secure understanding of numbers to ten and can also identify shapes. Approximately half the children in Reception classes have special learning needs or significant language needs. About 20 per cent of children are on target to meet the Early Learning Goals by the time of entry to Year 1.

79. All adults are aware of opportunities to develop children's learning about mathematics. Children are counted as part of registration activities. When climbing outside, children say, 'under', 'over', 'through', as a direct result of good teaching in the Nursery class and well-placed labels. Elements of the Numeracy Strategy are well used to give shape and focus to lessons. The teaching of mathematics is satisfactory in the Reception classes and in the Foundation Stage overall. Reception children confidently complete a sorting program on the computer, and a few explain why they are matching certain colours or fruits. In one particularly good session, Reception cooking groups count spoonfuls, look at numbers on the scales and guess how many biscuits they might make. Assistants taking this session have high expectations of behaviour and mathematical learning. Work done during the previous year shows that more able children, about 10 per cent, make good progress across the 'stepping stones' and achieve the Early Learning Goals on entry to Year 1.

Knowledge and understanding of the world

80. Children start school with limited understanding of the world around them. All adults in the Foundation Stage are very aware of these low standards. They work very hard to provide a range of well-planned and exciting activities to enable children to become more constructively interested in the world around them. When printing with a range of fruit, they encourage guessing the names of cabbages and onions. For many children in the early stages of learning English, and for some deaf children, these question-and-answer sessions are an important part of learning about their world. All adults take the development of speaking skills very seriously. After taking part in an excellent evaluation of their sense of hearing, Reception children make musical shakers and decide whether they want a loud or a quiet tone. They shake and rattle a whole range of containers as they investigate all possibilities. Good teaching means that their sense of curiosity is developed and effectively enhances making skills. Teaching is unsatisfactory when activities are insufficiently planned and sessions lack a clear focus. Teaching is satisfactory overall.
81. Most children are confident when using construction toys. Those with developing language skills watch carefully and copy what others do. Nursery children co-operate well, making tall towers outside. Children are interested in using the computer and some are confident, especially with a familiar sorting game. They are developing useful mouse control skills. Social skills in taking turns are limited and adults are very quick to praise improvement as children share digging tools in their garden.

Physical development

82. Children's physical development is at the expected level. The imaginative use of the outdoor play area for all classes is a major factor in the good progress made in physical skills. Children run, jump, balance and climb with surprising skill and confidence. Some are beginning to be aware that others have rights to play in a calm and safe area. Good teaching and use of resources means that Nursery and Reception groups work in close co-operation.
83. Reception children also have access to the school hall. The quality of teaching is good, enabling language to be very successfully developed through physical activity. For example, children move as if wearing heavy wellington boots, high heeled shoes or riding boots. Teachers show examples of footwear to help those who are at the early stages of language development to understand what is needed. As a result, the

quality of learning is good. All adults regularly demonstrate simple cutting skills to enable all young learners to complete tasks safely. The good range of activities planned is successful in helping children develop skills in handling simple tools, malleable materials and construction kits. Such activities support children's developing eye and hand co-ordination. Overall, the quality of teaching is good and most children are on target to reach the Early Learning Goals in this area.

Creative development

84. Children enjoy creative learning but very few enter the Nursery with a confident approach to painting, drawing or making. Good teaching enables sound progress to be made. It is unlikely, however, that children will meet the Early Learning Goals by the time they enter Year 1. However, basic techniques have to be carefully and sensitively taught by adults in order to nurture a sense of wonder and exploration. For example, when vegetable printing in the Nursery, few children realise that you have to add more paint if you wish to make a second print successfully. By the time children are in Reception, they are a little more adventurous. They create a range of cakes and animals with play-dough, investigate the sounds made by a range of musical instruments and play the part of doctor or nurse in the clinic area, imaginatively. In the outdoor area all children have a good range of opportunities to co-operate in role-play activities, well supported by interested adults. The provision for imaginative play is good in both the Nursery and in Reception classes, and children develop their co-operation skills adequately. Close co-operation between teachers, assistants and helpers enables children to learn effectively. All adults use imaginative play to reinforce language skills, social skills and to structure patterns of behaviour.

ENGLISH

85. The majority of pupils begin work on the National Curriculum with unsatisfactory skills in English for their age, with a significant proportion having special educational needs (SEN) including severe hearing impairment, and also English as an additional language (EAL). In 2000, standards by the end of Year 2 were well below the national average levels and very low in comparison with similar schools. The school's performance in the National Curriculum English tests at the end of Year 6 was below average in comparison both with all schools and with similar schools. In this school the girls at 11 perform less well than the boys do.
86. During the previous inspection, Year 2 pupils were reaching below average overall standards, while Year 6 pupils were not significantly different from the national average. Trends over the period of time since the previous inspection indicate peaks and troughs in the standards reached, which appear to be linked to the intake of pupils with EAL and with SEN. Standards during the previous inspection showed that speaking and listening, reading and writing were unsatisfactory overall. Standards in literacy were unsatisfactory by the end of Year 6 and those of with pupils with SEN well below average.
87. The current inspection found pupils in Year 2 to be reaching below average standards in reading and writing although their speaking and listening is slightly better, while pupils by the end of Year 6 attain below average standards in all four elements. The current Year 6 pupils achieved very low standards in reading and writing at the end of Year 2, in 1998. The current standards reflect their abilities satisfactorily.

88. Currently, the quality of learning for pupils in Years 1 and 2 is good and reflects the teaching they experience. Pupils build well on the early skills established in the Nursery and Reception classes, and extend their reading, writing and spelling skills in all of their work. This was evident as the Year 1/2 teacher, teaching assistant and EAL translator ensured that all pupils had access to an activity where confusing 'ar' sounds were being sorted for spelling recognition purposes. In the EAL group, the emphasis is on listening and looking. Recent arrivals to this country are well supported as the teacher's words are translated, and pupils are encouraged to take part in the lesson. One pupil who has very little English learned two new words during a session, representing a significant achievement for him. In the afternoon, the same class was encouraged to link the writing of a plan, learned earlier, with their design and technology puppet designs. This constant reinforcement is good in establishing routines, and helping pupils make links that are meaningful for them. A reading recovery programme is supporting pupils very well and helping them to gain a head start in overcoming identified difficulties. In two weeks, for example, one pupil has moved from dependency on the teacher to confidence in reading simple sentences, and has also acquired a voice in expressing opinions and evaluating her own contributions. All pupils take reading books home and parents are encouraged to share stories with their children. Home-school records are filled in regularly. The school also hosts book fairs. This represents good practice. Standards of reading in the current Year 2 class are approaching average levels for their age. Pupils' hand control and writing skills, however, are less developed than might normally be expected. While three out of five pupils can write their name independently, variations occur in letter formation and word boundaries as well as in their ability to write on a line. Standards in writing are below average for their age. Satisfactory progress has been made in pupils' use of information and communication technology to create classroom labels for drawer fronts. Listening skills are better than speaking.
89. The majority of pupils in Years 3 to 6 with identified special educational needs make satisfactory progress in lessons based on the National Literacy Strategy, although variations occur across classes depending on the teacher's planning, expectations and class control. The pupils who are not identified as needing learning support, whether academically, behaviourally, with hearing impairment or with EAL, do not make the progress they could if provision were better. Although the school has made significant improvements to the behaviour of pupils in most classes, fear of losing control of those with behavioural problems dilutes the tasks that teachers set, and the risks they are prepared to take. Potentially higher-attainers are held back in these circumstances, with speaking skills often limited to responding to the teacher's questions. In one class, the lower-attainers and those with SEN achieved well as an oral recount of Macbeth backed by cartoon illustrations helped pupils to appreciate the main action and characters in the story. The EAL teacher conducted this session well, with the class teacher and learning assistant overseeing pupils by ensuring that they were listening and behaving appropriately. Within this class, at least one pupil is at Level 5 for reading. Where higher-attainers are challenged, as seen in a poetry session based on the poem 'The Ice Cart', these pupils were very anxious to answer the teacher's questions as well as to seek clarification for themselves. In this class, the teacher allowed one pupil to disturb the planned pattern of her lesson and was rewarded by glimpsing possible stumbling blocks to learning. The majority of readers in Year 6 are using reading schemes: but there are few independent, silent readers. This represents well below average attainment. Volunteers from a local company listen to pupils reading during the lunchtime. Many of these pupils have low self-esteem and are very reluctant readers, but the volunteers work with them to show that reading can be fun and they can succeed with a little effort. Story writing and writing

for different purposes is more limited than might be expected; little extended writing was seen. Speaking and active listening are not well developed, with pupils' actions and oral input being tightly controlled in most classroom situations. Whereas pupils in Years 1 and 2 are encouraged to make links between literacy and the rest of the curriculum, there are missed opportunities in Years 3 to 6 for developing literacy through other areas of learning such as science and mathematics. Very little evidence of information and communication technology use was seen in Years 3 to 6.

90. Attitudes and behaviour are generally good although this is teacher imposed rather than self-motivated. Where pupils are given freedom, as seen in the Year 1/2 drama session, pupils fidget and are restless, with some rolling on their backs on the floor uncertain about how to deal with the space around them or the activity engaged in. Where classroom management is poor, behaviour quickly deteriorates and learning suffers. Girls are often marginalized from answering questions, and in some classes, suffer particularly from the poor behaviour of boys. Pupils respect teachers with firm authority where learning is fun. Here pupils settle quickly and work hard to fulfil the set task.
91. Teaching is satisfactory overall. Teachers have satisfactory understanding of the National Curriculum and the National Literacy Strategy, but procedures are poor when assessing pupils against National Curriculum levels of attainment. Teachers' assessment generally is unsatisfactory. Marking is largely evaluative, with few helpful comments as to how to improve standards further. Teachers' planning is not based on a whole-school approach and too many inconsistencies affect the achievement of those pupils not identified as being on the register for SEN. While teachers work well with the learning assistants and the EAL support allocated to them in the main body of the lesson, support staff are often a wasted resource. In the introductory session of lessons, there were few examples of support staff being used for observing pupils and making diagnostic assessment records. There is currently too little attempt by teachers to look beyond the year group in which they work and engage with colleagues to improve standards across the school. With so many pupils having specific learning difficulties, teachers focus their planning on pupils with SEN and currently do not provide a good enough standard of provision for potentially higher-attaining pupils. Not all classes have single age groups and this adds further complications for planning, as well as limiting the equal opportunities for many pupils. Homework is set regularly and is generally appropriate for the age group.
92. The leadership and management of the subject are shared between two teachers and, while they work well together, monitoring is at an early stage of development and planning lacks continuity and progression. It is insufficiently inclusive for higher-attaining pupils. Progress is being made in the collection of assessment data and the school has the intention to set 'Smart' targets and to track pupils as they go through the school. Reading records are kept and records for SEN and EAL pupils are updated regularly. Records for those pupils in the specialist hearing impaired provision are good. Library resources are comprehensive with plenty of multi-cultural texts, and a good range of fiction and non-fiction books. There is a computer in each classroom although not all teachers are confident in its use. Provision for pupils' spiritual, moral, social and cultural development is satisfactory with visiting drama groups and trips to theatres adding enrichment.

MATHEMATICS

93. Standards achieved by pupils at the end of Year 2 and at the end of Year 6 are below those expected nationally. On the face of it, this is a significant decline since the last inspection, when teacher assessment indicated standards in line with the national average at the end of Key Stage 1, and the results of national tests in 1997 suggested attainment well above the national average at the end of Key Stage 2. However, scrutiny of work and observation of lessons during that inspection identified attainment in June 1998 as in fact below national expectations at the ends of both key stages.
94. The numbers of pupils reaching the nationally expected level by the end of Year 6 in 2000 was below the national average. In figures for 2001, the numbers of pupils reaching the nationally expected level fell dramatically to only 24 per cent. This is extremely low in comparison with the national average, and well below that of schools with a similar intake. The previous co-ordinator for the subject left the school in October 2000 and many of the government recommendations were not in place at that time. The subject was without a co-ordinator until September of this year and this is reflected by the school's poor results at the end of Year 6.
95. Progress by the end of Year 6 is unsatisfactory. Whereas 75 per cent of seven-year-olds in 1997 achieved the nationally expected level in mathematics, only 24 per cent of these same pupils achieved the nationally expected level when aged 11. Only two pupils achieved the higher level. Girls are achieving significantly worse than boys.
96. Many of the issues noted in the previous report have yet to be addressed. The school has only just begun to implement the National Numeracy Strategy in all classes. The benefits of the strategy, which have helped to raise standards of attainment in mathematics in other schools, have yet to be felt. There has been a heavy reliance on published schemes to structure teaching and learning and tasks have not been carefully matched to different ability levels. There are too few opportunities for pupils to apply their number skills through open-ended problem solving activities. Expectations of what pupils can achieve are particularly low in Years 3 to 6. There is also unequal provision for pupils in the same year group in different classes. For example, the work scrutiny shows that Year 2 pupils in the mixed Year 1/2 class receive a less challenging curriculum, than those in a 'pure' Year 2 class.
97. Progress by pupils with SEN is satisfactory when they are given sufficient support in lessons. Pupils with hearing impairment frequently make better progress than their peers, owing to the very high levels of support provided. Pupils with EAL make satisfactory progress, and even the newly arrived non-English speakers make sound progress with assistance from their 'translator peers'.
98. In Year 2, pupils are beginning to understand that the position of a number alters its value and more able pupils can add numbers to 100. Pupils are beginning to look for number patterns on a 100 square, finding odd and even numbers and counting forwards and backwards. Using a number square, they can count in two's, five's and 10's. They are beginning to apply their knowledge of numbers to money and measuring activities. More able pupils can measure accurately in centimetres.
99. In Year 6, pupils are writing large numbers in figures and words, but are still learning their multiplication tables. In a mental number session in the Year 6 class, the teacher used a counting stick to guide chanting of the two, five and ten times tables. When asked to label axes for a bar chart, most pupils confirmed their knowledge of these tables but some were insecure in numbering the axes correctly or in deciding on a suitable scale to use.

100. The quality of teaching was broadly satisfactory in most of the lessons observed although in one lesson it was poor. In practice, there is little consistency in teaching across the school. In the better lessons, teachers plan appropriately for the different ability groups in their classes, although in most classes expectations of what more able pupils can achieve are too low. For example, in the Year 6 class, a group of pupils identified by the class teacher as higher-attainers were given low level tasks and the teaching strategies were largely geared to the lower ability pupils. The data for the bar graph had been prepared for all pupils, and more able pupils had no opportunities to apply their knowledge or devise their own problems.
101. In some classes, teachers revise their planning in the light of on-going assessment, reinforcing learning as necessary or moving pupils on in their learning in follow-up sessions. However, this good practice is not consistent across the school. Similarly, some teachers use support staff well, for example by asking them to complete assessment sheets throughout the lesson. Other teachers prepare detailed summaries of what support staff will need to cover with their groups so that activities begin briskly and no time is wasted. In other classes, the class teacher has to explain what she expects them to do as she goes along, and support staff spend too much time listening to initial whole-class expositions rather than engaging with pupils throughout the lesson.
102. In most classes, the structure of the National Numeracy Strategy is being followed appropriately. As this has only been implemented in the school since this September, it has had limited impact so far on pupils' progress, and the quality of the individual components varies from class to class. In some classes, teachers are using an interesting range of strategies for developing pupils' mental number skills, in others there is a reliance on whole-class chanting or the mental/oral part of the lesson is subsumed into the general direct teaching session. In some classes, teachers carefully prepare the follow-up activities. In others, there is a heavy reliance on worksheets from published schemes which do not match the needs of the pupils, and which focus on low level tasks such as colouring in. Over-reliance on worksheets in Year 2 has a detrimental effect on pupils' presentation and ability to set their work out correctly in Year 3. Some teachers use good open-ended questioning in the plenary session to assess how well the main learning objectives have been met. In other classes, this time is teacher dominated and there is little direct interaction with pupils.
103. In most classes, teachers manage pupils' behaviour well. Even quite challenging behaviour is handled satisfactorily, so that the momentum of the lesson is not affected. For example, in a Year 1 class, a pupil was given a teddy bear to cuddle in the whole-class session. In others, potentially disruptive behaviour is defused through humour and the good relationship the teacher has established with the pupils. In some classes, notably the Year 4 and the Year 6 classes, teachers have yet to develop adequate strategies for preventing the poor behaviour of a few pupils from affecting the learning of the majority.
104. The co-ordination of mathematics is unsatisfactory. The present co-ordinator has been successful in ensuring that the National Numeracy Strategy has been implemented across the school since the beginning of this term. However, the monitoring of planning and teaching is inadequate. The co-ordinator does not set a good enough example through the quality of her own teaching to encourage all staff to commit themselves to raising standards of attainment in mathematics throughout the school. Some teachers show individual initiative in having higher expectations of

their pupils and matching tasks to the different needs of pupils in their classes, but this is not consistent across the school.

105. Although assessment data are now systematically collected, they have not yet been analysed to identify areas for development or to set appropriate targets for pupils. In all classes except the Year 6 class, work is marked conscientiously, although there is little in the marking to suggest what pupils have done well or how they might improve their work in future.
106. An audit of resources is necessary to identify what is required for the more effective implementation of the National Numeracy Strategy. Although considerable sums of money have been spent on mathematics materials in recent years, most of these resources were for individual classrooms and are not generally available. National Curriculum requirements are met.

SCIENCE

107. Standards by the end of Year 2 are broadly in line with what is expected. In Year 6, standards are well below average. This means that standards in the infants have improved since the last inspection whereas standards in the juniors have declined. In national tests in 2000, standards were well below average for seven and eleven-year-olds. Results of teacher assessments for seven-year-olds in 2001 improved, especially in the number of boys attaining higher levels. For eleven-year-olds, standards were poor in 2001, both when compared both with all schools and with similar schools. The main reason for these low standards is that teaching does not follow a systematic programme of study for junior pupils. Planning is weak and work is not matched to the needs of pupils. A new co-ordinator was appointed in September, 2001.
108. In the current Year 2, standards seen were in line with what is expected. Pupils can give a clear definition of a mammal. They respond well to challenging questions posed by the teacher to name family groups of mammals. Vocabulary is extended as they learn what stallion, ewe and mare really mean. Pupils sequence mammals to show development and more able pupils write simple well-constructed sentences to explain their findings. In Year 6, standards are extremely low. Two teachers work hard to maintain reasonable behaviour patterns as they demonstrate that plants have roots, stems, leaves and flowers which will eventually give rise to seeds. Most pupils have no clear understanding of what is alive and what was once alive.
109. An analysis of pupils' work from infant classes and Years 3 and 4 gives a picture of rising standards. Infant pupils carry out investigations about insects, linking this well to art work involving spidery shapes. Years 3 and 4 record findings about changes in materials systematically. Opportunities are planned to give pupils first-hand experience. Much more could be done if classroom assistants were fully involved in activities as a result of teachers' planning. Much work is oral for the oldest pupils. Recording is brief and does not convey the level of understanding achieved. Pupils with SEN achieve well in the infants, where work is well matched to identified needs. However, many tasks in the juniors are given to the whole class. Pupils with special learning and language needs are always well supported by adults, but too often the concept taught is too difficult for them to grasp.
110. The quality of teaching and learning in the infants is good. Teachers plan co-operatively and are skilled at matching tasks to four or five levels of ability.

Questioning is challenging and pupils are encouraged to have a go because teachers praise them for having good ideas. The pace of lessons is good. Pupils know what they are going to learn and when completing tasks they know how long they have got, whether it is 'blu tack time' or 'timer time'. The quality of teaching and learning in the juniors is sound, overall. The majority of teachers' subject knowledge is secure. Most Years 3 to 6 teachers do not plan a sufficient range of tasks to involve or challenge appropriately the wide range of ability levels in all classes. The potentially higher attaining pupils miss many opportunities to extend their learning owing to the lack of planning for them. The majority of lessons take place in a calm, structured environment as a result of good class management. For example, Year 3 pupils estimate the melting rates of five materials, take water temperatures, take turns with the class commentary and remain on task for half an hour.

111. There are no clear schemes of work. The very new co-ordinator is aware that teachers, when planning, do not have clear guidance to ensure continuity and progression of learning for all pupils. There is no agreed format for assessing what pupils have learned at the end of each unit of study. There is no system to relate pupils' past achievements to what they must do next to improve. Resources are adequate but are not accessible to all staff. Most teachers new to the school do not know what the school has in terms of resources, although the co-ordinator is trying to organise them quickly.
112. The new co-ordinator has a clear educational vision for the subject but lacks understanding about school systems to support the implementation of her plans. She is just beginning her second year of teaching. Monitoring of planning and provision is not in place because there are no schemes of work to act as a benchmark. Teachers are planning in phase groups but there is no cohesion between the phases and this has a negative impact on standards.

ART AND DESIGN

113. Standards in art in Year 2 have remained the same as at the previous inspection and meet the expectations for pupils' age and stage of development. Pupils communicate through drawing and use colour expressively. They make sensible choices when selecting activities or resources to work with. Little difference is evident between boys' and girls' development of skills or knowledge, and understanding of art materials.
114. Standards in art in Year 6 are below what might be expected, which represents a drop in standards since the last inspection. Drawing and painting skills are weak. While a few pupils' drawings of the human face are as good as might be expected, too great a reliance on cartoon inspired worksheets limits the majority of pupils' understanding of the proportion of the human form and how it changes during activity. Wall displays in this classroom confirm pupils with below average drawing and painting skills.
115. By the end of Year 2, pupils draw plans for making puppets, they learn to sew along straight lines and, with support, cut fabric using a pre-prepared template. The best artist, clearly showed the development of his proposed design in four stages and received well-deserved praise from his teacher. Colourful paintings of boats sailing on a blue sea show pupils with good brush control who can mix colours adequately. Their learning is well planned by the teacher and teaching assistant, who provide good support systems to guide achievement. As a result no child withdraws from the activity because of fear of failure.

116. By the end of Year 5, pupils carefully draw the human figure and other standing figures in proportion. The majority of pupils achieve well. These pupils benefit from the teachers' demonstrations. Mistakes are not avoided but treated as learning experiences. Previous work shows average and above average standards in stencilled leaf patterns as well as in carefully chosen and painted sections of a Seurat painting.
117. By the end of Year 6, pupils produce stick figures to represent human action. Pupils are shown a skeleton and also have access to cartoon imagery of human figures. Few pupils make links between the stick figure, the human skeleton and the cartoon imagery and the use of proportion is a weak feature of the final outcomes.
118. While few lessons were observed during the inspection, displays were evaluated in each classroom and the portfolio and photographic records perused. Teaching varied from satisfactory to very good. In Years 1 and 2 it is good overall, and it is satisfactory in Years 3 to 6. Planning reflected this pattern. Teachers' confidence and expectations impacted on the interpretation of the task set and the resources provided, with the result that a younger class was more challenged and gained better knowledge and understanding of the human figure than the older pupils. Assessment is poor both in terms of providing a baseline for establishing pupils' skill development and in tracking pupils' progress.
119. Pupils' enthusiasm, powers of concentration and behaviour reflect the approach adopted by the teacher. Where the teacher shows interest the pupils usually respond well but, where expectations are lower, inattentive behaviour and social chatter slow learning.
120. The leadership and management of the subject are satisfactory, overall. Good picture resources are in place to support knowledge and understanding of artists. Sketchbooks have previously been provided for the older year groups, but monitoring has not taken place and the co-ordinator cannot guarantee that they are still available. Year 6 was the only year group found to be using sketchbooks for observational drawing. A good model for the use of a sketchbook exists in Year 2, where design and technology books are a regular feature of the learning process. There is a need for teacher training in the use of sketchbooks for developing thinking processes as well as for assessment purposes. Display in corridors and public spaces is poor. Resources are unsatisfactory for current needs; little use of ICT is evident.
121. Improving display and the use of ICT within art and design are areas for development. Storage facilities were a cause for concern but improvements have begun which should aid the efficiency of delivery. The monitoring of needs and the provision of resources to improve learning are still unsatisfactory.

DESIGN AND TECHNOLOGY

122. Only two design and technology lessons were observed during the inspection, both in Years 1 and 1/2. These observations provided sufficient evidence to judge pupils' attainment at the end of Year 2 to be below expectations for their age. However, there was insufficient evidence to make secure judgements on the quality of teaching, learning or behaviour and attitudes in design and technology lessons in Years 3 to 6. Attainment by the end of Year 6, based on discussions with Year 6 pupils and on the limited evidence provided, is below expectations. A scrutiny of planning for the current year, and discussions with teachers and with pupils about projects undertaken in the previous year indicate that pupils in all year groups undertake a broadly appropriate range of activities in which they design, make and evaluate products.
123. In the lessons observed in Years 1 and 1/2, pupils were developing their understanding of how materials may be combined by designing and making hand and glove puppets. They were sticking buttons, fibres onto paper bags and sewing glove-puppet shapes with the aid of an adult. Most were developing their competence in using scissors and glue sticks and developing their use of materials for specific tasks but at a level below that expected for their age. Attitudes and behaviour in the lessons were good in one class and satisfactory in the other. Teaching in both lessons was good; the teachers prepared the lessons well, with appropriate resources and support and worked hard to motivate all pupils and ensure that all pupils were involved and taking part in the lesson, with the result that learning in these lessons was good.
124. No design and technology activities have been undertaken in the current school year because design and technology is blocked with art, and all classes in Years 3 to 6 were undertaking art projects at the time of the inspection. The pupils had taken home most examples of their work produced in the previous year home. However, discussions with teachers and pupils indicate that a range of design and making activities had been undertaken. These include, 'junk modelling' in Years 1 and 2, photograph frames with 'Jink's' framing techniques, Viking longboat models and pictures with moving parts in Year 3 and 4 and biscuit design, making and evaluating and designing containers in Year 5.
125. The co-ordinator for the subject has introduced the Qualifications and Curriculum Authority's scheme of work for the subject, produced a whole-school plan for design and technology and has monitored teaching and learning in Years 1 and 2, where she works. However, without opportunities to monitor teaching in Years 3 to 6 it is difficult for her to have a full overview of standards, both in teaching and attainment, in the subject throughout the school. There is a satisfactory range of resources for the subject, with resource boxes for each planned unit of work. There is little evidence that ICT is used sufficiently to support learning. Since the last inspection there has been little change, as standards by the end of Year 2 remain below average. Assessment remains weak; the co-ordinator is aware of this. Previously the assessment system was in place and awaiting implementation. There have been significant staff changes since that time.

GEOGRAPHY

126. At the time of the last inspection, attainment in geography was below national expectations at the ends of both key stages. Pupils across the school made unsatisfactory progress. In Years 1 and 2, standards are currently at least in line with national expectations and evidence from the Year 2 lesson observed and the scrutiny of work indicates that a significant number of pupils are achieving above average standards by Year 2. This is a good improvement on the previous inspection findings.
127. However, these secure foundations are not built on and this good progress is not maintained in Years 3 to 6. Evidence from the scrutiny of work and the lessons observed in Years 3 to 6 indicates that standards are still below national expectations throughout this key stage.
128. In Year 2, pupils look at local amenities and record them pictorially. They also develop their understanding of world geography by locating favourite holiday destinations on a globe. Using secondary sources, they can describe the key features of their chosen locality, describe where it is in the world and say how they would travel there. For example, one group of pupils wrote 'It is hot in the Caribbean and it has good beaches'. Others described Africa as lying between the Indian and Atlantic oceans. Pupils are enthusiastic about the activities and work co-operatively in small groups, learning from each other's experiences.
129. In Years 3 and 4, pupils again look at the amenities in the local area and again record their findings pictorially, by drawing posters illustrating the local park and pool. In one class this activity is extended for more able pupils who write a pamphlet on the local area. However, there is very little emphasis on the development of geographical skills, for example by using local maps and aerial photographs.
130. In Years 5 and 6, pupils look at the water cycle and the course of a river. They look at the benefits and harmful effects of rivers: erosion, flooding and settlement sites. In Year 6, the class teacher's good subject knowledge adds to pupils' knowledge. However, this is not consolidated by the low-level follow up tasks, which consist primarily of colouring in commercial worksheets or drawing pictures. Many of the pupils are frustrated by the lack of challenge in the activities and this increases the degree of unacceptable behaviour evident throughout the lesson. Expectations of what pupils can achieve are too low. In particular, there are no opportunities for pupils to develop their investigative skills, to undertake independent research or work co-operatively, sharing their knowledge and understanding.
131. The quality of teaching observed was good in Year 2, satisfactory in Years 3 and 4 and unsatisfactory in Year 6. Despite having generally good subject knowledge, teaching in Years 3 to 6 is bedevilled by a culture of low expectations and a failure to plan lessons with the development of geographical skills as the central feature. A very limited range of teaching methods is used. The use of ICT is weak and insufficient to support pupils' learning. Despite the recommendations of the previous report, no fieldwork has been undertaken and the work still lacks excitement and challenge.
132. The newly appointed geography co-ordinator has already monitored existing provision through a sample of pupils' books and is aware of the need to devise a curriculum which will be relevant to the specific needs of pupils. She is aware that teachers will need additional support if an appropriate curriculum is to be put in place. She has

already devised an effective assessment sheet to use in the Foundation Stage, which can be effectively developed for the rest of the school. An audit of resources is required, as they are scattered throughout the school and not well used.

HISTORY

133. Standards by the end of Year 2 are broadly average. By the end of Year 6, standards are below what is expected. This represents an improvement in Years 1 and 2 since the last inspection. There has been no subject co-ordinator for some time and therefore no monitoring of standards in Years 3 to 6 to pick up the gradual decline in expectations. Pupils with special educational or language needs are well supported and fully included in all activities. It was not possible to see any lessons in the infants, so judgements are based on work samples given by the school, displays and talking to pupils.
134. Seven-year-olds work successfully on lively stories recording changes in seaside holidays. They send postcards to friends, listing all the activities available in times past. They think about Florence Nightingale and use a time line to help understand just how long ago she lived. From discussion with pupils it is clear that they understand that everything changes over time. Using learning from current science lessons, they know that everything was once young or new but gets old. The quality of teaching is satisfactory. By the end of Year 6, pupils' chronological understanding is weak and they have few ideas about ways to find out about the past. In discussion, pupils talk with evident enthusiasm about life in ancient Egypt and recall many details about the process of mummification and the importance of cats. They are under the misapprehension that this is the way of life in Egypt today. Pupils with special educational or language needs are given adult support in all learning situations.
135. Only one lesson, in Years 3 to 6, was seen during the inspection and the quality of teaching and learning was sound. Scrutiny of work in the juniors shows that teachers have sound expectations of learning. They provide a stimulating range of activities to support pupils' developing awareness of change over time. Good links are made with literacy and science, as mammals are placed in age order and reasons written for choices made. Work in Years 3 and 4 also demonstrates high expectations of independent work, through comprehensive marking comments in books. Teachers plan a wide range of activities, for example advertising a Roman villa, preparing a menu for a Saxon meal or writing with feeling about the afternoon Pompeii disappeared. This has a positive impact on pupils' learning. However, teachers starting a new topic take oral comment from a small proportion of the class as assessment evidence of what pupils already know. In Years 1 and 2 and in Years 3 to 6, teachers are not making sufficient use of ICT to support pupils' learning. Older pupils have no opportunities to search the Internet for information or to research topics, and this restricts the progress they make.
136. The co-ordinator is very new but already has a clear action plan for improving standards through developing manageable systems. A draft policy is in place. All the teachers have been given an information file highlighting points for development from the last inspection, Qualifications and Curriculum Authority schemes and Curriculum 2000 requirements, in order to prepare for a new scheme of work. Key elements for Years 2, 4 and 6 have been identified. Planning and assessment formats have been developed and circulated to staff for consultation. A staff questionnaire has been sent to audit resources, which are at present housed throughout the school. However, the co-ordinator has no way of knowing what whole-school systems are available to

support her in putting this detailed action plan into place. This is a significant issue, because lack of a systematic approach to the subject is at the root of low standards in Years 3 to 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. One ICT lesson was observed in Years 1 and 2, and two lessons in Years 3 to 6 during the inspection and these provided limited evidence on which to make overall judgements on pupils' attitudes or behaviour in lessons or on the quality of teaching in the subject. The limited examples of pupils' work around the school consisted largely of word-processing and drawings made using 'paint' packages. Based on this evidence, and a discussion with Year 6 pupils, attainment in ICT is below expectations at the ends of both key stages. This constitutes insufficient progress since the previous OFSTED inspection. However, the new school management and the new co-ordinators for the subject are enthusiastic about the contribution ICT can make to the curriculum. In a limited time, important and significant changes have been made to the curriculum and detailed and ambitious plans have been made for utilising the 'National Grid for Learning' funding. These changes are beginning to have an effect, particularly in the lower part of the school. There remains a paucity of resources and the planned staff training to overcome the continuing lack of confidence and subject knowledge among some staff, particularly in Years 3 to 6, had not been undertaken. The pupils in Years 1 and 2 are now beginning to make good progress (from a very low level of attainment on entry to the school) in ICT skills and understanding. In Years 3 to 6, the history of intermittent coverage and lack of staff confidence, particularly evident at the end of the key stage, has resulted in unsatisfactory progress and attainment levels below, and in some cases well below, national expectations for pupils' age. The school remains poorly equipped both in terms of hardware and, equally importantly, software: the school lacks a satisfactory range of software to enable ICT to be utilised fully across all subjects of the curriculum.
138. In the Year 1/2 lesson observed, pupils were learning to enter and store information. Some pupils know that you use a 'spacebar' to make a space and 'backspace' to delete a letter, but most require very detailed step-by-step instructions to input data into a prepared database. In the Year 5 lesson observed, most pupils understand that '@' means 'at' in an email address and that 'email' means 'electronic mail'. Most realise the advantages of ICT techniques over traditional methods, offering that you can erase errors easily, correct your spelling mistakes, use different type styles and change the position on the screen. Pupils are learning how to exchange information in a range of forms, including email, but their skills are below expectations; pupils are not able to read, annotate or reply to emails independently. Pupils in the Year 6 lesson observed were finding keys on a printed keyboard, which is well below expectations for their age and is more appropriate for the end of Year 2. Even when the very high level of pupils with special educational needs in the current Year 6 cohort is taken into account, attainment remains below expectations.
139. The quality of learning in the lesson seen in Year 1/2 was satisfactory. In their planning, teachers had taken appropriate account of the low levels of attainment of pupils and were using appropriate subject vocabulary.
140. The subject co-ordinators have adopted the Qualifications and Curriculum Authority scheme of work for the subject but they require regular opportunities to monitor and evaluate teaching of ICT throughout the school to ensure continuity and progression in key skills as pupils move through the school. They have developed a good

understanding of what needs to be done to improve both teaching and attainment and are beginning to see the first results of their work in Years 1 and 2. Good use of ICT is made in supporting hearing-impaired pupils who are well included in lessons and activities, and those with EAL.

MUSIC

141. Standards in music, overall, are below average for pupils by the end of Year 6. There is insufficient evidence to make a secure judgement about pupils' attainment and progress, or the quality of teaching at the end of year 2. This is the same judgement as that of the school's last inspection. The time allocated to music is slightly less than that recommended.
142. The performance of juniors when singing en masse, such as in assembly, is below average. It improves significantly when pupils perform in the conducted choir. It is intended that the choir will take part in the Woking Schools' music festival and also at the Barbican in London. There was no evidence of pupils' past work in composing and appraising. Evidence from this inspection is based on three lesson observations in Years 3 to 6, one in Year 1, scrutiny of teachers' planning, assemblies and discussions with teachers. Pupils with special educational needs achieve below average standards; they take a full part in musical activities. Pupils with hearing impairment are unable to be included in lessons as the current scheme of work is based on CD's, which limit the pupils' ability to hear sounds. Pupils with EAL achieve below average standards in music.
143. In the junior lessons, the younger pupils in Year 3 show a good ability to create repeated four-beat patterns, although they are less sure about works of composers from the past and have little knowledge of styles of music from other cultures. The Year 6 pupils learn that pulse is a regular beat; this activity reflects their low starting point, which is below average. Very few pupils in Year 6 can keep a clapping rhythm and the pupils' work in groups to create a pulse sequence was below average. There is a greater proportion of pupils with very challenging behaviour in this class and until it is better managed, little learning of consequence will take place. Pupils' attitudes range from good in a Year 3 lesson to unsatisfactory in a Year 6 lesson. Where the teaching is good at engaging the pupils' interest, behaviour and attitudes improve. There are no agreed procedures about how to assess and record pupils' progress in music, and this is a weakness. ICT is also underused in the subject. Generally, teachers lack confidence in teaching music, and until the need for in-service training is met for all staff, standards are unlikely to rise.
144. The new co-ordinator has been in post since September. Before then, following the substantial management and staff changes, the subject was without a co-ordinator for a year. The new co-ordinator is enthusiastic and keen to develop the subject. She has plans to start recorder and guitar clubs after half-term. There is a draft policy and an 'about to be reviewed' scheme of work. No pupil takes advantage of the local authority's peripatetic instrumental tuition service. Last term only one pupil expressed an interest. The choir meets outside school time, and has just been reconstituted. There is a dedicated music room where the instruments are stored. There is an adequate range of resources, although some gaps exist in the provision of multi-cultural CD's and instruments for the classrooms. The subject meets National Curriculum requirements, although music is not yet making a sufficient contribution to the development of the school's ethos.

PHYSICAL EDUCATION

145. One physical education lesson was observed in Year 1/2 and five in Years 3 to 6. Based on these lesson observations, attainment at the ends of both key stages is judged to be below expectations. Pupils' physical development on entry is well below expectations. Pupils are now making good progress during Years 1 and 2, although attainment at the end of the key stage remains below that expected nationally. In Years 3 to 6, although pupils in Years 3 and 4 are now making good progress, owing to good and very good teaching, and their attainment is equivalent to expectations for their age, pupils in Years 5 and 6 are working below levels that are nationally expected. This is due to previous weaknesses in teaching and curriculum and the continuing poor behaviour and attitudes of a significant minority of pupils in the Year 5 and Year 6 classes. The co-ordinator has re-introduced after-school sporting activities, which has resulted in high turnout and increased enthusiasm for physical education lessons and, after several years of no provision, swimming lessons were re-introduced in the previous summer term for Year 5 and Year 6 pupils. However, the co-ordinator estimates that only a minority of Year 6 pupils are able to swim the expected 25 metres unaided.
146. Year 2 pupils in a mixed-age Year 1 and Year 2 class are aware of the need to be properly dressed, to warm-up before and to cool-down after exercise. Most pupils move with an appropriate awareness of their own space and that of others, but when reproducing and exploring simple skills and actions such as passing, bouncing and kicking a ball, their co-ordination is below expectations in a significant number of cases. Year 3 pupils understand the short-term effects of exercise and warm-up in preparation for the lesson. They are devising and performing sequences of actions on the hall floor, balancing on one foot, on one hand and one foot, on two hands and one foot and so on, and are beginning to create fluid sequences incorporating variations in speed and level. Year 4 pupils are creating sequences involving travelling and balances with increased confidence and agility. In one Year 5/6 lesson, pupils were performing a series of actions, incorporating into their sequences variations in speed, level and direction, focusing on synchronising their movements with their partner. In one Year 5 lesson and one Year 6 lesson, however, pupils' negative attitudes and behaviour made it difficult for the teachers to make satisfactory progress and pupils' attainment was, in many cases, below that of the Year 3 and Year 4 pupils. Pupils were showing off, found it difficult to work together, boys refusing to work with girls for example, and standing around watching without actively participating in the time given to devise sequences.
147. The quality of learning in the Year 1/2 lesson observed was good. In Years 3 to 6 the quality of learning ranged from very good to unsatisfactory, but was satisfactory overall. Pupils' attitudes and behaviour were satisfactory in the one lesson observed in Year 1/2, and satisfactory overall in Years 3 to 6 where attitudes and behaviour ranged from good in Year 3 to poor in Year 6. However, elsewhere in the school, pupils participate enthusiastically, work together well, relating positively to their peers and to adults and, in most cases, taking part in the activities confidently and supporting each other appropriately.
148. No overall judgement on the quality of teaching in Years 1 and 2 can be made, although teaching in the one lesson seen was good. The quality of teaching in Years 3 to 6, lessons ranged from very good to unsatisfactory, and was satisfactory overall. Where teaching was good or very good, teachers demonstrated good subject knowledge, used praise appropriately, had high expectations of pupils' work and

behaviour, gave very clear instructions and maintained a good pace throughout the lesson, changing activities frequently to maintain pupils' interest and enthusiasm. Where teaching was unsatisfactory it was because, despite valiant efforts, the teacher failed to control the negative attitudes of a significant minority of the class, and was unable to make satisfactory progress with the lesson.

149. Physical education resources are satisfactory. The school has good outdoor facilities. The well-qualified co-ordinator for the subject has made significant progress in raising the profile of physical education in the school since he took over the post two terms before the inspection. The government recommended scheme of work for the subject has been adopted and this provides clear guidance on continuity and progression in key skills and support for teachers in planning activities. The co-ordinator has not had any opportunity to observe teaching in the subject.

RELIGIOUS EDUCATION

150. Standards in religious education meet the expectations of the locally Agreed Syllabus by the end of Year 2 and of Year 6. This judgement is the same as that of the previous inspection. However, in the infants the time allocated to religious education is slightly less than that recommended, resulting in pupils not achieving as well as they might. Pupils enter Year 1 having discussed feelings and emotions and reflected about themselves in Reception. As they move through the school, pupils make steady progress in both key stages. Pupils with SEN, including hearing impaired, are involved in all class activities and discussions and, with support and encouragement, make satisfactory progress. Pupils with EAL also make satisfactory progress.
151. The quality of teaching and learning is satisfactory in the infants; this is the same judgement as that of the previous inspection. The analysis of work shows that pupils have a sound understanding of some of the traditions and beliefs important to Christians, such as signs in the church, and of Jesus being a special person. They have also learned some of the stories in the New Testament, such as the 'Feeding of the 5000'. Teachers create a warm, supportive environment for pupils to think quietly about what they have learned and to develop responses and new ideas. This was shown when Year 2 pupils talked about the jealousy between Joseph and his brothers. Although pupils have a sound understanding about the meaning of the church to Christians, they are less able to compare and contrast signs from other faiths. Pupils know that the Christian ceremonies of baptism, wedding, marriage and burial take place in a church, but have a limited understanding about the customs of other faiths.
152. The quality of teaching and learning is satisfactory overall in the juniors, with hearing impaired pupils receiving very good teaching. Hearing impaired pupils remembered well their previous lesson. They showed good understanding of the story of Jacob and his marriage to Leah. Skilful questioning by staff ensured that pupils understood that in biblical times, men had more than one wife. Pupils asked, '10 wives? 100 wives? Leah, number one wife?'. The very good lesson planning and provision of resources meant that the whole group could engage in the drama activity. This resulted in pupils quickly gaining a good idea about the story and an understanding about the characters' feelings. In Year 4, teaching was unsatisfactory. In unsatisfactory lessons, teachers' expectations for behaviour and work are too low, consequently many pupils failed to engage in the learning and made little progress. The written task was too abstract and the teaching methods inappropriate for the aims

of the lesson. There was weak planning for the needs of the higher-attaining pupils, consequently they went off task and began to disrupt others.

153. By Year 6, pupils have a sound insight into the beliefs, festivals, symbols and traditions of Christianity, although there is no evidence from the work scrutiny that this extends to other faiths. The two year rolling programme ensures that aspects of Judaism, Islam and Hinduism are taught as comparative studies. Younger juniors understand that Christians believe that Jesus is the light of the world, and the impact this has on their lives.
154. In general, pupils of all ages show sensitivity towards others and the world in which they live. They learn to value others' beliefs and ideas and show respect and tolerance towards those of different faiths in their classes.
155. The subject is satisfactorily led, as an interim measure, by the headteacher. Resources are adequate, although the range of available artefacts needs to be extended. There is a draft policy in place that reflects the locally Agreed Syllabus for religious education. Targets for development are appropriate, including reviewing the scheme of work and taking a further audit of resources. Marking is insufficiently evaluative to help pupils improve their work. Literacy skills are developed adequately, for example discussion about religious beliefs, listening to, and reading biblical stories. Apart from a regular assembly taken by the vicar and visits to local churches, there are few visits or visitors to enrich the curriculum. Visits to the places of worship of other faiths do not yet feature in the school's curriculum. This is the same judgement as the last inspection. Pupils' spiritual development is satisfactorily developed through reflection and prayer. The quality of collective worship makes a sound contribution to pupils' spiritual development. Music helps to enrich pupils' experience during assemblies.

SPECIALIST HEARING SUPPORT PROVISION

156. The school's Specialist Hearing Support Provision was set up several years ago to accept up to 24 pupils with moderate or severe hearing impairment or those who are profoundly deaf. It is able to support such pupils with daily teaching from specialist teachers of the deaf, and regular sessions with speech and language therapists in rooms modified to improve acoustics. The pupils and the school benefit from regular visits and monitoring by the local authority's physical and sensory support service, and contact with a very large number of visiting specialist with local and national expertise who help and advise on physical, medical and learning needs. Currently, 13 statemented pupils in Years 1 to 6, and four boys in the Nursery and Reception receive daily group or individual support. All are fitted with hearing aids. All come to the school with the listening, language delay, speech and communication difficulties associated with hearing impairment.
157. The integration of the pupils into classes of children of their age is good. The boys in the Nursery and Reception spend most of the day with the other pupils of their age. The pupils in Years 1 to 6 are taught in the specialist rooms by trained staff for part of most days. They are included in classes of pupils of similar age for some of the week, and a few for most of the week. Up to the age of seven, they are effectively supported in all mainstream lessons by trained learning assistants or a specialist teacher. Pupils in Years 3 to 6 have no support for physical education or games, but are currently supported by a teacher of the deaf or a trained learning support assistant in all other mainstream lessons.

158. From standards of literacy and numeracy which are below, and mostly well below, average for their age, most boys and girls make good, and a few make very good progress in meeting targets in their individual education plans or their statements. Small numbers achieve standards that are similar to those of their peers, especially by Year 6. For example, in 2001 one pupil in Year 2 National Curriculum tests achieved Level 2 in mathematics and now works most of each day with the more able pupils in her class. A pupil in Year 6 achieved Level 5 in English. These represent high achievement in relation to the pupils' starting points. The head of department's analysis and records, good monitoring and recording by teachers and learning support assistants and video evidence of pupils gathered over three or four years to demonstrate their progress show that the department is adding good value.
159. In lessons observed, progress was good overall, varying from sound to very good. Pupils' listening skills improve very well, mostly as a result of good teaching and learning support, but also as a result of regular, careful checking of the cleanliness and good working order of their hearing aids and the encouragement given to wearing them. Good teaching and careful correction of errors by teachers, learning support assistants and their speech and language therapists help the pupils to expand their vocabulary and improve the clarity and accuracy of their speech. The skilful direction of their play is helping the boys in the Nursery and Reception to learn words which they need every day and acquire adjectives to describe them. Acting, for example the story of Joseph, helps increase their confidence and expression. Generally, writing skills are weaker than listening, speaking and reading, but a small amount of work retained from towards the end of Year 6 shows imaginative, extended writing with good expression and accuracy of spelling and punctuation. Number skills also improve, but for most remain below the average for their age. For example, a pupil in Year 4, still struggles with the two times table. Good liaison with the mainstream teacher, and preparation of the mathematical vocabulary and concepts needed, however, have helped one pupil in Year 3 to maintain the level of her peers in mainstream classes. Pupils make satisfactory progress in using ICT to help them in other subjects, and they show good awareness about healthy eating, caring for their bodies and protecting the environment.
160. Attitudes, behaviour and relationships are good. Attention is sustained throughout lessons, and pupils co-operate well in small groups.
161. When the teachers and teaching assistants work in class with hearing-impaired pupils, their skilled help, which is an expensive resource, is not always used efficiently. In good cases, they take an active part in teaching and they often also support others in the class effectively. In several lessons, however, class teachers do not plan for assistants to play a role for which they are well qualified, and they spend too much time, up to 30 minutes, listening to an exposition by the class teacher. A poor example was seen in a geography lesson, when the hearing impaired pupil worked in a group drawing a poster and there was neither a need nor a role for a highly qualified specialist teacher. The use of in-class assistance requires careful evaluation and reflection.
162. All hearing-impaired pupils have a balanced curriculum, which meets the requirements of the National Curriculum. Their individual education plans have relevant short-term goals, which are regularly reviewed and updated and discussed at their annual review. They join other pupils for many subjects, but where their needs are not best served in large classes, as in music for a few of them, they sing or compose in small groups.

They play a full part in many activities and in excursions, but because almost all come to school from a distance by taxi, they rarely stay to after-school events.

163. The school keeps parents well informed of their pupils' progress through contact books and reports. It encourages parents to attend meetings and functions and, when appropriate, engages interpreters. The head of department provides very good, strong leadership. She and her teachers and assistants work well as a team. They have very good relationships with the pupils and care for them well. The team works hard at helping pupils integrate with other pupils in class and at play. The provision was judged to be a strength at the time of the last inspection. It remains a strength.