

INSPECTION REPORT

CROCKERNE C of E PRIMARY SCHOOL

Pill, Bristol

LEA area: North Somerset

Unique reference number: 131120

Headteacher: Mrs Lara Furnidge

Lead inspector: Mrs Pat Cox

Dates of inspection: 21st – 23rd June 2004

Inspection number: 255914

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	294 (full-time equivalent)
School address:	Westward Drive Pill Bristol
Postcode:	BS20 0JP
Telephone number:	01275 372659
Fax number:	01275 371391
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Janet Nobes
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

Crockerne C of E Primary School is situated in a village near Bristol and has 44 children attending part-time in the nursery, and 272 pupils in the rest of the school. There are falling rolls and the school is smaller than it was previously. There are slightly more boys than girls, an imbalance that is most evident in reception and Year 5. Almost all pupils are of white British heritage and very few have a first language that is not English. About 16 per cent of pupils have been identified as having special educational needs, an average proportion: of these, seven have a statement of special educational needs; also an average proportion. The majority of these pupils' needs are concerned with emotional and behavioural difficulties, speech and communication, and moderate and specific learning difficulties. About 13 per cent of pupils have been identified as being entitled to free school meals, which is an average proportion. The children's attainment on entry to the nursery and to the reception classes is similar to others of their age, although the children presently in the reception class entered the school with attainment lower than that seen usually. The school has been awarded 'Investors in People', the 'Charter Mark' for basic skills, and the 'Healthy Schools' Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19178	Mrs Pat Cox	Lead inspector	Religious education History
8971	Mrs Judith Hesslewood	Lay inspector	
20846	Mr Alan Wilson	Team inspector	English Information and communication technology Geography Personal, social and health education English as an additional language
22805	Mrs Jo Greer	Team inspector	Science Art and design Design and technology The Foundation Stage curriculum Special educational needs
25775	Mrs Vivien Wilson	Team inspector	Mathematics Music Physical education

The inspection contractor was:

Criterion School Inspections

*Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an adequate standard of education for its pupils, and is improving, but it has serious weaknesses in many aspects of its work. While the children in the nursery and reception achieve satisfactorily, pupils in Years 1 to 6 do not and standards are too low in many subjects. Teaching in the nursery and reception is satisfactory, but it is unsatisfactory in the rest of the school. The new headteacher provides very good leadership and management. The school does not give satisfactory value for money.

The school's main strengths and weaknesses¹ are:

- The pupils' achievement is unsatisfactory overall, although it is satisfactory in the nursery and reception classes.
- Teaching is unsatisfactory overall for the pupils in Years 1 to 6, although it is good in the nursery.
- The recently-appointed headteacher has a clear view of where improvements are necessary and has put in place many measures to bring them about.
- The breadth, range, quality and organisation of the curriculum are ineffective.
- Assessment has not been developed or used well enough.
- The role of the co-ordinator has not been developed sufficiently.
- Although governors have a sound understanding of the strengths and weaknesses of the school, they do not hold it sufficiently to account or ensure that all statutory requirements are met.
- The school involves the pupils well and takes their views into account.
- There are good links with parents and those with the community are very good.

The school's improvement since the previous inspection has been unsatisfactory overall. However, this is an improving school and development in all areas has been very good recently. Nevertheless, although provision for information and communication technology has improved, standards have not risen sufficiently and the quality of teaching has declined. The role of subject co-ordinators has not been improved, nor has the curriculum been developed well enough. The school has improved the provision for the pupils' cultural development, but some health and safety issues remain.

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	D	E	D	D
Science	E	C	E	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The pupils' achievement is unsatisfactory. Test results have been very erratic but have been below, or well below, the national average in English, mathematics and science at the end of Years 2 and 6 for many years. Children enter the school with attainment that is similar to others of their age and achieve satisfactorily in the nursery and reception classes. However, their progress slows in the rest of the school, so that standards at the end of Year 2 are below the national average in

¹ The strengths and weaknesses are listed in order of significance.

writing and science, although they are similar to the national average in reading and mathematics. By the end of Year 6, standards are well below average in English and below the national average in mathematics and science. Pupils' achievement is satisfactory in information and communication technology, art and design and music throughout the school and in geography and physical education by the end of Year 2. In all other subjects, the pupils are underachieving.

The pupils with special educational needs achieve satisfactorily because they receive suitable support, but the more able pupils and the boys do not reach the standards of which they are capable.

The pupils' attitudes and behaviour are satisfactory and there are many who behave well, however, a few have difficulty in controlling their own behaviour.

Provision for pupils' personal development, including that for their spiritual, moral, social and cultural development, is satisfactory, and the school has worked hard in recent months to ensure that discipline is effective. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is unsatisfactory.

The quality of teaching is unsatisfactory overall. Although teaching is good in the nursery and satisfactory in reception, it is not sufficiently effective in the rest of the school, particularly in Years 5 and 6. Although a quarter of the teaching seen was good, this is a lower proportion than in other schools, because the teachers' expectations of what their pupils can achieve are too low. Many of the shortcomings are attributable to the lack of assessment of the pupils' performance in many subjects. Consequently, many pupils do not build on their skills and knowledge consistently, and the more able are often catered for inadequately. The teaching of English and the skills of literacy throughout the school, and mathematics and numeracy at Key Stage 2², is unsatisfactory.

The curriculum for the children in the nursery and reception is satisfactory overall, but for the pupils in Years 1 to 6 it is inadequate. Although all subjects are taught, some do not receive sufficient time and there are not effective systems to ensure that the pupils do not repeat or miss work. There are insufficient resources for many subjects and the accommodation for Key Stage 2 is unsatisfactory.

The school has a good partnership with the parents of its pupils and other schools. Its links with the community are very good. The school cares satisfactorily for its pupils and involves them well in its decision-making.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership and management and has brought about rapid change in the two terms she has been in post. She has a clear understanding of the school's situation and of how the necessary changes need to be brought about. The deputy headteacher provides sound support, but the leadership and management roles of co-ordinators have not been developed well enough. Governors have a satisfactory understanding of the strengths and weaknesses of the school, but are not involved sufficiently in the direction of the school. The school does not fulfil all its statutory requirements. Financial management is very good.

² Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have, overall, positive views of the school, although some expressed concerns about behaviour, homework and the information they receive about their children's progress. The pupils also have some reservations about behaviour but feel that the school is improving.

IMPROVEMENTS NEEDED

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

- Raise standards in Years 1 to 6, particularly in English, mathematics and science, and for the boys and the more able pupils;
- Improve teaching in Years 1 to 6;
- Provide a coherent and broad curriculum;
- Improve the accuracy and use of assessment;
- Ensure that the co-ordinators take responsibility for standards in their subjects;
- Develop the role of governors so that they provide challenge;

and, to meet statutory requirements:

- Ensure that the provision for design and technology meets statutory requirements.
- Include all the required information in the school's prospectus and the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is unsatisfactory overall. In the nursery and reception classes, the children's achievement is satisfactory and they reach standards that are similar to others of their age, but standards are too low in many subjects throughout the school and the pupils do not do well enough.

Main strengths and weaknesses

- Standards are below the national average in English, mathematics and science and pupils' achievement is unsatisfactory.
- Boys and the more able pupils underachieve.
- Standards are too low in religious education, history, geography and design and technology.
- The pupils do well in swimming.

Commentary

1. The children enter the school with attainment similar to that of others of their age and achieve satisfactorily overall in the nursery and reception classes. In the nursery, the children achieve well in their personal, social and emotional development, communication, language and literacy skills, and knowledge and understanding of the world. They achieve satisfactorily in other areas. In the reception class, the children achieve soundly in communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development. They achieve well in their personal, social and emotional development. Most reach the level expected in all the areas of learning by the end of their time in the reception class. This is a similar situation to that at the time of the previous inspection.
2. The results of the national tests at Key Stage 1³ have been lower than, and sometimes well below, both the national average and the average of similar schools in reading and writing, since 1999, and were below average in 2003. However, the results in mathematics have shown a recent improvement and were similar to the national average in 2003. The teachers' assessments in science in 2003 were comparable with the national average. The unvalidated results of the most recent tests show a similar picture. The pupils presently at the end of Year 2 are working at an average level in speaking and listening, reading and mathematics, but standards are lower than they should be in writing and science. The trend in the test results has been above the national trend, but from a low point.
3. The results of the Key Stage 2 tests have been below, and usually well below average, since 1999. In 2002 they were well below both the national average and the average of similar schools in English and science and below average in mathematics. The results suggested that the pupils had made unsatisfactory progress since the national tests they took at the end of Key Stage 1. The trend of improvement was similar to the national trend, from a low point. The school had set ambitious targets for the test results in 2004, but these are not reflected in the pupils' work. The pupils presently at the end of Year 6 are working at a level comparable with the national average in speaking and listening and reading, but below average in mathematics and science and well below average in writing. The boys and the more able pupils do not make enough progress because the teaching and curriculum are not designed to help them to learn.

³ Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

4. In information and communication technology, music and art and design at the end of both key stages, and geography and physical education at the end of Key Stage 1, standards are similar to those in other schools, and pupils' achievement is satisfactory. However, standards are lower than this in geography at Key Stage 2, and they are well below those in other schools in religious education, history and design and technology throughout the school. It was not possible to make a judgement on standards in physical education at Key Stage 2 although pupils throughout the school do well in swimming. Standards have declined significantly in most subjects since the previous inspection. The pupils underachieve because the curriculum is unsatisfactory in many subjects and the teachers do not ensure that the work the pupils are given is matched to their needs. It is evident that this has been the pattern for some time because there are many gaps in the knowledge and understanding of older pupils. This has a significant, negative, impact on the standards achieved by the more able. The pupils with special educational needs make satisfactory progress overall because they often receive appropriate support and activities that meet these needs. However, they do not always have work set at a suitable level for them in subjects such as religious education or geography.

Standards in national tests at the end of Year 2 – average point scores⁴ in 2003

Standards in:	School results	National results
Reading	15.4 (15.5)	15.7 (15.8)
Writing	14.2 (13.8)	14.6 (14.4)
Mathematics	16.7 (16.6)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	25.2 (26.6)	26.8 (27.0)
Mathematics	26.1 (25.4)	26.8 (26.7)
Science	27.0 (28.2)	28.6 (28.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' have satisfactory attitudes to their school. Their behaviour is satisfactory. The spiritual, moral, social and cultural development of pupils is satisfactory. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- The school is developing clear systems for promoting positive attitudes and improving the standards of behaviour.
- Many pupils lack the expected level of confidence and self-esteem for their age. This affects the attitudes to learning of a small minority.
- A few pupils do not behave well enough in the classroom or in the playground.

⁴ **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

Commentary

5. Behaviour in the reception and nursery classes is good. By the time they leave the reception class, most children have reached the expected levels of personal, social and emotional development.
6. The school has recently placed strong emphasis on improving procedures for dealing with unsatisfactory behaviour at Key Stages 1 and 2. These are being developed effectively to address the recent history of disruption to playtime and classroom learning caused by a number of pupils with behaviour problems. Because of these, as a last resort, it was necessary to exclude three boys on several occasions. The behaviour of the current pupils is not as positive as that reported at the previous inspection. However, standards seen are now satisfactory overall. Discussion with pupils shows that most of them enjoy their school and are proud of belonging to it. They feel that behaviour is getting better.
7. A new system for giving house points and achievement awards provide pupils with good incentives to behave well and work hard. They have good opportunities to express their views through the school council and by each class drawing up its own code of conduct. The appointment of a valued playground worker has had a very positive effect on the calming of playtime behaviour. The very new 'buddy' system is playing a useful part in improving the socialisation of pupils and this status helps to raise the self-esteem of pupils in Year 6.
8. Most teachers work hard at implementing the new, evolving behaviour policy. However, not all staff apply it consistently enough. Some teachers do not have high expectations of courteous behaviour at all times. This sometimes affects other pupils' learning opportunities in lessons. Pupils' movement in corridors in Key Stage 2 is not always supervised effectively, leading to some instances of rudeness and aggressive behaviour.
9. The school works hard to improve attendance and works closely with the education welfare officer to monitor and follow up absences and unpunctuality. Pupils report to the office if they are late. Parents are encouraged to inform the school promptly about their child's absence, but there is no explicit requirement for contact on the first day of absence.
10. The school helps to develop pupils' spiritual awareness satisfactorily. The 'senses garden,' cared for by a member of staff and a parent, provides an oasis of calm and a very attractive, quiet area, where pupils may come to sit quietly. An interesting class assembly was sensitively managed and led to thoughtful, reflective observations and courteous listening to each other. Teachers do not, however, make the most of possibilities to raise spiritual awareness as part of their lessons. The school's focus on raising standards of behaviour and self-esteem is beginning to have a positive impact on pupils' social and moral development. The Breakfast Club provides a calm start to the day and good opportunities for pupils to practise good social skills in a friendly atmosphere.
11. Although it is improving, the provision for pupils' spiritual, moral and social development is less effective than reported at the time of the previous inspection. Pupils' cultural development remains satisfactory. There is now more specific teaching about a variety of cultural traditions, particularly European cultures. At present, these are occasional colourful additions to pupils' experience, rather than being built into the whole curriculum to promote pupils' understanding of how living in a richly diverse society affects day-to-day living.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.3
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.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	227	9	
White – any other White background	2		
Mixed – White and Black Caribbean	2		
Mixed – White and Black African	1		
Mixed – White and Asian	0		
Mixed – any other mixed background	5		
Chinese	2		
Any other ethnic group	1		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory because both teaching and the curriculum are not sufficiently effective. Provision for pupils' care, welfare, health and safety is satisfactory.

Teaching and learning

Although teaching in the nursery is good and satisfactory in the reception classes, it is unsatisfactory overall at Key Stages 1 and 2.

Main strengths and weaknesses

- The quality of teaching is unsatisfactory overall, although it is satisfactory, overall, for the children in the nursery and reception classes.
- The pupils do not build on their skills and knowledge, or develop their independence, well enough.
- The assessment information is limited and the details that exist are not used well enough to plan work for the pupils.
- Marking is not used well enough to help the pupils to see how they can improve.
- Assessment procedures are good in the nursery and reception classes; they are used well to plan for individual children's needs.
- Homework is not used consistently enough.

Commentary

12. Teaching is unsatisfactory and has not improved sufficiently since the last inspection, when developments were needed. There is much unsatisfactory teaching, especially at Key Stage 2, and particularly for the pupils in Years 5 and 6, and very little that is good. Teaching is satisfactory or better in only two thirds of lessons at Key Stage 2 and in only half of lessons in Years 5 and 6. The weaknesses are major contributors to the pupils' underachievement. The teaching is not good enough to ensure that many pupils make the progress of which they are capable. Expectations are too low, so that pupils are not enabled to achieve their potential. This is particularly the case for the boys and the more able, whose particular needs are not recognised or planned for. Although the teachers have some difficulties to cope with, particularly the lack of resources in most subjects and the cramped and badly-

ventilated accommodation for Years 3 to 6, they do not do enough to overcome these. There is a tendency to blame the pupils and the circumstances for the lack of progress.

13. Teaching in the nursery is good, because the teacher and assistants have a good understanding of the needs of individual children through the ongoing observation assessments. There is a good balance between child and adult initiated experiences. A wide range of activities is planned to engage and interest children. The activities are planned carefully to provide opportunities for children of all abilities to make good progress in their knowledge, understanding and skills. Teaching in the reception class is satisfactory. The classroom assistants in the nursery and reception classes make a significant contribution to children's learning. All adults are skilled in helping the children to extend their play, to learn to share and play well together and to develop their ideas through good conversation with them.
14. The better teaching in the school is energetic and enthusiastic, involving pupils in the lessons and keeping their concentration throughout. The teachers' subject knowledge is secure and a range of interesting teaching methods is used to ensure that the pupils work hard and increase their understanding of the topic. For example, an English lesson with Year 2 was well planned and the work was matched closely to the pupils' attainment. The use of questions was very purposeful and the pupils were motivated by the opportunity to contribute their ideas. The pace of the lesson was brisk because the teacher used her knowledge of the pupils' learning to adjust the lesson as it progressed, and there was a very good working atmosphere. The teacher and learning support assistant provided good support for their groups and, consequently, the pace of learning was rapid and the pupils built well on their skills and knowledge.
15. However, teachers do not cater adequately for the range of age and ability in their class, and the teaching is often dull. A limited range of teaching methods is used and this often involves the teacher speaking for long periods, while the pupils sit with little to do. Sometimes, the teachers' classroom organisation and control are unsatisfactory and a few pupils become unruly. The more able do not receive work that enables them to reach the standards of which they are capable. At Key Stage 2, the teachers do not always give the pupils opportunities or guidance to develop their independence and, therefore, they find it difficult to work independently, co-operatively or collaboratively. The teaching of English and the skills of literacy is unsatisfactory. The over-use of worksheets and the lack of opportunity to write their own accounts in many subjects have limited the development of the pupils' writing. The teaching of mathematics and the skills of numeracy is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2, where the pupils' skills are not developed sufficiently in other subjects, such as design and technology. Information and communication technology is developed and used soundly across the curriculum.
16. The teachers' lesson and medium-term planning is patchy and inconsistent. The intentions of the lesson are not often clear enough. As a result, the activities are not always appropriate to build on the pupils' skills and understanding in a consistent way. The teachers' own subject knowledge is not always secure. Time is sometimes wasted in completing and colouring undemanding worksheets. Few classrooms are interesting and stimulating places, where the pupils' work is celebrated.
17. Pupils who have learning difficulties have satisfactory support in lessons, through targeted support from learning assistants and tasks more appropriate to their ability levels. Pupils make satisfactory progress in relation to their targets. However, they do not always do as well as they could in subjects other than English and mathematics, because the work is set at the same level for all pupils. Whilst there has been an improvement in the wording of targets in their individual education plans, too many of these are still too general so that success and progress are difficult to monitor.
18. Assessment in the nursery and reception classes is ongoing and rigorous. All the activities where the children work closely with adults are used to monitor their attainment carefully.

The information is used effectively to track individual progress and plan for the next stage of development. Children who cause concern are identified early and, if necessary, contact is made with external advisers so that appropriate intervention can be provided. However, the school has few other consistent assessment procedures. The assessments that are available are rarely used adequately to plan the work for the different ages and the range of ability in the class. The yearly tests are used to group pupils for work in English and mathematics and to set targets for the class and some for groups or individual pupils. However, these are rarely referred to in lessons or marking. The newly-appointed assessment co-ordinator is enthusiastic and has already begun to develop some simple but appropriate assessment procedures. Nevertheless, the teachers' knowledge of the levels of the National Curriculum is not secure enough to be able to make accurate assessments, particularly of what the pupils have learnt from the lessons.

19. Marking is unsatisfactory and rarely contains comments that will help pupils to improve or set targets for themselves. Some work is not marked and marking has little apparent impact on the quality of the work produced in many classes. Poor work is often accepted and is sometimes even praised. Homework is not used consistently enough to support work in the classroom, and this is supported by the views of many parents. Support staff usually work soundly with the groups and individuals they assist and some do well. However, they are often not adequately prepared for the work they are to do and their time and expertise are rarely used effectively during whole-class teaching sessions, when they usually sit unoccupied.

Summary of teaching observed during the inspection 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	0 (0%)	11 (28%)	20 (51%)	7 (18%)	1(3%)	0(0%)

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

The curriculum

Although the curriculum is satisfactory for the Foundation Stage⁵, it is unsatisfactory overall in the rest of the school. Resources and the accommodation are unsatisfactory.

Main strengths and weaknesses

- The quality, planning, organisation and balance of the curriculum are inadequate at Key Stages 1 and 2 and do not ensure a sufficiently rich experience for pupils as they grow older, leading to underachievement in many subjects.
- The headteacher is providing very good leadership and clear direction for the future development of the curriculum.
- The resources in many subjects and the accommodation for pupils in Years 3 to 6 are inadequate.
- There are not enough support staff to meet the needs of pupils in Years 1 to 6.
- The school makes good use of the computer suite and specialist support for information and communication technology, which is having a positive impact on standards.

Commentary

20. The curriculum in the nursery and reception classes is satisfactory, taking due account of the six areas of learning. It is based around half-termly topic themes. In the nursery, most

⁵ The Foundation Stage caters for children from the age of three to the end of the reception year.

activities are linked appropriately to the topic, so that the learning is meaningful for children. In reception, whilst some activities are linked with the topic, further work remains to be done in developing this approach. Children are gradually introduced to the more formal literacy and numeracy strategies, in readiness for entering Year 1.

21. Since the last inspection, too little attention has been paid to the rigorous and frequent review of the overall quality of the curriculum and there has been little improvement since then. Schemes of work are in place for all subjects, but no steps have been taken to ensure that all aspects of the National Curriculum for each subject are fully covered or suitably resourced. Consequently, the balance of teaching and learning varies from class to class, and from year to year, in most subjects; many are under-resourced and the curriculum for design and technology does not meet statutory requirements. This inconsistency, compounded by the unavoidable grouping of pupils in mixed-age classes, accounts for the unsatisfactory teaching and achievement over time in many areas and the, at best, satisfactory standards in the remainder of subjects.
22. The day-to-day organisation and management of the timetable is in particular need of attention. The current arrangement leads to some lessons, often mathematics or English, going on for too long. This results in slippage of teaching time. The arrangement of the timetable for swimming leads to pupils missing teaching in many subjects. Lessons and, occasionally, assemblies are interrupted as groups file in and out of classrooms.
23. The governors, headteacher and all teaching and non-teaching staff are committed to ensuring that all pupils have equal access to the curriculum. Care is taken to ensure that any pupils in the early stages of learning to use English are properly supported and fully included in lessons. However, the deficiencies in the curriculum are not only restricting access, but result in under-achievement and low self-esteem for many pupils, particularly some of the older boys.
24. There is an appropriate scheme of work in place for personal, social and health education, which has good potential for raising self-confidence, provided that it is supported by a rich and challenging curriculum. A positive development since the last inspection has been the addition of a computer suite. The co-ordinator for information and communication technology has shown good leadership by ensuring that computers are in regular use and resources are closely matched to the requirements of subjects across the curriculum. The school's good links with neighbouring colleagues has led to the provision of a specialist teacher-technician. The combined effect of these initiatives is that pupils are now achieving satisfactorily, reflecting good improvement since the last inspection when provision did not meet statutory requirements.
25. Teachers and outside agencies are also used to provide a range of out-of-school sports activities and clubs similar to those provided in most schools. These initiatives, supported by residential weeks, trips to places of interest and visits to the school by theatre groups and members of the local and wider community, make a positive contribution to pupils' personal development.
26. There are enough suitably qualified and experienced teachers, overall, to meet the school's needs. On the other hand, class sizes vary and the classes in Years 3 to 6 have up to 35 pupils, some in mixed age groups. Additionally, although each subject has a co-ordinator, they have been given little opportunity in the past to develop their role and this has contributed greatly to the weaknesses in the curriculum. The team of teaching assistants works hard to provide help for pupils in their care, but there are insufficient, suitably trained, support staff, particularly for the larger classes. The caretaker and his cleaning staff manage a difficult and challenging site well.
27. Many of the deficiencies in the quality of accommodation referred to in the previous inspection, quite outside the school's control, have still not been addressed. Chief among these is the poor design and inadequacy of the rooms for Years 3 to 6 which are too small

and provide considerable barriers to learning for teachers and pupils alike. The school has been supported well by parents to improve other areas of the school.

28. The accommodation and resources in nursery are good. The room is attractive and welcoming with good displays to stimulate children and celebrate their achievements. The outdoor area is used well to provide good opportunities to develop physical skills and encourage children to explore the world around them. In reception children have access to an outdoor play area, but this is an unattractive space. Plans are at an advanced stage to create a designated Foundation Stage Unit, with attractive outdoor play areas for both classes and this should be ready before the end of the year.
29. Since her very recent appointment, the headteacher has been quick to recognise the improvements that are needed and with very good support from the school's link adviser, has secured the commitment of her staff to ensure a more cohesive and rigorous approach to curriculum planning.
30. Provision for the pupils with special educational needs is satisfactory. The headteacher has made enormous changes in the process of identification and support, especially for pupils who have emotional and behavioural difficulties. They are now identified at an early stage. The local education authority support team are now involved in diagnosing pupils and supporting the school so that pupils' needs are being met effectively. Both the headteacher and co-ordinator have a clear grasp of the effect of teaching and learning styles on pupils' behaviour and the need for all teachers to receive training in behaviour management strategies. Teachers are being taught strategies for managing the older pupils with emotional and behavioural difficulties. By identifying pupils at a much younger age, and putting in place the necessary support, incidents of misbehaviour are beginning to diminish. Representatives from external services note that the whole school is much calmer since the change in approach.

Care, guidance and support

The school makes satisfactory provision for pupils' care, welfare, health and safety. It provides satisfactory advice and guidance for pupils, based on the monitoring of achievements and personal development. The school is involving pupils in its work and development well.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' views are actively sought and their suggestions for improvement implemented and evaluated.
- The safety issue highlighted in the previous inspection with regard to the steep steps between the playgrounds has not yet been dealt with.
- Teachers do not always take sufficient responsibility for safety precautions in some classrooms.
- Provision of support and advice to raise pupils' academic achievement are underdeveloped.
- Good arrangements are in place to help children settle into the Foundation Stage.
- The Breakfast Club contributes to pupils' care and welfare effectively.

Commentary

31. There have been satisfactory improvements in the care and welfare of pupils since the previous inspection. Support staff play a crucial role the school's welfare provision. Many of them undertake two or three different roles in the course of a school day. This means that the pupils' individual needs are provided for consistently. They help to ensure that there are uniform expectations of pupils' behaviour, whether it is in class, during the lunch break or at breakfast club. Risk assessments are undertaken, and welfare, health and safety policy, procedures and provision are up to date and monitored. However, the safety issue highlighted in the previous inspection, with regard to the steep steps between the

playgrounds, has not yet been dealt with, although there are firm plans in place to do so. In addition, teachers are not always aware of the need to teach or take responsibility for safety precautions during lessons and when moving between classroom and specialist teaching rooms. For example, warnings were not given about the dangers of shining lights in others' eyes when using torches in a Key Stage 1 science lesson.

32. The parents feel that their children are well cared for and that there are good arrangements for settling in. The structured induction programme, which includes home visits, smoothes the transition into school for the youngest children effectively. The 'breakfast club' makes a significant contribution to many pupils' well-being. The provision of a nutritious breakfast in warm, sociable surroundings with facilities to chat, read or play with friends ensures a relaxed, well prepared start to school for many pupils.
33. The recent introduction of a house point system and developing behaviour management policy is laying good foundations for the provision of support, advice and guidance for pupils' personal development. However, the provision of support and advice to help pupils' improve their academic achievement in particular through marking and self-evaluation is not developed sufficiently. Pupils are involved well in the life and work of the school, through the school council and house assemblies. They feel that their ideas and suggestions are valued and have been successful in obtaining equipment for playground games and suggesting and participating in a playground 'buddy' system.

Partnership with parents, other schools and the community

Links with parents are good and have been maintained effectively since the previous inspection. Links with the community are very good. Links with other schools are good.

Main strengths and weaknesses

- Parents are very supportive of the school.
- Consultation with parents ensured a shared approach when producing the new school behaviour management policy.
- The 'Friends of Crockerne' have worked hard to make improvements to the fabric and resources of the school, in particular the swimming pool.
- Community support and involvement are strengths of the school.
- Curriculum links with neighbouring and overseas schools enhance pupils' learning effectively.

Commentary

34. Parents are very supportive of the school, as they were at the time of the previous inspection. They feel comfortable approaching staff, many help with reading, in the garden or as 'water watchers' during swimming lessons. The school provides sound information to parents. It values all parental involvement and works hard to communicate information to them through the regular 'Soundbites' newsletter, meetings, leaflets, letters from the headteacher and the notice board in the school entrance hall. The prospectus is being rewritten to ensure all statutory requirements are included, which is not the case at present. The governors' annual report to parents contains the required information about attendance and test results, but lacks information about the curriculum and the pupils' achievement.
35. The pupils' annual written reports have improved since the previous inspection when they were criticised and are now satisfactory. They give a good account of what the pupils have achieved during the year, the elements of the curriculum covered and the targets for improvement in English and mathematics. However, there are inconsistencies in the depth of information given and no indication of how the standards reached compare with those expected. Consultation with parents, for instance, when producing the new school behaviour management policy and asking for their ideas for school development, is ensuring a shared approach. Meetings to discuss the progress made by individual pupils are well attended.

Those arranged with the new headteacher had many positive outcomes. Meetings to inform parents about the curriculum are less well attended. However, imaginative events for encouraging parental participation in their children's learning are to take place later this term.

36. Support from the local community and 'Friends of Crockerne School' in raising substantial funds for the school enhances the environment for learning well. The 'Friends' have provided much-needed resources for the school, including the new scheme of work for mathematics. The village drama group is actively involved in helping with the end of term production of 'Macbeth the Musical', providing their expertise while introducing pupils to leisure activities outside of school.
37. Participation in 'bridging work' in English and mathematics with receiving secondary schools enhance pupils' learning effectively. The school's environmental work linked to St Katherine's Science College and the deployment of an information and communication technology specialist teacher, working within the local primary school cluster, contribute well to the pupils' experience. The college has also provided science resources for Crockerne. Participation in the Comenius project with links to a school in Sweden and language teaching in Italian and French widen pupils understanding of other cultures successfully.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory overall. The headteacher provides inspiring leadership and supports her staff very well. Very good management has led to the very rapid recent improvements. However, governance is unsatisfactory.

Main strengths and weaknesses

- The headteacher's very strong commitment to raising standards has focused all in the school on achievement.
- The urgent priorities for development have been identified and acted on very well.
- The role of the subject co-ordinators has not been developed well enough.
- Governors are very supportive of the school but are not sufficiently involved in the drive for improvement and have not ensured that all statutory requirements are met.
- The finances of the school are managed very well to meet the school's priorities.
- The local education authority has recently given very good support to the school.
- Leadership and management of the Foundation Stage by the headteacher are very good.

Commentary

38. The headteacher provides very good leadership for the school, and this is an improvement since the previous inspection. Her clear guidance for governors and staff has ensured that the school has moved forward very rapidly in the six months she has been in post, after a period of decline. A strong sense of purpose is communicated well to staff, together with good support and recognition of their work. The successful division of responsibilities between the headteacher and her recently-appointed deputy headteacher means that the school benefits from the most effective use of their particular strengths. Their good-humoured manner and strong commitment to the school's aims provides a very good role model for staff and pupils alike. This contributes well to the improvements that the pupils, parents and agencies concerned with the school have commented on, and to which many of the staff are responding well. A rigorous focus on raising the quality of teaching and learning has led to an improvement in the quality of teaching since the spring term, when a review by the local education authority found 34 per cent to be unsatisfactory. A close partnership has been forged with the local education authority, which has recently been providing the school with strong support, challenge and assistance in developing the teachers' professional skills.
39. The school is managed very well. Performance data has been used very effectively to identify the urgent areas for improvement and help staff to further their professional

development. The systems for monitoring and evaluation are very rigorous and precise and have supported the headteacher in identifying where improvement is needed most rapidly. The detailed and precise action plan, developed in partnership with the local education authority, shows clearly the allocation of funds, means of implementation and monitoring according to success criteria. The performance management system had not been operating effectively, because the targets were not sufficiently rigorous and progress was not monitored. Therefore, new targets have been set for teachers and support put in place to help them to improve their skills. Personal and whole-school targets are directly linked with the action plan. The headteacher has used her own expertise as a leading literacy teacher to begin to address the serious deficiencies in the teaching of English. The current priorities for driving up standards in English are appropriate and there are clear success criteria. New planning procedures are being implemented, but these, and work being done on the curriculum, are at an early stage and are yet to show an impact.

40. The deputy headteacher gives sound support to the headteacher and staff. She is developing her leadership and management expertise rapidly, under the careful guidance of the headteacher and local education authority adviser. A few subject co-ordinators fulfil their roles adequately, but most have not been able to develop their skills because they have not, in the past, received the guidance and training necessary. Consequently, most do not fulfil their roles effectively. Some are new to their roles, as responsibilities have been reorganised to take account of expertise. They have made a reasonable start by writing action plans for their subjects, but these are not rigorous enough about raising standards, although they are focused appropriately on improving the resources. The very good leadership of the Foundation Stage by the headteacher has resulted in a more integrated approach by both classes. Together, they have created a strong team of teachers and assistants who are working well to provide continuity and progression for children through the two years.
41. The budget is planned very effectively to achieve the school's priorities and the headteacher has been adept at exploring other avenues of funding in order to move the school forward more rapidly. There is a clear awareness of the long-term effects of the falling rolls; planning and budgeting for the future shape of the school takes careful account of the impact. The large surplus from the previous year has been used to boost the school's meagre resources. The school secretary, well supported by clerical assistants, manages day-to-day financial and administrative issues very efficiently.
42. Governors take a close interest in the school and are soundly involved in monitoring the progress of the budget. They have developed a sound understanding of the school's particular strengths and areas and of where development is needed. However, they are not yet sufficiently involved in shaping the vision or direction of the school and have not held it sufficiently to account for its low standards. They did not tackle difficult decisions about staffing with sufficient regard to the stability of the school and its ability to improve and, consequently, too much time elapsed before a substantive headteacher was appointed. They are now developing a better understanding of their roles, but have not ensured that the school fulfilled all of its statutory duties, for example, in meeting the demands of the National Curriculum for design and technology.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	740,769	Balance from previous year	47,504
Total expenditure	736,975	Balance carried forward to the next	51,298
Expenditure per pupil	2,507		

43. The headteacher, and, increasingly, the governing body, are very clear about where the school's strengths lie and the nature of its challenges. The site poses particular problems for teaching at Key Stage 2 and the neglect of the building over many years has given the school

a very shabby appearance. However, the headteacher has been vigorous in ensuring the funding for developing the Foundation Stage unit, and building a Children's Centre in the school, and is actively exploring other ways in which to improve the accommodation. Nevertheless, taking into account the standards the pupils presently reach; their attitudes and behaviour; the quality of education; the leadership and management and the funding that the school receives, compared to other schools, it provides unsatisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory, but not as good as it was at the time of the previous inspection. The quality of teaching in the nursery is good. The children are admitted into nursery in September following their third birthday and into reception in September following their fourth birthday. Almost all children have had previous pre-school experience before admission. The majority of nursery children enter the school's reception class. It is not possible to make secure judgements on provision in **physical and creative development** because no lessons were observed.

44. In **physical development** a very good feature is the opportunity for all children to have a weekly swimming lesson. Children in the nursery have good opportunities to develop pedalling and steering skills in the outdoor area. There are many suitable opportunities to develop manipulative skills through cutting, sticking, painting, threading and using construction kits. They develop good mouse control using the computers. No physical activities were observed in reception, but they have planned lessons using indoor and outdoor equipment. Activities are planned appropriately around the theme for children to develop manipulative skills using paint, modelling media, cutting and sticking and construction kits.
45. There are satisfactory opportunities in **creative development** in both classes for children to develop their imagination through role-play. Musical instruments are available to experiment with. Dressing-up clothes are regularly available in the nursery home corner. Paint, modelling and collage materials are available in both classes. There is an appropriate mix of adult initiated activities and opportunities for children to explore in their own way.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well because all adults encourage them to become independent, self-reliant and co-operative.
- Teachers in both classes provide well for children whose social development is delayed.
- Children make good progress in social development in nursery and reception.

Commentary

46. Children enter nursery with a wide range of social development and achieve well in the nursery and reception classes. Some children find it very difficult to co-operate, play together and share resources when they start school. Teaching and learning are good. All adults are consistent in their positive approach to help children develop these skills so that, by the time they go to the next class, almost all children are sharing toys and often engaging well in co-operative play. Most children become engrossed in their chosen activity and concentrate for a good length of time. A small minority of children still find it difficult to take part in small group activities and play well together, although they have made significant progress during the year because of the strategies used.
47. The children continue to make good progress in reception. Although some, particularly boys, find it difficult to concentrate and listen attentively, the adult-led activities are well planned to motivate them so they develop more positive attitudes to structured learning. In their independent activities they play well together and use equipment sensibly. By the time they enter Year 1, the children's attainment is similar to others of their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children achieve well in the nursery.
- Adults in both classes use opportunities well to develop children's speaking and listening skills.

Commentary

48. Teaching and learning are good in the nursery and, therefore, the children achieve well. Most children enter with communication skills at the expected level for their age. About a quarter have good language skills. All adults engage in good conversation with children during focus play activities, pitching the level well to individual children's ability. Good opportunities are provided for children to talk about experiences important to them. Children learn to listen to one another and wait for their turn without shouting out. They begin to recognise their own and their friends' name cards. Most children recognise some initial sounds in familiar words. About a quarter, more able, children recognise the initial and other letter names and sounds in their own and their friends' names. These children write their own name from memory. All children enjoy listening to stories and joining in singing rhymes.
49. Because the teaching is satisfactory in reception, the children continue to make steady progress towards the early learning goals⁶, achieving satisfactorily. In writing, the children progress from limited pencil control, tracing over or copying under captions to beginning to write simple words independently with most letters correctly formed. The more able children write short sentences unaided. By the end of the reception year, almost all children have a sight of vocabulary of a few simple words. Many children have begun the first books on the school reading scheme. A very few children are not yet ready for this but do describe what is happening in picture books. About a third of children are likely to exceed the early learning goals for reading and writing by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

There are no particular strengths or weaknesses.

Commentary

50. Teaching and learning in the nursery are sound. Opportunities are used effectively to practise counting and number recognition. The children begin to count to five, matching the numbers to objects. Incidental and planned opportunities are used to name simple shapes and to compare sizes. The more able children recognise 'too many' or 'too few' objects, up to about ten. Teachers are careful to match tasks to individual levels of ability so children make steady progress; their achievement is sound.
51. Teaching in the reception class builds soundly on what the children know and can do, so that their achievement is satisfactory. It is carefully matched to the different levels of ability. Children are introduced to solid shapes and learn to recognise the features of each. The more able children begin to recognise addition as combining sets and subtraction with 'taking

⁶ The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

away'. They learn about measures by direct comparisons. They continue to make steady progress and most are on target to attain the early learning goals by the end of reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

It is not possible to make an overall judgement about provision for knowledge and understanding of the world, but provision is **good** in nursery.

Main strengths and weaknesses

- Imaginative opportunities are planned in the nursery to develop children's interest in the wider world.

Commentary

52. The half-termly topic in the nursery is chosen carefully to provide many opportunities to develop children's awareness of the world around them and the wider world. Many children come to nursery with good knowledge of the wider world. The current topic 'environments' provides opportunities for children to learn about hot and cold countries and their animals. For the more able children this is extended to detailed learning about different animals. A good small-group activity introduced children to a collection of elephants made from different materials. As well as discussing the elephant's features as an animal, good discussion was taking place on the materials from which the models were made, such as colour, texture and weight. Other situations are planned carefully to engage children's interest. In the garden a group of children was digging up 'treasures'. These included small 'bones' and other 'planted' objects. One boy was fascinated and decided the bones belonged to an extinct dinosaur and that small round stones were probably dinosaur eggs; he was encouraged to make a safe place for them to see if they would hatch out. As well as extending his knowledge and encouraging his interest, the teacher was challenging herself to follow this through later. The children make good progress and achieve well.
53. Although it is not possible to make a secure judgement for reception in this wide area of learning, the planned opportunities are appropriate. Standards in this aspect are similar to those of other children of their age and the children achieve satisfactorily.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are too low.
- The quality of teaching is unsatisfactory overall and pupils, particularly the more able and the boys, do not achieve as well as they should.
- Standards of writing across the curriculum are unsatisfactory.
- The co-ordinator is providing good leadership and has brought about improvements in planning which are beginning to have a positive impact on the quality of teaching and learning.

Commentary

54. Results in the national tests for pupils in Years 2 have risen from well below both the national average and the average for similar schools, to below average in recent years. In the National Curriculum tests in 2003, taken pupils in Year 2, results were below both the national average and the average of similar schools in both reading and writing, but showing

a slightly upward trend. The upward trend in reading has continued and standards are now similar to the national average, due to improved support, whereas, standards in writing remain below average. The picture in Year 6 is slightly different. Test results have fluctuated from year to year between below the national average and well below average. They were, again, well below both the national average and the average of similar schools in 2003. The pupils currently in Year 6 are on track to achieve similar results. The standards in Year 6 are lower than those in Year 2 because the pupils currently in Year 6 came in to school with weaker skills. However, the pupils' attainment reflects unsatisfactory achievement overall, and unsatisfactory improvement since the previous inspection. This is due to weaknesses throughout the school in teachers' ability to assess the standards of writing and in their expectations of pupils' day-to-day written work in English lessons and across the curriculum. This is particularly true for the more able pupils and the boys, few of whom are achieving the standards that they should.

55. Standards in speaking and listening are similar to the national average by the end of Years 2 and 6. By Year 2 most pupils' capacity to listen closely to what others are saying and to express their own ideas clearly and confidently is similar to the national average. Some more confident speakers answer fluently and at greater length when asked questions, reflecting above average standards for their age, while only a small minority at this stage are below average, using single word answers and needing regular support. By Year 6 the more able pupils listen and reflect carefully when asked questions and their replies are measured, mature and articulate. Most other pupils offer less sophisticated, but confident responses at the expected standard for their age and very few lack the confidence to contribute in question and answer sessions.
56. Standards of reading are close to both the national average and the average of similar schools in Years 2 and 6. The school establishes secure reading skills throughout the school by carefully structured teaching of the various letter sounds and blends and by regular guided reading sessions. Most pupils in Year 2 read familiar stories without help and more capable pupils achieve above average standards because they read with expression, are developing an interest in a favourite author and are comfortable reading non-fiction books as well as stories. This is because they develop the habit of reading frequently from an early age and enjoy a lot of help from teachers, support staff, from parents at home and from volunteer helpers in school. Many pupils in Year 6 have developed healthy attitudes towards reading and the majority are familiar with books by at least two authors. Teachers make reading interesting by organising events such as book weeks or by inviting authors and story tellers into school. Some higher-attaining pupils make clear and sophisticated comparisons between the styles employed by different writers. The teacher of Year 6 has worked particularly hard and with some success to foster good attitudes to literature among boys and girls in her class.
57. Standards in writing are below average in Year 2 and well below average in Year 6. Most pupils in Year 2 place events in their correct sequence and write them as clear, recognisable sentences with capital letters and full stops. Some more able pupils achieve higher than average standards because, for example, they regularly use speech marks with accuracy. A minority, on the other hand, need help from teaching assistants or their teachers to space words correctly and build sentences in order to achieve the expected standards for their age. By Year 6, some pupils construct and write stories independently, organising their work into paragraphs and are familiar with writing for different audiences, for example through book reviews or persuasive letter writing. A minority of pupils are not yet consistently producing the required standard of work without regular guidance from teachers and few, even the most able, pupils write at length with consistent accuracy or have reached the stage where they introduce more sophisticated elements of humour or tension to their work. The standards of pupils' handwriting and the care taken in the presentation of their work, both in English books and in subjects across the curriculum, are unsatisfactory.
58. Taking full account of the lessons seen and pupils' previous work, the quality of teaching is unsatisfactory overall throughout the school. The efforts of the recently appointed co-

ordinator have had a positive impact on the quality of planning of lessons and the teaching seen in two lessons during the inspection was good. In both lessons, which were in the Year 2 and Year 6 classes, teaching was lively and imaginative. Teachers asked sharply focused questions, based on a good knowledge of individual strengths and weaknesses. They had high expectations of pupils' participation in discussion and set appropriately challenging work. The teaching of speaking and listening and reading is satisfactory. Most teachers make appropriate use of guided reading sessions to support groups and individuals and this has a positive impact on achievement. The use of question and answer techniques in the introductory part of literacy lessons has a similar impact on standards in speaking and listening.

59. The most significant area of weakness in teaching, in all classes, is teachers' use of assessment and, as a direct result, their expectations of the day-to-day quality of pupils' work. There is currently no whole-school strategy for setting targets for improvement in writing. Consequently, neither teachers nor pupils have any means of measuring how well they are doing or what should be done to improve. This means that the marking of work, where it occurs, has no effect because it neither guides pupils towards improvement nor helps teachers to plan the next day's work for individuals or groups of different abilities. This slows the rate of progress for all pupils and particularly the most able, for whom the work becomes less challenging over time. In the lessons seen where teaching was unsatisfactory, this was because the quality of lesson planning failed to engage the interest and attention of the whole class, attitudes deteriorated and too few pupils achieved well enough.
60. Leadership and management of the subject are good. The co-ordinator has a clear view of what needs to be done and is taking rapid and effective action. She has begun to implement plans to ensure that all staff are fully able to assess the quality of pupils' work against nationally agreed levels, set clear targets for individual pupils, and communicate clearly with them through day-to-day marking and discussion about their work in order to help them to improve. The co-ordinator has already improved the resources but recognises that there is an urgent need to continue doing so, particularly for reading and the library, and has allocated the necessary funding.

Language and literacy across the curriculum

61. The development of literacy skills through teaching in subjects across the curriculum is unsatisfactory. There are opportunities for pupils to write at length and in their own words, but these are erratic and do not effectively develop skills because expectations of the standard of writing are too low. An over-use of worksheets in some subjects restricts their ability to set out their understanding in their own words.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are not high enough at Key Stage 2.
- Pupils, particularly those who are more able, and the boys, do not do well enough at Key Stage 2.
- Assessment of pupils' progress is not used effectively to inform the next stage of their learning.
- The new initiative to develop the pupils' rapid recall is having a positive effect.

COMMENTARY

62. Standards are similar to those reported at the previous inspection and there has been too little improvement since then. The results of the national tests, in 2003, in Year 2 were close to both the national average and the average of similar schools. The results had been rising over the years. Test results at the end of Year 6 in 2003 were below the national average and that of similar schools and have been consistently at this level for many years. The pupils currently in Year 2 are achieving satisfactorily and work seen is of an average standard; this is reflected in the unvalidated test results for 2004. Pupils do not all make enough progress in Key Stage 2, however, and standards of work are below average. Their achievement is unsatisfactory. This is particularly the case for the more able pupils, who do not reach the standards expected of them. Pupils with special educational needs receive individual or small group support, which helps them to achieve at a satisfactory level according to their particular needs.
63. Teaching and learning are satisfactory overall in Key Stage 1. A well-taught lesson on telling the time included very clear explanations, all pupils involved in practical demonstration and high expectations of behaviour. The use of playground resources added variety to pupils' usual classroom learning environment. An interesting matching game helped pupils to concentrate carefully on comparing short and long periods of time. Consequently, the pupils achieved well.
64. At Key Stage 2 the teaching is unsatisfactory, overall, because it does not promote the learning of all groups of pupils sufficiently. Test results are analysed and ability groups are identified, but assessment of pupils' progress and understanding is not used well enough to plan work that is suitable for pupils' ability levels. The pupils' day-to-day responses to their work are not used to modify or extend their activities. As a result, the more able pupils do not achieve the standards of which they are capable because the work does not often challenge them enough. For example, when the pupils understand a concept quickly and so produce more work, they are expected to continue with the same activity rather than being asked to attempt a more demanding aspect of the work. Pupils are not encouraged to take responsibility for interpreting and applying what they know, or try out their own ideas. Not all teachers have yet been trained in implementing the National Numeracy Strategy.
65. Boys do not achieve as well as girls. This is because some work is too easy for them, or the activity is not interesting enough to hold their attention. As a result, they do not put enough effort or enthusiasm into their work and so do not progress as quickly as they could. Some boys have a strong tendency to be disruptive and specific ways are being developed to manage their behaviour positively. However, these are not always combined with the right kind of learning activities to engage the boys more effectively in their learning. These issues have a negative effect on the learning atmosphere for the whole class.
66. In order to raise standards, the school has identified one whole-school target to ensure that pupils' learning is built on a firm foundation. All teachers are working together to improve pupils' knowledge of the relationships between addition, subtraction, multiplication and division. The pupils' work and their responses in class show that this approach is having a positive effect on their basic number skills. In addition, the pupils are learning to set out their work correctly, resulting in clear, neatly presented books.
67. Marking is unsatisfactory. Some teachers mark work constructively, using their comments to help pupils to understand what they have learned as well as how to improve. However, much marking is either too brief to be helpful, or praises incorrect answers. In some classes pupils are encouraged to write down how well they understand their work. This is an effective means of helping them to evaluate their own understanding and progress.
68. Leadership and management of the subject are satisfactory. There is good awareness of where improvements are needed. The local education authority advisory service has worked well with the recently-appointed co-ordinator in devising means of raising standards.

Mathematics across the curriculum

69. Mathematics is not used satisfactorily in other subjects. The development of pupils' mathematical skills is soundly integrated into science lessons for measuring and presenting data. However, pupils do not have enough opportunities in other subjects to put into practice what they learn, or to relate skills to real life situations.

SCIENCE

Provision for science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievement is unsatisfactory, particularly that of boys and the more able pupils.
- Teaching is unsatisfactory in both key stages.
- Leadership and management of the subject are unsatisfactory.
- Assessment has not been developed or used well enough.

Commentary

70. At the end of Key Stage 1, standards are below average and lower than they were at the time of the previous inspection, when they were above average. They are lower than in 2003, when the teachers' assessments indicated that attainment was similar to the national average and the average of similar schools. There is very little in pupils' books for a year's work and they have limited knowledge of the topics they have studied. The pupils have insufficient experience of developing a scientific approach because they are given too few opportunities to investigate for themselves. The teachers do not structure the lessons well enough to enable the pupils to develop a good understanding of scientific principles.
71. At the end of Key Stage 2, standards are also below the national average, as they were at the time of the previous inspection. The results of the national tests at the end of Year 6 had been rising, albeit from a level well below national standards, but declined significantly in 2003. Teachers' assessments are similarly low for that year. The pupils presently in Year 6 have covered too little of the curriculum and much of the work in pupils' books demonstrates a superficial coverage. Often, what they have written suggests they have a poor understanding of the work they have covered. The teachers do not motivate the boys sufficiently and, consequently, they do not do well enough. The more able pupils are not challenged, so they do not achieve the standards of which they are capable. There has been too little emphasis on the development of pupils' scientific thinking.
72. Although there are occasional examples of good practice, teaching and learning are unsatisfactory overall. When the teaching is better, the lesson is prepared well, and there is good subject knowledge. The pupils are challenged by probing questions and their pupils' interest and concentration are sustained through stimulating activities. Too often, however, lessons are poorly planned so that pupils lose interest, become bored, inattentive and restless. Expectations are low and teachers spend too long talking to pupils. Pupils are interested in science. They are keen and eager to engage in practical and investigative work, but the teachers do not always capitalise on this interest.
73. The scheme of work follows national guidelines rigidly so that the more able pupils are prevented from investigating topics further because it might encroach on the following year's work. There is no planned provision for extension work to challenge them. There has been little attempt to adapt the guidelines to suit the needs of pupils in this school. However, the pupils' mathematical and language skills are used soundly. They develop their ability to write reports independently, and use tables and graphs to record their observations.

74. There is no whole-school procedure for assessing and tracking pupils' attainment and progress. Marking is unsatisfactory; it is largely a system of ticks, comments rarely show pupils how they might improve. Work in pupils' books is sometimes praised when it is inaccurate. Leadership and management of the subject are unsatisfactory. There is not a clear enough understanding of standards in the subject or how improvements can be brought about.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The school is making positive use of improved resources to support teaching and learning.
- Teaching and technical support by a specialist teacher are having a positive impact on achievement.
- There is no system for measuring pupils' progress against nationally agreed standards.

Commentary

75. Improvement to the teaching of, and resources for, information and communication technology was a key issue at the time of the previous inspection. The school has addressed this issue successfully. Standards at the end of Years 2 and 6 are now similar to those seen in most schools; pupils achieve satisfactorily and there has been good improvement since the last inspection.
76. From an early age, pupils regularly use the bank of computers near the Years 1 and 2 classrooms and most become confident in using computers to help them with their work. The more able pupils use the Internet competently to look for information, which is above the expectations for their age, while their less confident classmates are more hesitant when using the mouse and keyboard and need help from a partner or adult. By Year 6, the more able pupils quickly navigate their way independently through tasks set for them, finding their own solutions to problems and showing better ability than is normal for their age. The majority have average skills, following instructions and working successfully with a partner to complete typical tasks such as controlling the sequence of a set of traffic lights.
77. The quality of teaching is satisfactory overall and is good when given by the specialist teacher. He uses his expertise well to support and give confidence to pupils and the adults with whom he is working. A good example of this was seen in a lesson for Years 3 and 4 where the music co-ordinator and the support teacher combined well to help pupils to use software to compose their own melody. The support teacher's contribution was less successful when the technical language used was beyond the grasp of younger pupils in particular. Teaching by class teachers was unsuccessful in one lesson, when the pupils were left for too long without help, and lost concentration and interest.
78. The co-ordinator is providing good leadership. She has worked hard and successfully to ensure that the improved computer suite is fully timetabled and used regularly. She has also provided appropriate software to enable colleagues to include the use of information and communication technology in their planning for subjects across the curriculum. The additional support provided by the specialist teacher is doubly useful because it ensures on the spot expertise when technical problems occur. However, the school does not yet have a suitable means of assessment to enable teachers and pupils to measure progress accurately and work towards improvement.

Information and communication technology across the curriculum

79. The use of information and communication technology across the curriculum is satisfactory

overall. The software provided by the co-ordinator is making a positive contribution to the use of technology as an integral part of teaching in other subjects.

HUMANITIES

Too few lessons were observed to be able to make an overall judgement on provision in **geography**. Standards are similar to those in other schools at the end of Year 2, but below those usual for their age at the end of Year 6, and have declined since the previous inspection. The majority of pupils in Year 2 talk confidently about the travels of *Barnaby Bear* and describe accurately where their village Pill is, in relation to Roscoff. The more able pupils use compass points to explain, for example, that they would have to travel south to cross the channel to France. The satisfactory lesson seen in Year 1 indicates that teachers provide opportunities which develop pupils' understanding of their own environment and their use of simple maps and symbols. In Years 3 to 6, the pupils are provided with some opportunities to study environmental issues through visits to places such as Cardiff Bay Barrage and to compare life in Pill with life in an Indian village. However, the coverage of the separate elements of the National Curriculum lacks depth and is at best patchy. As a consequence, at the end of Year 6, the pupils' technical knowledge and mapping skills are weak. There are no systems in place to enable the co-ordinator to monitor the curriculum and audit resources, which are in need of updating or renewal.

History

Provision in history is **poor**.

Main strengths and weaknesses

- Standards are much lower than in other schools at both key stages.
- Teaching is not sufficiently effective.
- The curriculum is unsatisfactory.
- Pupils in different classes do not have equal access to the curriculum.
- Leadership and management are not developed well enough.

Commentary

80. Standards have declined since the time of the previous inspection, when pupils were making satisfactory progress. This is because the curriculum is inadequate and teaching methods are unsatisfactory. No lessons were observed at Key Stage 1, but it is evident that the pupils' attainment is well below others of their age. The pupils in Year 2 have covered some suitable topics, studying transport and toys in the past. However, the curriculum has not been based on the demands of the National Curriculum and, therefore, pupils have little knowledge of famous people of the past and scant understanding of why events occurred.
81. This shortcoming has continued at Key Stage 2, where the pupils' achievement is also poor. The school has not planned to develop their skills adequately, so that all year groups are working at a similar level. There is too much emphasis on knowledge; for example, finding out ten facts about a topic, and too little on the study of primary sources or tracing the impact that events had. While the teaching observed during the inspection was satisfactory, it is unsatisfactory overall. There is an over-use of worksheets and photocopied sheets, and little evidence of the pupils carrying out meaningful research. Although the pupils are occasionally using books and the Internet to discover historical facts, this is at a very superficial level and does little to develop their appreciation of life in the past and change over time. These weaknesses are compounded by a shortage of resources. Usually, all pupils in the class cover the same work and the less able often have work left unfinished: in some cases these pupils have very little recorded in their books.

82. The school has not planned the history curriculum adequately; while the pupils in Year 4, in the Years 3 and 4 classes, study one curriculum, the pupils in Year 4, in the Years 4 and 5 class, study a different one; that studied by the pupils in Years 5 and 6. There has been no tracking of the curriculum, so that the pupils in Year 6 report that they have studied the Victorians and the Egyptians twice. In Key Stage 2, the pupils' books suggest that they have had few lessons in the subject during the year. The curriculum has not met the demands of the National Curriculum; so that pupils in Year 6 have little appreciation of the change to people's lives in Victorian times, of the major events and individuals of the time, or of how change came about.
83. There are no procedures for assessing the standards the pupils have reached and, therefore, when they move to a new class, the teacher has no information about the different levels at which they have been working. Marking is unsatisfactory because it does not help the pupils to see how well they have done or what they need to do to improve. Leadership and management of the subject are unsatisfactory, as the co-ordinator has not been enabled to monitor the standards being achieved.

Religious education

Provision in religious education is **poor**.

Main strengths and weaknesses

- At the end of both key stages, standards are well below those in other schools and the pupils' achievement is poor.
- Teaching is unsatisfactory and the subject does not receive sufficient time and emphasis.
- Leadership and management of the subject are unsatisfactory because pupils' achievement, teaching and learning are not evaluated effectively.
- The curriculum is unsatisfactory because teachers do not plan consistently for mixed-aged classes.
- There are not enough resources to support teaching.

Commentary

84. Standards are well below those in other schools at both key stages. The pupils do not develop an adequate knowledge of Christianity or the other major world religions they should study, such as Judaism, Hinduism and Islam. They do not have a clear understanding of the impact of faith on the lives of believers and their knowledge of symbols, beliefs and celebrations is minimal. Although there is an appropriate scheme of work, developed locally, teachers are not using it effectively and the pupils do not have an adequate coverage of the subject. Consequently, their knowledge is disjointed and the curriculum is unsatisfactory. The teachers do not plan consistently for the different ages and abilities, and the pupils of the same age in different classes do not always receive the same experience. For example, those pupils in Year 4, in the Years 3 and 4 classes, study one topic while those in the Years 4 and 5 class study a different one. No enough time is spent on the subject and there are some long periods in between the lessons the pupils have.
85. Two lessons were observed; the teaching at Key Stage 1 was satisfactory but at Key Stage 2 it was unsatisfactory. However, the range of evidence demonstrates that the teaching and learning are unsatisfactory overall, that the teaching strategies used are limited in range, and that the methods are often dull and uninspiring. The older pupils report, and their books demonstrate, that they watch videos or listen to their teachers reading, and then record and illustrate what they have seen and heard. The use of more inspiring methods is made more difficult by the lack of resources for the subject. Nevertheless, the teaching demonstrates a lack of imagination in motivating and involving the pupils, particularly the boys. There have been visitors of the Christian and Hindu faiths to the school, but the interest they generated has not been maintained during the school year. As a result, standards are low by the end of

both key stages and the pupils in Years 2 and 6 report that they do not often enjoy the subject.

86. The work set is the same for all pupils, so that it is too easy for the more able and others are given tasks which were too hard for them. Much work remains unfinished, and is often careless and untidy. Pupils have a limited understanding of the topics which they have covered as they have moved through the school. Teachers have too little guidance on developing the appropriate skills and knowledge for each year group in the mixed-age classes. The subject co-ordinator has had little opportunity to monitor standards in religious education or the quality of provision. In addition, a lack of assessment and recording of what has previously been taught makes it difficult for teachers to know exactly what each pupil knows, understands and can do. These factors contribute to the unsatisfactory leadership and management in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and physical education were not a focus of the inspection, therefore, it is not possible to make substantive judgements about provision.

87. Only one lesson in **art and design** was observed during the inspection, at Key Stage 2, however, from studying the pupils' work available and through discussions with teachers and pupils, it is evident that the school meets the requirements of the National Curriculum for the subject. Standards are similar to those in other schools at the end of each key stage. There are sound links with other subjects such as history. Pupils experience an appropriate range of media. The accommodation in Key Stage 2 classrooms is unsuitable for art and design lessons because they are cramped and small. The designated art and design room is also of limited size, particularly for large scale work. This is similar to that reported at the previous inspection.
88. In **physical education**, two lessons were observed and there were discussions with staff and pupils. Standards are similar to those in other schools in Year 2. Pupils in a Year 2 lesson in the hall showed standards of movement and control of apparatus and tactics that are average for their age. Pupils in the Years 3 and 4 classes practised batting, fielding and ball skills in a small team game on the field, which is away from the main site. Most play together well and show that they have satisfactorily developed skills and are able to play according to simple rules. Pupils enjoy their lessons. Their performance shows that most achieve standards that are average. This is similar to standards for the whole school at the previous inspection. The school provides well for swimming and the pupils achieve well. Pupils learn in small groups and all learn to swim by the time they leave in Year 6, almost all being able to swim at least 25 metres. Teaching and learning were satisfactory in both lessons; the lessons were planned appropriately in line with the scheme of work, with clear explanations and good organisation. This led to good cooperation between pupils and there are ample opportunities for vigorous movement and the practice of skills. In the outdoor lesson, some groups of pupils were spread out over too wide an area of the field for the teachers to be able to monitor them easily. There is insufficient opportunity for the pupils to evaluate their own performance and there are not enough carefully planned assessments of pupils' achievements.

Design and technology

Provision for design and technology is **poor**.

Main strengths and weaknesses

- The school does not meet statutory requirements for teaching the subject.
 - Standards are too low and achievement is unsatisfactory.
89. During the inspection, lessons were only observed in one year group. However, from a scrutiny of the available pupils' work and discussions with pupils and teachers, it is evident that the subject does not meet all the requirements of the National Curriculum, that standards are well below those expected and achievement is poor. There are some examples to demonstrate that the pupils plan and design, but these are below those in other schools, especially at Key Stage 2. The quality of the finished work is lower than the standard expected and the pupils' achievement is unsatisfactory.
90. The school does not have a specific scheme of work or any procedure for assessing and tracking pupils' developing skills. The subject co-ordinator has been in post for only a very short time. An action plan has been produced, but this does not focus sufficiently on the action needed to improve provision and raise standards. The accommodation in junior classrooms is unsuitable for design and technology lessons and the designated craft room is unsatisfactory. There are insufficient resources to teach the subject in its entirety. This is similar to the situation at the previous inspection and represents unsatisfactory progress in developing the subject.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The pupils sing well.
 - The resources are good.
91. The pupils take part in a suitable range of suitable activities and reach standards that are average. Standards, have, therefore, been maintained since the time of the previous inspection and are similar to those in other school, however, the quality of singing is higher.
92. The pupils' singing skills are developed well. Some pupils in Year 2 were happy to sing songs that they were to perform in a music festival. The quality of singing is good, well pitched and with clear diction. Pupils keep confidently to a steady beat and copy accurately some contrasting rhythms. Pupils in Year 6 describe singing rounds and two-part songs and composing their own music using tuned and untuned percussion instruments. They clap rhythms correctly from musical notation but cannot name the notes.
93. All teachers teach music to their own classes and benefit from the freedom to experiment with sounds in a well-resourced music room away from other classrooms. Lessons are based on a suitable commercial scheme of work and supplemented by lessons from visiting teachers for pupils interested in learning to play piano, guitar and violin. There is also an instrumental club for Key Stage 2 and pupils learn to play the recorder. A well-taught singing lesson showed effective teaching of the necessary posture and breathing control for good singing. Interesting variety and practice for improvement led to good concentration and enjoyment. The other lesson was unsatisfactory, because disruptive behaviour was not controlled effectively. This led to unsatisfactory attention and, consequently, little learning took place.

94. Leadership and management are satisfactory. The competent co-ordinator has good subject knowledge. She is confident that the scheme of work offers good support for staff and is aware of the need for more formal assessment strategies to judge pupils' achievement. Good opportunities are provided for pupils wishing to extend their instrumental playing skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **satisfactory**.

Main strengths and weaknesses

- This area of the curriculum makes a positive contribution to pupils' personal development.

Commentary

95. Pupils are given opportunities through 'circle time'⁷ to explore moral and social issues such as friendship, resolving conflict, drugs awareness and self-esteem. The school also provides suitable opportunities for older pupils to discuss their sexual development under the guidance of the school nurse. The co-ordinator is in the process of including citizenship in the scheme of work and has supported this by arranging visits to the school by members of the community, such as the local mayor. He has recently introduced a personal biography for each pupil which is in the early stages of development. A school council is firmly established, enabling pupils to have a voice on issues which affect them and makes a positive contribution to their understanding of their role in a community.

⁷ 'Circle time' is a session provided for pupils to discuss a wide range of personal issues as a class, following strict rules about listening to others and taking turns to speak.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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