

# INSPECTION REPORT

## **ST MARY MAGDALEN CE PRIMARY SCHOOL**

Accrington

LEA area: Lancashire

Unique reference number: 119446

Headteacher: Mrs J Chadwick

Lead inspector: Anna Dawson

Dates of inspection: 6 – 9 October 2003

Inspection number: 255289

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	199
School address:	Devonshire Street Accrington Lancashire
Postcode:	BB5 1DW
Telephone number:	01254 232329
Fax number:	01254 398502
Appropriate authority:	Governing Body
Name of chair of governors:	Father Lawrence-Featham
Date of previous inspection:	18/5/1998

## **CHARACTERISTICS OF THE SCHOOL**

St Mary Magdalen CE Primary School is an average sized primary school with 199 pupils on roll, including 29 pupils in the Foundation Stage. Most pupils come from the immediate area surrounding the school which faces considerable socio-economic challenges. There are 45 per cent of pupils with special educational needs which is well above average. The school has a highly transient population. Overall, pupils' attainments on entry are well below average when compared nationally with children of this age. There is a minority of pupils from minority ethnic backgrounds. There are no pupils learning English as an additional language although some pupils are bilingual.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11608	Anna Dawson	Lead inspector	Mathematics; science; art and design; design and technology; geography; Foundation Stage.
13450	Jennifer Madden	Lay inspector	
14991	Alan Hardwicke	Team inspector	English; information and communication technology; history; music; physical education; special educational needs.

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## PART A: SUMMARY OF THE REPORT

An average size Church of England Primary School in Accrington inspected 6 – 9 October 2003 by an inspection team led by Mrs Anna Dawson.

### OVERALL EVALUATION

St Mary Magdalen's CE Primary School is a school with a strong Christian ethos and some strengths but **this school has serious weaknesses** because many pupils from Years 3-6 are not taught well enough and are underachieving. The school provides unsatisfactory value for money. Some aspects of the leadership and management are unsatisfactory. Although the leadership has a strong vision for pupils developing self-worth, it is less successful in its drive for academic achievement.

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

- Pupils in Years 3-6 are not achieving as well as they should in literacy and numeracy because the work is not challenging enough.
- The leadership and management of the school are insufficiently focused on raising standards but set clear direction for helping pupils to have self-confidence and self-worth.
- Attendance is well below average.
- Some aspects of statutory requirements are not met in relation to the school's prospectus and the governors' report to parents.
- There is good provision for most pupils with special educational needs. These pupils achieve well because they are helped well by the teachers and teaching assistants.
- The quality of the curriculum is enriched by a wide range of extra-curricular clubs and there is a good partnership with the community.
- Most pupils have good attitudes to work and behave well. There is good provision for their personal and health education and their spiritual, moral, social and cultural development.

The school has resolved in part the key issues identified in the previous inspection. Provision and standards have improved in information and communication technology. The Foundation Stage has been implemented well. Pupils' behaviour has improved and the quality of school development planning is better than it was. However, academic standards and pupils' achievement were better at the time of the last inspection. Even though the intake has a high percentage of pupils with special educational needs and there is high mobility, there has been deterioration in standards since the last inspection. This is unsatisfactory.

### STANDARDS ACHIEVED

**Overall pupils' achievement is unsatisfactory.** In the Foundation Stage most children achieve satisfactorily. The majority of children start with well below average attainments and a minority enter with poor language, mathematical and social skills. By the time they reach the end of the reception year many are still working towards attaining the nationally expected goals that children are expected to reach by that time.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E	E*	E
Mathematics	C	E*	E*	E
Science	D	E	E	E

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

*Similar schools are those with similar percentages of pupils eligible for free school meals*

In Years 1 and 2 pupils achieve satisfactorily. In 2003, results show a broadly similar picture to 2002 which reflect pupils' current average attainment in reading, writing and mathematics. This is well below the national average. In the teacher assessed tasks for science in 2002, pupils attained below

the national expectations. In Years 3-6, results for pupils in 2003 are similar to the 2002 test results which are within the lowest five per cent nationally for English and mathematics. They are poor. The school's results have deteriorated since 2000. The standards overall for the present pupils are well below average in English, mathematics and science. Pupils in Years 3-6 could do better if the work was planned better to challenge them. A significant minority of average attaining pupils are underachieving. In other subjects pupils meet the expected standards. Most pupils with special educational needs achieve well. Pupils from minority ethnic backgrounds achieve at least as well as other pupils.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Pupils have good attitudes to learning, most are keen to learn and enjoy school. Pupils generally behave well in lessons and in the playground and dining hall. Attendance and punctuality are poor. Procedures for monitoring and improving punctuality are ineffective.

### **QUALITY OF EDUCATION**

**Overall, the quality of education provided by the school is satisfactory. The quality of teaching is satisfactory in the Foundation Stage and in Years 1 and 2. In Years 3-6 it is unsatisfactory** because a significant minority of pupils do not always achieve as well as they should because their work is not well planned to stretch them. As a result their learning is unsatisfactory. The pupils with special educational needs are generally helped well by their teachers and the teaching assistants and achieve well on the targets set for them. The quality of the curriculum is unsatisfactory. Although there is provision for all subjects to be taught there are insufficient opportunities planned to meet the pupils' needs in Years 3-6 in literacy and numeracy. There is a good range of extra-curricular activities. The school takes good care of the pupils but arrangements for assessing pupils' work are poor. There is a satisfactory partnership with parents and extensive links with the local community.

### **LEADERSHIP AND MANAGEMENT**

**The leadership, management and governance of the school are unsatisfactory.** The leadership and management are successful in the clear vision for the school as a caring community but have not been sufficiently vigilant in ensuring standards are as high as they could be for pupils in Years 3-6. The governors have a good overall understanding of the work of the school but they are not sufficiently well informed about pupils' achievement. The school's prospectus does not include the most recent national test results, only teacher assessed results are included. The last governors' report to parents did not include the last national test results, information about the school's finances, information about special educational needs and attendance figures. This is a breach of statutory requirements.

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

Parents are satisfied with the school and feel comfortable in approaching the school with concerns. Pupils say they enjoy school.

### **IMPROVEMENTS NEEDED**

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

- Raise standards in literacy and numeracy in Years 3-6.
- Make better use of assessment data to ensure that the tasks given to pupils in Years 3-6 are challenging.
- The leadership, management and governors should play a stronger part in driving school improvement and monitoring and improving the quality of teaching.

and

- (i) Improve pupils' attendance and punctuality.
- (ii) Ensure that the school prospectus and the annual report to parents meet statutory requirements<sup>1</sup>.

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<sup>1</sup> The school is currently addressing these issues.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children achieve satisfactorily in the Foundation Stage of learning and the majority are working towards the Early Learning Goals in all areas of learning that are expected nationally for children of a similar age. A minority achieve them and a very few exceed them. **In Years 1 and 2, pupils' achievement is satisfactory** but standards are well below average in reading, writing and mathematics. In science, standards are below average. **In Years 3-6, pupils' achievement is unsatisfactory.** Standards are well below average in English, mathematics and science. There are a significant minority of average attaining pupils who are underachieving and could do better. Across the school, the pupils with special educational needs achieve well. In other subjects, most pupils attain the nationally expected standards and their achievement is satisfactory except in ICT where pupils achieve well.

#### Main strengths and weaknesses

- Because of the good provision and teaching, pupils with special educational needs achieve well.
- Pupils underachieve in Years 3-6.
- Pupils achieve well in ICT.

#### Commentary

1. In the Foundation Stage pupils have a wide range of attainments on entry to the reception class but considering their attainments on entry to school, pupils' achievements are satisfactory by the end of their reception year.

#### Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	13.3 (14.2)	15.8 (15.7)
writing	13.3 (13.5)	14.4 (14.3)
mathematics	14.7 (14.2)	16.5 (16.2)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

2. In Years 1 and 2, most pupils achieve satisfactorily in reading, writing, mathematics and science. In the 2002 National Curriculum tests and assessments for pupils in Year 2, standards were well below average when compared with all schools. When compared with schools with similar contexts, standards were below average in reading, well below average in science and average in mathematics and in writing. The results of the National Curriculum tests and assessments in 2003 present a similar picture to those reported in 2002. Currently, standards are still well below the national average in reading, writing and mathematics. In science standards are overall below those expected nationally.

#### Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	22.8 (24)	27 (27)
mathematics	23 (22.8)	26.7 (26.6)
science	25.8 (25.3)	28.3 (28.3)

3. In the 2002 National Curriculum tests and assessments for pupils in Year 6, standards were very low in English, mathematics when compared with all schools and within the bottom five per cent nationally. In science they were well below average. When compared with schools with similar contexts, standards were well below average. The results of the National Curriculum tests and assessments in 2003 present similar findings to those reported in 2002. Currently, standards are still well below average by the end of Year 6 in English, mathematics and science. This is unsatisfactory.
4. At the time of the last inspection standards were average in English, mathematics and science in Years 2 and 6. Since then they have declined to overall well below average. Even though the percentage of pupils is slightly higher now, the school has not kept pace with the national trend for improvement. Consequently, standards have declined. Statutory targets set for pupils' attainment in English and mathematics were not met in 2003.
5. In ICT pupils achieve well and are attaining the nationally expected standards. Increased resources, monitoring of teaching and learning and staff training have helped to raise standards from below the national expectations since the last inspection. Standards, in other subjects where sufficient information has been gathered are broadly in line with national expectations and for these subjects pupils' achievement is satisfactory.
6. Most pupils with special educational needs achieve well. The school is good at identifying pupils who have SEN, tracking their progress and setting appropriately challenging work that promotes good achievement by Year 6. There is a high turnover of pupils and a high proportion of pupils coming into school with special educational needs.
7. In Years 3-6 a significant proportion of average attaining pupils underachieve and could do better. In Years 3-6, challenging targets are not set nor is their progress checked sufficiently to determine how well they are doing. Consequently, the achievement of a significant minority of average attaining pupils is unsatisfactory. The teachers have analysed the strengths and weaknesses within English and mathematics. A system has recently been put into place to track the attainments of all pupils and set predictive targets for their potential achievement. However, the assessments made of the national results have not yet been used effectively to set targets for groups of pupils and individual pupils in Years 3-6. As a result of poor use of assessment and unsatisfactory lesson planning there has been deterioration in standards since the last inspection.
8. There are very few higher attaining pupils. However, the most able pupils in the school achieve satisfactorily and attain at above average standards in reading and writing, mathematics and science by the end of Years 2 and 6.
9. There is no significant difference in the achievement of boys and girls or those from minority ethnic groups. Most aspects of equality of opportunity are given considered attention, apart from the curriculum opportunities of some pupils in Years 3-6. The school's aims and policies all include commitment to equality of opportunity. This is well reflected in the access that pupils have to the extra-curricular activities that the school has to offer. However, it is not met in its academic provision for literacy and numeracy.

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

#### **Pupil's attitudes, values and other personal qualities are developed satisfactorily.**

Pupil's attitudes to the school and their behaviour are **good**. The development of pupil's spiritual, moral, social and cultural development is **good**. Punctuality and attendance are **poor**.

## Main strengths and weaknesses

- Most pupils like the school and take full advantage of the extra-curricular opportunities.
  - As a result of the schools high expectations most pupils behave well.
  - The high level of support provided by the teaching assistants is a significant factor in pupils' achievement. However pupils still lack confidence in their own abilities and ideas.
  - Pupils form constructive relationships with the staff and form firm friendship groups.
  - Pupils' personal qualities are developed well.
  - Whilst the school has a very productive partnership with a skilled Education Welfare Officer the lack of rigor in granting permission for holidays during term time and attention to latecomers is undermining these efforts.
10. The majority of pupils arrive at the school happily and settle quickly for the day. The wide range of activities available at lunchtimes and after school is well used by the pupils. They behave well in and around the school as a result of the initiatives put in place by the school. In particular the Positive Lunchtimes scheme and the regular monitoring of behaviour. This is achieved by the high level of good support from the teaching assistants and midday supervisors. As a result, pupils are able to concentrate on learning in the classroom and playtimes are friendly and safe with boys and girls and pupils of different ages and ethnic origin all playing well together.
11. The personal development of pupils is a strength of the school. Pupils are encouraged to reflect on the diversity of the world around them and to take part in music and art events in the local community. Their work is valued and prominently displayed in the school. Pupils are appreciative of the friendships they form in the school and their relationships with the adults. They have a very clear understanding of the rules, right and wrong and the consequences of their actions. The staff work hard to develop pupils' sense of self-worth as many lack confidence in their own abilities.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.3
National data	5.4	National data	0.5

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

12. Attendance is poor because of the indifferent attitude to school displayed by some parents. The Education Welfare Officer is in daily contact with the school about those pupils who have failed to arrive at school that day and will often visit their homes immediately. The new initiative in place to work with parents is beginning to pay dividends for some pupils whilst other parents are being taken to court. Nevertheless these messages about the importance of attendance are not sufficiently reinforced by the school as pupils are disadvantaged when parents arrange family holidays during term time. The monitoring of pupils who arrive late has recently lapsed. This was also the case at the time of the last inspection. However, it is to the credit of the school that there have been no exclusions during the last year.

### **Ethnic background of pupils**

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	184	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Pakistani	8	0	0

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

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

The quality of education the school provides is **satisfactory**. Teaching and learning are overall unsatisfactory. In the Foundation Stage and in Years 1 and 2, teaching and learning are satisfactory but unsatisfactory in Years 3-6. The curriculum the school provides is unsatisfactory but is enriched by good quality extra-curricular activities. Good pastoral care is taken of the pupils and their views are taken into account. However, the help and advice they receive for their academic progress is unsatisfactory. Partnership with parents is satisfactory. There are satisfactory links with the local schools and extensive links with the local community.

The quality of teaching and learning is **unsatisfactory**.

13. There is satisfactory teaching and learning in the Foundation Stage and in Years 1 and 2. However, it is unsatisfactory in Years 3-6. The pupils and those with special educational needs receive good help and achieve well across the school. However, the planned work and help are not well matched to a significant minority of pupils who are underachieving and could do better. Teaching and learning are not as good as they were at the time of the last inspection.

#### **Summary of teaching observed during the inspection in 32 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	0(0%)	9(28%)	20(63%)	3(9%)	0(0%)	0(0%)

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

### **Main strengths and weaknesses**

- The quality of teaching is unsatisfactory in Years 3-6. There is poor use of assessment to challenge pupils in their learning. Consequently, many pupils underachieve.
- There is effective teaching and support from the teaching assistants, particularly in the Foundation Stage helping the pupils with special educational needs. However, the assistants from Years 1-6 do not always help pupils during lessons as well as they could.
- Teachers insist on good standards of behaviour and there are good relationships between pupils and staff which contribute well to pupils' personal development.

- Teachers are developing good subject knowledge in information and communication technology (ICT).

## Commentary

14. The teaching is unsatisfactory in Years 3-6. Teachers do not satisfactorily plan to meet the needs of all pupils. The assessments of pupils' progress are not used sufficiently well in teachers' lesson plans to match the work to the varying needs of the pupils. Consequently, their learning is limited and they do not reach their full potential. There are no individual or group targets set in literacy or numeracy. Teachers' marking does not consistently tell pupils how to improve. As a result, pupils have insufficient knowledge of their learning to enable them to make improvements. The use of worksheets tends to limit pupils' opportunities to write. There are good relationships within the school and the teachers are willing to move forward. However, without rigorous target-setting and a drive for improvement there is little incentive for change.
15. In the Foundation Stage teachers and teaching assistants work well together to plan and record the children's achievement and plan their work. Much teaching takes place in small groups and this, coupled with a range of activities, enables young children to develop the skills necessary for their future work. Priority is given to developing children's social and language skills. The associated skills are planned satisfactorily into the daily activities. Staff consistently reinforce the need for good manners, sharing and caring. Independence is encouraged. For example, children choose some of their activities. The teachers and teaching assistants have good questioning techniques to develop children's language skills during discussions. Equality of opportunity and access to the curriculum for all children is emphasised by the staff as children are taught to take account of the views and needs of others. All staff provide consistent, positive and encouraging role models.
16. Pupils with special educational needs are taught well. Teachers plan work that is closely related to the pupils' specific targets on their individual education plans. The special educational needs co-ordinator, teaching assistants and class teachers liaise closely so that all know what to do and why. However, this involvement is not always built on by teaching assistants, who do not consistently provide subtle support when the teacher is talking to the whole class. For example, they do not rephrase questions so that pupils have a better understanding or ask pupils questions directly. At other times they do help others sufficiently when the teacher is teaching a small group of pupils. Pupils are, therefore, not always ready for the work that follows.
17. Teachers' confidence and expertise in ICT has recently improved. Through relevant training and increased learning resources, the teachers are developing good subject knowledge. They are familiar with using digital cameras and microscopes and often present introductions to lessons using ICT. The teachers present good role models which have a positive impact on pupils' motivation and standards. The pupils are encouraged to apply their learning in a range of contexts across the curriculum and are attaining the nationally expected standards.
18. Teachers and teaching assistants are aware of the need to ensure that pupils have positive attitudes to school and they use praise and encouragement well to motivate them. Codes of conduct are followed by all members of the school community, particularly from entry to school in the reception Year and in Years 1-2. This helps children to know exactly what is expected of them. This builds their confidence and self-esteem and contributes successfully to pupils' personal development. The backgrounds of all pupils are taken into account during lessons and the teachers make good use of this knowledge and understanding to further pupils' social and cultural development.

## The curriculum

19. The school provides a broad and balanced curriculum. However, because of shortcomings in the ways teachers plan their lessons, and assess what their pupils need to do next in order to improve, **curriculum provision is unsatisfactory overall.**

## Main strengths and weaknesses

- Unsatisfactory assessment and planning mean that many pupils in Years 3-6 are offered a curriculum which does not meet their needs.
- Provision for pupils with special educational needs is good.
- There is good provision for pupils' personal, social and health education.
- There are good opportunities for enrichment of the basic curriculum through a wide range of clubs and out of school activities.

## Commentary

20. Although all the subjects of the National Curriculum are covered, with appropriate amounts of time allocated to each, standards have remained persistently low because of shortcomings in the ways teachers plan and assess their pupils' work. In most lessons seen during the inspection, and in evidence seen in pupils' previous work, pupils of all abilities are given the same work, with only limited 'extension activities' for those who finish quickly. Teachers do not make use of day-to-day assessment information to plan appropriate work for pupils of differing abilities. This is particularly important in mixed-age classes where the range of ability is wide. This is unsatisfactory. The curriculum provision was satisfactory at the time of the last inspection.
21. The effect of this approach is to give to pupils a substantial proportion of work which is either too hard or too easy for them. These pupils are therefore given a curriculum which is inappropriate for them, and so they are denied their entitlement to equality of access and opportunity, and do not achieve as well as they could.
22. The exception to this is the school's provision for pupils with special educational needs. These pupils are well supported, both through the good organisation and management of the Special Needs Co-ordinator, and through the effective support which they receive both in class and in special group activities. Generally, good use is made of teaching assistants, who are mostly well organised and prepared, and who work skilfully with individuals and groups, so that the curriculum experienced by these pupils matches their needs well. On occasions, they are insufficiently briefed by the teachers and do not support groups or individual pupils in lessons as well as they could.
23. The school has good systems to develop pupils' personal, social and health education. Teachers throughout the school give emphasis to these areas, both in lessons, and in the daily life of their classes. Pupils develop a good understanding of the importance of working together, sharing and being considerate about the feelings and views of others. From the youngest classes the school's Christian ethos is clearly reflected in its daily life. Aspects of health education are dealt with appropriately so that issues such as healthy eating, the use and misuse of medicines and drugs, and social issues such as bullying are all well provided for. Teachers' concern for these areas is well reflected in the good relationships which they show with all their pupils, and which they in turn expect from their pupils.

24. The school provides a good range of extra-curricular activities, which are enthusiastically supported by a large number of pupils. At lunchtime and after school there are clubs for a wide variety of activities including art, French and music.
25. The accommodation is unsatisfactory. The building is old but colourful and well maintained. However, some areas are cramped and difficult to access. This is a similar position to that reported during the last inspection. Outside there is no dedicated play area for the children in the Foundation Stage. This means their timetable has to fit in with the rest of the school for the use of the playground. Although, the staff make good use of the outdoor environment, this inevitably places restrictions on the day-to-day timetable for the children in the reception class. The school has plans to develop this aspect of accommodation. There are no grassed areas for pupils to play games and sports. There is no access to nearby playing fields. This is unsatisfactory and hinders pupils' development of skills of teamwork and games.

### Care, guidance and support

The school provides **satisfactory care, support and guidance** for pupils. Provision for pupils' care, welfare, health and safety are **good**. The provision of support, advice and guidance based on monitoring is **unsatisfactory**. Pupils' involvement through seeking, valuing and acting on their views is **satisfactory**.

### Main strengths and weaknesses

- Pupils' safety is safeguarded through the schools procedures for child protection and health and safety.
- Pupils have very good and trusting relationships with staff in the school and feel confident in approaching them with problems.
- Special needs pupils are very well supported in the school, however other pupils receive less input into their learning as they lack individual targets and work that is sufficiently challenging.
- There are good induction arrangements for pupils entering the school and for those moving into the secondary sector.
- The 'Listening School' initiative has contributed to pupils influencing some major changes in the school. However the 'School Council' is still teacher organised and led and many pupils lack the confidence to voice their views in lessons.

### Commentary

26. The school and the playground are checked daily for any hazards. High staffing levels ensure pupils' safety at all times, whilst the monitoring and analysis of incidents ensures that appropriate measures are put in place to rule out them happening again. There is always a trained first aid member of staff on duty. Accident records are examined to help eliminate any future re-occurrence. Child protection procedures are well-known to staff and there is rigorous monitoring of pupils in accordance with the Area Child Protection Committee's recommendations.
27. Teachers know pupils very well and respond well to their pastoral needs. Each pupil knows and trusts staff members who are concerned about them. Pupils are welcomed into the school and are well prepared for the move to secondary education in the case of one school in particular. However, despite these caring procedures the schools support, advice and guidance for pupils' academic progress are unsatisfactory, in particular for those pupils without special needs.
28. Pupils have been consulted as part of the 'Listening School' Initiative and they are aware, that as a result, things have changed for the better but this consultation was carefully constructed

by outside staff to obtain the views of pupils. It is nonetheless clear that many pupils lack confidence and self-esteem and feel diffident about putting forward their own ideas. This aspect was satisfactory at the time of the last inspection

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

The school has **satisfactory** links with parents and with other schools and colleges. Links with the community are **good**.

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

- The school keeps parents satisfactorily informed about the day-to-day life of the school but in spite of this few parents contribute to pupils learning either in school or at home.
- There is a commitment in the school to the education and training of committed parents, many of whom are now qualified teaching assistants or in one case a teacher.
- Pupils benefit from the involvement of the community with the school. In turn, the school makes a significant contribution to the life, of the local community, in particular.

#### **Commentary**

29. There is a satisfactory partnership with parents. Parents are satisfied with the school. Inspectors agree that the pastoral support for pupils is good but that the academic help given is insufficient. The parents of children in the Foundation Stage settle their children at the start of the school day and staff throughout the school are easily available to deal with parents enquiries. The school provides a wide range of information and opportunities for parents to keep informed about the school but apart from a small number of committed parents they show little interest or involvement in helping their children improve their learning. Much of the consultation with parents is informal apart from the recent 'Listening Schools' initiative and any complaints are dealt with swiftly and sensitively.
30. There are good links with the community. The school is keen to involve the outside community in the school and is involved in partnerships to improve pupils' personal development and pastoral support in particular. For example, the school choir takes part in local community activities, and has contributed a mosaic as part of the refurbishment of the local market. Participation in such activities makes a worthwhile contribution to pupils' understanding of citizenship and of their involvement in the life of their local community. The local community makes extensive use of the school, which is also closely involved with the neighbouring church. Links with other schools ensure that pupils take part in sporting, artistic and musical events within the school community. At the time of the last inspection there was a good partnership with parents and satisfactory links with the community.

### **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance are **unsatisfactory**.

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

- The school is successful in meeting its pastoral aims. However, it is not as successful in meeting its academic aims for all its pupils.
- Governors have good relationships and a working knowledge of the school but have insufficient knowledge about the pupils' achievement.
- There are good opportunities for the professional development of the teachers and teaching assistants.

- The management is unsatisfactory overall. It has been ineffective in raising standards. The subject leaders do not have sufficient time or resources to improve standards in their subjects.
- There is good management of special educational needs and the Foundation Stage.

## Commentary

31. The leadership of the school is unsatisfactory. It is clear that the leadership is successful in its aim to promote a Christian and 'caring environment'. Promoting social inclusion is high on the school's agenda and within its aims and policies. Personal needs and circumstances are addressed for pupils and all pupils take advantage of what the school has to offer through the lunchtime and after school clubs. However, the leadership is not successful in its aim of promoting academic 'high standards of achievement' a significant minority of average attaining pupils underachieve in Years 3-6. At the time of the last inspection the leadership and management were satisfactory. Pupils say they like school but many say they find basic skills such as writing difficult.
32. The governance of the school is unsatisfactory. There is an effective committee structure. Individual governors take responsibility for aspects of the school's work such as literacy, numeracy, special educational needs as well as other subjects and aspects of the curriculum. A good pattern of meetings and contact with the school has been established. The chair of governors has regular and frequent meetings with the headteacher. This enables the governors to build up an appropriate understanding of the work of the school. However, the governors have an insufficient understanding of pupils' achievement. As a result, they are not in a secure enough position to challenge the senior management about the academic standards. Statutory requirements are not met in relation to the last governor's annual report to parents and the school prospectus. The last published National Curriculum results have been omitted from the annual report and the school prospectus. Only the teacher assessments have been reported. The annual report to parents also omits the statutory financial statement, attendance figures and information about special educational needs. There were omissions at the time of the last inspection.
33. The school has gained the Investors in People Award, and has successful systems in place for staff development and training. The teaching assistants are fully involved in training opportunities and all aspects of school life and have developed into an on the whole effective team. They help individuals and small groups of pupils needing most help. Most attend in-service training to increase their expertise in particular aspects of education pertinent to their roles. There are good induction procedures for new staff and students. However, they are not always as well briefed by the teachers as they should be to help pupils in class.
34. The management of the school is unsatisfactory. The management structure is very clear. The systems in place, however, to raise standards in English and mathematics are not effective. The school identifies strengths and weaknesses from the results of national tests (SAT's), which are compared with national results and those achieved in similar schools. However, the action taken to raise standards has not been successful. The school has recently benefited from the expertise of the Local Education Authority (LEA) advisers and advanced skills teachers. However, there has not been sufficient time for this help to have positively impacted on the overall standards that pupils are attaining.
35. The school improvement plan sets a timescale for the development of subjects. During the years when the subject is not a priority for development there is insufficient time allocated to the subject leaders to check on teaching and learning and standards across the school. This limits not only their view of how well the pupils are doing but also the quality of their action plans to raise standards further. Consequently, this controls the pace of change which is slow in comparison with national expectations. The exception is ICT. There has been monitoring of teaching and learning combined with training for teachers and increased

resources. This has resulted in standards rising from below average to average and in pupils' good achievement. The subject leaders are enthusiastic and within the confines of the time available have built up useful portfolios of pupils' work and developed their subject expertise.

36. The school has successfully focused on enabling the pupils with special educational needs to achieve well. Provision is also well managed in the Foundation Stage. Learning resources and the deployment of teachers and teaching assistants have been well directed to improving provision, planning pupils' work, encouraging and helping pupils to achieve and assessing their skills.
37. The budget is at present balanced. Expenditure is very well thought and there is good financial control but spending is finely balanced. There is little leeway for a contingency fund this year in view of a small decrease in pupil numbers.

#### **Financial information**

##### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	553801
Total expenditure	592181
Expenditure per pupil	2663

Balances (£)	
Balance from previous year	68792
Balance carried forward to the next	30412

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

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

Provision for the Foundation Stage is **satisfactory**.

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

- The children with special educational needs achieve well.
- The teachers and teaching assistants work well together as a team.
- There is good management of the Foundation Stage.
- There is no dedicated area for outdoor activities.

#### **Commentary**

38. Children in the reception classes work towards the nationally agreed Early Learning Goals. The curriculum which is offered motivates the children to learn satisfactorily. The children's needs are identified soon after entry to school. The majority of children start with language, mathematics and social skills that are well below what is usually expected for children of this age. A minority enter with poor skills. The children with special educational needs learn well because of the individual help they receive. By the end of their reception year, children achieve satisfactorily and most children will be working towards the Early Learning Goals. A minority are on course to attain them and a very few may exceed them. A real strength is the effective team work. The teaching assistants and the teacher are fully involved in planning and assessing children's work. The Foundation Stage is well managed. However, there is no dedicated area for outdoor activities although this is a planned future target. At the time of the last inspection, standards were similar and improvement is satisfactory.

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

Provision for pupils' personal, social and emotional development is **satisfactory**.

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

- The teachers promote children's learning across the curriculum.
- The positive relationships help the children to become confident learners.
- The staff have high expectations of children's behaviour.
- The children find it difficult to share and play together.

#### **Commentary**

39. The children achieve satisfactorily because they receive patient, caring and appropriate teaching. The teacher plans activities successfully to promote skills through other areas of learning. Once in school, the children soon get to know regular routines. Children quickly realise that good behaviour is expected. Relationships are good and help to play a significant part in the children's learning. The children understand when they are responsible for making choices. However, many find it difficult to work independently, share toys and resources and to take turns. Most respond positively to the activities that are new to them such as using the computers or learning new rhymes and songs. The quality of the teaching and learning is satisfactory. All staff have high expectations of the children's behaviour. The teacher and teaching assistants praise good behaviour and explain calmly why certain behaviours, like shouting out, aggressive behaviour or splashing water are not acceptable. As a result, many children show satisfactory levels of self-discipline and confidence by the end of the year.

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

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

### **Main strengths and weaknesses**

- The staff teach language skills in all areas of learning.
- A shared reading partnership is developed well with parents.
- Many children do not have sufficient confidence or the skills to express themselves clearly.

### **Commentary**

40. Most children enter school well below the expected levels for speaking and listening. By the end of the reception year, most children are working towards attaining the Early Learning Goals a small number will have met them and very few will exceed them. The children initiate their own conversations because they are interested in the planned activities that are evident in all areas of learning. For example, in the role-play area. This is set out as a hospital. The children listen appropriately to class stories such as 'The Clock in the Hall', joining in to repeat the sound of the ticking clock. There are a very small minority of children who identify a few letter sounds. Most are learning the letter 'c' as the letter of the week. Children use the book areas to look at books and are developing a satisfactory interest in books and stories. All staff work very hard with the children to extend their vocabulary. The children, when confidently established in school, will take books home to share with adults. The majority have limited vocabulary and find it difficult to speak in sentences or lack confidence when speaking within a group. The quality of teaching is satisfactory and consequently, the children's achievement is satisfactory. The children gain in confidence in speaking because the staff frequently hold conversations with them. They question and encourage the children to extend their vocabulary.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- The guidance from the National Numeracy Strategy is used successfully to plan activities.
- The curriculum offers a wide range of activities to promote mathematical learning.
- Most children are at the very early stages of developing mathematical skills.

### **Commentary**

41. Overall, children's attainment in mathematics is well below that expected of children of this age. The children experience a good range of opportunities to use mathematics in practical ways and across other areas of learning. The majority of children are at the very early stages of learning mathematical ideas and concepts. The majority do not know the names of square, circle and triangle. A few can count accurately to 10 forwards and backwards. Most are learning to work and solve simple problems with numbers to five. Towards the end of the reception year, the numeracy strategy is gradually introduced and builds well on the practical work done earlier. The quality of teaching is satisfactory. The staff encourage children to use mathematical vocabulary as they explain their work. Much attention is given to consolidating children's learning through play situations. Positional language such as 'inside' and 'outside' as pupils use computer programs. Activities planned to develop pupils' learning about shapes and pattern are evident when for example, the children build models, make pop-up cards and create shape pictures.

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

Provision for children's knowledge and understanding of the world is **satisfactory**.

### **Main strengths and weaknesses**

- The children have good access to computers and develop their skills satisfactorily.
- The teachers plan a well-balanced curriculum for activities indoors and outdoors.
- The children are developing an appreciation of a range of cultural traditions and celebrations.
- There is a good level of adult help and staff teach new vocabulary well.

### **Commentary**

42. Most children are likely to be working towards the expected goals in this area of learning by the end of the reception year. The children's achievement is satisfactory. Staff plan an interesting range of activities which help children learn around the world about them indoors and outdoors. Children begin to investigate simple scientific ideas. From play in the water tray they investigate floating and sinking. Such activities form the foundations for more advanced investigative work in later years. Children explore the school site. They study the position of the buildings and use the playmats to negotiate simple routes with their toy cars. This type of activity is a satisfactory introduction to simple geographical skills. The children have good access to computers. Children are learning satisfactorily how to use the mouse to control a program or to drag and drop pictures to complete a program. Children take part in discussions to raise awareness of their own traditions and those of other cultures. They celebrate Autumn, as well as other seasonal and cultural festivals, and enjoy traditional celebrations. This helps the children to learn the need to respect the views of others and raise their awareness of the importance of belonging. The quality of teaching and learning is satisfactory. In most activities, children have good adult support to help them develop vocabulary and knowledge. The staff take care to introduce new vocabulary during the activities.

## **PHYSICAL DEVELOPMENT**

The provision for children's physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Purposeful activities are planned to meet the children's needs.
- There is no dedicated area for the reception pupils to use but the teacher makes good use of available resources.
- Many children find difficulty in using small apparatus and resources.

### **Commentary**

43. Most children achieve satisfactorily and are working towards the expected standards by the end of the reception class. The children learn satisfactorily as they participate in purposeful activities both indoors and outdoors. As children use the school hall for physical education, they begin to develop an awareness of space and how to move about safely, with an awareness of others. They are able to run, jump and try to skip on command. Children do not have continuous access to a dedicated outside play area and this inevitably means that opportunities for use of the outside areas are restricted. The majority with help are able to change clothing ready for the physical activity. In class, children are given ample opportunity to develop their coordination. They manipulate the computer mouse and use frequently pieces of apparatus such as counters and games. They cut different papers with scissors under supervision and use small tools such as glue sticks and paint brushes. They are offered a variety of construction toys to use on the carpet. However, many have poor control in handling pencils and scissors. The quality of teaching is satisfactory. The staff provide a

range of appropriate activities to help children develop their manipulative skills. Even though, there is no specialised outside area for the reception children to use, the staff make good use of the hall for physical activities. They take groups of children to use the wheeled toys outside and use other areas of the school grounds as much as possible. However, the times when children can use the outdoor areas are restricted and are fitted into the whole school timetable.

## **CREATIVE DEVELOPMENT**

The provision for children's creative development is **satisfactory**.

### **Main strengths and weaknesses**

- The children enjoy using the role-play area.
- The teachers successfully develop children's literacy skills through music and role-play.

### **Commentary**

44. Most children achieve satisfactorily and are working towards the expected goals by the end of the reception year. There are a variety of resources provided for creative exploration. Children use paints to create portraits, papers to make collages and models. Children's creative skills are developed further by the provision of a wide range of activities in the role-play areas. Children use the exciting resources imaginatively. The classroom 'hospital' encourages children to check patients in, diagnose illness, give medicine and perform operations or hold conversations on the telephone. Staff talk successfully to children as they play to develop their ideas and vocabulary, and to encourage their understanding of the need to share and help others. The children respond well to music. This is taught through rhymes and songs such as 'Hot Cross Buns' and linked to the main literacy teaching focus, such as, the letter 'c' for castanets. Playing the instrument and saying the word helps to reinforce pupils' learning of music and language skills. The quality of teaching is satisfactory overall. However, staff work successfully by taking part in the children's role-play. They extend the children's ideas and encourage them to use their imagination and co-operate with one another.

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

### **ENGLISH**

Provision in English is **unsatisfactory**.

### **Main strengths and weaknesses**

- Most pupils with special educational needs achieve well.
  - Teaching is unsatisfactory in Years 3-6 because a significant minority of pupils underachieve.
  - The recently appointed subject manager has made a good start in gaining an overview of the subject.
  - Management of the subject overall is unsatisfactory because it has had little impact on raising standards.
45. Since the last inspection, when standards were judged to be in line with expectations, there has been a marked decline. Standards were then average by the end of Years 2 and 6. Factors associated with this decline include a slight increase in the percentage of pupils with special educational needs and an increase in the numbers of pupils joining and leaving the school. However, these factors are insufficient in accounting for present well below average standards. In reading, writing and speaking and listening pupils in Years 1-2 achieve satisfactorily. By the end of Year 2 standards are well below those found nationally. In Years

3-6 the rate of progress slows. Despite the school's recent focus on writing, both the latest test results and the outcomes of the inspection show that standards are still well below the national expectations by the end of Year 6. This is also the case in reading. Pupils' speaking and listening skills are better, and they are given a good range of opportunities to talk about their work, and to express their opinions in a variety of contexts.

46. The quality of teaching is unsatisfactory overall. Throughout the school the quality of teaching seen during the inspection varied between satisfactory and good. When taking account of other evidence, including work in pupils' books, displays around the school, and discussions with pupils and teachers, overall standards of teaching were judged to be unsatisfactory. This was due to shortcomings in teachers' planning, and in the use of assessment to provide challenging work for pupils.
47. Much work has been done, over a period of years, to address this problem, both through professional discussion, performance management, and in-service training. The school has implemented the structure of the National Literacy Strategy, and made good use of national curriculum guidance. The Local Education Authority (LEA) has also provided a range of support aimed at addressing low standards in both English and other subjects. The result of these initiatives is that the school has extensive documentation resulting from the analysis of pupils' performance in reading, writing and speaking and listening, and has incorporated this information into its ongoing school development plans. An updated assessment and target-setting system is newly in place, but has not yet had time to have any impact on standards.
48. These initiatives have so far had little impact on the way teachers structure their literacy lessons. There are a variety of different approaches to short term planning. Some teachers do not identify what it is they want pupils to learn during lessons. Their short-term plans describe activities, but not what pupils will learn.
49. Lesson plans often describe one main activity, which all pupils will attempt. Where teaching assistants are available, the lesson plan requires them to support individuals or groups, usually pupils with special educational needs, or the less able. Because of this good-quality support, these pupils generally make good progress, and are fully included in the work of the class. Some lesson plans also include brief notes on 'extension activities', which pupils should move on to if they finish the main task. In only a small minority of lessons did teachers plan specific activities for the different abilities in their classes.
50. Teachers generally know their pupils well, and are good at keeping them involved and interested in their work. Standards of behaviour, and working relationships seen in lessons during the inspection, were consistently good. Although targets are set, and stuck inside the pupils' books, they are general class targets, and do not tell individuals what they need to do in order to improve. Most lesson plans do not include space to record assessment information, so teachers cannot make use of such data to plan what pupils need to do next. Because of these shortcomings the school's approach to short-term planning needs to be more rigorous.
51. The school library has a wide range of books reflecting a range of cultural heritages and including some with dual language. Pupils have regular access to borrowing books and library skills are taught. There is a strong emphasis on motivating reluctant readers, mainly boys, to take an interest in reading. The library is well managed by the school librarian.
52. The management of English is unsatisfactory. Senior management and LEA advisory staff have recently carried out monitoring of teaching and learning. However, this has had minimal impact on standards by the end of Year 6. As the subject manager is new to the role, she has not yet had time to undertake any monitoring of her own. There is a need to undertake monitoring activities which are specifically targeted at changing teachers' practice and achieving a more consistent approach to planning, particularly in Years 3-6.

## Language and literacy across the curriculum

53. Language and literacy is developing inconsistently across the curriculum. This is because planning and provision to meet the pupils' needs varies between classes and key stages. While it is satisfactory in Years 1-2 it is mainly inconsistent in Years 3-6. In reading and writing, opportunities are missed for pupils to practise and extend their skills. For example, there is insufficient emphasis on teaching reading and writing skills. The teachers do not always plan work well enough to stretch the pupils or tell them how to improve. Most pupils listen to their teachers and are encouraged to become confident in discussing their work in small groups. Research activities are included in subjects through looking up information in books or by using the Internet.

## MATHEMATICS

Provision in mathematics is **unsatisfactory**.

### Main strengths and weaknesses

- A significant proportion of pupils in Years 3-6 do not achieve as well as they should. The majority of pupils with special educational needs achieve well.
- Teachers do not use sufficiently well their assessments of pupils' learning to plan their work in Years 3-6.
- The subject leader has an overview of the subject but the monitoring of teaching and learning has not significantly improved the quality of teaching.
- Management of the subject overall is unsatisfactory because it has been ineffective in raising standards.

### Commentary

54. In Years 1-2 most pupils achieve satisfactorily but attain well below the nationally expected standards. In Years 3-6, pupils' achievement is unsatisfactory and they attain well below the nationally expected standards. There are a significant proportion of pupils who are underachieving. The pupils with special educational needs make good progress towards their targets and achieve well. Most of the few higher attaining pupils achieve satisfactorily and attain above average standards. However, many of the other pupils do not achieve as well as they should.
55. At the time of the last inspection, most pupils attained the nationally expected standards by the end of Years 2 and 6. Since then standards have deteriorated to well below average by Years 2 and 6.
56. The quality of teaching and learning is unsatisfactory overall. It is satisfactory in Years 1-2. The basic skills are generally taught satisfactorily in Years 1-2. Teachers use their knowledge of pupils' attainments well to plan their next learning steps and help them overcome weaknesses. It is unsatisfactory on the whole in Years 3-6. A good feature of lessons, for example, was seen in a Year 1/2 class and a Year 6 class, where there was a successful start with brisk discussions involving the whole class. The teachers used this opportunity well to question pupils in order to assess pupils' understanding and to plug the gaps in their knowledge. Resources were used successfully to gain pupils' attention and motivate them in their learning. For example, ICT was used for demonstrating a teaching point or pupils used the computers to practise what they had learned.
57. However, there are some serious shortcomings in Years 3-6 where teachers do not know the needs of the pupils. Pupils' concentration lessens and some become disinterested when the work is not challenging enough. Conversely, teaching does not meet the pupils' needs when

it is too ambitious. This was the case in one unsatisfactory lesson and pupils did not know what to do to complete their task. The impact of initial class discussions is lost when pupils are not challenged well enough to apply what they know. Similarly, when they have not grasped the basic skills of what is taught, they find it difficult to solve problems. Teachers' marking is often encouraging but does not always tell pupils how to improve. As a result pupils' strategies of how to tackle problems using different techniques and methods are not well developed. At times the teaching assistants were not sufficiently instructed to help groups or individual pupils when the teacher was teaching a small group of pupils.

58. The work is planned well for most pupils with special educational needs because they are helped to achieve their targets. There are no individual or group targets for the other pupils to work towards. Consequently, the work is not well planned and pupils often find work too easy or too difficult. In Years 3-6, there are large numbers of pupils joining or leaving school. However, the use of assessment to find out what pupils' can and cannot do so that teachers can plan work to meet their needs is poor. A significant proportion of pupils have gaps in their learning of basic skills which have not been identified correctly. Lessons are rarely evaluated or pupils' work assessed in sufficient detail. As a result, the next learning steps are not identified or planned for. There is insufficient emphasis on teaching pupils to solve problems. Pupils find it difficult to apply what they have learned to a range of contexts to solve simple problems or to create graphs and charts from data they have collected and make sensible hypotheses from them. These are particularly weak areas.
59. In lessons, when pupils record their work, the few higher attaining pupils continue to concentrate satisfactorily working independently towards the challenges presented to them. The pupils with special educational needs receive good help from the teaching assistants. This helps them to keep focused on their tasks and achieve the objectives that are set. Other pupils with varying needs and often lacking in confidence wait, often for long periods, for individual attention.
60. The management of the subject is unsatisfactory. The quality of teaching and the results of tests are closely looked at to identify weakness and strengths. With the help of LEA staff, groups of pupils have been identified for improvement. However, this is a new initiative and has not yet been used successfully to effect improvement in pupils' achievement. In Years 3-6, teachers do not use their assessments of pupils' attainments or plan work sufficiently well on a day-to-day basis to challenge pupils. The subject leader has a good idea of what needs to be done to further improve mathematics and leads the subject satisfactorily. There is a strong sense of teamwork, where people are willing to learn from each other. However, insufficient time has been given to improving the quality of teaching and learning across the school to raise standards.

### **Mathematics across the curriculum**

61. Mathematics is incorporated into the planning of most subjects. There is good practice particularly in science and information and communication technology where pupils gather data from their investigations and enter it into the computers so they can interpret their results graphically. As data-handling has been correctly identified as a focus for development in Years 3-6, pupils have a range coloured graphs displayed to support their work. The use of worksheets tends to inhibit pupils from practising their writing skills. The worksheets are not always dated or kept in an ordered manner, nor are they consistently marked with some comment to help the pupils improve. This makes it difficult to assess how well the pupils learn for the teachers and the pupils themselves.

### **SCIENCE**

Provision in science is **satisfactory**.

## Main strengths and weaknesses

- There is a significant minority of pupils in Years 3-6 who are underachieving.
- Pupils with special educational needs generally achieve well.
- There is insufficient time for the subject leader to check on standards and the quality of teaching and learning.
- Development of scientific enquiry throughout school is good apart from Years 5/6.

## Commentary

62. Standards in science are below average at the end of Year 2 and well below average by the end of Year 6. Pupils' achievement is satisfactory in Years 1-2 and unsatisfactory in Years 3-6. Standards were higher when the school was last inspected. Pupils with special educational needs achieve well. Science is not well planned and organised to meet the needs of pupils in Years 3-6. The curriculum is satisfactorily planned for pupils in Years 1-2 but is inconsistently taught in Years 3-6.
63. The quality of teaching is unsatisfactory overall. It is satisfactory in Years 1 and 2 and unsatisfactory in Years 3-6. Consequently, pupils learn satisfactorily in Years 1-2 but a small minority underachieve in Years 3-6. This is because the work is not planned or organised sufficiently well to meet their needs. Lessons are taught in class to all the pupils but follow-up work is at a low level and not matched sufficiently well to challenge pupils in their learning. Some pupils in Year 5/6 have repeated work unnecessarily. The teaching of scientific skills is inconsistently developed. In some classes lessons were exciting and well planned to develop pupils' investigative skills, for example, in Years 3 and 6. In other classes, the investigational work was carried out by the teacher, denying pupils the opportunity to find out for themselves and to draw scientific conclusions.
64. In most science work, standards of presentation are satisfactory. However, the marking is often inconsistent in informing pupils how to improve their work. Good use is made of Information and communication technology, particularly the digital camera when examining parts of the eye. The curriculum is enriched through trips and visits to places of interest and museums.
65. The leadership and management of the subject are satisfactory. The enthusiastic coordinator is aware of the subject's main strengths and weaknesses and within the limitations set leads the subject satisfactorily. However, she is not aware of the inconsistencies in teaching and learning. This is because she is given insufficient time to check standards and to observe teaching and learning throughout the school in order to work with colleagues to raise standards.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

66. Standards by the ends of Years 2 and Year 6 are in line with those found nationally, and pupils achieve well throughout the school. This represents an improvement since the last inspection, when standards were found to be unsatisfactory.

## Main strengths and weaknesses

- Improvements in hardware and software.

- Good use is made of ICT in other subjects.
- Teachers have good subject knowledge.
- Assessment procedures and their use are insufficient.

## Commentary

67. Since the last inspection the school has worked hard to update its hardware and software. All pupils now have access to computers, and the software available is appropriate to their work in different subjects.
68. In Years 1 and 2, pupils learn the basic skills of ICT, including controlling the computer by use of the keyboard and mouse, using different fonts and colours, and beginning to combine text and graphics. They also experience activities using the computer to control and give instructions, such as in using programmable toys.
69. As they progress through Years 3-6, they build on their skills, developing an understanding of using CD-ROM software and the Internet to find information and carry out simple research on a range of topics. In English and mathematics lessons they use appropriate software to extend their learning, and to develop and practice their basic skills. Such activities make useful contributions to their basic literacy and numeracy understanding, as well as providing 'real life' situations in which to practice their ICT skills.
70. Teachers' confidence in using information and communication technology has improved greatly since the last inspection. They are now able to make good use of the computers to supplement their pupils' work in all subjects. Many examples of this approach were seen during the inspection, with pupils readily using ICT, showing appropriate basic ICT skills, and enjoying the added dimension which the computers provide.
71. The subject is well managed and led by a knowledgeable and enthusiastic subject leader. There are detailed well-constructed plans to develop the subject further. Monitoring teaching and learning as well as improving teachers' subject knowledge has helped to raise standards. However, the use of assessment is still in its early stages, and its use to help in planning where to go next is also underdeveloped. In order to raise standards further teachers need to give greater attention to these aspects.

## Information and communication technology across the curriculum

72. In their work in different subjects pupils of all ages are given opportunities to use ICT to support their learning. In subjects such as art and design, and history, pupils can work independently, using appropriate software, to develop their understanding. Learning to work unsupervised, and to overcome difficulties for themselves makes a worthwhile contribution to their personal and social development. Pupils are motivated to learn and encouraged to listen to others, respond to what they say and explain their own ideas. In work in other subjects, pupils often work in small groups with their teacher or a teaching assistant, for example, when constructing graphs from data gathered in science. They learn new skills quickly because they get individual help and encouragement.

## HUMANITIES

73. There was insufficient evidence gathered to make judgments about provision in geography and history. No lessons were seen in geography and three lessons were seen in history.
74. In **geography**, good use is made of the local area to develop pupils' mapping skills and understanding of the local geographic features. The teachers plan their lessons based upon comprehensive scheme of work that systematically helps teachers to plan the pupils' skills, knowledge and understanding. By the end of Year 2, the pupils can observe the features of places, name different house styles and make simple maps and plans. There is progression

into Year 2 as pupils learn to prepare fuller reports, for instance, following a visit to a local zoo. By the end of Year 6, pupils have extended their work in studies of other countries such as Peru and Chembakolli, a village in Africa and are satisfactorily developing knowledge and understanding of how climate and location in other countries affect people's life style and traditions.

75. In **history**, by Year 2, the pupils are developing a sense of the past. They begin to identify similarities and differences between old and new artefacts such as cars. By Year 6, pupils learn about past civilisations such as the Ancient Greeks. In all lessons pupils' achievement was satisfactory and the standards they attained matched those expected for pupils of these ages. Pupils' enjoy history lessons which are often linked to other subjects such as art and design, English and information and communication technology. For example, in their study of Ancient Greece, pupils drew, designed and made 'Ancient Greek' pots. In the past, when pupils have studied the Tudor period, they have practised their literacy skills to write a newspaper article. Good use is made of CD-ROM, videos and the Internet to bring the subject alive for the pupils and to help them research their topics.
76. The leadership and management of history and geography are satisfactory. The subject leaders for history and geography are keen to develop their subjects but have very little opportunity to visit other classes. They gain a fair idea of standards from examination of pupils' work. The subjects are enriched by visits to the local area, places of interest and museums. At the time of the last inspection standards matched the national expectations in geography and history. The indications are that this is still the case.

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

77. There was insufficient evidence to make firm judgements about art and design, design and technology, music and physical education. Only one lesson was seen in art and design and design and technology and no lessons were seen in music or physical education. Inspectors have taken into account pupils' past work, teachers' planning and discussions with pupils and teachers. Standards matched the national expectations at the time of the last inspection for these subjects apart from design and technology. In Years 3-6 where standards were below average in design and technology. The indications are that standards have improved in design and technology in Years 3-6 and that pupils' work at the expected levels in all of these subjects.
78. In **art and design** it is evident from pupils' past work that they have experienced using a wide range of materials. Their work is often successfully linked to other subjects. For example, pupils use ICT when drawing or making patterns. However, there is little evidence that pupils select and work with materials of their choice. There is a good range of drawings and paintings and pupils say they enjoy art and design. In the lesson observed, pupils were satisfactorily designing and making pottery in the style of Ancient Greece. However, overall, three-dimensional work is a weaker aspect of pupils' work. Art and design is satisfactorily led and managed. The work on display around the school creates an attractive learning environment, reflecting a range of cultures and styles. There is an art club, helping to extend pupils' skills such as designing a mosaic for the local community. Planned visits to local centres and the study of other artists' work make a positive contribution to pupils' spiritual and cultural development.
79. In **design and technology**, the indications are that there has been good improvement since the last inspection in Years 3-6 where standards were below the national expectations. From work seen, pupils work at the expected levels throughout the school. A new scheme of work has been implemented successfully to consistently develop pupils' knowledge, understanding and skills. By the end of Year 2, pupils are developing a satisfactory knowledge of the key processes of planning, making and evaluating. Pupils work from a range of materials. They can identify the sequence of the making process and discuss how to improve their work. By the end of Year 6, pupils develop their designing and making skills and their evaluation skills

have become more considered. The pupils enjoy designing and making artefacts such as money containers and evaluate their work sensibly which enables them to think about strengths of their design and product. However, older pupils lack accuracy in their measurements when designing.

80. In **music** insufficient evidence was gathered during the inspection on which to judge standards. However, it was clear from observations made that music makes a valuable contribution to the pupils' personal development and the life of the school, in lessons, assemblies, and extra curricular activities. Pupils have positive attitudes to music and enthusiastically sing and play instruments at the start of the day during assemblies and during choir practice. There are well-planned opportunities for pupils to learn to play an instrument correctly. The pupils treat their instruments with care and respect. There is a good range of well organised instruments from other cultures.
81. In **physical education**, pupils have access to a wide range of curriculum activities and opportunities and say they enjoy physical activities. They are given access to football and skill coaching in Kwick Cricket and dance through out-of-school activities. Skill coaching and clubs and games at lunchtimes make a good contribution to pupils' skills. An annual activity holiday for the oldest pupils makes a positive contribution to their personal development. A high priority is placed on pupils learning to swim as the school is situated close to a river. All pupils in Years 3, 4 and 5 go swimming during the year. The accommodation is unsatisfactory for physical education. There is no grassed area for pupils to play games. The school is not near enough to any other grassed area for pupils to have regular access for lessons. This limits pupils' opportunities to play team games and develop the appropriate skills.
82. These subjects make a good contribution to pupils' personal development. In all subjects, the subject leaders have a clear vision of how to develop their subjects and provide informally help for colleagues. They lead and manage the subjects satisfactorily within the limitations set. However, there is insufficient time allocated to monitor standards, skill assessments and National Curriculum levels throughout the school.

83. **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

There is insufficient evidence to make an overall judgement on provision. There is a good scheme of work based on national guidance which clearly outlines the development of pupils' skills throughout the school. The school places good emphasis on pupils' personal development which permeates the ethos of many aspects of its work. There are good initiatives in place to develop pupils' personal and social skills and their awareness of citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

<b>Overall standards achieved</b>	<b>6</b>
Pupils' achievement	5

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	6
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

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

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

