

INSPECTION REPORT

BROADWATER DOWN PRIMARY SCHOOL

Tunbridge Wells

LEA area: Kent

Unique reference number: 118566

Headteacher: Mrs E. Jane Florey

Lead inspector: Wendy Simmons

Dates of inspection: 3rd – 6th November 2003

Inspection number: 255624

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

INFORMATION ABOUT THE SCHOOL

Type of school	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	159
School address:	Broadwater Down Broadwater Lane Tunbridge Wells Kent
Postcode:	TN2 5RP
Telephone number:	(01892) 527588
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Appropriate authority:	The governing body, Broadwater Down Primary School
Name of chair of governors:	Ms Irene Mc Kenna
Date of previous inspection:	7 th – 9 th June 1999

CHARACTERISTICS OF THE SCHOOL

This small community primary school is situated just outside the main part of Tunbridge Wells in the middle of the Broadwater Estate, where most pupils live, although a growing number of pupils come from other parts of Tunbridge Wells. The school is involved in many community initiatives, such as the family learning programme 'Share' to support parents in helping children with their learning. There is a drop in facility and 'Wide Awake Club' to support homework. The Family Liaison Officer works regularly in the school and there are strong links with many local support services. Pupils' social circumstances are extremely wide ranging, but overall, they are well below average. The school has a higher than average proportion of pupils who are eligible for free school meals. Few children have the opportunity to join pre-school learning groups.

Pupils are organised into six classes, some of which have pupils of different ages in them. The school has a very high number of pupils joining or leaving other classes throughout the year, which reflects some of the complex social needs of some families at this school, who often move in or out of the area. Pupils' attainment when they start school is well below average. However, there is a very wide range of abilities within each age group. The school has a very high proportion of pupils with special educational needs (SEN) and only a few are of high ability. Seventy four pupils, 47 per cent, have been identified as having SEN, for a variety of learning and behavioural difficulties, and two have statements to outline particularly significant needs. All but a few pupils are from white ethnic backgrounds. Eight pupils are at an early stage of learning English as an additional language. The school has been through a very difficult year, with problems in recruiting staff. As a result, three classes have job-share teachers, two of whom are on temporary contracts. Furthermore, both the headteacher and deputy headteacher had maternity leave between December 2002 and September 2003. During this time, an acting headteacher came from another school to lead Broadwater Down. Prior to this, and as a result of school improvement in 2001 and 2002, the school received a government 'Achievement Award' and an 'Investors in People Award' for staff development and support.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23674	Wendy Simmons	Lead inspector	English, art, music, Foundation Stage, religious education and English as an additional language.
9588	Tony West	Lay inspector	
19227	Paul Missin	Team inspector	Mathematics, design and technology, information and communication technology and physical education.
23057	Diana Robinson	Team inspector	Science, history, geography, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Broadwater Down provides a sound education for its pupils. Pupils achieve satisfactorily overall. Teaching and learning are satisfactory and enable most pupils to make sound progress. Leadership and management are satisfactory in terms of raising achievement. Their strength lies in creating a strong and caring ethos. Staffing difficulties in the last year have been a barrier to improvement. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Action by the headteacher and deputy headteacher to improve pupils' achievement.
- Pupils achieve well in developing speaking and reading skills.
- Very good care and personal and social education result in pupils showing good attitudes and behaviour, which helps them to learn.
- Good provision and achievement of pupils with special educational needs (SEN)
- There are very good links with the community.
- Standards are not high enough in writing or information and communication technology (ICT).
- Governors are not yet sufficiently clear about their responsibilities
- Some pupils do not attend school regularly enough.
- Some teachers do not use assessment information enough to plan lessons and so, some higher ability pupils are not given challenging enough work.
- The school's improvement plan is insufficiently detailed.

Unsatisfactory improvement has been made since the school was inspected in 1999. This is largely due to the school moving backwards in the last year. Until 2003 progress had been satisfactory, with improvements from the last inspection. However, during the headteacher's and deputy headteacher's maternity leave, the school has faced many significant staffing difficulties and changes in the governing body. As a consequence of these barriers to improvement, the school has again to address issues that were noted for improvement at the time of the last inspection. There has been good improvement in provision for pupils with SEN.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	E*	E*
Mathematics	C	C	E	E
Science	E	D	E*	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - in the lowest 5% of schools*

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

Achievement is satisfactory. Pupils with SEN achieve well, but across the school as a whole, the rate of achievement for higher ability pupils is inconsistent. Between 2000 and 2002, pupils were achieving especially well in English and mathematics. At this time, the school's efforts in raising achievement were noted in the school being awarded a government 'Achievement Award'. Pupils did not achieve as well as they should have done in Year 6 in the national tests in 2003. On returning from their maternity leave, the headteacher and deputy headteacher took firm action to improve pupils' achievement. Currently, pupils are achieving well in science,

reading and in their speaking skills. Achievement is especially notable in pupils' personal and social skills. Pupils could be doing better in writing and ICT.

Standards are currently well below average, which is lower than they were at the time of the last inspection. This is mostly because the school now has a very high proportion of pupils with significant special educational needs. The table above shows how standards fell significantly last year. Currently, standards from the Foundation Stage are below average. By Year 2, they are also well below average in reading, writing and mathematics. By Year 6, standards are well below average in English and mathematics and below average in science. In ICT, standards are below average.

Pupils' spiritual, moral, social and cultural development is good. Pupils have good attitudes to learning and behave well. Attendance is unsatisfactory, but the school is working very effectively to improve this.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The care shown by staff contributes strongly to pupils' personal development. The quality of teaching is satisfactory overall. Teachers are skilled at ensuring pupils behave well in lessons and focus on their learning. Teaching and learning are good overall in Years 2 and 6, where careful placement of staff is helping to improve standards. Good teaching of basic skills in communication and social development is especially evident in the Reception class. Teachers are not making the best use of assessment information to plan pupils' learning. Challenges for the higher ability pupils are inconsistent. Teaching and learning for pupils with SEN is good. Community links help pupils to acquire new skills, develop understanding and show positive attitudes.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher has a clear vision for the school and leadership and management are currently having a satisfactory impact on raising achievement. Governance is unsatisfactory because, despite governors' commitment to the school and good relationships with staff, pupils and parents, they are not doing everything that is required of their role. Subject leaders provide satisfactory leadership and management. The improvement plan is too general; it lacks clear action points to raise standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with almost all aspects of the school, although they would like better provision for homework, which the inspection team notes as underdeveloped. Pupils are happy with the school and they enjoy after school activities and the care shown by the staff.

IMPROVEMENTS NEEDED.

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

- Expand on the current development plan to show step-by-step improvements.
- Raise standards and pupils' achievement in writing.
- Improve provision and raise standards and achievement in ICT.
- Make better use of assessment information to guide teachers in their planning especially to provide consistently challenging work for higher ability pupils.

and, to meet statutory requirements

- Improve the role of the governing body.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory overall. It is good for pupils with SEN and satisfactory for those learning English as an additional language (EAL) and those of higher ability. Standards in English, mathematics and science are well below average. This is largely because in almost all year groups, nearly 50 per cent of pupils have SEN and, of these, a very high proportion has substantial special needs. The school has faced many significant staffing difficulties in the last year, which have acted as a barrier to improvement and slowed the rate of progress.

Main strengths and weaknesses

- The school received an 'Achievement Award' in 2002 for improving standards.
- Standards in 2003 fell, resulting in underachievement for pupils in Years 5 and 6.
- Very firm action by the headteacher and deputy headteacher, on their return to the school following their maternity leave, is currently evident in pupils' improving achievement.
- Pupils with SEN make good progress and achieve well because they receive good support.
- Children make good progress in the Reception class in their language and communication skills, their personal and social development and in their knowledge and understanding of the world.
- Teachers and assistants place a strong emphasis on developing pupils' speaking and reading skills, but writing and presentation skills are not sufficiently developed.
- In mathematics, practical problem solving activities are underdeveloped in some classes.
- Attendance issues are being addressed with rigour, but some pupils miss valuable learning experiences, which slows down their rate of progress.
- In ICT, pupils do not achieve well enough for their capabilities as skills are not developed progressively enough or used to support learning enough in other subjects.

Commentary

1. By the end of the Reception year, records indicate that standards are well below average in all areas of learning, except creative and physical development, where they are below average. This is mainly due to the high proportion of children with SEN, many of whom enter school with very low levels of skill in these areas of learning. Staff are good at developing children's language and communication skills and their knowledge and understanding of the world. Most importantly, achievement in personal and social skills is very good from a well below average starting point. Firm foundations for good behaviour and learning are made in the Reception class. Overall children achieve well in the areas noted above, although only a few reach the goals children are expected to reach by the end of Reception. Achievement is satisfactory in other areas of their work.

2. Currently, standards overall remain well below average in Years 2 and 6. There is evidence to show that pupils are beginning to reach slightly higher standards in science, due to good teaching and learning opportunities. In Year 2, the school's results in national tests confirm this as standards are currently well below average in reading, writing and mathematics. At the time of the last inspection, standards, in both Years 2 and 6, were higher than they are now, except in science in Year 6, where they are the same. Changes in results are due to important changes

in the intake of pupils from below average to well below average ability. In addition, the school's records show that the turnover of pupils has increased substantially. For example, out of the 22 Year 6 pupils in the school, only seven joined in the Reception class.

3. Despite changes in the intake of pupils, there was a steady improvement in pupils' average points score in Year 2 in reading, writing and mathematics, which was most marked between 1999 and 2001, but standards fell in 2003. This year group contained a higher than usual number of pupils with SEN, with a quarter of the class having complex needs or receiving child protection support from Social Services. Standards in reading and mathematics are stronger than in writing overall. By Year 2, fewer pupils reach high Level 3 standards in writing, although this is better in reading because of the emphasis that teachers place on developing reading. Overall, achievement is satisfactory by Year 2 and currently best in Year 2, where the pupils are being taught by the same teacher as the one that they had last year. Here, the teacher makes effective use of assessment information to plan lessons and ensure that pupils make progress. This is not always the case in the school, as some teachers are very new to the system.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	13.9 (14.5)	15.9 (15.8)
Writing	11.8 (12.8)	14.8 (14.4)
Mathematics	14.2 (16.1)	16.4 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year

4. Until 2002, the school had successfully reached its targets for improvement in national tests, especially in mathematics. However, staffing difficulties last year have adversely influenced pupils' rate of achievement at the top end of the school in 2003 when pupils made insufficient progress in Years 5 and 6. Overall, in 2003, the school's results were in the bottom five per cent for the country. Despite the high proportion of pupils with SEN, some higher, average and lower ability pupils did not achieve as well as they should. As a consequence of this, the school was far off reaching its target of getting 76 per cent of pupils up to an average standard. In fact, they only managed 47 per cent. Higher ability pupils did better in mathematics than English, as no pupils gained a higher Level 5 in English even though five were predicted to reach this from the school's records. The headteacher is currently reviewing all national test targets with the Local Education Authority to ensure that they are accurate and challenging.

5. Pupils make effective use of their reading skills to support their learning in other subjects. However, in writing, their slowness to write at length and poor presentation mean that this aspect of work does not always enable them to make the best progress in other subjects. In mathematics, skills adequately support learning in other subjects.

6. On the return of the headteacher and deputy headteacher from their maternity leave, very firm action was taken to get the school back on track to ensure that pupils overall are achieving satisfactorily. As a result of focusing on achievement as the priority for school improvement, staff were re-directed to different classes, so that both Years 2 and 6 could be taught by either the SEN subject leader or the deputy headteacher. As a result of this, standards, although still well below average, are improving. So far this is most evident in reading and science, where already, for example, there is an increase in the number of pupils working on the higher Level 5 activities. However, challenges for higher ability pupils are not consistent in all lessons throughout the school as a whole. In addition, pupils are not doing enough practical problem solving activities in numeracy. The school is rightly placing a very strong emphasis on

improving pupils' speaking and reading skills. However, opportunities to practise and improve writing skills are not given enough attention. The school places great emphasis on the needs of pupils as individuals and is well placed for further improvement, due to the vision of senior staff. The table below shows the Year 6 results for the last two years

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

Standards in:	School results	National results
English	22.1 (27.0)	27.0 (27.0)
Mathematics	23.5 (27.0)	27.0 (26.7)
Science	24.9 (27.6)	28.8 (28.3)

There were 20 pupils in the year group, only 4 of whom were girls.

Figures in brackets are for the previous year

7. Achievement is best for pupils with SEN. It is currently good, reflecting good teaching and learning. Although a small minority of pupils make slow progress due to complex social issues, relating to family circumstances, the achievement of the majority of pupils with SEN is good. However, there was a period of time when pupils with SEN did not achieve their best. In 2003, during the headteacher's maternity leave, the school did not apply for extended time and individual reading support in the national test activities. This was despite notes being left in the school to ensure that this would happen in the headteacher's absence.

8. Achievement for pupils learning EAL is satisfactory. The best features include the emphasis on speaking skills of all pupils, which helps these pupils to make progress and to be included in all activities. Additionally, some staff make very effective use of sign language, which helps pupils who are very new to English. About one third of the pupils fall into the more able grouping and quickly make progress in their English speaking, reading and writing, although challenges in mathematics are not always demanding enough.

9. The school has successfully identified those pupils who are more able, gifted and talented in English, mathematics and science. During the inspection, some suitable provision for these pupils was seen in English and science, although challenges in mathematics were too variable in quality. The analysis of pupils' work shows insufficient provision for able pupils last term, although results from previous years did show satisfactory improvement. The attainment of higher ability pupils remains a key issue, as at the time of the last inspection.

10. Standards are below average in ICT, where the provision is unsatisfactory. There are shortcomings in the quality of learning and curricular planning which affect adversely the rate at which pupils can progress in acquiring new skills. Standards are below average, by Year 6, in religious education (RE) and history because the proportion of pupils working at an average or higher level is much lower than usual. In art and music, standards are average by Year 6. No overall judgement is made about standards in physical education (PE), geography and design and technology, due to the limited evidence available on the inspection to form a secure judgement. Overall, achievement in these other subjects is satisfactory.

11. Improvement was satisfactory to 2002 and then slowed too much particularly at the upper end of the school, which is a weakness. The best improvement has been in developing boys' reading and writing and in the number of pupils who gain a Level 2 (average) result in mathematics by Year 2. The school's emphasis on reading is also an important part of improvement. Currently, there is good achievement in science in Years 5 and 6. This demonstrates how, with good teaching and a strong emphasis on discussing work and doing

practical experiments, pupils of all abilities can achieve well. In some classes, pupils do not attend school regularly enough and this adversely influences their overall achievement. The leadership shown by senior staff is a crucial factor in why the school is well placed to make more rapid progress in improving standards in the future.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their attendance is unsatisfactory. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils' attendance rate is not good enough to ensure that pupils make the best of their learning opportunities. The school is addressing this with rigour.
- Pupils show interest in learning and behave well in lessons and around the school. The school works hard and effectively to help pupils to enjoy learning.
- Relationships are good overall, with very good relationships between staff and pupils.
- There is a high degree of racial harmony.
- Pupils have a good awareness of right and wrong and show respect for others' feelings and beliefs, they celebrate effort and praise each other.
- Pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now good.
- An excellent assembly promoted pupils' understanding about the importance of respect for others, whatever their race, language or religious beliefs.

Commentary

12. In the period 2001 to 2002, attendance at the school fell well below the national median. For the period 2002 to 2003, as a result of much good work by the school, attendance has improved by over 1 per cent and unauthorised absences have been reduced from one point five per cent to 0.6 per cent. Members of staff monitor attendance well, making first day calls to parents whose children are absent without explanation. The school receives very good support from the education welfare officers, who will visit families when requested. In addition to this, the family liaison officer follows this up. Although the school does not analyse the attendance for any particular groups of pupils, the school confirms that the most significant causes of absence are for illness and medical reasons and additional family holidays. Individual children whose attendance is causing concern are identified well and the school works hard to ensure that they attend school more regularly. For example, a member of staff makes immediate contact with families when they do not arrive at school by 9.30am. Nonetheless, there are still a small number of parents who do not ensure that their children attend school. The majority of children arrive at school punctually. There was one, fixed period, exclusion during the past school year. The school makes considerable effort to include and support pupils within school, even when they demonstrate challenging behaviour.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.6
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year:2002 /2003

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	143	1	0
White – any other White background	1	0	0
Black or Black British – African	3	0	0
Black or Black British-any other Black background	3	0	0
Asian or Asian British-Bangladeshi	4	0	0

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

13. Pupils show interest and curiosity in lessons and the great majority concentrate well on their work. Behaviour is good in lessons, around the school and on the playground. Teachers manage pupils' behaviour very consistently and this is having a positive effect on pupils' learning. Relationships are good and the positive ethos comes from the head and deputy head teachers, who have very good relationships with pupils, because they care about them as individuals. Pupils are aware of the school and class rules and fully understand the difference between right and wrong. Their moral development is good. At the pre-inspection parents' meeting, parents confirmed that they thought behaviour was good and that there was no bullying at the school. Pupils from different ethnic backgrounds mix together well.

14. Pupils do have some opportunities for taking on additional responsibility and they respond well to them although these opportunities are limited. There are very good opportunities for pupils to express concerns confidentially if they have them. Most pupils are very happy at the school and feel secure and well cared for.

15. Pupils have a good level of respect for the feelings and values of others and are given opportunities to reflect on these feelings. They are encouraged to think of others by raising money for charities such as the annual Poppy Appeal, 'Jeans for Genes' and by filling shoe boxes with gifts for children in Romania. Pupils' social development is very good. Pupils get on well with each other and are able to work and play together collaboratively due to the strong emphasis that the staff place on promoting harmony in the school. This is especially successful, as many pupils exhibit challenging behaviour. In the Reception class, the teacher has good strategies to help children to develop quickly suitable social skills, which act as a good basis for future learning. Pupils show understanding of, and respect for, other pupils who have different needs and differing beliefs and benefit significantly from being taught alongside them. Pupils have a good understanding of their own culture and have experiences that will prepare them well for life within a multi-cultural society. The school works hard to promote positive attitudes to living in a society where there is racial harmony. For example, in a literacy lesson, pupils discussed why there have been few Black Members of Parliament until recently. The school places a strong emphasis on helping pupils to feel good about themselves and grow in confidence. Spiritual awareness is good overall and especially successful in some lessons, where the teacher plans for this, as seen in the Reception class when children danced to music by Grieg.

Example of outstanding practice

An example of excellent spiritual, moral, social and cultural development was seen during a whole school assembly. Pupils explored racial tolerance, the difficulties of speaking new or different languages and what it is like to come from a mixed race background. The teacher and assistant retold the story, 'That's my Mum', using both English and Arabic in a very lively style, which totally captivated the pupils' attention. Throughout the story questions were asked about how the characters felt, which explored issues of being different, while also being the same and equal. Adults made several references to why Broadwater Down works to include all pupils and why this is important in life. This was especially useful, as it included those pupils who are learning EAL and Plymouth Brethren pupils. Sensitivity was also shown, which helped pupils to respect each other's different beliefs, as all Plymouth Brethren pupils left the hall before the worship element of the assembly started.

16. Pupils with SEN, along with all other pupils, benefit from the headteacher's and deputy headteacher's vision for the school that values each child as an individual and celebrates difference. This encourages the pupils to have good attitudes.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

17. The quality of education provided by the school is satisfactory. The strongest features of the provision include the support for pupils with SEN, the attention given to developing pupils' speaking skills and reading skills and the very good management of pupils' behaviour. The level of care for pupils' welfare and the school's links with parents and the community support pupils' learning well. Areas needing most improvement are teachers' use of assessment information to guide their planning for lessons, more consistent challenges for the most able pupils, better attention to writing skills, the use of more practical problem solving in mathematics, and the development and use of ICT skills.

Teaching and learning

The quality of teaching and learning is satisfactory throughout the school. Assessment is unsatisfactory overall, although satisfactory in the Foundation Stage.

Main strengths and weaknesses

- All teachers have high expectations of pupils' behaviour and manage this well.
- Placement of teachers in Years 2 and 6 is having a positive impact on pupils' learning.
- The quality of teaching for pupils with SEN is good.
- Teaching assistants are used well to support many pupils in the school.
- Assessment information is used well k.
- Writing does not receive as much attention as reading and speaking in lessons.
- In mathematics, practical problem solving is underdeveloped.
- The use of ICT to support learning in other subjects is underdeveloped.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	13 (33%)	23 (59)	2 (5%)	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.

18. The headteacher, with the senior management team, has re-organised the classes to ensure that teachers are well placed to meet the needs of the pupils. This is especially successful in Years 5 and 6, where good teaching is resulting in good learning and improving achievement. Teachers have worked hard to re-plan and share work, so that most pupils learn new skills and knowledge in a systematic way. This has been especially difficult to organise in the mixed aged classes and in those taught by job-share teachers. However, teachers show a strong commitment to the pupils and this is reflected in the way in which they are trying to do their best under difficult circumstances.

19. Teachers' planning is satisfactory, but sometimes, they plan too much for lessons and this causes other lessons to start late. Lessons are best when teachers assess what has gone well and what needs further attention in the next lesson. This is not happening consistently, as some teachers stick to their next lesson plan, when in fact high quality learning is not fully developed from the lesson already started. The best progress was seen in how poetry skills improved in Years 4 and 5 over three days, while in Years 3 and 4 a good lesson about writing story starters had to be postponed because the next literacy lesson was planned around Tudor play scripts. In this respect, assessment is not informing planning enough. Added to this, some assessment procedures from the previous year, such as 'Progress Books' had been stopped during the absence of the headteacher and deputy headteacher. As a consequence of this, some teachers do not know exactly which levels the pupils are working at and some higher ability pupils are not always given sufficient challenges in lessons. The best features of assessment include the evaluation of pupils' reading skills.

20. Teachers show very good and consistent styles in managing pupils' behaviour. As a result, pupils behave well and can focus on learning. Teachers and assistants are effective in coaxing reluctant learners, although some pupils still need much guidance and are not always self-starters. Overall, pupils show a growing capacity to work independently and collaboratively. For example, pupils in Years 4 and 5 worked in groups to collect interesting words for their autumn poem. Throughout the school, pupils have developed good relationships with adults, which helps them to try hard.

21. Teachers recognise that pupils often learn in different ways and most teachers try to make learning interesting. They understand that pupils at this school need many practical activities to help them to understand and gain new knowledge. Added to this, they work successfully to enrich pupils' spoken language skills. A good example of this was seen in Year 2 when the teacher told the story 'Asha's Attic'. In this lesson, pupils worked in twos and threes thinking of ideas why Asha had gone into the attic and during this time, the teacher showed them how to make their sentences better. Overall, teaching and learning are most successful in science and reading, due to the emphasis on discussion. Throughout the school, there are missed opportunities to show pupils how to develop their writing and presentation skills. In mathematics, although pupils do a lot of work on number skills, there are too few practical problem solving activities, which require pupils to use their knowledge of numbers in different and challenging ways. Equally, while some teachers are using ICT well to support pupils' learning, it is not consistent enough to ensure that pupils learn new skills progressively.

22. Although teaching and learning are judged to be satisfactory overall in the Reception class there are several good features that contribute to pupils' achievement. The teacher has to work very hard to enliven the pupils, but this is usually achieved very well, due to the enthusiasm that adults show to the children. The teamwork between teachers and assistants is very effective and ensures that each day's activities are well organised and run smoothly. Adults in this class,

work especially hard to promote children's language skills by providing many interesting activities, which help them to learn about the world around them. As a result, children acquire new skills, knowledge and understanding and develop their capacity for concentration. However, there are missed opportunities to make best use of the outside play area for learning and, in some mathematics sessions, children are not challenged enough.

23. The quality of teaching and learning for SEN pupils is a strength of the school and shows good improvement since the last inspection. Lessons are adapted by teachers to be suitable for each pupil's needs and the highly trained teaching assistants provide good support to pupils to enable them to become independent in their learning. Links with the community are having a positive impact on how well pupils learn. This is due to the high quality communication between professionals and on going evaluation of what pupils need to do to make progress.

The curriculum

Overall, the curriculum is satisfactory. Curriculum provision is enriched well by a good range of visits, visitors and opportunities for extracurricular clubs. The school's accommodation and learning resources support curriculum provision soundly.

Main strengths and weaknesses

- Provision for pupils with SEN is good.
- The curriculum is enhanced well through well-planned offsite visits and through visitors to the school.
- Pupils are able to take part in a good range of extracurricular activities.
- The swimming element of PE is not currently being addressed.

Commentary

24. Teachers work hard to ensure that work is enlivened and made interesting and relevant for the pupils. For example, there was evidence in the work on display and from lessons seen during the inspection of the way in which a topic for older pupils on bread was cleverly and effectively enhanced. Younger pupils had analysed the composition of bread and had made designs of their own pizzas. Photographic evidence of a visit to a nearby pizza restaurant showed great enjoyment and involvement in making and eating what they had made. During the inspection, older pupils received a Moroccan visitor who showed them how to make a local speciality bread and they had great fun in making their own under her supervision. The Arts week organised in the previous term provided an effective whole school focus on different aesthetic and creative experiences. The week included work on poetry, dance, arts and a musical and dramatic performance. The school organises a good range of offsite visits to places such as the National Gallery, Bore Place and Wakehurst Place. Pupils' musical experiences were developed well through the visit of two drummers to the school, one promoting traditional African music and the other a rock musician. Pupils are encouraged to enter local and national competitions. A notable recent success was when one pupil won a national competition to design a hat for the Queen. The curriculum has improved satisfactorily overall since the last inspection.

25. The quality of the curriculum for pupils with SEN is good, allowing the pupils to make good progress. Good use is made of support staff, especially in meeting the needs of SEN pupils, because they have much individual attention and the curriculum is carefully modified, so that they can be included in all activities.

26. The quality of personal, social and health education is very good. The details of this are included at the end of the report. The school's work is extended through a good range of extracurricular activities. A good number of pupils from across the school are members of the choir. This group meets regularly and performs in music festivals, and in concerts in school and in the community. Other artistic clubs include the dance and recorder clubs. Sports clubs are provided for football, netball and orienteering. Other interests are catered for in the sign language club and the gardening club. The wide-awake club provides activities for some pupils before the school day begins.

27. Recent changes in senior management positions have meant that a rigorous evaluation of the effectiveness of the curriculum and what is currently provided has not been carried out. The school's attention recently has been on staffing rather than curriculum development issues. As a result, important weaknesses in ICT provision have not been sufficiently identified or rectified. Also, pupils do not swim. The school's recent work has focused on the development of literacy, numeracy and science. This has been done soundly.

28. The curriculum for children in Reception is well planned, varied and interesting, incorporating all areas of learning successfully into broad topics and themes. The accommodation is well suited to the demands of the curriculum and the needs of the children and includes a secure outdoor area, which is still being developed and resourced.

29. The school has a good number of teachers and teaching assistants which enables them to organise classes in a manner which supports the needs of the pupils well. As a result, most pupils receive good equality of opportunity. However, although the school has identified higher ability pupils in aspects of English, mathematics and music, the analysis of their work shows that these pupils do not always receive work that is sufficiently demanding for their needs.

Care, guidance and support

The provision for all pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring of pupils' achievement is good. The school seeks and acts on pupils' views satisfactorily.

Main strengths and weaknesses

- The induction arrangements for children in Reception are very good.
- There are very good procedures for health and safety, child protection and good procedures for first aid.
- Members of staff know pupils very well and provide very good levels of care for their well being.
- The school has good systems to monitor pupils' academic and pastoral progress but these are not always well used to provide pupils with advice and guidance whereas pupils with SEN receive very good levels of care, support and guidance.

Commentary

30. There are very good induction arrangements for pupils when they start in the Reception class. These are enhanced by the good relationship with pre-schools and there are good procedures in place for monitoring their achievement on a day-to-day basis. The arrangements for the induction of pupils joining school after the Reception class are not so clearly defined.

31. The school has very good health and safety procedures in place. Governors and staff make regular health and safety checks and are fully aware of the potential risks on the school site. Regular checks are made to grounds, buildings and equipment. Arrangements for child protection in the school are very good and comply fully with the requirements of the local committee. The headteacher is the nominated officer for child protection and other members of

staff have also been trained. All are kept aware of the need to inform the headteacher should they have any concerns. Arrangements for the administration of first aid and for the care of children who are unwell are effective and help them to feel safe and secure at school. However, there is not a satisfactory designated area for the treatment of pupils due to lack of available space.

32. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide very good role models for pupils. Discussions with pupils show that they feel safe and secure and can turn to a number of adults if they need help or comfort. However, there are no formal arrangements for seeking the views of pupils about different aspects of school life.

33. Adults know the pupils very well and most know about pupils' rates of progress, although staffing changes and changes in the use of assessment have caused this to lack cohesion. The pupils' annual reports published at the end of the last academic year do not provide pupils with adequate information to enable them to improve. Previously published reports provided more useful information. The setting of learning targets for all pupils, a practice that lapsed in 2002, provided good information about next steps in learning for pupils and their parents. The teaching assistants know the pupils with SEN well and the support provided by them is good.

Partnership with parents, other schools and the community

The effectiveness of the school's links with parents is good. There are very good links with the local community and the effectiveness of extended school services is very good; these are strengths of the school. The links with other schools and early years' providers are good.

Main strengths and weaknesses

- The parents are confident in the leadership of the headteacher and deputy headteacher.
- The family liaison officer is developing the trust of the parents and pupils.
- A range of opportunities for parents to be involved in the school has been developed.
- Parents find the school approachable and their concerns are dealt with swiftly.
- The strong commitment of the headteacher to community development is lifting pupils' achievement.
- The quality of the annual reports declined in 2003.
- Both the school and some parents are concerned about homework.

Commentary

34. Parents are very pleased with the way the headteacher deals with concerns or complaints, with a combination of 'backbone' and understanding. The parents receive sufficient information to understand how well their children are progressing. The annual reports were good in 2001 and 2002 but now they are satisfactory. In 2003 the quality of the reports declined with insufficient useful information and inappropriate language used about how pupils could improve.

35. The school provides a very good range of opportunities for the parents to become more involved in the school. Homework is satisfactory but is a concern for both the school and a minority of parents. The school would like to enhance home learning, particularly for the least able pupils, and some parents would like more frequent homework with clearer feedback. The wide-awake club provides a good opportunity for pupils to receive homework support before school. The 'Share' programme is highly successful and is valued by parents and teachers alike. The very good support from community based services is a significant factor in why links with parents are good. Added to this, the informal contact by staff in the playground aids communication.

36. The school has not conducted any written surveys of parents but has preferred to speak to parents to seek their views, thereby ensuring that parents whose first language is not English, or parents with literacy difficulties, are not excluded from the process. An example of this is the meeting held for parents where the priority on partnership with parents in the school improvement plan was discussed.

37. The effectiveness of extended school services was specified by OFSTED for special focus in this inspection. This is very good. The school is outward looking and the headteacher shows very good leadership in the development of links with the community and the provision of extended school services by becoming a very active partner in the local community organisation, the Number One Trust. Together, the school and the Trust have increased the number and quality of services provided to parents, families and the community and this work features strongly within the school improvement plan. The partners' roles are complementary; funding for the extended school services comes from external sources and the school provides the venue, the target groups and the co-ordination of agencies and services.

38. The local Children's Fund and the Number One Trust, provide the funding for a range of very good services. These include:

- project work from a three year, Home Office funded project on 'Social exclusion in otherwise affluent areas', which is currently seeking funding for a breakfast club for the school, the establishment of parent groups, and 'Speakeasy' sex education training for parents, particularly fathers;
- a family liaison officer (FLO) who provides very good advice to parents on access to wider community support, and very good links between the school and the home; and
- a counsellor who provides very good, confidential support to pupils with emotional needs.

39. The school is seen as a very good resource for the community and provides a venue to a range of community activities. These include Children's University, organised by adult education; holiday play scheme, organised by the borough council; and parent groups, organised by the FLO.

40. The very good impact of the community activities on families is shown by increased trust in the school, more consistency by agencies working with families and a reduction in the number of families that choose to move their children away from the school for reasons other than housing. Other very good benefits reported are improved behaviour of children in the home, better diet, and the continuing support for families after the involvement of other statutory agencies ceases. The confidence that parents feel about the services that are provided in a non stigmatising way can be seen by the number of parents willing to refer themselves to the FLO and the Fegan's counsellor.

41. The school helps parents to learn about literacy skills and this has a very good impact on the support that they give their children at home. Family support also helps the pupils to settle quickly at school and concentrate on their learning. Pupils grow in confidence and achieve well and parents feel happy to speak up for themselves on school related issues.

42. The very good work of the FLO and Fegan's counsellor, although not funded by the school, is integral to its work and included in the school improvement plan. The FLO provides a very good resource. The headteacher and the FLO meet regularly to discuss community issues and the way in which the school can support the community. The parents, pupils and staff highly value his very good contribution to the school.

43. The school has very good links with all statutory agencies; health, police, social services, education welfare, education adviser, as well as the church, youth clubs, sports organisations

and local businesses. The school co-ordinates these services very well to provide a cohesive approach for families.

44. The links with secondary schools (in both Kent and East Sussex) and early years' providers are good. The transfer of pupils from and to the school is effective, shown by the parents' reports of the good progress their children make in Year 7, and the way in which they settle quickly and make good progress in the Reception class. The school is part of the local schools' network project and staff regularly attend professional development sessions provided by the local education authority to update their knowledge and learn what other schools do that works well.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership is satisfactory. There have been significant changes in senior leadership recently, which has limited the school's capacity to improve. Management is satisfactory. The governing body is also emerging from a time of significant change and loss of more experienced personnel and there are still an important number of vacancies to fill. Currently the governance of the school is unsatisfactory, but existing governors are enthusiastic and committed to the school's future development.

Main strengths and weaknesses

- The headteacher's vision for a caring school.
- The headteacher has acted decisively from the beginning of term to secure several areas of improvement.
- The headteacher has established a strong team ethos to raise standards.
- There are important weaknesses in the current school improvement plan which do not help the school to realise the important aim of raising the standards pupils attain.
- Leadership and management of pupils with SEN are good.
- The work of the governing body does not enable governors to monitor the school's work or to evaluate the progress made in raising standards effectively.
- There are several important statutory requirements that the school is not meeting.

Commentary

45. The effectiveness of the current leadership and management systems in the school have been significantly affected by the fact that both the headteacher and the deputy headteacher have been absent from school for much of the previous year. They both rejoined the school from the beginning of the current term. Several initiatives which they had previously introduced had not been further developed.

46. Overall, the headteacher's leadership is satisfactory. Strengths in leadership are the way in which she has been able to re-establish her position as headteacher and the way in which her vision for a caring school, where each pupil is valued and cared for, is promoted well across the school. The headteacher has been instrumental in encouraging and supporting some important community links and ensuring the effective promotion of pupils' social and personal development throughout the school's work. She has acted decisively in several important areas. The headteacher dealt quickly with an important teaching quality issue and then moved teachers strategically within the school as a result of the need for changes. She realised the need to re-focus the school improvement plan from the beginning of term. The headteacher has been flexible in her approach to recruitment and retention of staff as several teachers have opted for job share arrangements recently.

47. The most significant weakness in leadership has been in the process of school improvement planning. The revised plan has several important shortcomings. It is not focused

sufficiently clearly on the need to raise standards. There is insufficient use of available data to compare this school's performance with other similar schools nationally. The school's reference to raising achievement is not accompanied by any relevant data to show the targets that the school is setting or how challenging they are. A further weakness is that success criteria are not defined in enough detail to ensure that the effectiveness of its implementation can be monitored or evaluated. There is insufficient detail of the strategies to be followed for the school or the governing body to track its implementation. Overall, this plan will not ensure that school improvement planning is at the heart of the school's work or ensure that the school's focus will be clearly on raising standards. The headteacher and governors recognise this weakness and are very keen to improve this document. However, this represents poor improvement since the last inspection when a key issue advised the school 'to produce a long term plan for the development of the school, with clear and evaluative success criteria which will enable governors to measure the progress which has been made'.

48. The management of the school is also satisfactory. The most important management strength is the effective relationship between the headteacher and her deputy. The deputy headteacher is an effective class teacher and fulfils her management roles well. The headteacher and deputy headteacher work well together and provide a good senior management team. However, the roles and responsibilities of the other senior teacher and subject co-ordinators are less clear. Their impact on their subjects and their part in the drive to raise standards are underdeveloped. Performance Management procedures have not been satisfactorily implemented. The objectives that teachers were set in the previous round have not been reviewed and the school is not clear how to proceed with this important aspect of the school's work. As a result, pupil progress targets and the professional development needs of teachers have not been formally reviewed and monitored.

49. The work of other senior teachers and the subject co-ordinators is underdeveloped. Across all subjects, co-ordinators encourage each other and support work in their subjects well but they do not have a sufficiently clear role in monitoring the quality of teaching and learning or the standards pupils achieve. They are not sufficiently involved in the planning for improvement or in the drive to raise standards. For example, no subject action plans have been currently produced to track the development of each area. This is a weakness. The school has made unsatisfactory improvement in addressing the key issue from the last inspection which recommended that it further develops the role of the subject co-ordinator. This is largely due to staff changes, which have been a barrier to improvement.

50. The leadership of SEN is good. The headteacher and SENCO promote a good sense of direction and all teachers and teaching assistants make an effective contribution to the success of the SEN policy.

51. One of the significant strengths of leadership and management is the development of provision for pupils with SEN, which shows good progress since the last inspection. The management of SEN is good. The headteacher has deployed support strategically in order to raise standards of pupils with SEN in Year 6 and to meet the significant SEN of pupils elsewhere in the school. Pupils' assessment, which lapsed in 2002, is now reinstated but is not being used consistently to predict, and plan for, the level that pupils should achieve in the future.

52. Currently, the governance of the school is unsatisfactory. It is suffering from recruitment problems and, currently, there are several vacancies. This means that the workload is not shared equally and some committees have too few members. For example, currently the finance committee operates with just one member. This is a weakness. Governors do not have sufficiently rigorous procedures to evaluate the effectiveness of the school's work. The main shortcoming is that priorities for school improvement are not sufficiently understood or followed

through. A scrutiny of previous minutes shows that insufficient attention is given in meetings to the important drive to raise standards or on progress through the school improvement plan. This responsibility has not been helped by the weaknesses in the current plan.

53. Governors are working hard to increase their understanding and appreciation of the school's work. The new chair of governors shows enthusiastic and committed leadership. Individual governors have 'adopted' classes through the school and visit them when they can. They have agreed a useful rota for their more formal visits to the school when they make written reports of aspects of its work. However, there are several significant statutory requirements, which the governors have not ensured are being currently met. The school is not delivering the full National Curriculum because the swimming element of PE is not being taught. Although the provision for SEN is of high quality, the policy is out of date. It makes no reference to changes made to the SEN Code of Practice. Governors have not ensured that the school provides a home/school agreement to inform and involve parents in its work. Important work in the Performance Management of staff had not been continued during the headteacher's absence.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	367217	Balance from previous year	38904
Total expenditure	356182	Balance carried forward to the next	49939
Expenditure per pupil	2423		

54. The school's expenditure per pupil is slightly above average, due to the small size of the school and the high number of SEN pupils. The management of the school's finances is satisfactory. The school's administrative officer is well supported by a specialist finance officer from the education authority. The most recent financial audit, carried out in October 2003, identified minor changes to procedures and the school indicates that these have since been fully addressed. The school has a higher than average amount to carry forward to the next year, as not all funds were fully used during the headteacher's absence. The role of the subject leaders in helping to plan the use of the budget is underdeveloped.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is, **satisfactory** overall.

55. When children enter the Reception class they benefit from a very good induction programme, which helps them to settle and also fosters very strong links with parents and carers. Parents speak highly of the support that they and their children receive from the Reception staff. The quality of teaching and learning in the Reception class is judged to be satisfactory overall. Aspects of teaching are good due to the strong emphasis placed on language skills and in helping children to understand the world around them, but most significantly because of their development in personal and social skills. These factors are the main areas, which support effective learning as they enter Year 1 and are what the children need most when entering school. However, the whole curriculum and leadership and management are judged to be satisfactory and this is why provision is satisfactory overall.

56. There has been sound improvement since the last inspection, especially in establishing an enclosed outside play area. The good aspects noted at the time of the last inspection remain and there has been further development in the provision for language and communication skills. Standards are well below average overall. In language and communication, mathematical development, knowledge and understanding of the world, they are well below average. In creative, physical, and personal and social skills, they are below average. This shows that children are making progress from their very low starting point when first starting the school.

57. There are very good relationships between adults and children, which makes children happy learners. Standards are well below average by the end of their time in the Reception class, which shows the significant SEN in the class and the changing profile of pupils since the last inspection. Achievement is satisfactory overall, taking into account all areas of learning, with particular strengths in the development of fundamental skills, as noted above. Children are generally well prepared to move on to their next stage of learning in Year 1, although aspects of numeracy are not as rigorous as language and communication.

Personal, social and emotional development

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

Main strengths and weaknesses.

- Achievement is very good, which reflects good assessment of children's needs.
- Learning opportunities are well planned and children are encouraged to improve.
- Routines are already very well established.
- Behaviour is good.
- Good leadership and management reflect the school's commitment to social development.

58. Standards are lower than average, but consistently good teaching and learning help the children to grow in confidence. The school places a strong emphasis on social education, which shows good leadership and achievement of the school's aims. Boys are dominant in group activities and the staff are working effectively to help girls to be more vocal. Many of the children are only just beginning to play directly with others, but through focused encouragement and

intervention, adults help them to learn how to play co-operatively. Behaviour is good and this is due to the emphasis that adults place on setting routines and rules, which the children quickly learn and follow. Adults give much attention to helping the children to learn about sharing and how to take turns. Sessions are planned to help children to think and make decisions for themselves and show their initiative as well as to listen to adults and to do what they say. By careful planning and story telling, children are helped to explore their emotions, as seen when they discussed how the fish felt in the story 'The Rainbow Fish'. Good ongoing assessment helps all children to make progress. Although children have a set snack time, there are missed opportunities to set a table and to use this time to talk to adults about their home and daily life.

Communication, language and literacy

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

Main strengths and weaknesses

- Good attainment and achievement in speaking and listening
- Good foundations set for basic skills in reading.
- Missed opportunities to demonstrate writing skills.

59. Standards are well below average, but achievement is good. The teaching in this area of learning is good. The children are already able to sit and listen attentively for short periods because the adults help them to understand how to do this. They make listening fun and this helps children to achieve well for their abilities. For example, the teacher uses an energetic voice and then contrasts this with a whisper, so that they quickly listen and also join in conversations. The teacher also uses soft toys and puppets to pretend to talk to the children, which they adore and respond to with enthusiasm. Records show that many children had a limited idea of how to listen attentively on entry to Reception. The use of visits out to interesting places and practical investigation activities have a positive impact on their language skills. For example, when planting violas, the assistant helped them to talk about what they were doing while also describing the plants. Many found this very difficult and needed considerable help to use simple words such as root and stem. Many of the children are at the early stages of communication, often choosing to observe or communicate by pointing. Some higher ability children speak with clarity. There are four children who are just beginning to learn EAL. They are well included in all activities and are making good progress in speaking. To ensure that all children are included, the teacher makes good use of sign language, while talking.

60. A strong emphasis is put on developing early reading and writing skills. Children can choose to make their own little books/letters and cards, but also benefit from formalised literacy activities. The teacher has high expectations and really encourages them to think and learn for themselves. Regular daily reading activities, games and phonic activities help pupils to make good gains in their knowledge and skills from their very low starting point. Careful modelling of writing by the teacher sometimes helps the children to see how writing should look, but this is not used to its full potential. The teacher makes informal and formal assessments of what the children can do and uses this information satisfactorily to plan children's work.

Mathematical development

Provision in mathematical development is **satisfactory**

Main strengths and weaknesses

- Basic skills of number are soundly introduced.
- Missed opportunities to explore mathematical ideas in play situations and some group activities.

61. Standards are well below average. Teaching and learning are satisfactory. Achievement is satisfactory overall. Basic skills are introduced and gradually built up. For example, children learn how to count to ten, then 20 and add one more or take one away. However, some work is not challenging enough. One unsatisfactory session demonstrated this when the teacher and pupils did not use their time to best advantage to link sorting and counting activities to the earlier good work on using number lines. Overall, activities tend to be over directed by teachers. More able children are already growing in confidence in recognising numbers and the quantities to ten. Most children are also beginning to write them with some accuracy, and some can do simple addition. Lower ability pupils and those with SEN need considerable help to get the idea of counting and using mathematical words, such as bigger, smaller, more and less. During the inspection, sand and water tray play activities were hardly seen and these helpful resources were not used enough to help the children to explore things for themselves. Talk about shapes and patterns in the environment forms a regular part of daily discussions and this is good practice.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Teaching and learning are good and this helps children to learn about the world.
- There is a strong emphasis on discussion and the introduction of new vocabulary.
- Learning is rooted in carefully planned practical activities and investigations.
- Achievement is good.
- There is no growing/nature area in the children's own outside play area.

62. Standards are well below average, but children make good progress. The children have a limited knowledge of the world when starting school, but soon begin to widen their knowledge of nature, their environment and family life. This is because adults do many practical activities and talk about experiences, so that the children learn new knowledge and skills. When using computers, the children learn good mouse control skills and are able to use relevant programs on the computer. They show perseverance and concentration, which reflect the effective help from adults. Children have access to a variety of construction materials and are able to develop their designing and building skills appropriately. Opportunities to make models in the art area are limited. Currently, there is no growing area in the playground, but they watch the daily changes of insects and plants in the older children's playground. During the inspection, they visited a local garden centre and planted many plants and seeds. As a result of these 'first hand' experiences and good follow up discussions, pupils could name different plants and talk about what they need to grow.

Physical development

Provision in physical development is **satisfactory**

Main strengths and weaknesses

- Children have a range of experiences, which are especially helpful to them in developing fine hand control.
- During the inspection, they did not use the outside area enough to practise and develop agility skills and greater accuracy in co-ordination.

63. Teaching and learning are satisfactory. Standards are below average, but achievement is satisfactory. Teaching is often focused on helping pupils to learn how to hold and control small things, such as pencils and beads and cubes. Many children find this very hard and have poor pencil control, some finding it especially hard to apply pressure. Although the children used the outside playground, they did not use this to full advantage. Too often, this aspect of the curriculum did not have sufficient attention during the inspection week to help pupils to practise how to move with greater agility and confidence or to take risks in trying new skills. There are adequate resources. Sometimes, the children use the school hall, and they enjoy moving expressively to music because the teacher makes this fun.

Creative development

Provision in creative development is **satisfactory**

Main strengths and weaknesses

- Opportunities to enjoy music are good.
- The art area does not allow enough opportunities for children to make decisions for themselves.
- There are not enough dressing up clothes to promote imaginative play.

64. Teaching and learning in this area are satisfactory; it leads to satisfactory achievement and good spiritual, moral, social and cultural development. Standards are lower than average overall. There are suitable opportunities for the children to play and make decisions about their creative activities, but some resources are not easily accessible to the children to allow them to be really creative in the art area. Although paint is available, they do not mix colours for themselves and the range of brushes is too limited to allow the children to include fine detail in their work. The teacher places a strong emphasis on music and singing, which helps pupils to develop their imagination well. However, they do not have a special music making area in the classroom, so that the children can engage in long periods of exploration. When using the role-play area, the children are helped to develop their stories and games by adults who join in to extend their discussions. However, there are not enough dressing up clothes to extend opportunities for play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Analysis and evaluation of pupils' achievement have led to a clear focus on raising standards in reading.
- The school places a strong emphasis on helping pupils to develop their speaking skills.
- There is consistently good provision for pupils with SEN.
- Pupils' writing skills are not given as much attention as they need to raise standards.
- Use of assessment to help teachers in planning work is too inconsistent.
- Sometimes, higher ability pupils are not suitably challenged.

Commentary

65. Standards are well below average overall in the current Year 2 in speaking and listening, reading and writing. By Year 6, they are well below average in, but stronger in reading than writing. Standards are lower than at the time of the last inspection. This is because there is a high proportion of pupils with significant SEN, and few higher attaining pupils, especially boys. Until 2003, there had been steady progress in developing both boys' and girls' attainment in English in Year 6 due to the focus on this as part of the school's development plan. Evaluation of results and assessment of pupils' progress were important factors in why standards improved. As a result of this, the school received a government 'Achievement Award' and many pupils had made significant progress between Year 2 and 6, even allowing for the very high mobility in the school. Until 2001, standards in Year 2 also improved, but then fell, which largely reflected the differing needs of the pupils and increase in complex social problems and poor speaking skills.

66. The results for 2003 were not good enough. Assessment information showed considerable underachievement in Year 6 for all ability groups, especially the most able in writing. The sample of work retained from last year shows that pupils were not sufficiently challenged and marking did not help the pupils to improve. Other factors are also important to note, including the fact that out of the 20 pupils taking the test only four were girls. Additionally nearly three quarters of the class had not attended in the infants. Standards went from very high to very low in one year, when compared with other similar schools. Rapid action was taken by the senior staff to address underachievement in Years 5 and 6 and this has been successful in lifting standards to well below average. This shows satisfactory achievement from their starting point when joining the school.

67. Achievement is good in developing pupils' speaking and listening skills. Many pupils start school with poor language and communication skills and are identified as having SEN in this aspect of learning. Teachers place a good emphasis on speaking and listening in all lessons and give pupils opportunities to explain, describe, discuss and ask questions. Higher attaining pupils express their ideas confidently and clearly and are quick to respond in discussions, but work is not always set to help them to develop wider skills and knowledge. Average and lower attaining pupils are often reluctant to speak in front of the class, sometimes speaking inaudibly. The school successfully uses drama to help pupils to grow in confidence. Pupils learning EAL make good gains in speaking due to the emphasis that the school places on this.

68. Achievement is good overall in reading. This is because much of pupils' time in lessons focuses on this. For example, in Year 3 and 4, pupils read several beginning sections of stories and noted how verbs could alter the feeling of the story. The teacher had to check that the pupils were familiar with many words before they could do the next activity. A strong feature of teaching which leads to successful learning is the respect that adults show towards pupils' efforts, however small they are and this motivates them to try harder. Every day there is a whole

class focus on reading in groups, which is well planned and supports the literacy curriculum. Pupils at all levels of attainment read simple texts accurately and know how to sound out unfamiliar words. Some find it hard to predict and explain what is going on in the book, without support. The use of assistants is very helpful in lifting the attainment and achievement of lower ability pupils. Higher ability pupils read confidently and independently and retell a story. Their reading is expressive and they have a good grasp of the meaning, as evident when two pupils read a play based on Grimm's stories and younger pupils, in Year 2, chose 'Sophie is Seven' and 'Wombat'. Pupils have a growing knowledge of authors and use the library to find new information.

69. Achievement in writing is unsatisfactory. More able writers are not always well challenged. Satisfactory teaching of basic phonics and letter patterns helps pupils to learn letter sounds effectively. The best practice was evident in Year 2 when pupils learn about 'a', as in 'ai', 'ay' spelling in words. However, the teaching of more complex spelling patterns is not challenging enough, or sufficiently linked to weekly spelling tests and homework. Too often, pupils do not have a bank of spellings to support their writing. For example, words that are incorrectly spelt are not listed on a sheet in front of the pupils, so that they can quickly write words with accuracy. Nonetheless, some good teaching of dictionary skills was seen, particularly in Years 4 and 5. The use of the thesaurus is too limited, partly because the school does not have enough of them. Standards in writing are not high enough. Writing is often messy and work is generally poorly presented. It is notable, that the pupils in Year 6 were thrilled with their special writing on suspense stories, where they had been shown how to develop their writing through several stages, making it better and more exciting. However, extended writing, leading to high quality presentation is underdeveloped. Equally, pupils are not doing enough frequent handwriting to improve their skills. Too many pupils are not using joined writing and many do not angle and support their paper to help them to write neatly. Slow and poorly presented work influences their ability to work at higher standards in other subjects. When pupils are well challenged, their writing shows that they develop ideas well, although their use of adventurous vocabulary is limited. The school is working hard to develop this, as evident in the lesson on autumnal words in Year 5 and in their writing of newspaper articles in Year 6.

70. The quality of teaching and learning is satisfactory across the school although it is good in Years 2 and 6. Lessons are well planned to incorporate all aspects of the subject and the National Literacy Strategy, some lessons are planned too far in advance and do not make effective use of ongoing assessment information to modify their planning. This is best at the top end of the school. In lessons, there is a tendency to spend too long on whole class activities with pupils seated on the carpet, which slows down the pace of lessons. Moreover, it gives pupils too little time to work independently on developing their writing skills in particular. Teachers are very effective at managing the difficult behaviour of a few pupils, so that the atmosphere in the class remains calm and pupils get on with their work. Teachers have good relationships with the pupils, which motivates them. Staff assess what pupils do through discussion and by evaluating their work. They assess reading better than writing overall, because teachers are clearer about what level the pupils are working at, but in writing this is not always the case. Moreover, when commenting on pupils' work in books, there is not enough guidance on how to improve. However, in the current Year 6 class, the marking is often of a higher quality. Some pupils have a target to work towards to improve, but some do not and this is not helpful to pupils.

71. Pupils with SEN receive good support from class teachers and learning support assistants. Pupils are always included in lessons and work is then matched to their ability. For example, in Year 2, picture cards were used to sequence a story, while other pupils had to do

this by discussing and then writing key parts of the story, 'Asha's Attic'. Pupils with SEN enjoy many challenges when working on basic speaking and reading skills.

72. The subject leader manages the subject satisfactorily. There has been a detailed analysis of pupils' achievement in reading, but the assessment in writing is not as thorough. This analysis has led to a clear focus throughout the school on how to use guided reading time. The subject leader has not observed enough teaching throughout the school. The school introduced a good system for tracking pupils' progress to 2002, but the use of this slowed down in 2003. The subject leader has improved the range of books in the school and has spent much time organising teaching resources. Currently, the action plan is not sufficiently formalised to be an effective tool for further development. The staff are highly motivated to improve the subject so that the progress made to 2002 can continue and the staff have the capacity to do this. Overall, the school has made satisfactory improvement since the last inspection.

Language and literacy across the curriculum

73. The development of literacy across the curriculum is satisfactory; it is good for reading and speaking skills, but weaker in writing. Overall, the use of ICT is not having sufficient impact on raising all pupils' attainment. The best work was seen in pupils' design of a newspaper and in re-drafting of poetry work. The school has already identified these aspects for improvement.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The format of lessons consistently follows that recommended in the National Numeracy Strategy.
- Pupils with SEN are supported well.
- Numeracy skills are used well across other curriculum areas.
- Work is not always matched sufficiently closely to pupils' different abilities in each class.
- Teachers do not have a clear enough understanding of how the work planned is matched to National Curriculum levels.
- Target setting is not used effectively to raise standards.
- The needs of higher attaining pupils are not consistently met.

Commentary

74. Pupils in Years 2 and 6 attain standards that are well below average. The higher levels achieved in the national tests for eleven-year-olds in 2002 have not been maintained. In 2002, the proportion of these pupils achieving average levels was well above those achieved in similar schools. The current inspection judgements are in line with the school's own assessment of the present year groups. This represents a decline since the last inspection when standards across the school were judged to have been below average. This is largely due to the changing abilities of pupils in the school as a whole. Work in number remains the strongest element of the subject as it was at the last inspection, although practical number investigation activities are too limited. In Years 5 and 6, this is developing well, but is inconsistent in other year groups.

75. Achievement in the subject is satisfactory. Pupils with SEN are challenged and supported

well. Several of them have specific mathematical targets in their individual learning plans and evidence during the inspection showed that they received good support and made good progress towards achieving them. For example, pupils in Year 2 had targets such as to recognise and use numbers from ten to 20, and an effective activity supported by a teaching assistant was observed during the inspection. However, the needs of higher attaining pupils are not consistently met and their achievement is unsatisfactory.

76. The quality of teaching and learning is satisfactory. Strengths in the teaching across the school are the way in which lessons consistently follow the format recommended in the National Numeracy Strategy. Lessons begin with an oral starter, followed by group activities and a whole class summing up at the end. The specific learning intended in each aspect is clearly defined. This helps teachers to focus clearly on what pupils are expected to learn. However, a weakness is that the activities devised are not always well matched to pupils' abilities, and higher attaining pupils particularly are sometimes not sufficiently challenged. This was clearly seen in a Year 2 lesson where, during a whole class discussion about numbers, one higher attaining pupil noticed a particular pattern but was told that she was racing ahead too fast for the other pupils. It was observed in the scrutiny of pupils' work that some higher attaining pupils were given columns of sums to complete even though they had clearly grasped the processes. Often, teachers' planning does not make sufficiently clear reference to the National Curriculum level to which the work is matched. This makes it more difficult for them to ensure that all pupils' needs are being consistently met and that pupils are being extended as far as possible.

77. Pupils are generally managed well and most respond positively to their teachers. Teachers introduce concepts and new vocabulary clearly and sometimes give pupils opportunity in short, paired discussions, to talk about what they have done. This improves the quality of their learning. However, occasionally pupils become chatty and lose concentration and commitment to their work. This happens when the oral introductions to lessons and the whole class activities last too long, and when the pace of the lesson is allowed to drop. Then teachers spend too much time in maintaining order and reinforcing class expectations. Teachers use resources well to interest the pupils. For example, in Year 2 the teacher used a hand puppet to guide pupils' attempts at ordering numbers on a number line. They were pleased to have the puppet 'check' their answers.

78. The subject is managed satisfactorily. The subject leader has recently returned to the school after a period of maternity leave and processes and procedures are just beginning to be re-established. There was evidence from the subject leader's useful management file that procedures that had been set up previously had not been continued in her absence. As a result, some important assessment data had not been collected which has made the clear tracking of pupils' progress across the school more difficult. Also, individual targets to support and encourage pupils' development are not consistently used across the school. ICT skills are not used sufficiently in this subject. Overall, the school has made satisfactory improvement since the last inspection.

Mathematics across the curriculum

79. Number skills are used well to support work being done in other subjects. For example, in science, older pupils draw tables to show the way in which the weight of wet fabrics changes as water evaporates from them, while others draw line graphs to show how the saturation point of sugar varies according to the different temperatures of water. Younger pupils draw graphs to show the amount of different liquids that can be poured in ten seconds while others use squares to measure the area of pupils' feet.

SCIENCE

The provision in science is **satisfactory**

Main strengths and weaknesses

- Pupils achieve well in Year 6, with an improving number of pupils on track to attain Level 5.
- Scientific enquiry has improved since the last inspection.
- Speaking and listening skills are developed through science well.
- There is insufficient tracking or forecasting of pupils' performance from year to year.
- The standard of presentation of pupils' work in science is unsatisfactory.
- There is insufficient use of ICT to support the work in science.

Commentary

80. Standards are below average overall. Since the last inspection, there has been a fall in standards in Year 2 and test results in 2003. The fall in standards is partly due to the circumstances faced by the school in the period between the two inspections and to the change in the intake. Achievement is satisfactory overall.

81. Standards in science by Year 2 are well below the national average. There has been a decline in what children can do when they first join the school and a higher than average proportion of pupils have significant SEN including speech and language difficulties. The satisfactory teaching of science, which uses every opportunity to develop the pupils' skills in speaking and listening, is judged to be promoting satisfactory achievement in Year 2 for pupils of all abilities including those with EAL.

82. Standards in science by Year 6 are below the national average. This is similar to the judgement made at the last inspection when the ability of the children on entering the school was higher. The good teaching of science, which emphasises pupils conducting their own experiments and using scientific language to explain their observations, motivates pupils to be enthusiastic learners with an improving proportion of them on track to attain Level 5. In 2003, two out of 17 pupils attained level 5 despite five pupils being predicted to achieve this level. Currently, the proportion of pupils predicted to attain Level 5 by the end of Year 6 has increased. As a result, all pupils' achievement is judged to be good by the end of Year 6. Pupils develop knowledge in all of the required aspects of the subject due to the emphasis on practical investigations.

83. The quality of teaching and learning is satisfactory overall. A good lesson seen in the upper end of the school on displacement of air shows that, by the end of Year 6, pupils have a good understanding of a fair test and can confidently use scientific language to describe what they observe or predict as well as use measuring instruments accurately. The lessons are carefully adapted to meet all pupils' needs and the teachers' good relationships with, and knowledge of, the pupils support very good management of behaviour. This promotes the good attitudes that pupils have to their learning, for example, their ability to think for themselves, develop curiosity and reflect on their own learning.

84. Support for pupils with SEN is a significant strength and the provision for gifted and talented pupils is good. Teachers and teaching assistants are sensitive to the understanding of

the pupils. In a lesson on the properties of materials, adjustments were made to the pace of the lesson and the language used in response to the teachers' assessment of the pupils' difficulties with the term 'materials'. In the following lesson, on the properties of paper, pupils understood that paper is a material and can have different properties in its strength and absorbency. The teacher's assessment of pupils' understanding allowed the pupils to achieve well. Analysis of pupils' work shows that assessment in teachers' marking is inconsistent. Where it is good, the pupils are encouraged to evaluate their own learning and the teacher gives good guidance about how pupils could improve their work and their presentation. Overall, insufficient attention has been given to presentation, which is unsatisfactory.

85. Teachers use the emphasis on experimentation to encourage individual discovery and recognition of new learning, referred to as 'a light bulb moment' by one teacher. This contributes to the pupils' awareness that learning and discovery can have a good spiritual dimension. The use of ICT is included in some lesson plans, for instance, to construct tables and create and use databases, but many opportunities are missed to support children's learning through the use of ICT.

86. The quality of leadership and management of science is satisfactory overall. A key strength is the decision made by the headteacher to raise achievement in Year 6 by the deployment of teachers and teaching assistants to this class. These actions are already promoting rapid improvement in science. The evidence shows that pupils are taught all the elements of the subject and their knowledge and understanding in science build up from year to year. Care is taken to ensure that pupils in mixed age classes do not omit important areas of learning as they progress through the school. Assessment procedures are satisfactory but the use of assessment to predict pupils' future attainment and guide the subsequent teaching is under developed. The subject leader assesses the pupils' knowledge and understanding through a thorough analysis of test papers and has raised the profile of science by leading the staff in meetings and training days. The school makes good use of visitors and visits to enrich the curriculum and takes part in community events such as the Giant Jump experiment and science week for primary schools.

87. There has been satisfactory improvement since the last inspection in the achievement of pupils, especially for the more able by the end of Year 6 and the emphasis on scientific enquiry. The standard of presentation and the use of assessment continue to be areas for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **unsatisfactory**

Main strengths and weaknesses

- All teachers are not yet confident with the use of the new laptops.
- Pupils have not been progressively taught the concepts, knowledge and skills for them to reach higher standards.
- ICT skills are not used consistently across other curriculum areas.
- The development of the subject is hampered by lack of consistent co-ordination.
- There is no agreed whole school procedure for assessing pupils' attainment nor of recording the progress they make.

Commentary

88. At the end of Year 2 and Year 6, pupils achieve standards that are below average. Pupils with access to computers at home achieve significantly higher standards than those without.

Insufficient overall progress has been made since the last inspection, when standards were also judged to have been below average. At the time of the last inspection pupils made insufficient progress in this subject. This is still the case. Pupils of all abilities are insufficiently challenged and their achievement is unsatisfactory.

89. There was a very limited amount of work on display or in the pupils' work sample. During the inspection, younger pupils were learning successfully how to insert a picture from a clip art program into their work and to re-align the simple text they were writing. Older pupils were introduced effectively to a desktop publishing program and they were able to set out a newspaper style format as preparation for further work. Conversation with pupils showed that the development of word processing skills was the strongest element but that there were important gaps in their knowledge and understanding. Older pupils had used the computers to write stories and letters and they had accessed the Internet to find information about the Romans, owls and rivers. The use of e-mail and facilities for interpretation of numbers, such as databases and spreadsheets were underdeveloped. Younger pupils had used an art program to draw pictures of flowers and plants and had accessed the Internet to find out about the life of Christopher Columbus, but they had not had consistent use of the laptops or sufficient overall access to computers.

90. The quality of teaching and learning in the two lessons observed during the inspection was satisfactory. However, the impact of the teaching over time is unsatisfactory. In both lessons, the bank of laptops were being used soundly, although it was clear that teachers and pupils were not yet fully familiar and confident in their use. In a lesson to pupils in Year 6, the teacher confidently used the computer projector to explain and display the procedure for producing a newspaper style set up on pupils' laptops. The teacher's clear and calm manner helped to create an effective learning environment where sound learning took place. In a lesson to Year 4 pupils, the teacher explained the task of aligning text clearly and, supported well by her assistant, helped the pupils to try out their ideas on their laptops. However, conversation with pupils and a scrutiny of their previous work shows that they have not been taught the progression of concepts and skills to enable them to reach average standards. Several year groups have not had sufficient use of computers in order to learn and reinforce new skills.

91. The leadership and management of the subject are unsatisfactory. The recently appointed subject leader is on extended sick leave and the headteacher is temporarily managing the subject. The effect of this is that some usefully developed initiatives that had previously been established have not been followed and work in the subject has not been given a sufficiently high profile. A previous subject leader had produced a useful subject policy, including an Internet safety statement. There has been insufficient monitoring of teaching and learning or the work that pupils produce and of the progress that they make. Assessment and recording are unsatisfactory. There are no agreed whole school procedures for assessing and recording achievement in the subject. The subject now meets National Curriculum requirements, which is an improvement since the last inspection.

Information and communication technology across the curriculum

92. The use of ICT across the curriculum is unsatisfactory. Although there was evidence of some effective work in literacy during the period of the inspection, overall, there is insufficient systematic use of ICT skills to support and develop work done in all other curriculum areas.

HUMANITIES

93. No geography lessons were seen and inspectors observed two history and two religious education (RE) lessons. Inspectors spoke to groups of pupils and looked at teachers' planning

documents. In geography, history and RE, there is insufficient evidence to judge the overall quality of provision and the quality of teaching and learning.

94. In **geography**, no overall judgement is made about standards. Teachers' planning and photographic evidence of geographic fieldwork on the local environment and a local river show that the curriculum is enriched with opportunities for first hand learning. The leadership and management for geography are both satisfactory.

95. In the lessons seen in **history**, standards are below average but pupils made satisfactory progress in their understanding in history. Teachers' planning, displayed work and photographic evidence of previous work on life in a Victorian school, a Roman day, the Tudors and Pocahontas show that the curriculum is brought to life with good use of resources and enrichment opportunities. The leadership and management for history are both satisfactory.

96. In **religious education**, standards are below average due to the proportion of pupils who find it hard to learn and understand new ideas in detail. Higher ability pupils have a satisfactory knowledge of different world religions. The work planned on Islam for this term is good and makes effective use of assessment to help plan pupils' learning. For example, in Years 5 and 6, pupils had to make connections between words to see what they already know. This was very helpful, as it showed that many had remembered the vocabulary from work last year. However, only the most able were able to explain simple Islamic facts. There was much confusion as to whether Muslims prayed to Mecca, Ramadan, Allah or Muhammad. The teacher made the most of discussion to pose questions, which the pupils will be solving in the next lessons and when visiting a local mosque. The support of an Arabic speaking assistant is helpful to pupils' learning, as pupils could remember all about praying using a prayer mat, because the assistant had demonstrated this. This is a good example, which shows how the school has recognised that these pupils need to learn by actually experiencing practical activities.

97. This was also demonstrated in the work on Christianity in Years 4 and 5, when pupils had to think about how Mary felt about the sudden announcement of her being pregnant with Christ. This was a complex issue, and so the teacher encouraged the pupils to use mime to show expected and unexpected news. This helped pupils to think about and discuss ideas for themselves, which helped them to learn satisfactorily. Pupils with SEN are well included in lessons, which have been carefully modified, so that work is tailored to their needs. The time allocated to religious education through the year is appropriate to meet the requirements of the locally Agreed Syllabus. The subject leader has developed the subject satisfactorily since the last inspection and the subject contributes well to pupils' spiritual, moral, social and cultural education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

98. The main focus areas for the inspection were English, mathematics, science and ICT. Thus creative aspects did not receive as much inspection time and this is why teaching and learning and provision overall are not judged in each subject. Inspectors saw two art, two PE and two music lessons and one design and technology (DT) lesson. Evidence from teachers' planning indicated that appropriate topics are covered in Years 1 to 6. In addition, inspectors talked to pupils about their work and held discussions with teachers, sampled pupils' work and evaluated photographic evidence.

99. In **art**, standards are average. Satisfactory curricular planning places appropriate emphasis on all aspects of the subject and ensures progression in the teaching of knowledge and skills. Discussions with pupils show that they have an understanding of artists, such as Monet and Andy Goldsworthy. Photographic evidence showed that pupils had really enjoyed learning about these artists. This had resulted in developing the pupils' imagination and

creativity through using a variety of natural materials to make sculptures. They know how to create different shades by mixing colours when painting. Work produced during a special arts project reflects these skills well, and watercolours were of a higher than average standard. The use of sketchbooks to practise and refine skills is developing, but is not always used to best advantage. Of the two lessons seen, both were satisfactory. The best features of both lessons were the way in which pupils were managed allowing them to work successfully in groups. Both lessons showed good links to design. Pupils are beginning to use ICT to support their learning, as seen when they researched head dresses from around the world.

100. In **design and technology**, some younger pupils designed and made a model of a healthy diet while others made effective models of the ships of Christopher Columbus using recycled materials. Older pupils consider a range of purses; they identify the best design features before making their own. Across the school, pupils were involved well in designs to suggest improvements to the playground environment before a recent development project was undertaken. The quality of teaching and learning in the single lesson observed was very good. To enhance their topics on bread, the class teacher had arranged for a Moroccan visitor to come to school to demonstrate the preparation of a particular type of bread common there. During the lesson, the pupils were enthralled over the presentation and were fully committed to their own attempts to mix, knead the dough and prepare their own bread for cooking. The lesson provided a buzz of activity and important gains were made not only in pupils' food technology skills but also in their appreciation of other cultures and in their social and personal development. Work in the subject is enhanced well by a good range of resources and off-site visits.

101. In **music**, standards have improved to average since the last inspection. This is because the subject leader has a particular interest in the subject and has purchased a commercial scheme of work to support the other staff, many of whom are anxious about teaching music. This is working well and makes a good contribution to pupils' spiritual and cultural development. The choir represents the school in local events and pupils clearly enjoy music. With the help of a skilled teacher, they sing songs in three parts keeping the rhythm well. In the lessons seen, pupils were encouraged to use different instruments to make and perform compositions. Pupils have a growing knowledge of different composers. Achievement in the lessons seen was at least satisfactory, as pupils built up skills progressively. In a good lesson, pupils achieved particularly well, because they managed to learn chords and the melody to accompany music called 'Gnossienne' by Satie. Pupils of all abilities were included and ongoing assessment showed the teacher that one talented pupil would be able to use his piano playing skills in the next lesson to give greater challenges. Music helps pupils to develop their imagination and creative talents. Music is not used enough to create a special atmosphere as pupils arrive and depart during assemblies.

102. In **physical education**, the quality of teaching and learning was at least satisfactory. In Year 1, pupils demonstrated sound movement skills as they travelled over and along apparatus assembled at different heights. They were able to devise different ways of moving forwards and backwards and showed sound control as they landed. The lesson showed that pupils were familiar with the safety features involved in getting apparatus out and putting it away. In Year 5, pupils showed good levels of control as they moved a ball around a set of obstacles using a hockey stick. In this lesson, the teacher was enthusiastic and knowledgeable and confidently demonstrated appropriate skills and techniques. Opportunities in this subject are enhanced well through after school clubs for football, netball and orienteering. An important shortcoming is that no provision has been made in recent years to teach swimming. As a result the full National Curriculum requirements for this subject are not met.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Two lessons on personal, social and health education were seen during the inspection. Discussions were also held with staff and pupils and the planning documents were evaluated.

Personal, social and health education

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- Links with community are very strong.
- This aspect of learning is central to the school.
- Pupils achieve very well.
- The school has a carefully thought through scheme of work.
- Relationships with adults are very good, which helps pupils to talk confidently about their ideas and concerns.
- The school does not have a school's council.

Commentary

103. Pupils at this school are benefiting from discussions and activities, which enable them to make good strides and achieve very well in their personal and social skills. The work is interwoven into all aspects of the school's life. Indeed, it is fundamental to the ethos of the school and also shows strong links to the support provided in the community by a range of skilled professionals. Relationships are very good between staff and pupils and this means that pupils feel confident to discuss concerns. The school allocates a special time every day when pupils can speak one to one with the headteacher about emotional problems, or just have a general chat. This has often been especially helpful in identifying child protection issues.

104. Since the last inspection much work has been done to develop this aspect of pupils' learning. The school has comprehensive planning for the subject, which is both, linked to other subjects and taught in its own right. Pupils learn how to make choices and to do the right thing and to understand the consequences of the wrong choice. Their behaviour and personal qualities develop well, due to the emphasis on this in most lessons. Although pupils' views are highly valued the school does not have a school's council. The school is currently reviewing its sex education programme, so that it is more up-to-date. The school is working effectively to help pupils to live in a multi racial society and to respect other people's views and beliefs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	6
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	5
The leadership of the Headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

