

INSPECTION REPORT

BROMSTONE PRIMARY SCHOOL

Broadstairs

LEA area: Kent

Unique reference number: 118534

Headteacher: Mrs K Winspear

Lead inspector: Bob Cross
15917

Dates of inspection: 17th to 20th November 2003

Inspection number: 255631

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	377
School address:	Rumfields Road Broadstairs Kent
Postcode:	CT10 2PW
Telephone number:	01843 867010
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Appropriate authority:	The governing body, Bromstone Primary School
Name of chair of governors:	Keith Oliver
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Bromstone Primary School is larger than most other schools of the same type. Forty seven pupils are in two classes in Year R. The school has 20 more boys than girls on roll and Year 5 has a significant imbalance in the numbers of boys and girls. When the school was last inspected in June 1999, it had 427 pupils on roll and 33 more girls than boys. It now has 66 pupils on its register of special educational needs, which is broadly the level of the national average. When the school was last inspected, it had 212 pupils on its register of special educational needs. The school has a unit for 11 visually impaired pupils all of whom have statements of special educational need. The school's percentage of pupils with statements of special educational need is above the national average. About two cent of the pupils are known to be from minority ethnic backgrounds which is lower than in most schools. Eleven pupils speak English as an additional language and all are in the early stages of learning to speak the language. The number of pupils with English as an additional language is high compared with most schools. Hindi is the most common language spoken by these children. About 12 per cent of the pupils are entitled to free school meals, which is broadly the national average.

Fourteen pupils were excluded for fixed periods in the year before the inspection. During the last school year, 57 pupils entered the school other than at the usual time of first admission and 19 left it at times which were not those of the normal leaving or transfer for most pupils. In the last two years, nine teachers have left the school and nine have been appointed. These are high rates of mobility. The school serves a socially mixed area. Pupils enter the school at below average levels of attainment. When the school was last inspected, attainment on entry was average. The school is involved in the Leadership Development Strategy in Primary Schools initiative.

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14596	Tony Fiddian Green	Team inspector	Visually Impaired Unit
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REPORT CONTENTS	Page
PART A: SUMMARY OF THE REPORT	5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides its pupils with a poor education. Standards are too low and the pupils do not achieve well enough to reach their potential. This is because, overall, the quality of teaching and learning is poor and the management of the school is unsatisfactory. The organisation of the curriculum is unsatisfactory and restricts the progress that the pupils make. Significant changes in staff have represented a barrier to improvement. The school gives poor value for money.

The school's main strengths and weaknesses are:

- Many pupils in this school do not do as well as they are capable of doing.
- Standards in English, mathematics and science are consistently very low in the national tests in Years 2 and 6.
- The leadership and management of the school are unsatisfactory and are not promoting improvement rapidly enough.
- Overall, teaching and learning are poor in Years 1 to 6 although the teaching of art is good.
- Pupils' attitudes, behaviour and attendance are unsatisfactory although attitudes and behaviour are good in Year R.
- Curricular provision is unsatisfactory although there are strengths in aspects of the creative and performing arts and the range of extra-curricular activities provided is very good.
- Pupils who are visually impaired do very well.
- Children in Year R make a good start to their schooling.
- Standards in aspects of the creative and performing arts are good.
- All pupils take a full part in the life of the school.

The school's improvement since it was inspected in 1999 has been poor. Since 1999, there has been a significant fall in standards and a decline in the quality of teaching and learning, the implementation of the curriculum, provision for pupils' care, welfare, health and safety and leadership and management. Four of the key issues for action from the school's last inspection have been satisfactorily addressed. However, there has been no significant improvement in the provision made for more able pupils or the effectiveness of the monitoring of teaching and learning.

In accordance with section 13(7) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; E - in the lowest five per cent of schools*

Similar schools are those where similar numbers of pupils are known to be entitled to free school meals .

Achievement is poor. Achievement is good in Year R and children are on course to reach the goals they are expected to attain by the end of Reception except in communication, language and literacy and mathematical development where standards are below average. Pupils who are visually impaired achieve very well in relation to their individual targets. The achievement of pupils with special educational needs is satisfactory. Achievement is poor in Years 1 to 6. Standards in English, including reading and writing, mathematics and science are well below average in Year 2.

In Year 6, standards in English are below average. They are well below average in mathematics and science. Standards are above average in art and design in Years 1 to 6.

The pupils' spiritual, moral, social and cultural development is satisfactory. Pupils' attitudes, behaviour and attendance are unsatisfactory. Attitudes and behaviour are good in Year R. Other pupils do not pay enough attention to their work and there is too much unacceptable behaviour. Attendance is below the national average and unauthorised absence is well above that average.

QUALITY OF EDUCATION

The quality of education provided by the school is poor. Standards are very low in Years 1 to 6 because, **overall, teaching and learning are poor** in these years. This is because the leadership and management of the school are unsatisfactory and are not promoting improvement rapidly enough. Pupils' attitudes, behaviour and care are not developed adequately. Curricular provision is unsatisfactory although the school provides a very good range of extra-curricular activities. There is good provision for pupils who are visually impaired and for children in Year R. All pupils take a full part in the life of the school. The school's partnership with parents is satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. The school fully understands what its problems are and has set many suitable systems in place to address them. However, these systems are not working because of lack of rigour in their application. The governing body does not shape the direction of the school or challenge senior managers effectively enough. The management of the curriculum in Years 1 to 6 is not good enough to assist the pupils to progress sufficiently rapidly. The school is fully and successfully committed to all pupils taking part in all aspects of its life but its lack of success in the education of many of them denies the pupils equality of opportunity. Financial management has weaknesses. The leadership and management of the provision for the visually impaired pupils encourage very effective teamwork. The quality of the leadership and management of the Foundation Stage promotes the children's good learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are broadly satisfied with the school. However, significant numbers had justified concerns about the behaviour and welfare of their children and the way in which the school seeks their views.

Pupils are generally supportive of their school. However, many felt that other children did not behave well and that lessons were not interesting.

IMPROVEMENTS NEEDED

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

- Improve achievement and raise standards particularly in English, mathematics and science.
- Develop leadership and management to increase the speed of improvement.
- Improve teaching and learning in Years 1 to 6 so that standards rise.
- Enhance pupils' attitudes, behaviour and attendance in Years 1 to 6 to help them to progress.
- Develop curricular provision so that it assists the pupils to improve progressively.

and, to meet statutory requirements:

- provide parents with the information they are entitled to.
- ensure that all health and safety functions are carried out.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is poor. Achievement is good in Year R and very good for pupils who are visually impaired. Standards in English, mathematics and science are well below average in Year 2. In Year 6, standards in English are below average. They are well below average in mathematics and science. Standards in art and design are above average.

Main strengths and weaknesses

- Many pupils in this school fail to reach their potential in important areas of the curriculum.
- Standards in English, mathematics and science are consistently very low in the national tests in Years 2 and 6.
- The achievement of pupils with special educational needs (SEN) and of those for whom English is an additional language (EAL) has strengths and weaknesses.
- Pupils who are visually impaired do very well.
- Children in Year R make a good start to their schooling.
- Standards in aspects of the creative and performing arts are good.

Commentary

1. Children achieve well in Reception. They generally enter the school at below average standards and, because of the consistently good teaching they receive the children make good progress. They are on course to reach the goals they are expected to attain by the end of Reception except in communication, language and literacy and mathematical development where standards are below average.

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

Standards in:	School results	National results
reading	15.3 (14)	15.7 (15.8)
writing	13.5 (12.1)	14.6 (14.4)
mathematics	15 (14)	16.3 (16.5)

There were 51 pupils in the year group. Figures in brackets are for the previous year

2. In the end of Year 2 national tests in 2003, standards were below average in reading and well below average in writing and mathematics compared with all schools and with similar schools based on the number of pupils known to be entitled to free school meals. This represents poor achievement. There has been a downward trend in standards in these subjects since 1998. In the assessments made by teachers in science in 2003, standards were above average. This is because almost all of the pupils reached the expected standard but none achieved above average standards.

3. The findings of the inspection are that, in Year 2, standards are well below average in English, mathematics and science. They are average in information and communication technology (ICT), physical education (PE) and religious education (RE) and below average in music. Standards are above average in art and design. Insufficient evidence was obtained to make judgements in other subjects. Compared with the findings of the school's last inspection, standards have risen in art and ICT, fallen in English, mathematics, science and music and remained the same in PE and RE. The inspection's findings are identical in Year 6 except that English is judged to be below average rather than well below average. Standards have risen in art and ICT as these have been areas of focus for

the school. This also explains the above average standards in singing in Years 1 and 2 and the above average standards in dance in Years 1 to 6. In those subjects where standards have fallen, this is due to weaknesses in teaching and learning, the organisation of the curriculum, the leadership and management of the school and the pupils' attitudes to learning. The improvement in standards in English compared with the school's most recent national test results is due to the quality of teaching and learning in Year 6. These improved standards are not evident in Year 5 due to the nature of the teaching and learning in that year group.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.9 (26.4)	26.8 (27)
Mathematics	24.2 (24.4)	26.8 (26.7)
science	25.7 (26.2)	28.6 (28.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year

4. In the national tests in Year 6 in 2003, standards were well below average in English and mathematics compared with all schools and with similar schools. Standards in science were well below average compared with all schools and in the lowest five per cent of schools compared with similar schools. This is poor achievement. There has been a downward trend in standards since 1998.

5. In Year 6, standards are average in speaking and listening, below average in reading and well below average in writing. In Year 2, standards are well below average in speaking, listening reading and writing. This continues the pattern of low standards in both year groups. The low standards found in the pupils' literacy and mathematics are reflected in the limited use of these subjects found in other aspects of the curriculum. Similarly, although standards in ICT are average, the use of this subject to support other areas of learning is unsatisfactory. Its most common use is word processing, largely in English.

6. Pupils with SEN make satisfactory progress towards the targets set for them in their individual education plans, particularly in their basic skills. With the extra support they receive, most are working at levels commensurate with their abilities. However, the rate of progress made by pupils who are identified as having behavioural difficulties is unsatisfactory.

7. Pupils with EAL make sound progress in developing fluency in English. However, some of these pupils have been identified as gifted and, as with other higher attaining pupils, their achievement overall is poor.

8. Pupils who have visual impairment make very good progress towards their own, specialised targets. This may range from full inclusion in all the lessons, to a session with a learning support assistant, one-to-one. All these pupils are achieving a measure of their own independence, and staff work hard to improve this all the time. Individual education plans are very well focused on pupils' needs.

9. Apart from pupils with SEN, pupils' achievement is poor by the time that they leave Year 6 because of the factors detailed above. There are no significant differences in the achievement of boys and girls. The achievement of pupils with EAL is poor not because of language difficulties but due to the general factors affecting all of the pupils in the school. The school has identified gifted and talented pupils but has failed to make suitable provision for them so their achievement is also poor. This is also the case with those children who are "looked after". The school has very high levels of mobility amongst the pupils. However, this does not appear to influence standards adversely. Those pupils who completed their education fully in Bromstone did very marginally worse as a group than those who joined the school after the Reception year in the 2003 Year 6 national tests.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and attendance are unsatisfactory. Attitudes and behaviour are good in Year R and satisfactory in Year 1 and part of Year 2. The pupils' spiritual, moral, social and cultural development is satisfactory.

Main strengths and weaknesses

- Pupils' attendance is lower than the national average and has fallen since the last inspection. Unauthorised absence at 1.3 per cent is three times higher than the national average.
- Pupils in Years 3 to 6 do not behave well enough or have satisfactory attitudes to learning.
- Children in the Foundation Stage work well.
- Most pupils with SEN try hard.
- Pupils who speak EAL enjoy their work.
- Pupils' appreciation of cultural diversity is good.

Commentary

10. Attendance is below the national median and is, therefore, unsatisfactory. The school confirms that the major reasons for pupils' absences are sickness and medical reasons and the taking of additional holidays. Unauthorised absences were three times the national average and were attributed to a small number of families. Pupils' attendance during the first three days of the inspection was seriously affected by illness when absences amounted to 12.9 per cent. Staff monitor attendance appropriately and receive some support from the education welfare service, who visit families when requested. Children whose attendance is poor are identified and the school works hard to ensure that they attend school more regularly; however, there are a significant number of parents who take their children out of school for additional holidays. The majority of children arrive at school punctually and the school has worked hard to achieve this.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4	School data :	1.3
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.

11. Behaviour and attitudes to learning during the inspection were not as good as at the time of the previous inspection. Both of these aspects are good for children in the Foundation Stage. Pupils in Years 1 and 2 show satisfactory behaviour and interest in learning, but pupils in Years 3 to 6 do not always behave well or show consistent interest in learning. In Year 5, in particular, pupils are noisy, call out and complete little work. There is evidence that the quality of the pupils' behaviour is related to the quality of teaching.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
Asian or Asian British – Indian
Chinese
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
299	14	0
2	0	0
2	0	0
1	0	0
2	0	0
1	0	0
70	0	0

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

12. There were a very high number of short-term exclusions during the past school year. All were boys and were for what the school regarded as serious misdemeanours. Because of arrangements the school has made in staggering playtimes, behaviour around the school is satisfactory. Relationships between pupils, and between pupils and adults are satisfactory. However, they are variable and dependent on the quality of teaching in class. There is a sound degree of racial harmony. Pupils show an awareness of right and wrong and varying levels of respect for others' feelings and beliefs.

13. Children in the Foundation Stage have good attitudes to learning and are well behaved. Children respect each other's needs and respond willingly to requests to stop their work and listen. They make independent choices confidently. Most pupils who have SEN have good attitudes to their work. However, there is a significant minority who find it more difficult to be responsible for their own actions and, as a result, not only does their work suffer, but the work of other pupils in the class is disrupted. The pupils with EAL are generally well-motivated learners and work hard in lessons.

14. Pupils have some opportunities for taking on additional responsibility and they respond well to them although there is no school or class council. Most pupils are happy at the school, but a significant number of pupils and parents in their questionnaires felt that behaviour could be better and this is confirmed by the findings of the inspection. Pupils have a suitable level of respect for the feelings and values of others and are given opportunity to reflect on these feelings. They are encouraged to think of others by raising money for charities. Pupils' social development is sound and relationships between pupils and with the staff are satisfactory. They show understanding of, and respect for, other pupils who have complex needs and benefit significantly from being taught alongside them. Pupils have good understanding of their own culture as well as life within a multi-cultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is poor. Standards are very low in Years 1 to 6 because, overall, teaching and learning are poor in these years. This is because, overall, the leadership and management of the school are unsatisfactory and are not promoting improvement rapidly enough. Pupils' attitudes, behaviour and care are not developed adequately. Curricular provision is unsatisfactory although there are strengths in aspects of the creative and performing arts and the range of extra-curricular activities provided is very good. There is good provision for pupils who are visually impaired and for children in Year R. All pupils take a full part in the life of the school. The school's partnership with parents is satisfactory.

Teaching and learning

The quality of teaching and learning is poor. Teaching and learning are good in Year R and for pupils who are visually impaired. Assessment is unsatisfactory. In Year R and for pupils who are visually impaired, assessment is good.

Main strengths and weaknesses

- Teachers do not expect high enough standards of the pupils in terms of behaviour or academic standards.
- The pace of lessons is slow and the work lacks challenge and, as a result, pupils do not apply themselves fully to their work.
- The school's sound assessment procedures are poorly used.
- The school's behaviour policy is inconsistently applied and the pupils' behaviour is not good enough.
- Pupils with behavioural difficulties and those for whom English is an additional language are not taught well enough.
- Visually impaired pupils are supported well by learning support assistants.
- In Year R, pupils work hard and make a flying start to their education because of the quality of teaching they receive.

- The quality of teaching and learning in art and design is good and promotes good standards.

Commentary

Summary of teaching observed during the inspection in 61 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (5%)	12 (20%)	36 (59%)	5 (8%)	4 (7%)	1 (1%)

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.

15. The school's last inspection judged the quality of teaching and learning to be satisfactory. It is now poor. Teaching and learning of this quality are not good enough to enable the pupils to reach their full potential. There has been a significant increase in the percentage of lessons judged to be unsatisfactory or worse since the school's 1999 inspection. In this inspection, lessons which were unsatisfactory or worse occurred in all year groups in Years 1 to 6 except Year 3 where all lessons were satisfactory. However, the lessons that were at best unsatisfactory were unevenly spread and were not found in every class. All of the very good teaching was for pupils with visual impairment. Six of the 12 good lessons were in Year R and three were in Year 6.

16. Teaching and learning are good in the Foundation Stage. This is a good improvement from the previous inspection when some teaching and learning was judged to be unsatisfactory. Many good opportunities are provided to help the children develop their skills well, for example, through role-play. There was good teaching of phonics as both teachers used a variety of methods to help children learn and remember sounds. In the Foundation Stage, assessment procedures are good and the information is used well to ensure that the curriculum is adapted to the needs of the children.

17. Throughout Years 1 to 6, teaching and learning in art are good, and promote good standards and achievement in that subject. A Year 6 art lesson in which pupils developed their understanding of tone and creating a three dimensional effect illustrated the stronger points of some of the teaching found in these year groups. The teacher explained the objective of the lesson clearly and skilfully demonstrated the use of media such as chalk and charcoal to achieve the desired outcome. The pupils were encouraged to observe carefully as they initially drew simple objects and then moved on to more difficult ones. A pupil with EAL took a full part in the lesson due to the teacher's awareness of his needs. The pupils were encouraged to use the techniques they had been shown, for example, the use of charcoal to represent the darker area of a glass. There was an air of industry in the room as the pupils worked in happy cooperation with each other. The pupils' achievement in this lesson was good and nearly all of them successfully represented a three dimensional object. Their evaluations of each other's work included comments on successful blending, how dark colours gave depth to drawings and how the drawing seemed to come out of the page. The strengths of this lesson included the teacher's confidence and knowledge. Her high expectations encouraged the pupils to be confident and innovative, to behave well and to work hard. Similar characteristics were seen in some other lessons, for example, a Year 6 dance lesson and the Years 1 and 2 singing assembly.

18. The most important weaknesses in teaching and learning in Years 1 to 6 are the failure to match the work to the needs of the pupils, particularly the more able, so that they are sufficiently challenged, an inability to control and manage the pupils' behaviour adequately and a slow pace of learning. Lack of challenge which represents both low expectations and the failure to use assessment information accurately is evident throughout Year 1 and 6 and is largely responsible for poor attainment. Most of the pupils are working at levels which are average or below average in most lessons: little of the work they are given is above average. This was evident, for example, in Year 1 mathematics, Year 2 English, Year 3 science, Year 4 mathematics, Year 5 ICT and Year 6 science. Conversely, in a Year 6 English lesson, the work was too difficult for pupils with SEN and

they gained little benefit from it. This factor is also evident in the analysis of work. In many cases, pupils with SEN are set the same work as the rest of the class and do not finish it. On the other hand, cases of more able pupils having to complete the same work as the rest of the class and never attempting the more difficult extension work planned for them were seen.

19. The school has sound assessment procedures for English and mathematics but the information obtained is not used successfully to plan the pupils' work. In addition, although most pupils are confident that the teachers will help them to put their work right if they make mistakes, the marking of their work is variable. Most marking consists of correction or praise, some of which is undeserved. There was virtually no evidence of pupils being given advice on how to make their work better. The pupils do have targets for improvement in English, mathematics and other areas of the curriculum. They like these targets and feel that they help them. However, there is no indication that they are helping to raise standards at present.

20. Weaknesses in the control and management of the pupils were particularly evident in part of Year 2 and Year 5. Two of the three classes involved were taught by temporary teachers during the inspection. However, there were undertones of restlessness in most classes on some occasions. This stops the pupils from making enough progress. For example, in a Year 5 PE lesson, the teacher spent so much time attempting to discipline the pupils that very little physical activity took place. As a result, no progress was made. Teachers do not apply the school's behaviour policy consistently and, therefore, it is not effective.

21. A slow pace of teaching and learning was evident in many lessons. Teachers give introductions which are overlong and do not capture the pupils' interest. In a Year 2 ICT lesson, most pupils had completed their work some time before it was due to end. No other work was provided and they simply engaged in social chatter or wandered round the room. Slow paced learning prevents the pupils from working hard and progressing.

22. The quality of teaching for pupils with SEN is satisfactory. They are given work that is appropriate to their needs and the support they receive from teachers and assistants is sound. In most cases, this enables pupils to become independent and grow in confidence. However, the management of a few pupils identified as having behavioural difficulties, is not always as effective as it could be.

23. The quality of teaching and learning for pupils with EAL is overall, unsatisfactory. Learning support assistants provide some support for pupils at the early stages of learning English and involve them in extending their basic language skills, but there was no reference to them in the teachers' planning during the inspection. Overall, the more advanced pupils do not receive continuing support so that they can achieve the full range of academic language. This is an important reason for their underachievement in subjects in the national tests.

24. Teachers make sure that visually impaired pupils join in class work well. The assistants are usually very active and help the pupils to understand what is expected of them. They adapt materials and resources to meet pupils' needs. In a few instances, the assistant was not able to adapt well enough to the situation and to devise methods for the pupil to join in fully.

The curriculum

Curricular provision is unsatisfactory. It is satisfactory in the Foundation Stage. The enrichment of the curriculum is very good. The school's accommodation is unsatisfactory. Overall, it is well resourced.

Main strengths and weaknesses

- Weaknesses in planning and organisation undermine pupils' learning.
- Time is not always used efficiently in Years 1 and 2.
- Teaching time in Year 3 to 6 is well below that recommended.
- The setting arrangements in Year 6 mean that the needs of pupils with SEN are not fully met.

- The management and monitoring of the curriculum are unsatisfactory.
- Provision for pupils with SEN and children in the Foundation Stage has strengths and weaknesses.
- Provision for pupils with EAL is not good enough.
- The school's focus on the creative and performing arts boosts pupils' confidence and self esteem.
- The overall provision for visually impaired pupils is good, and there is much that is very good.
- The school provides a very wide range of extra-curricular activities to enrich the pupils' learning.
- The school's accommodation is unsatisfactory and lacks accessibility for the disabled.
- Pupils do not enjoy equal access to the curriculum

Commentary

25. At the previous inspection, the curriculum was reported to be satisfactorily broad and balanced although ICT did not fully meet statutory requirements. The findings of this inspection are that the curriculum fulfils statutory requirements and those for religious education and collective worship. Children in the Foundation Stage continue to receive a satisfactory range of learning opportunities.

26. However, in this inspection, the curriculum in Years 1 to 6 is judged to be unsatisfactory overall. Fundamental weaknesses in planning, content and organisation are important factors in the school's failure to provide an acceptable standard of education for its pupils. The organisation of the curriculum and use of time do not sufficiently focus on the progressive development of pupils' skills. In Years 1 and 2, although total teaching time appears adequate to meet the needs of the curriculum, time allocations are not always appropriate. Problems with pupils' behaviour and the school's accommodation have meant that short slots are given to some subjects daily which leads to fragmented learning. The time allocated to numeracy is significantly less than one hour every day and a disproportionate amount of time is spent on one day in activities related to PSHE. In Years 3 to 6, the total weekly teaching time for pupils is an hour less than the nationally recommended minimum. This means that some subjects other than English, mathematics and science are not taught in sufficient breadth and depth to build on pupils' skills, knowledge and understanding as they move through the school. It also narrows the scope and variety of pupils' literacy, numeracy and ICT skills across the curriculum.

27. The school is committed to equality of opportunity for its pupils but, in practice, this does not happen. The needs of pupils with SEN are not fully met as a result of the setting arrangements in English and mathematics in Year 6. The wide range of abilities in these teaching sets means that teachers are not able to cope adequately with the needs of pupils with SEN.

28. Although there is a whole school curriculum framework, there are no clear responsibilities for managing and monitoring the breadth, balance and relevance of the curriculum. There is no one in the school with a secure overview of the curriculum in order to evaluate the effectiveness of provision. Innovations like child initiated activities in Year 1 and 'Write/Dance' for younger pupils have not been regularly monitored to gauge their impact on pupils' learning. All these factors limit the attainment of higher standards by pupils of all abilities and do not prepare pupils adequately for the next stage in education.

29. The focus on the creative arts is a strength of the curriculum and pupils are provided with a rich variety of experiences in art and design, music, drama and dance. In discussion, pupils talked animatedly of the Bromstone Arts Festival as the highlight of the school year.

30. Teachers provide a satisfactory curriculum overall for the children in the Foundation Stage. Much of the curriculum is good, but the lack of an easily accessible outside area limits the opportunities for the children. Teachers attempt to overcome this by providing extra time in the hall, so that the children have space to move freely. Also, large wheeled toys, balls, skipping ropes and hoops are available for the children to use at break and lunchtimes. Resources for the indoor curriculum are good.

31. Provision for pupils with SEN is satisfactory. Individual education plans are well organised and targets are clear and achievable. In most instances, these targets focus on literacy and numeracy and pupils are given work that is pitched at suitable levels for their development. They receive sound support within lessons from teachers and assistants who work closely together to meet their needs. However the arrangement in Year 6 where the pupils are taught in a group with a large number of less able pupils for literacy is unsatisfactory. The school ensures that pupils with SEN are fully included in all aspects of school life.

32. Pupils with EAL have full access to the curriculum, but, in general, they are not provided with a range of learning experiences that is different from that of other pupils in the school. As a result not all pupils' specific needs are catered for well enough.

33. The school, and the special team working with visually impaired pupils, make sure that they join in as fully as possible with all that the school offers. For example, visually impaired pupils have full access to lunchtime clubs such as the Harry Potter Club, the homework club or the Brownies. They join in residential trips, and visiting drama teams adapt their shows especially for them. The area for development is the consistency and quality of the focused support in all lessons, by all the assistants.

34. The school supports the curriculum very well through a good range of visitors, educational visits and the school's annual Arts Festival. The latter event is run in conjunction with other local schools and contributes significantly to the pupils' understanding of their own and others' cultures. Other topics and subjects are supported including personal, social and health education which benefits, for example, from input from the police and other service providers. This judgement supports the parents' view that the school provides a very good range of extracurricular activities. There is a wide range of out of school clubs including a breakfast club, a homework club as well as clubs that have been initiated and run by the pupils themselves. Discussions with pupils showed that they greatly valued and enjoyed these activities.

35. Pupils' ability to access the curriculum equally is limited by the unsatisfactory behaviour of some of the pupils disrupting lessons. The school is not entirely accessible to disabled people. However, there is sound provision for access by those with visual impairment.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is unsatisfactory. The provision of support, advice and guidance based on the monitoring of pupils' learning and the involvement of pupils through seeking and acting on their views are satisfactory.

Main strengths and weaknesses

- The school's procedures for child protection and first aid are good. However, arrangements for health and safety are unsatisfactory.
- Adults generally know pupils well and the school has satisfactory systems to monitor pupils' personal and academic standards and progress. However, these are not always well used to provide pupils with appropriate educational advice and guidance.
- The school, and the special team, care very well for the visually impaired pupils
- Induction procedures for most pupils who join the school other than in Year R are inadequate.
- The care of children in Year R has strengths and weaknesses.
- The needs of pupils with SEN and of those for whom English is an additional language are generally appropriately assessed.

Commentary

36. Procedures for child protection are good. The headteacher and the manager of additional educational needs are the nominated persons for child protection matters and they and other staff have been trained. All members of staff are kept aware of the need to inform the responsible

persons should they have any concerns. All adults working or helping in school have been checked through the criminal records bureau. Any cared for children in school are monitored well and their needs are addressed with sensitivity and expertise.

37. The school's health and safety arrangements are unsatisfactory. Although the school has set up good health and safety procedures and staff and managers have good knowledge of the aspect, there is no written fire risk assessment, a statutory requirement. Some minor health and safety concerns were passed to the school for consideration. Governors and staff make regular health and safety checks and have a sufficient range of risk assessments in place. Regular checks are made to grounds, buildings and equipment. Arrangements for the administration of first aid and for the care of children who are unwell, are good and help them to feel safe and secure at school.

38. Adults working in the school form close and trusting relationships with the pupils. Most members of staff know them well and provide good role models for behaviour. This gives the staff a good knowledge of the personal needs of the pupils and they receive good guidance based on this knowledge in this area of their development. The school has sound assessment procedures to support the pupils' academic progress. However, the use of this information is not good enough to promote adequate academic progress. 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.

39. Pupils who are visually impaired are fully integrated into the life of the school. Their views are recorded for annual reviews, and they have several different agencies to help them, such as occupational therapy, or speech and language input. Individual education plans are very closely linked to pupils' statements of special need. They are part of the school's assessment and tracking system, which is used for all pupils. Induction arrangements for most of the many pupils who join the school at times other than at the start of the Reception year are unsatisfactory. If pupils have special problems, they are well inducted. In other cases, the arrangements are too informal to allow the pupils to achieve as well as they could.

40. There are good induction arrangements for pupils when they join the Reception class. These arrangements are enhanced by good relationship with the pre-schools. Opportunities are made for parents and children to visit the school in the term before they start, informative booklets are provided and home visits are made by teachers and support staff just before children come to school for the first time. These visits enable teachers to gather information about each child that is used well to prepare appropriate activities for them.

41. Children feel secure and form good relationships with their teachers and learning support assistants in the Reception classes. Although the children are generally well cared for in the Reception classes, on one occasion during the inspection, an inspector found that four children from Year 6 were supervising these young children having their packed lunches in their classrooms. Although a teacher and mid-day supervisors were in the hall next door, the classroom doors were shut and the adults could not see into the Reception classrooms.

42. Procedures for monitoring and supporting pupils with SEN are generally satisfactory. Pupils are carefully assessed and this helps targets in their individual education plans to be clear and measurable. This is an improvement on the findings of the previous inspection when it was said that the targets lacked the precision to guide teaching. The system to record the achievement of pupils as they move through the school is, however, at an early stage of development.

43. Staff employed by the Local Education Authority assess pupils with English as additional language and, if considered necessary, they provide additional support to the identified pupils within lessons. When this occurs, the pupils receive suitable help.

Partnership with parents, other schools and the community

Links with parents, the community and the school's extended services and educational support programme are satisfactory. Links with other schools are good.

Main strengths and weaknesses

- Parents are broadly satisfied with the school although significant numbers had concerns about the behaviour and welfare of their children.
- Parents are not provided with the statutory information they are entitled to.
- The involvement of parents through seeking and valuing their views is unsatisfactory.
- Good information is provided for parents of pupils who are visually impaired.
- Good relationships with parents of children in the Foundation Stage help the children to make good progress.
- Family learning is promoted in conjunction with the University of Kent.
- Contact with parents of children with SEN has improved.
- There is not enough contact with parents of children for whom English is an additional language.

Commentary

44. Most parents and carers are broadly satisfied with the school. Parents and pupils expressed concerns about the behaviour of some pupils and these are justified. A significant number of parents also expressed concerns about the care of pupils and were right to express these views. The school works particularly well with the parents of children with specific needs. The school tries to encourage parents of all children to support the school. However, the lack of a parent teacher or friends' association makes this difficult. Also parents have not encouraged their children to attend school, with large numbers of parents taking their children on additional holidays.

45. The school has not provided parents with an up-to-date prospectus. Otherwise, the school provides a satisfactory range of information for parents about the curriculum and how they can help their children at home. Parents spoken to on site appreciated all that the school has done for their children.

46. There are satisfactory opportunities for parents to meet staff formally and informally to discuss their children's progress. Written annual reports for parents are satisfactory: they inform parents what their children know, understand and can do, and some give areas for development. There are few opportunities for parents to be able to express their views about the school formally or to be able to contribute to its management.

47. The school provides facilities for parents and their children to work together to improve their ICT skills. The pupils and their parents are tutored by staff from the University of Kent which is high quality provision. The work enables the participants to improve the ICT skills. It also helps the parents gain an understanding of how children learn and to enhance their relationships with their children. In addition, the parents increase their confidence in developing relationships with the school.

48. Parents of visually impaired pupils are very well informed about their children's education. Individual education plans are reviewed twice a year and parents have full involvement in this process. They have an "open door" to the staff who look after the visually impaired pupils, and they can drop in at any time to discuss their child's welfare.

49. Good induction procedures and an open-door policy help to establish good relationships with parents of children in the Foundation Stage. Contact with parents of pupils with SEN was identified as a key issue for improvement in the school's last report. The additional needs manager has worked extensively on this to ensure that all parents of pupils with SEN are now involved and are kept well informed throughout the process of reviewing their children's individual education plans. She has also established a weekly surgery for parents where they have the opportunity to discuss any concerns. Parents of children whose first language is not English are less involved. However, there are facilities available for interpreters if required.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. The leadership of the headteacher is unsatisfactory. Leadership and management of the education of pupils who are visually impaired are very good. The Foundation Stage is well led and managed. The effectiveness of the school's management is unsatisfactory. Governance is unsatisfactory.

Main strengths and weaknesses

- The school fully understands what its problems are and has set many suitable systems in place to address them but they are not working because of lack of rigour in their application.
- The governing body does not shape the direction of the school or challenge senior managers effectively enough.
- The management of the curriculum in Years 1 to 6 is not good enough to assist the pupils to progress adequately.
- The management of additional educational needs has strengths and weaknesses.
- The school has faced significant barriers to improvement.
- The school is fully and successfully committed to all pupils taking part in all aspects of its life but equality of opportunity is unsatisfactory.
- Financial management has weaknesses.
- The leadership and management of the provision for the visually impaired pupils encourage very effective teamwork.
- The quality of the leadership and management of the Foundation Stage promotes the children's good learning.

Commentary

50. The school is well aware that standards are too low. The staff are fully committed to improvement and work hard as a team for this purpose. The school's self evaluation identifies the need to raise standards as a key issue and improving standards is central to its development plan. However, in spite of this clarity of vision standards are not improving. This is because, although appropriate systems have been put into place, the leadership and management of the school have not ensured that they are influencing what happens in the school enough. Team work has been generated but it is not effective.

51. For example, comprehensive assessment information has been collected and analysed thoroughly. Nevertheless, in classes, pupils continue to be given work which is, in many cases, too hard or too easy for their needs. Consequently, they fail to make enough progress. Additionally, the monitoring of teaching and learning lacks rigour. There is not enough concentration on the standards achieved by the pupils or how teaching can be improved. As a result, the quality of teaching shows little improvement and, therefore, standards do not improve. Although, improving standards is central to the school's development plan, improving the quality of teaching which is fundamental to this issue, is not. There has been little consideration or application of varied organisational strategies for teaching classes or of the use of teachers' areas of expertise. There has been significant training of staff related to performance management and the needs of the school. However, this has also had little influence on raising the standards reached by the pupils. Induction to the school for newly qualified teachers is good but there is no formal programme for the induction of experienced staff. The school is used to provide teaching practice for trainee teachers but it is an unsuitable institution for this purpose.

52. Furthermore, curricular provision is unsatisfactory because no one has the direct responsibility for checking exactly what is taught, when it is taught and how it is taught. Too little time is given to teaching in Years 3 to 6 and the use of time in Years 1 and 2 is inappropriate. Fundamental shortcomings in teaching and the curriculum have not been addressed effectively by the management and standards, therefore, have not risen.

53. The Additional Needs Manager provides sound leadership and this enables most pupils to be suitably supported in lessons. She has instigated many new systems since the school's last inspection, and, as she is non-classroom based, is able to have a clear overview of the provision of pupils with SEN. This is an improvement since the school's last inspection when the management of

pupils with SEN was judged to have weaknesses. The school fully meets the requirements of the Code of Practice for SEN. There is a designated governor, who provides valuable support to the Additional Needs Manager.

54. The Additional Needs Manager also has the responsibility for pupils with EAL and for looked after pupils. Although she has raised the awareness of staff to the basic needs of the pupils with EAL, the role overall, is not as well established as that of SEN. She does however, work closely with carers and the Local Education Authority to ensure that the provision for looked after pupils is effective.

55. The governors are fully committed to the school and have a sound understanding of its areas of weakness. However, they have not ensured that the school meets its statutory responsibility to provide parents with information. The governors have not been sufficiently rigorous in finding out and assessing whether improvements are taking place. This means that they have been unable to challenge the senior management effectively or to help shape its direction adequately.

56. The school has had a deficit budget in recent years and is predicting an overspend of some £50,000 for the current financial year. Although plans are now in place to eliminate the deficit, shortcomings in the management of the school's finances remain. For example, efforts to balance the budget seem to have concentrated on possible reductions in staff directly teaching children. There appears to have been little consideration of the effectiveness and structure of the large number of senior managers who have limited teaching roles. In addition, aspects of ensuring that best value is obtained are underdeveloped. For example, parents are not consulted sufficiently about spending decisions. Some parents felt that this was the case and the findings of the inspection support their views.

57. The school has a wide ranging number of minority groups of pupils. These include the visually impaired, those who are looked after and those who speak EAL. All are able to take a full part in all aspects of the school's life and make significant contributions to its ethos. Relationships in the school are satisfactory and the management of the school provides sound role models for adults and children. However, because of the school's lack of success, pupils receive unsatisfactory equality of opportunity.

58. Good leadership by the Foundation Stage manager ensures that the teachers and learning support assistants form an effective team, which ensures a good learning environment for the children. She is a good role model for others and has high aspirations for the children.

59. The teacher in charge of the visually impaired pupils is very well qualified and has, in four terms, made a significant impact on this provision. She has encouraged parents to drop in to discuss their children's education when they wish. Support assistants are either trained or are in training. She supports teachers very well, supplying information and ideas that help them to provide better for the visually impaired pupils in their classes. She leads a cohesive and knowledgeable team, who care very well for their pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,033,367.63	Balance from previous year	51,121.86
Total expenditure	1,057,615.90	Balance carried forward to the next	26,873.59
Expenditure per pupil	2,642.92		

60. The school has faced significant barriers to improvement particularly in terms of high levels of turnover of staff and other staffing difficulties. However, in spite of this, its improvement since it was last inspected has been poor.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

61. At the time of the inspection, all children in the Reception year were attending full time. There are good arrangements for introducing the children to school. This means that most are happy to leave their parents and quickly get used to the school routines. The quality of teaching is good and, as a result, most children make good progress in the two Reception classes. By the time they go into Year 1, most of them are on line to reach the nationally expected standards for their age in their personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. This represents good achievement given that the average starting point of many is below average on entry to school. However, in literacy and mathematical development, most children are unlikely to achieve the expected standard, although most make good progress from their well below average starting point in these two areas of development. Although the two Reception classes share a relatively limited area for the number of children, the two teachers provide a wide range of activities that are imaginative and well matched to the children's needs for the indoor curriculum. However, the school is unable to provide an easily accessible secure outside area for the two Reception classes, which limits the children's outdoor activities. Nevertheless, the teachers attempt to overcome this by providing large wheeled play equipment in the playground at break and lunch times. As well as physical development lessons, extra time is given each day to the Reception classes to use the hall so that the children can move freely. The provision is managed well, and the children's progress is carefully monitored. All adults manage children well and the good care and support given to the children ensure that their needs are well met. The cramped accommodation for children in the Foundation Stage was identified in the previous inspection. Provision for children in the Foundation Stage has made a good improvement since the school was last inspected.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- The children achieve well because the good teaching ensures that they are encouraged to make independent choices and take responsibility for themselves at an early age.
- The children reach standards that are expected for their age in this area of the curriculum.

62. Good emphasis is given to children's development in this area. Children are given effective help to establish the boundaries for acceptable behaviour through the good relationships, which are very quickly established with staff. Relationships between adults and children are very good, and this helps to promote children's self-esteem and confidence. Children show respect for each other's needs and views and this is promoted well through Circle time and encouraging children to think about sharing. Children behave very well and respond willingly to requests to stop their activities and be ready to listen. They are also encouraged to make independent choices, such as choosing which activities to have for their afternoon child initiated activity lessons. They confidently do this and most remain focused on their chosen activities. Personal and social development is well promoted in all areas of learning and the well-established routines and caring nature of the provision allow the children to feel secure and to grow in confidence. Most children are on course to achieve the goals they are expected to attain in this area by the end of their Reception year.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Teaching and learning is good.
- Children's communication, language and literacy skills are developed well.
- Children make good progress from their well below average starting point.

63. Most children make good progress in developing their communication, language and literacy skills. The teaching and curriculum for speaking, listening, reading and writing are good. Many good opportunities are provided to help the children develop their speaking and listening skills well, such as through role-play in the puppet theatre, Circle time, and expressing their ideas for their own stories, with the teacher acting as scribe. The children are becoming confident speakers and their listening skills are developing well. They are encouraged to build on their weak vocabulary by listening to good literature for children, such as *But Martin* and *The very hungry caterpillar* and to explain their ideas in more detail both about stories and while at play. The teachers read with appropriate expression, which helps to extend the children's learning of how to read stories. There was good teaching of phonics as both teachers used a variety of methods to help children learn and remember sounds. For instance, one teacher used an elephant glove puppet well to help the children establish the link with the phonic sound for 'e'. The teacher created good links with reading by giving the children their name cards and asking them to see if they had an 'e' in their name. This really helped to focus the children's attention on looking closely at their names, which resulted in many excitedly calling out "I have one!" as they pointed to an 'e' in their name.

64. The teacher also made good links between the spoken word and writing by saying a word and writing it as she spoke. Many of the children are at the early stages of writing, such as making marks or scribbling. A very few are able to write some letters and they are attempting to write their names. The children's efforts at writing are accepted and praised, which is good, as this enables them to become confident writers. The children are helped to develop their weak writing skills by using their fingers to write the first letter of their name in shaving foam, as the learning support assistant says the name of the letter and the phonic sound for it. They are also helped to develop their fine hand control through the 'Write-Dance' sessions, when they move rhythmically to music as they write with crayons on large sheets of paper attached to the hall floor. The children listen to stories with interest and attention and many know about books and how to use them. All children are encouraged to take books home to share with their parents and the teacher provides useful comments to help parents support their children. Although the children make good progress from their well below average starting point in all aspects of this area, most are likely to achieve below average standards by the end of the Reception year.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses.

- Good practical mathematical activities are provided.
- Teachers use correct mathematical vocabulary, which helps to extend children's learning.
- Adults question children well to support their learning.

65. Teaching and learning are good. Children are encouraged to count by playing games and by singing a variety of number songs. They develop their ideas through practical experiences, such as linking the number song *Five currant buns in the baker's shop* with practically buying one and then counting how many are left. They use play materials to count out and add on one more, such as when playing with the farm animals. The direct teaching of mathematics, when working with children

in small groups is often imaginative and takes full account of children's knowledge and understanding. Good links were made with the *Hungry caterpillar* story, when the children made balls of play dough into varying sized caterpillars. The teacher helped the children to gain well in their understanding of one more and one less by asking them to add another ball or take one away and to count how many now? Adults question the children while they are engaged in these activities, always trying to draw out and encourage the children to develop their mathematical understanding. The more able children are able to count out a set of eight objects, but few recognise written numbers. Aspects of mathematics that demand the use of language, for example, describing quantity, are good. Although the children make good progress from their well below average starting point, most are likely to achieve below average standards by the end of the Reception year.

Knowledge and Understanding of the World.

66. Planning shows that the children are given a suitable range of experiences to explore and are likely to reach average standards by the end of Year R. For example, when playing in the water, children were able to learn how they can move objects in water without touching them by creating a force by pulling and pushing air through syringes. The teacher's clear explanations of how to use a stethoscope when the children sing *Doctor Sam* and check the patient's heart in the hospital role-play area, extends the children's learning well. The construction work is purposeful and children use a variety of commercial kits to explore and create models. They listen to stories on headsets and purposefully use programmable toys, such as a Roamer, which they are able to use without adult help. Children's awareness of religious and cultural traditions is appropriately enhanced through special events such as the celebration of festivals. However, there are few resources that represent cultures other than their own.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- The children can use the wheeled toys with increasing skill and control.
- Their fine control, such as holding pencils and scissors, is weaker.

67. The children achieve well in developing physical control, mobility and awareness of space indoors and outdoors. Although there is not an easily accessible, designated outdoor area for children to use, teachers ensure that the children are able to play outside every day, other than when the weather is too bad. Good learning in this aspect is particularly due to the wide range of physical activities provided for children to experience on a daily basis. As a result, the children are reaching standards close to what is expected. Many children were seen to use the tricycles and scooters confidently to steer round the playground. In a lesson in the hall, children were seen to move confidently on the apparatus. By talking to them about how their movements on the apparatus could be improved, the teacher enhanced their learning and their physical development. The children controlled their bodies well when pulling themselves along a bench and when crawling through a tunnel. They enjoy experimenting with different ways of moving on the apparatus. The teachers provide the children with a suitable range of experiences to help develop their finer manipulative skills, such as completing jigsaws, folding material and clipping pegs on to it for their tie-dye artwork, and cutting and sticking a variety of materials. Nevertheless, hand-eye co-ordination is weaker for many of the children, which affects their ability to use pencils and scissors well.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses.

- The range of well-planned creative role-play activities provided captures the imagination of all children.
- Access to a wide range of different media is good.
- The child initiated activity time is used well to assess the children.

68. The children are reaching standards close to what is expected in terms of their creative role-play. The activities on offer allow children to explore and use their imagination to the full. They enjoy using the puppet theatre. In the 'hospital', children took on the roles of doctor and patients with great pleasure and enthusiasm. The afternoon sessions of child initiated activities are used well to engage the children in conversation and extend their thoughts and ideas. These times are also used well to assess the children's progress. The evidence provided of children's artwork showed that they explore colour when painting, and use a variety of materials in art. They enjoy using clay and were excited when they saw how the material changed colour when dipped in different dyes for their tie-dye artwork. Children learn a wide range of songs by heart and particularly enjoy participating in action songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **unsatisfactory**.

Main strengths and weaknesses.

- There is a good emphasis on developing pupils' speaking and listening skills in Year 6.
- Overall standards in Year 2 are well below average and below average in Year 6.
- Pupils' achievement in Year 2 is poor.
- Pupils do not achieve as much as they can in writing in Year 6.
- Overall, teaching and learning are unsatisfactory, and poor in one Year 2 class.
- There are not enough opportunities for pupils to use and develop literacy in other subjects.

Commentary

69. Overall, standards in English are below average by Year 6 and not as good as they were when the school was last inspected. This is because a smaller proportion of the oldest pupils in Year 6 attain average standards for their age than in most schools and the higher attaining pupils are not achieving as well as they could, particularly in writing. Achievement in Years 3 to 6 is unsatisfactory. Standards in the current Year 2 are, overall, well below average, which is significantly lower than at the time of the last inspection. This includes pupils with SEN and the few pupils who speak EAL. This represents poor achievement from entry to Year 2. These judgements are based on the lessons observed during the inspection and also on the analysis of pupils' work, discussions with pupils and teachers and on the examination of teachers' records.

70. Standards in speaking and listening are well below average in Year 2. Many pupils start school with poor language and communication skills and are identified as having SEN in this aspect of learning. However, the good progress made by children in the Reception year does not continue through to Year 2 and achievement overall is poor. Many pupils are passive listeners and need constant encouragement to participate in any discussion. Only the few above average pupils are able to express their ideas clearly. Average and lower attaining pupils are often reluctant to speak in front of the class. They sometimes speak inaudibly and often in short phrases or sentences. By Year 6, pupils' standards are average. This shows good achievement and reflects the good emphasis teachers put on speaking and listening in lessons. In Year 6, most pupils express their ideas confidently and are quick to respond to questions. This was evident in a lesson when the teacher skilfully used the story of *The Giant's Necklace* to stimulate discussion. This engaged

pupils' interest and encouraged them to explore the experiences of the characters in the story before conveying their opinions to the class. Role-play and drama are sometimes used well to develop pupils' speaking and listening skills and to extend their vocabulary. However, opportunities are often missed to encourage collaborative group work on planning, presenting and improving the quality of their work.

71. In Year 2, standards in reading are well below average. The few more able pupils read independently and retell a story, capturing the main points of the plot. Average and lower attaining pupils lack confidence in talking about the books they read, and show little understanding of the story and characters. Although their knowledge of individual letter sounds is generally secure, they are not able to apply this knowledge to help them blend the sounds to read unfamiliar words. In most cases, they use the pictures and contents of the story to help them recognise new words. There are a high percentage of less able pupils in Year 2 who still need the extra support of an adult to help them reach the expected levels in reading. By Year 6, standards overall in reading are below average. Most pupils read suitable books for their age and ability with an appropriate understanding of the text. They talk readily about the books they have read recently, and are able to explain their preferences in terms of styles and authors. Higher order reading skills such as skimming and scanning are taught but for many pupils this is not a well-developed skill. The use of the daily time spent on guided reading that occurs outside the literacy hour is well focused and is helping to raise the achievement of pupils in Year 6. Research and referencing skills are suitably developed and a number of higher attaining pupils have developed the necessary skills for finding books and retrieving information. As in Year 2, there is a high percentage of average and less able pupils in Year 6 who still need the extra support of a booster class to help them reach the expected levels in reading.

72. Standards in writing are well below the national average in Year 2 and Year 6. In Year 2, the range and forms of pupils' writing are limited and few pupils develop their ideas in sufficient detail. This reflects their weak language and communication skills. Much of their work is poorly presented and only a few more able pupils understand how to construct simple sentences accurately. For many pupils, the use of basic punctuation is poor. A higher than average proportion of pupils do not reach Level 2. The relatively high number of less able pupils make limited progress in relation to their previous attainment and the few higher attaining pupils are not achieving the standards they are capable of. Pupils' writing is insufficiently developed in other subjects across the curriculum.

73. In Year 6, writing which uses a more formal range of structures and tone is insufficiently represented in pupils' work. In the best writing, there is a good range of vocabulary and an imaginative use of language to create deliberate effects. For example, the work produced by pupils during the Art's Festival showed their ability to express a range of emotions through poetry, on themes such as 'Peace', 'Hate' and 'I am Fear'. Good use was made of ICT to present this work. A small number of more able pupils are beginning to use paragraphs appropriately in their writing. However, an analysis of the pupils' writing indicates variable levels of accuracy, particularly in the consistent use of punctuation. The average and lower attaining pupils use mainly familiar vocabulary in their writing, write few complex sentences and find it difficult to develop their ideas in sufficient depth and detail. There was little evidence of pupils planning, drafting and refining their written work in order to produce a final copy. However, their work overall, was suitably presented and the handwriting was joined and legible.

74. In Years 2 to 6, the quality of teaching and learning are unsatisfactory overall and poor in one Year 2 class. Although satisfactory teaching was seen during the inspection, when the full range of evidence is considered, notably the analysis of pupils' work, the quality of teaching and learning are clearly unsatisfactory in their effect on the standards attained by the pupils. There is not enough good teaching to raise its overall quality. As a result of poor teaching in one Year 2 class, the work presented showed many pupils to be underachieving. Although lessons are well planned to incorporate all aspects of the subject and the National Literacy Strategy, there are instances when the teaching is very directed and, as a result, the response of the pupils is passive. In classes where behavioural management is proving difficult for the teacher, pupils spend too much time waiting for the disruptive pupils to be settled. In contrast, in classes that contain some potentially challenging pupils, the teachers' brisk pace and good control allow no interruption to lessons and

manage to move pupils' learning forward. However, much of the evidence indicates that pupils generally fail to make sufficient progress over time. This is due to the fact that too often the work set is not demanding enough, and pupils make insufficient gains in their learning.

75. Although overall, pupils with SEN are provided with suitable support in lessons, the arrangement in Year 6, where they are taught in a group with a large number of less able pupils for literacy is unsatisfactory and does not meet their specific needs. Pupils who are visually impaired receive very good support from the learning support assistants within lessons and achieve well in their learning. Pupils who have English as additional language have full access to the curriculum and are provided with the necessary support when needed. However, some of these pupils have been identified as gifted and as with other higher attaining pupils, their achievement overall is poor.

76. The subject co-ordinator has carried out a great deal of work to set suitable systems in place to analyse teaching and learning. However, it has not had any impact on the standards achieved by pupils. This is unsatisfactory. The analysis has, however, led to a clearer focus on raising pupils attainment in reading, and the strategies used for guided reading times outside the literacy hour and 'Reading Buddies' are beginning to raise the achievement of pupils in Year 6. The introduction of 'Write, Dance' sessions for younger pupils has yet to be evaluated for its impact on learning. At present, it is timetabled at times that break into lessons and, as a result, affects the continuity of teaching and learning. The school has introduced a suitable system for tracking pupils' progress in reading and writing, but the process of setting targets for individual pupils to achieve is not rigorous enough. The marking of pupils' work is variable in quality: some is good and shows pupils clearly how to improve their work, while some gives praise inappropriately for work that could be better. Since the school's last inspection, the purchase of a wide range of new books to widen pupils' experiences has improved, but overall improvement is poor.

Language and literacy across the curriculum

77. The development of literacy across the curriculum is unsatisfactory. In many subjects, there is insufficient depth and detail in pupils' working and recording skills, particularly for the more able pupils. In Year 2, the writing skills of pupils are poor, and, as there are very few opportunities provided for pupils to experience writing in other subjects, their learning is restricted. In Year 6, pupils are provided with suitable opportunities to use their reading skills in subjects such as history. In subjects such as science, however, the pupils' writing skills are insufficiently developed as much of the work seen was copied, and this limits their learning. Overall, these opportunities to link subjects together are not sufficiently well structured to have any impact on improving pupils' writing skills.

MATHEMATICS

Provision in mathematics is **poor**.

Main strengths and weaknesses

- Standards are too low throughout the school and achievement is poor for many pupils.
- Setting and a booster group for pupils in Year 6 are used to try to raise standards.
- Some good teaching and learning.
- High proportion of unsatisfactory and poor teaching and learning.
- Assessment procedures are satisfactory.
- Assessment data is not used effectively to raise standards.
- Unsatisfactory use of mathematics across the curriculum.

Commentary

78. In Years 1 to 6, pupils are attaining well below the standards expected for their age. Standards have fallen since the last inspection, when pupils were judged to attain average standards and to

make satisfactory progress. There is insufficient practical mathematics for pupils to gain a good understanding of basic number and measurement work.

79. Pupils in Year 6 are set by prior attainment into two sets to try to raise standards. This is enabling the very small number of more able pupils to achieve in line with their ability. However, the majority of pupils in Year 6 are attaining well below the expected standards for their age due to their lack of understanding of basic mathematics. A weekly, before school, breakfast booster group has been arranged from mid autumn to late spring to help these pupils to attain average standards in their national tests in the summer term. Pupils enjoy these sessions and work hard. The sessions are helping to reinforce pupils' learning of mathematical work undertaken during the week and their mental recall of times tables. However, many of these pupils do not have a secure understanding of basic mathematical skills and are trying to learn by rote, instead of by a thorough understanding of what they are attempting to do.

80. During the inspection, teaching and learning were judged to be good in only one lesson. This was in a Year 2 lesson where pupils were learning to multiply in tens. The teacher maintained pupils' interest through brisk pace, effective use of open-ended questioning and involvement of the pupils. Clear links were made with previous work on money, when the teacher asked pupils to close their eyes and to listen carefully as she dropped different amounts of ten pence coins into a tin. Pupils were keen to answer questions of how many coins, how much is this altogether? Independent work was clearly explained and tasks were adjusted to the needs of individual pupils. Tasks for more able pupils were suitably challenging while other pupils had good support from the teacher and learning support assistants. A visually impaired pupil and a pupil who has English as a second language were integrated well in the class through good support by learning support assistants. When teaching and learning are good, most pupils achieve well.

81. Over time and in some observed lessons, a high proportion of teaching and learning is unsatisfactory or poor, which limits pupils' achievement. Some unsatisfactory lessons are due to lack of pace and an appropriate level of challenge for pupils and teachers spending too much time managing behaviour instead of teaching, which limits pupils' learning. When teaching is poor, pace is very slow and too much time is given to asking questions and asking individual pupils for answers. Too many pupils are not involved in the lesson and become passive listeners. In all of these lessons, there is a lack of challenge for the more able pupils, as work is often the same for all pupils. This means that many cannot do the work without a great deal of support. The more able pupils are not appropriately challenged and are not making sufficient progress to achieve higher standards. In the unsatisfactory and poor lessons, the mental starter sessions were slow, and did not challenge pupils to use their mental agility.

82. The co-ordinator only took on the role at the start of 2003. She has made a good start and has reviewed the action plan to start to address the mathematics problems in the school. In September, she introduced new, medium term assessments, together with half term assessments, which are to be used to inform future planning. However, these are too new to show how effective they may be in helping to raise pupils' standards. Previously, assessment data have not been used sufficiently well to inform teachers' planning to ensure that pupils are taught at a level appropriate to their individual needs. Teachers' marking is often too congratulatory and does not help pupils to know how they can improve their work in order to achieve higher standards. Pupils are set individual targets in the front covers of their mathematics workbooks. However, most are unaware of what they need to do to achieve these targets or what the next steps need to be for them to achieve higher attainment.

Mathematics across the curriculum

83. There is very little evidence of mathematics being used across the curriculum. Only in science was there evidence of pupils using a line graph and reading the scales on a thermometer. Pupils' weak reading skills often inhibit their mathematical development.

SCIENCE

Provision in science is **unsatisfactory**

Main strengths and weaknesses

- Pupils do not do well enough in this subject for their abilities.
- Standards are far too low.
- Too much of the work is directed by the teachers and is set at too low a level.
- Work for more able pupils is frequently undemanding.
- The pupils' literacy, mathematical and ICT are not used to support their progress in science adequately.
- The management of the subject is unsatisfactory.

Commentary

84. Standards in Year 2 and Year 6 are well below average. This represents poor achievement and poor improvement since the school's last inspection when standards were judged to be average and progress was satisfactory. However, the judgement is similar to the school's results in the Year 6 national tests for some years. It is lower than the assessments made by teachers in Year 2 in 2003. This is because most of the work in one of the current Year 2 classes is well below average and, in the other Year 2 class, standards are average with no evidence of above average standards.

85. Teaching and learning in Year 2 are poor. Teachers' expectations of the pupils are too low and their use of assessment information is weak. Standards are well below average in all aspects of the subject in Year 2 because of the quality of teaching and learning. The analysis of work in one class showed that the pupils had produced very little work. The work that had been produced was scrappy, untidy and of a very low standard. Marking of pupils work was poor. Much of the work was unmarked and comments such as "Wow" written on very poor work. In the other class, the work was better presented and marked and more adequately developed. Nevertheless, there was no evidence of anything better than average attainment in this class. The lesson seen in Year 2 was about how materials change when heated. The teacher put bread into a toaster to demonstrate the effects of heat on it. Virtually all of the pupils knew full well what happened to bread when it was made into toast before they did this work. They were very badly behaved throughout the lesson. The pace of the lesson was so slow that the low level drawing task to record the work set for all pupils did not take place. Essentially, no progress was made.

86. In Years 3 to 6, the quality of teaching in the four lessons seen during the inspection was satisfactory. However, even in these lessons, standards were below average and achievement was unsatisfactory because of the pupils' previous teaching and learning. This fact, allied to consideration of the broader evidence base, including the analysis of work, discussion with pupils, the standards that they reach and the progress that they make indicates that teaching and learning are, overall, poor. Strengths in the lessons seen included the fact that all groups of pupils were fully included, the work was sufficiently challenging for pupils of average ability, relationships were good and control of the pupils was sound. Weaknesses were a slow pace, over direction by the teacher and failure to match work to the needs of all the pupils particularly the able. In a Year 6 lesson observed, discussion of the proposed investigative work was far too long. The pupils were given the resources they were to use and, essentially, told exactly how to carry out the work. This meant that they did not have to think scientifically and that the work lacked challenge, especially for the more able. There were similar weaknesses in a Year 3 lesson where the teacher's introduction was overlong and the work set at a level which only challenged the able and lower ability pupils.

87. The analysis of work and discussions with pupils revealed similar weaknesses. In one Year 6 class, much of the work was identical and had clearly been copied. Some work had not been finished by pupils with SEN. Furthermore, there was significant use of undemanding worksheets. Discussion with pupils showed that much of their work was very directed by the teacher. Experimental work commonly carried out by pupils in other schools is frequently taught through demonstrations by teachers. In some cases, pupils found the teachers' explanations confusing. The use of English, mathematics and ICT in science is unsatisfactory. The quality, range and amount of

written work are limited. There is some evidence of the use of mathematics, for example, in roughly presented line graphs of sunrise and sunset but this is not widespread. There was little evidence of the use of ICT although one pupil was using power point to produce a presentation of his work in science.

88. Management of the subject is unsatisfactory. Standards are low and on a declining trend. Assessment procedures are not good enough and the use of assessment information to match the pupils, work to their abilities is not good enough. The monitoring of the quality of teaching is inadequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision in the subject has improved since the school's last inspection.
- Word processing is the strongest aspect of the subject.
- The school's ICT technician makes a significant contribution to the subject.
- There are some aspects and skills in the subject which are not developed well enough.
- The management of the subject has been good.
- The use of the subject in other areas of the curriculum is unsatisfactory.

Commentary

89. Standards in Year 2 and Year 6 are average and achievement is satisfactory. This represents an improvement on the findings of the school's last inspection when standards were below average and progress was unsatisfactory. In addition, the requirements of the National Curriculum are now met. These facts mean that the subject has made a good improvement since the school was last inspected and that its management has been good. The development of the ICT suite has been a significant factor in this improvement. However, as in 1999, the more able pupils are still not sufficiently extended by much of the work they are given.

90. In Years 1 and 2, pupils have word processed their work in English by copying it onto a computer. They have used an art program, played games and programmed a robotic toy. Some pupils lacked confidence in their understanding of functions such as the use of the return key, the space bar and directional arrows. This had been identified as a weakness by the Year 2 teacher in the lesson observed and suitable steps to address it were taken. This lesson illustrated the satisfactory nature of the teaching and learning in Years 1 to 2. It began promptly in an orderly manner and the pupils settled down to work quickly. This was due to the teacher's good control and to the fact that the technician had the material to be covered set up on the computers. The teacher explained the lesson clearly and the pupils set to work willingly. Those who encountered problems soon had them resolved for them by the teacher, the teaching assistant or the technician. As a result, most pupils finished their work quickly and before the lesson was due to end. This resulted in many of the pupils becoming restless and engaging in social chatter and the impetus of learning was lost.

91. Pupils in Years 3 to 6 use ICT to word process their work in a range of subjects. Pupils in Year 6 are able to combine text and graphics and use a program to change the size, shape and colour of objects, find and use information and handle data. They have, for example, written invitations and lists, found information about historical topics and science, drawn a plan of their class and produced a variety of graphs. The pupils are currently producing power point presentations about a topic of their choice related to their work in school. The pupils have a good understanding of the range of ICT. In conversation, they were confident that it included, for example, computers, video and audio players and mobile telephones. Weaker aspects of the subject are control technology where the school lacks some of the software needed, the use of sensors and the use of E Mail. As at the time of the school's last inspection, word processing is the strongest element of the subject.

92. Teaching and learning in Years 3 to 6 are satisfactory although there are elements of weakness. The better lessons include features such as secure knowledge of the subject, the good use made of the computer suite including the projector to teach and demonstrate to the pupils and the way pupils are given suitable opportunities to practise their skills. Conversely, in weaker lessons teachers lack confidence, control of the pupils is weak and they misbehave and do not apply themselves.

ICT across the curriculum

93. There are examples of the use of ICT in a number of subjects especially English. Other examples include science where, for example, pupils have found out information about mini beasts and at least one Year 6 pupil is producing a power point presentation about his work. In addition, there is some evidence of ICT being used in mathematics, art, history and geography. However, this work is not well structured, in depth or frequent enough to support the pupils effectively. The use of ICT across the curriculum is, therefore, unsatisfactory.

HUMANITIES

94. Only one lesson was seen in **geography**. Geography is not taught in Year 6 during the autumn term and there was not enough evidence in Year 2 to make a definitive judgement about standards. In the Year 1 lesson observed, the teacher built soundly on pupils' earlier work about the locality. As they looked at well presented, coloured photographs of the immediate area, pupils were able to distinguish between manmade features such as the playground, factory and school buildings and physical ones like a field, trees and nearby gardens. The teacher valued pupils' ideas and encouraged them to contribute their own experiences about the school's surroundings.

95. In **history**, pupils were only observed in a Year 6 class. Samples of work and discussion with pupils indicate that standards are average in Year 6, although pupils' knowledge of the topics they have covered is better than their skills in interpreting historical events. In conversation with pupils in Year 2 and in the sampling of their work, the indications are that standards are well below average. They were unable to define history as being something that tells us about the past and their use of everyday terms indicating the passage of time such as 'a long time ago' is poor. The quality of teaching and learning seen in the history lesson observed was satisfactory. The teacher's enthusiasm for the subject captured the imagination of the pupils. The pupils' reading and speaking skills were promoted well as the work was linked to reading the legend of *Theseus and the Minotaur* and developed in the form of a play to perform to the class. Pupils with SEN and the few pupils with EAL benefited from this active approach to learning. In the evidence available, pupils' understanding of social and cultural differences is suitably developed through their history work. Although there was little evidence of the use of ICT in their work, when talking with pupils in Year 6 they spoke about using the Internet for research.

Religious education

Provision in Religious Education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of Christianity.

Commentary

96. Standards are average and achievement is satisfactory in Years 1 to 6. Most pupils in Year 6 have a good understanding of Christianity and a satisfactory understanding of other major world faiths. They know about the Old and New Testaments in the Bible and have undertaken independent research about their own chosen parts of the Bible. They know that in the Jewish religion, the Torah is a special book for Jews and has the same stories as in the Old Testament. Pupils in Year 6 are

able to empathise with others, such as the plight of Anne Frank. There are good links with history, as they know that Anne Frank had to hide from the Nazis during the Second World War, when the Jews were being persecuted. They have a sound understanding of Sikhism, Hinduism and Islam. Pupils in Year 2 write prayers for harvest and know about the main parts of a church. They can explain why people are special and that Christians believe that Jesus is the Son of God. They know the Christmas story and why Easter is special to Christians. They know some of the miracles of Jesus. Visits to the school by the local vicar and visits to local churches and the local Reformed Synagogue help pupils throughout the school to learn about other religions.

97. Overall, teaching and learning are satisfactory. However, in the lessons seen, teaching and learning ranged from very poor to good. Much of the teaching and learning for religious education in the school is good. When teaching is good, pupils achieve well and attain standards in line with expectations. These teachers have good subject knowledge and make learning interesting and enjoyable. In a good Year 1 lesson, drama was used well to help pupils gain an understanding of the story of Jesus calming the storm. In a good Year 4 lesson, the teacher used her very good subject knowledge well to help pupils understand the significance of Holy Communion to Christians. The use of a good range of artefacts enhanced pupils' learning well. In a good Year 6 lesson, the teacher used her very good subject knowledge to extend pupils' learning about the discovery of the Dead Sea Scrolls. In a Year 5 lesson, teaching and learning were very poor. This was mainly due to pupils' very poor attitudes to learning. The lesson was planned well and resources were well prepared. The teacher had good subject knowledge, which she attempted to use well, but a significant minority of pupils disrupted the lesson. Although the teacher stopped the lesson several times to regain control, pupils quickly became noisy, calling out, whistling and chatting. Many of their answers to the teacher's questions about pictures of different styles of churches were disrespectful of others' feelings and beliefs. Although some pupils tried to listen and to learn, this was not possible due to the teacher being unable to manage the disrespectful pupils.

98. The management of the subject is satisfactory. The co-ordinator has good subject knowledge and provides sound support for staff. She has observed some teaching and monitors pupils' work. She is helping staff to build assessment into their planning. Improvement since the school's last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

99. In **design and technology**, insufficient evidence was obtained to make judgements about standards or the quality of teaching and learning. Two lessons were seen. In Year 2, teaching and learning were satisfactory, but the standard of pupils' work was below that expected for their age. In Year 5, teaching and learning were poor and the standard of pupils' work was below average for their age.

100. Pupils experience making models with commercial kits, as well as designing and assembling their own products. They draw pictures for their designs before making and evaluating their completed work. Younger pupils often orally evaluate their work and, although older pupils write their evaluations. Many have weak writing skills, which limits their achievement. Pupils in Year 2 have looked at a variety of puppets, drawn their own designs for a glove puppet and made a paper mock-up of it. During the seen lesson, the teacher gave clear instructions about the task, but did not give any expectations of the quality of work she expected from pupils. Some pupils were able to use a simple running stitch to sew the felt body shapes together, but many required assistance with this. A visually impaired pupil was included well by being given time to feel the textures of different materials for the puppet and made satisfactory progress sewing a seam, as the learning support assistant carefully explained what was happening. Year 5, pupils were asked to identify parts of a net and to explain how this is used to create a box. The teacher used a small box as an example which was too small for most pupils to see clearly, especially those at the back of the class. Pupils were slow to settle to the task, which was to draw a net with shading on the tabs to identify the different faces of a box. Although the teacher set a time limit for the task, she gave no indication of the quality of work required. There was much calling out and time wasting, which often went unchecked. The two learning support assistants were not used efficiently to help pupils to sustain concentration.

Although a few pupils made satisfactory progress during the lesson, teaching was not demanding or interesting enough to keep most pupils motivated and engaged in their learning.

Art

Provision in art is **very good**

Main strengths and weaknesses

- Pupils are given plenty of opportunities to develop their creative skills and range of experiences.
- Teachers' expertise and confidence mean that basic skills are taught well.
- The work of well known artists is used effectively to encourage pupils to experiment.
- Sketchbooks are used well to collect visual information and develop pupils' ideas.
- The Arts Festival highlighted the energy, enthusiasm and enjoyment of pupils in art and design.
- There is not enough three dimensional work in the subject and ICT is not sufficiently developed.

Commentary

101. Standards in art and design are above average in Year 2 and Year 6 and pupils achieve well. The subject is valued and enjoys a very high profile in the school. This is evident from the good quality of displays, observing lessons, talking to pupils, records of pupils' artwork including sketchbooks and a recording of work during the Arts Festival. As they move through the school, pupils have plenty of opportunities to experiment with colour, shape, size and pattern so that they show increasing confidence in developing the detail of their work and in using various media and techniques.

102. Pupils achieve well because of the progressive development of skills, high expectations and good quality of teaching and learning across the school. Basic skills such as drawing and colour mixing are taught well. In the Naïve Art display, paintings are bright and colourful with bold use of primary colours. Teachers have a good understanding of how to demonstrate and develop skills while also helping pupils to be imaginative and show individuality. In the Year 1 lesson where pupils were making animal masks, the teacher's carefully framed questions encouraged pupils to think about what materials they would use and how they could represent their design. In a good Year 6 lesson, pupils were shown how to use shading and cross hatching to create a three-dimensional effect using charcoal and chalk. The teacher intervened expertly to encourage pupils as they worked to improve their techniques and to increase the level of challenge. Pupils were urged to be bold in their attempts so that by the end of the lesson, they had made good gains in their understanding of the effects of light and form and contrasting colours.

103. Teachers make effective use of the work of famous artists such as Monet, Turner, Warhol and Hockney to teach pupils about their techniques and to encourage them to experiment. In Year 5, pupils have been looking at the style of William Morris and have produced some good quality work in repeating patterns using his 'plant' style. Artists' work is also used well to stimulate discussion and response. Pupils in Year 6 have analysed famous paintings including Van Eyck's *The Betrothal of the Amolfini* and *Dancer in front of a window* by Degas to examine how the artist achieved his effects. Sketchbooks are used well across the school to record observations and develop ideas. The work of some older pupils shows good attention to line, detail and expression, for example, the way Year 6 pupils have created movement in their drawings.

104. The subject is led and managed well. This has contributed to improved standards and teaching and learning since the previous inspection so that improvement has been good. However, there is not enough three-dimensional work in the school and ICT is not an integral part of art and design. There is a flourishing Art Club attended by 70 pupils. In discussion, pupils talked excitedly about their enjoyment of the Bromstone Arts Festival 2003, a creative and performing arts project on the theme of 'Contrasts' which explored alternative approaches to learning. Pupils took part in workshops which included watercolours, plasticine sculptures, pizza and poster painting,

environmental art and making balloon masks. This initiative has made a lasting impact on pupils' enjoyment of art and design. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. This is seen in their imaginative use of colour and the way in which they experiment with new techniques in group work and discuss the significance of the work of artists from other countries.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils are enthusiastic about musical activities.
- Younger pupils sing tunefully and with lively enjoyment.
- Pupils enjoyed performing at the Bromstone Arts Festival.
- There is little recorded work.
- Pupils are not encouraged enough to evaluate and improve their performance.
- Leadership and management are unsatisfactory.

106. In Year 2 and Year 6, standards in music are below average. Pupils enjoy their music making and their achievement is satisfactory. Only two music lessons were seen during the inspection so judgements are also based on singing assemblies, collective worship, planning and discussions with pupils in different year groups.

107. In the two lessons observed, teaching and learning were satisfactory. Both teachers gave pupils an appropriate variety of musical experiences and opportunities to be actively involved in the lessons. In Year 2, pupils successfully echoed the rhythmic patterns set by the teacher and were able to keep a steady beat against a contrasting one as they set their poem to music. In the Year 3 lesson, the teacher challenged her pupils by making them follow clapping patterns of increasing complexity. Pupils then discussed how *This Christmas Time* should be sung and its sad overtones conveyed in the dynamics. Their singing was rhythmic and energetic but there was a tendency to shout which was left unchecked by the teacher.

108. Older pupils have a satisfactory understanding of basic musical structures and how elements of music can be used to create effects. This was evident from a discussion with Year 6 pupils about song writing and with Year 4 pupils who were creating musical sounds for a storm. However, across the school, there is insufficient recording of pupils' work and inadequate development of musical terms and graphic and formal notation. Although they listen to a range of music, pupils lack the confidence and musical vocabulary to talk about the moods and feelings that it evokes or to expand upon their own musical experiences, likes and dislikes.

109. In singing assemblies, pupils respond well to music, sing with enthusiasm and enjoy the experience. The singing of younger pupils is a particular strength. They know the words of many songs and are able to add rhythmic actions to them and keep a steady beat. In their singing assembly, they changed from singing *Mary and Joseph* very quietly and expressively to the joyful *Sing Alleluia* where they laughed and clapped spontaneously. In the singing assembly for Years 3 to 6, pupils sang in two parts and each group maintained the melody line and rhythm effectively. However, in the case of older pupils, teachers do not emphasise enough the importance of posture, breathing and diction to the quality of the singing and of matching the dynamics of their voices to the requirements of the song. Pupils are not sufficiently encouraged to evaluate and improve their performance as a natural part of music making.

110. The leadership and management of the subject are unsatisfactory as they are carried out temporarily by the headteacher and Key Stage 2 coordinator who have too many other responsibilities to have a broad overview of provision. At the last inspection, standards were average so improvement has been unsatisfactory. Pupils also take part in an annual musical productions

such as *Ali Baba and the Golden Pizza*. Great impetus was given to pupils' enjoyment of music when they took part in workshops like percussion, drumming, musical instrument making, composing and performing at the Bromstone Arts Festival this year.

Physical education

Provision in physical education is **satisfactory**

Main strengths and weaknesses

- There are strengths in the pupils' dancing.
- Some teaching lacks pace and control of the pupils is weak.
- There are weaknesses in aspects of the subject such as ball skills.
- The pupils' swimming skills are not fully extended.
- The recently designated co-ordinator has not had enough time to become effective in the management of the subject.

Commentary

111. The only aspect of the subject observed in Year 2 was dance where standards in the lesson seen were average. In Year 6, standards are above average in dance. In Year 5, standards are below average in games. Gymnastics was not observed in Years 3 to 6. Discussion with staff and pupils and the school's records show that the school is meeting its statutory obligation to teach swimming. Years 3 and 4 swim for one session for half a term in the summer. This means that most pupils gain confidence in the water. However, the indications are that, as at the time of the school's last inspection, significant numbers of pupils are not able to swim 25 metres safely and unaided by the time that they leave the school.

112. The average standards found when the school was last inspected are broadly similar to the judgements of this inspection. However, the 1999 inspection noted no strengths or weaknesses in the subject. This inspection finds that, in Year 6, pupils devise and develop imaginative dancing movements with confidence and poise. They respond well to changes in tempo and create exciting and interesting movements. The pupils' passing and receiving of balls show lack of co-ordination and control in Year 5. General weaknesses are not using space to the best advantage, limited evaluation of performance and little clear understanding of the effects of exercise on the body. Overall, the pupils' achievement is satisfactory.

113. In the Year 2 lesson seen, teaching and learning were satisfactory and promoted similar achievement. The strengths of the lesson were the teacher's relationships with the pupils and her firm but natural control. This led to the pupils behaving well and enjoying the lesson. The teacher's clear instructions and the productive support of the teaching assistant also helped the pupils to progress. The weaknesses were the limited opportunities that the pupils had to express and develop their own ideas and a slow pace of learning which meant the pupils were not as active as they might have been.

114. Overall, on the basis of the lessons seen, teaching and learning are satisfactory. One good lesson was seen and one poor lesson was observed. In the good lesson, pupils were given very good advice on how to improve their skills. For example, they were told how to develop their balance and poise and watched a very skilful demonstration of ribbon dancing by one of their classmates. As a result, both boys and girls took part with energy and enthusiasm. The improvement in the consistency of the quality of the pupils' movements during the lesson, particularly their response to rhythm, showed that they achieved well during the lesson. In the poor lesson, little progress was made. Control and management of the pupils were unsatisfactory. This meant that they behaved badly and only a limited amount of unskilled, half hearted physical activity took place. Very little teaching of skills took place.

115. The recently appointed co-ordinator is knowledgeable and enthusiastic but has had too little time to influence the management and direction of the subject. She has made a satisfactory start in the role and has good ideas for the development of the subject. For example, the co-ordinator plans to extend the school's successful provision in dance even further. Sound assessment procedures have been introduced. Some observation of teaching and learning has taken place but this was not sufficiently developmental. Improvement since the last inspection has been satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Overall, the provision for personal, social, health and citizenship education is **satisfactory**.

Commentary.

116. The school has a clear programme for the subject, which contains work in personal, social and health education, sex and drugs education and citizenship. This is supported by schemes of work that provide clear guidelines for teachers from the Reception to Year 6. In the lesson observed, teaching, learning and achievement were satisfactory. The pupils discussed their own personal goals and the action they would need to take to achieve them. They also considered that, in trying to achieve their goal, there is often a price to pay, such as sacrificing playing time if they want to succeed in exams. Links with literacy were established as the pupils shared their goals and listened respectfully to others. From discussions with pupils in Year 6, they have considered people who are less fortunate than themselves both in this country and in countries overseas. In Year 5, pupils have had the opportunity to reflect on, and realise the consequences of, their behaviour, which they considered helped a little at the time.

117. As a subject personal, social and health education is taught both formally and informally and, with the introduction of 'Circle Time' and 'Golden Time', it is seen by the school as an important part of its work. However, in most classes, it is timetabled for a Friday afternoon, and 'Golden Time' is considered by pupils as a time when they can choose an activity they enjoy, although the older pupils are aware that they have to earn this time. The school's arrangements for 'Circle Time', where pupils discuss matters of interest to them, have been identified as an area for focus, as has the inclusion of citizenship in the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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