

INSPECTION REPORT

Gorsley Goffs Primary School

Gorsley, Nr. Ross-on-Wye

LEA area: Herefordshire

Unique reference number: 116814

Headteacher: Mr. C. Westall

Lead inspector: Mr. I.H. Jones

Dates of inspection: 6th – 9th October 2003

Inspection number: 256232

Inspection carried out under section 10 of the School Inspections Act 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	166

School address:	Gorsley Ross-on-Wye Herefordshire
Postcode:	HR9 7SE

Telephone number:	01989 720321
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. M. Tommey

Date of previous inspection:	24 th April 1999
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CHARACTERISTICS OF THE SCHOOL

Gorsley Goffs Primary School is situated in the village of Gorsley near the town of Ross-on-Wye. With 166 pupils on roll, it is smaller than the average primary school. The boys and girls who attend the school are aged between 4 and 11 years and come from both the local area and further afield. All pupils come from white U.K. backgrounds and speak English as their first language. Attainment on entry to the school varies between individuals but overall is above that found nationally. The number of pupils with special educational needs and with statements of special educational needs is broadly in line with the national average. The majority of these pupils have moderate learning difficulties.

The school has achieved the 'Investors in People' status, the Activemark Award in 2002 and the Football Association Chartermark.

In recent years, the school has experienced a high percentage of staff changes. The school currently has two newly qualified teachers and two members of the management team are relatively new to the school. The current headteacher leaves the school at the end of this term (Autumn 2003).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2758	Mr. I. H. Jones	Lead inspector	Science, information and communication technology (ICT), art and design, design and technology, physical education
19361	Mr. K. Ross	Lay inspector	
13132	Mrs. D. Lever	Team inspector	English, religious education, music
22434	Mrs. S. Bradshaw	Team inspector	Foundation Stage curriculum, special educational needs, mathematics, history, geography, personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides **an acceptable standard of education** but is underachieving. Consequently, it provides **unsatisfactory value for money**. This represents a decline in its performance since the last inspection when it provided satisfactory value for money. The school is underachieving because the standards attained are well below those found nationally for eleven-year-old pupils in similar schools. The achievement of the pupils is also well below that expected when compared with their prior attainment. Pupils enjoy school but the attitudes of many are often poor and the behaviour of a significant minority is unsatisfactory. Earlier in the year, the school had correctly identified the problem and its detrimental effect upon pupils' learning, but the leadership has not taken effective action. As a result, pupils have not progressed sufficiently in their learning or achieved appropriately. Teaching in the school demonstrates many of the qualities of good and very good practice. However, the pupils' attitudes and behaviour limit the effectiveness so that in consequence teaching can only be judged to be satisfactory overall.

The school's main strengths and weaknesses are:

- The leadership and management of the school have not identified and implemented sufficiently effective strategies to eradicate the causes of underachievement.
- Pupils underachieve in English, mathematics and science as demonstrated by the most recent assessments, and are not attaining appropriately high standards by the time they leave the school at eleven years of age.
- The unsatisfactory attitudes and behaviour of the pupils are evident in Junior and Infant classes throughout the school.
- The school has developed strong links with the parents, the local community and other educational establishments in the area.
- The good, well-balanced curriculum is enriched through an equally good range of out-of-school activities.
- The provision for pupils with special educational needs is good.

Improvement since the last inspection has been unsatisfactory. The school has addressed most of the key issues identified in the previous inspection report. However, standards have fallen when compared with all schools nationally and with similar schools. There has been no improvement in the quality of teaching and learning and the effectiveness of the leadership of the school has declined.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	B	C	D
mathematics	C	B	C	C
science	C	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.

Overall, pupils are not achieving as well as they should.

Pupils settle quickly into the well-structured routines of the Foundation Stage, reception year, and make good progress towards achieving the goals they are expected to reach by the time they move

on to Year 1 at five years of age. The standards attained in reading and writing in Years 1 and 2 are slightly above those typical for pupils of their age. In mathematics, standards are broadly average. Overall pupils' achievements are satisfactory. In English, particularly reading, writing and listening, and in mathematics and science, pupils in Years 3 to 6 are working at levels that are broadly in line with those expected for their age. Pupils' speaking skills are good and attainment in science in Year 6 is above that typically found at this stage in the school year. However, when the standards attained overall by the school are compared with those attained by similar schools nationally, pupils are not achieving as well as they should.

Information communication technology, literacy and numeracy are used and developed well in other subjects.

Pupils' **spiritual, moral, social and cultural development is satisfactory**. Overall, pupils' **attitudes** to their work **are poor**. The **behaviour** of some pupils is **unsatisfactory**. The poor attitudes and unsatisfactory behaviour are having a detrimental effect upon pupils' progress, attainment and overall achievement. **Attendance is good**.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching and learning in the Foundation Stage, reception year, is good and is satisfactory in Years 1 to 6. The teaching support for pupils with special educational needs is good and they progress well in their learning. The overall effectiveness of the teaching is reduced because of the unsatisfactory attitudes and behaviour of some pupils.

The curriculum the school provides for its pupils is good and is enriched through a wide range of out-of-school activities. The school's procedures for ensuring the care, welfare, health and safety of its pupils are good. The partnership with the parents is good and the school has developed good links with the local community and with other schools.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are unsatisfactory.

The overall leadership is unsatisfactory. The leadership of the school has not given sufficient emphasis and direction to the school's efforts to improve its performance.

Management of the school is unsatisfactory. The school has not managed effectively a whole-school approach to improving the attitudes and behaviour of pupils.

School governance is satisfactory. As well as ensuring the school meets all statutory requirements, the governing body fulfils its role of holding the school to account.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A high percentage of parents from outside the area traditionally serving the school have chosen to send their children to the school. They are supportive of the school and generally satisfied with its performance. However, concern was expressed by parents about the poor discipline in the school and the detrimental effect it was having on their children's progress. The inspection findings confirm the concerns of these parents. Pupils enjoy attending the school and speak with enthusiasm about educational day and residential visits and about their involvement in out-of-school clubs. Many pupils confirmed that the work they are producing is not always the best that they could do and that it is too often difficult to concentrate in lessons because of the conduct of other pupils.

IMPROVEMENTS NEEDED

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

- To eradicate the causes of underachievement, particularly pupils' unsatisfactory attitudes and behaviour, and raise standards as a result.
- To increase the effectiveness of the leadership and management of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The standards achieved in the **Foundation Stage**, reception class, are **good**. The **achievement** in Years 1 and 2 is broadly **satisfactory** and the **standards** attained are **at least satisfactory**. Pupils in Years 3 to 6 attain standards that are **broadly in line** with the national average for all schools, but their overall **achievement** is **unsatisfactory**.

Main strengths and weaknesses

- The attitudes and behaviour of some pupils inhibit overall progress and attainment and lead to underachievement.
- Overall, pupils do not achieve as well as they could in English, mathematics and science.
- Pupils in the Foundation Stage, reception class, achieve well.
- Pupils with special educational needs make good progress.
- Standards in information communication technology are generally good.

Commentary

The attainment on entry to the reception class is usually above that typically found for pupils aged four. During the reception year, the pupils make good progress in all areas of learning and generally achieve high standards by the time they move on into Year 1.

KEY STAGE 1

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

Standards in:	School results	National results
Reading	15.4 (16.5)	15.8 (15.7)
Writing	13.4 (15.7)	14.4 (14.3)
Mathematics	15.8 (16.5)	16.5 (16.2)

There were twenty-one pupils in the year group. Figures in brackets are for the previous year.

1. The 2002 national assessment results are the most recent published for seven year olds and indicate that the standards attained by the pupils in reading, writing and mathematics fell below the national average for their age group. However, the size of the year group means that the performance of one pupil can have a significant effect upon the school's overall results. When averaged over the last three years, standards overall exceeded the national average. The 2003 national assessment results for seven year olds, which have yet to be validated, indicate that the standards attained are likely to exceed the national average. Overall, pupils achieve at an appropriate rate between the ages of five and seven years.

KEY STAGE 2

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

Standards in:	School results	National results
English	26.7 (28.0)	27.0 (27.0)
mathematics	27.3 (27.5)	26.7 (26.6)
science	27.0 (28.8)	28.3 (28.3)

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

2. The 2002 national assessment results for eleven-year-old pupils show that the standards attained in English and mathematics were broadly in line with the national average for all schools, but the science results fell well below. Given the size of the year group, the school's 2002 national assessment results differed from the national average by the equivalent of the performance of one pupil. Compared with the performance of similar schools throughout the country, English was below, mathematics was in line and science was well below the standard attained elsewhere. In 1998, when this year group of pupils was seven years of age, they attained standards in the national assessments in reading, writing and mathematics that were above the national average for all schools. These pupils have not made the progress expected.
3. The 2003 national assessment results for eleven year olds, which have not yet been validated, indicate that the standards the school attained in science will be at least in line with the national average for all schools. However, standards the school attained in English and mathematics are likely to fall below the average performance of all schools nationally. Furthermore, if validated, these results will offer further evidence of the school's underachievement in English and mathematics when compared with the national average for similar schools.
4. The pupils in Year 6 are at present working at a level in English and mathematics that is broadly in line with that typically found for pupils of their age. Attainment of Year 6 pupils in science is mainly above that expected at this early stage of their final year at primary school. In the 2000 national assessments, when these pupils were seven years of age, they attained standards in reading, writing and mathematics, which were above the national average for pupils of their age in all schools. When their current performance is compared with this earlier measure of their attainment, it is clear that their rate of progress in the last three years has been too slow.
5. Pupils achieve well in information communication technology throughout the school and attain standards that are generally higher than those expected for similar aged pupils. From the limited evidence gained during the inspection, there are clear indications that pupils are making good progress in music and achieving high standards. Standards in art, history and geography are broadly in line with the levels expected nationally. Standards in religious education reflect the expectations of the locally agreed syllabus. Physical education and design and technology did not form a focus for this inspection. Consequently, insufficient evidence was collected to make secure judgements about the standards attained in these subjects.
6. The attitudes and behaviour of some pupils is unsatisfactory and reduces their rate of progress. This is the main reason why pupils do not achieve as well as they should.
7. When averaged over the last five years, the school's pattern of improvement in the standards it achieves in English, mathematics and science has fallen below the national average for all schools.
8. The proportion of pupils with special educational needs is close to the national average for primary schools. The majority of these pupils experience moderate learning difficulties. They receive good support and make good progress towards reaching their individual targets. Pupils with special educational needs achieve well.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes to their work are poor. The behaviour of some pupils is unsatisfactory. This represents a decline since the previous inspection. Pupils enjoy coming to school. Pupils' spiritual, moral, social and cultural development is satisfactory overall.

Main Strengths And Weaknesses

- The school has not taken effective action to improve the pupils' attitudes and behaviour.
- Attendance and punctuality of pupils are good.
- The school council enables pupils to begin taking responsibility and make decisions.

Commentary

9. Most pupils are polite to visitors in and around the school. In lessons, many pupils do not listen well to their teachers. They frequently lose concentration when they are engaged in set activities. Many pupils are slow to react when asked to move into groups or answer questions. Pupils frequently show a marked lack of enthusiasm and drive to do well. Many pupils work without a sense of urgency and consequently fail to produce the quality and quantity of work of which they are capable. Poor attitudes to work and unsatisfactory behaviour of some pupils throughout the school are having a detrimental effect on pupils' progress and their levels of attainment and achievement.
10. The school has been aware of pupils' unsatisfactory behaviour, but has not taken the effective whole-school action needed to eliminate the problem.
11. The school council is effective in giving pupils the opportunity to discuss school issues. Councillors take their role seriously and display a responsible attitude. They help other pupils particularly at break times and are especially welcoming and informative to visitors.
12. Provision for pupils' spiritual development is mainly supported through the daily act of collective worship. The good quality extra-curricular activities in which many pupils are involved promote good social and moral development. The annual residential experiences help pupils to mature and develop their personal qualities very well. During lessons, pupils generally collaborate well together in pairs or in small groups. However, they are easily distracted by conversations or activities that have nothing to do with the work in hand. This slows their rate of progress and the standard of work achieved. Pupils' understanding of their own culture is well supported by the arrangements made for visitors to the school and the many visits made to places of interest. Pupils learn about other cultures when, for example, they study Japan and Kenya as part of their geography topics. They also benefited from meeting visitors from Uganda at the local secondary school.

Attendance

13. The attendance rate at the school for the 2001/2003 academic year was above the national average. The rate of unauthorised absence at the school, in the same year, was broadly in line with the national average.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.4
National data:	5.4

Unauthorised absence	
School data:	0.2
National data:	0.5

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

Exclusions

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	166	1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall. Teaching and learning are currently satisfactory. The curriculum is good, as are the extra-curricular activities. Accommodation and resources are good. The school's links with parents, the community and other schools are good.

Teaching and learning

Overall, the quality of teaching and learning is **satisfactory**. In the Foundation Stage, reception class, it is **good**. The teaching of pupils with special educational needs is **good**.

Main strengths and weaknesses

- The attitudes to their learning and the behaviour of some pupils limit the effectiveness of the teaching, resulting in many pupils underachieving.
- Nearly all the teaching observed contained elements of good or very good practice.
- No unsatisfactory teaching was observed during the inspection.
- Teaching in the Foundation Stage, reception class, is good.
- The detrimental effect of the unsatisfactory attitudes and behaviour of pupils upon their progress becomes more evident as they become older and move up through the school.
- Teaching assistants are deployed well. This has a positive effect upon the progress made by pupils, particularly those with special educational needs.
- Teaching in music is good.
- Assessment practice has improved since the previous inspection.

Commentary

Summary of teaching observed in 30 lessons during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (7%)	11 (37%)	17 (57%)	0	0	0

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

14. The teaching in the Foundation Stage, reception class, is good. The children have settled in well since starting at the school some five weeks before the inspection period. They are familiar with the well-structured routines, which help to ensure that they receive a good level of individual support and guidance. Teaching assistants, who are involved with the teachers in planning the children's work, are deployed well during lessons and make a valuable contribution. Two teachers work co-operatively in this class on a job-share arrangement. They work and plan well together and ensure that the children's educational and personal needs are well met. At this early stage in their schooling, the children in the reception class work hard to please their teachers.

15. Teaching in Key Stage 1 (5 to 7 years) and Key Stage 2 (7 to 11 years) is satisfactory. This does, however, represent a decline since the last inspection. No unsatisfactory teaching was seen during the inspection.
16. In most lessons observed, the teachers' planning was of a high standard, their subject knowledge was good and they taught with enthusiasm, endeavouring to make the lessons interesting and relevant for the pupils. Resources were well used to help to promote the pupils' understanding of new ideas and knowledge and to help develop their skills further. Teaching assistants were deployed well to help individuals or groups of pupils, particularly those with special educational needs. Teachers generally worked hard to ensure that all pupils were fully included in the learning process. The effectiveness of the teaching was, however, limited by the poor attitudes and unsatisfactory behaviour of some pupils. As a result, pupils do not attain standards that are high enough or achieve as well as they should.
17. Teachers have to spend too long managing the behaviour of pupils instead of concentrating on moving all pupils on in their learning at an appropriately fast pace. There were many examples of teachers managing unsatisfactory behaviour well, for example, with Years 4 and 5, but the time spent on this detracted from pressing forward with the well-planned lesson content.
18. The impact of the attitudes and behaviour of the pupils upon teaching and learning is not restricted to individual classes, but is a whole-school problem. As such, it is difficult for class teachers to resolve it individually. The school's leadership had previously identified pupils' behaviour as an area of concern that was having a detrimental effect upon the progress of the pupils. The school has not taken the decisive actions necessary to improve the attitudes of pupils to their work and to eradicate indiscipline.
19. The teaching of pupils with special educational needs is good, and this is having a beneficial effect upon the progress they make towards achieving their individual learning targets. These pupils, either individually or in small groups, are well supported in classes by teaching assistants. This helps them to concentrate despite distractions from other pupils and in turn prevents them from distracting others.
20. A part-time specialist music teacher is responsible for teaching music throughout the school. In the two music sessions seen, the quality of teaching was good. This good teaching was directly responsible for the good rate of progress and the standards achieved.
21. Teachers make good use of assessments. In lessons, teachers use questions and discussions with pupils to find out what they have achieved. They use this information to decide what pupils need to learn next, and the amount of challenge to provide. Attempts to involve pupils in considering the quality of their work are less successful, because pupils' attitudes to their work are very relaxed and uncritical. Targets set for English and mathematics reflect the work to be covered rather than individual pupils' needs, and as such are unhelpful in focusing pupils' attention on how to improve their work.

The curriculum

The curriculum meets statutory requirements and is good overall. Extra-curricular activities are good. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is good and meets the needs of all pupils.
- A good range of extra-curricular activities enriches the curriculum.
- The good accommodation and good level of resources are used effectively to promote learning.
- The outside play area for pupils in the Foundation Stage lacks the appropriate markings and some equipment designed to stimulate learning.

- Links with other schools are strong.

Commentary

22. All subjects, including religious education, are taught for appropriate amounts of time. The requirements of the locally agreed syllabus for religious education are met. Provision for pupils with special educational needs is good. Plans written for individual pupils are regularly reviewed, and include activities that help pupils achieve well. The school's successful programme for pupils' personal, social and health education addresses sex education and drug awareness. Provision for pupils' spiritual, moral, social and cultural development is satisfactory.
23. The school enriches the curriculum through a wide range of clubs that offer pupils time to develop new interests in areas such as music, French, sport and chess. Residential visits for pupils in Years 5 and 6 give them opportunities to develop their skills in a range of subjects. Pupils' experiences are broadened further through visits to local places of interest and they benefit from the many visitors to the school. These well-planned activities add much to the development of pupils' social, physical and creative skills. They are well supported by pupils and parents.
24. The school has good resources for all subjects and these are used well in lessons. The accommodation overall is good. Facilities for music, information communication technology and physical education are particularly advantageous. However, although the outside play area for pupils in the Foundation Stage is adequate, it does not provide a sufficiently exciting stimulus to the children. The co-ordinator is aware of this and knows that it could be improved with the addition of painted tracks, number grids and letters.
25. The school has established good links with other schools and pre-school settings. This helps the school provide for pupils' needs from the first day they arrive and also helps schools, to which they move on, offer an equally appropriate curriculum.

Care, guidance and support

Procedures for ensuring pupils' **care, welfare, health and safety are good**. The **support, advice and guidance** the school gives to its pupils are also **good**. Procedures for seeking **pupils' views** are **highly effective**.

Main strengths and weaknesses

- The staff are caring, supportive and treat pupils as individuals.
- Good arrangements for child protection are in place.
- Health and safety arrangements are good and ensure a safe environment.
- There are effective induction arrangements for reception pupils.
- The school councillor system is used very effectively to take account of pupils' views and concerns.

Commentary

26. There are good procedures in place to help identify and control health and safety risks and thereby ensure that the premises, equipment and working practices are safe.
27. The school has good procedures for child protection matters and all staff are aware of their responsibilities and duties if they feel a child is at risk.

28. The induction processes for new pupils and the links with partner school for leavers are good and help to ensure a smooth transition from one stage of education to the next.
29. Pupil questionnaires and the school councillor system are used very effectively to involve pupils in decision making and in seeking their views on many aspects of school life that affect them directly.
30. The school has established good relationships with external agencies that provide support for pupils with special educational needs. The school has identified funds to purchase a relevant and appropriate range of support.

Partnership with parents, other schools and the community

Overall, there are good links with parents who in the main think highly of the school. There are also **good links with the community and with other schools**. Some parents are concerned about children not reaching their full potential and also about unsatisfactory discipline.

Main strengths and weaknesses

- The school makes good use of parents' questionnaires to seek their views.
- There is a very active and supportive Parent, Teachers and Friends Association.
- Some parents expressed concern over their children's progress and poor discipline in the school.
- The many visitors to school from the community and the wide range of educational visits add to the richness of the curriculum.
- Good links with other schools and colleges benefit pupils' learning.

Commentary

31. Frequent and informative newsletters, questionnaires sent home to seek parents' views on a range of issues and well-attended parents' curriculum evenings help to ensure communication between home and school is good and that links are effective. However, some parents have considerable concerns about children not reaching their full potential and about poor discipline. Inspection findings support these views expressed by parents.
32. Parents of pupils with special educational needs are fully involved in the review of their children's individual educational plans.
33. An extremely supportive Parent, Teachers and Friends Association (PTFA) organises many activities that benefit the school both socially and financially. This support is much appreciated by the school. Links with other schools and colleges, educational visits and visitors to the school from the community add another important dimension to pupils' learning as well as enhancing their social and personal development. The leadership of the school has worked hard to establish and maintain these positive links.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are unsatisfactory. The leadership of the headteacher and that of other key staff is unsatisfactory. Management of the school is unsatisfactory. School governance is satisfactory.

Main strengths and weaknesses

- The headteacher has not given sufficient emphasis and direction to the school's efforts to improve its performance.

- Action taken by the school to improve standards in English and mathematics has not been sufficient to arrest the decline of recent years.
- Key staff have not achieved an effective, whole-school approach to the management of pupils' attitudes and behaviour.
- The school's plan for improvement does not address the major issue of pupils' attitudes and behaviour and its effect on learning and standards.
- As well as ensuring the school meets all statutory requirements, the governing body fulfils its role of holding the school to account.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	385,573	Balance from previous year	13,217
Total expenditure	392,797	Balance carried forward to the next	5,993
Expenditure per pupil	2,455		

Commentary

34. The school's monitoring of its performance had led it to conclude that pupils' behaviour was reducing the rate at which many pupils made progress. Parents expressed similar views at the meeting held prior to the inspection. The inspectors confirm the school's and parents' views. The school recognised that action was needed to deal with this situation. However, by not recognising and giving prominence to action that would make a real difference, the school failed to channel staff efforts into bringing about urgently needed change and improvement.
35. Action to improve standards in reading, writing and mathematics has focused on elements of teaching and resources. However, the major issues about pupils' attitudes and behaviour, and their impact on progress, have not been dealt with in a systematic way. As a result, standards in English and mathematics at the end of (Key Stage 2) the junior stage continue to demonstrate that, in relation to their earlier performance, pupils are underachieving.
36. Two of the key staff are relatively new to the school and inexperienced in leadership and management issues. Their contribution to the management of the school's improvement, whilst positive, is limited as yet. Overall, key staff have been ineffective in providing the drive, determination and practical support to enable all staff to manage pupils' attitudes and behaviour successfully.
37. In spite of their awareness of the major factor depressing pupils' performance, the school has not created a specific plan detailing strategies that deal effectively with this issue. In lessons, individual staff deal with inappropriate behaviour rather than the greater problem of pupils' poor attitudes to learning. The lack of a whole-school strategy results in any action taken by individual staff being limited in its effect.
38. The governing body holds an informed view of the school's strengths and weaknesses. This is based on a variety of sources, including governors' visits to the school. Governors rightly challenge the school to explain pupils' performance in national assessments, and have an understanding of some of the reasons for this. They demonstrate a determination to support the school in achieving improvement, and are enabled to do so because of the breadth of knowledge and experience they possess.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for pupils in the **Foundation Stage is good.**

Main strengths and weaknesses

- Pupils are achieving well and on track to reach the goals expected by the end of the reception year in all areas of learning.
- Teaching is good in the reception class.
- The curriculum planning is thorough; a wide range of activities is provided.
- The leadership is effective and involves the whole team.
- Good use is made of the accommodation and ample resources to arrange stimulating and challenging activities for the children.
- The outside area is not easily accessed from the classroom and provides insufficient stimulation and challenge.

Commentary

39. Attainment on entry to the school is above national expectations and inspection evidence indicates that by the end of the reception year most children will achieve the Early Learning Goals in all areas of learning.
40. Overall, teaching in the reception class is good. This helps to ensure children achieve well. Effective planning, to which all staff contribute, provides a good balance between adult-led activities and those chosen by children. Well-structured daily routines ensure children receive good levels of support and guidance from adults. Teaching assistants make a valuable contribution, whether leading group activities or observing children's progress. Children are very well cared for and stimulated in a richly resourced environment. Although the outside area is adequate in size, it is not easily accessed from the classroom. It lacks the imaginative features evident inside, and does not stimulate pupils' learning as well as it could.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children co-operate and get on well with each other.
- They are developing their ability to work independently.
- They can concentrate for longer periods of time.

Commentary

41. Children enjoy the activities provided for them, sharing equipment and taking turns to help each other. For example, when they work on the computers in pairs, children are learning to take turns in using the mouse. Independence is developed when they find and display their own names for registration and learn to operate the cassette recorder. The good arrangements in place when they start school, together with the high quality of relationships, mean that children feel secure and soon settle into school routines. Teaching is good and emphasis is placed upon developing children's concentration. Already they are learning to concentrate and persevere with an activity to finish it. The children's personal and social development is very

well promoted by the teachers and teaching assistants who are kind and caring, infinitely patient and work very well together.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching in this area is good and pupils achieve well.
- Most children listen for a reasonable amount of time.
- There are good opportunities for children to talk to adults and each other.
- All children know how to handle books and are at the early stages of reading.

Commentary

42. Teachers use questioning very well to challenge children's thinking. As a result, the children gain new knowledge and understanding week by week and learning builds well on what they have already achieved. In language and literacy, most children listen for a reasonable amount of time without losing attention. Staff take every opportunity to encourage children to talk, including asking them to ask each other questions to find out information. For example, at the beginning of the day, children take it in turns to show the rest of the class something that particularly interests them. Children are invited to ask questions and to find out more about the precious belongings. Activities like this extend children's speaking and listening skills and also their ability to take turns and to concentrate. Books have a prominent place in the classroom. Children know how to handle books and will sit quietly looking at the pictures. All children can recognise their own name and many of them can read simple words that they take home to practise with their parents. Many children can trace letters and several copy short sentences.

MATHEMATICAL DEVELOPMENT

Provision for **mathematical development is good.**

Main strengths and weaknesses

- Teaching in this area is good and pupils achieve well.
- Mathematics activities are interesting and motivate the children.
- Children receive good support with their learning.

Commentary

43. Teaching in this area is good and accounts for the good progress the children are making. Teachers challenge children in their use of language. For example, when children made kites with long tails they were able to compare the different lengths by using 'longer than' and 'shorter than' correctly. Children enjoy a wide range of activities as they explore numbers. They build towers of bricks, throw dice and use scales to balance as they add one more to a given number. Children benefit from the good support they receive from teachers, teaching assistants and the student who patiently help them to understand new mathematical ideas as well as practise the things they know.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Computer skills are taught well.
- There are occasions when children have insufficient time to practise skills.
- Children are provided with good opportunities to explore the properties of different materials.

Commentary

44. Computer skills are taught well in the computer room. Children are gaining confidence in controlling the mouse to operate appropriate programs. Many children are familiar with the main parts of the computer. Good links are made with literacy as children move pictures around the screen to put the events of a story in order. Children were clearly very excited as they built up the story but unfortunately too little time was available for them to practise their skills. Children learn about some of the properties of materials as they play with sand and water.

PHYSICAL AND CREATIVE DEVELOPMENT

Provision for **physical and creative development** is **satisfactory**.

Main strengths and weaknesses

- Children's skills involving work with their hands are developing well.
- Children's attitudes are good in this area.
- Children have developed good working routines.
- They use their imagination to explore materials and tools.

Commentary

45. Standards in both areas are in line with expectations for children of this age. Many children are beginning to form individual letters well. They enjoy using paint and a variety of writing materials. Most children can put their coats on and do them up. There is a large outside area and the children are able to play with large wheeled toys. The co-ordinator has plans to improve access to this area. Children put on their own aprons often without being reminded before they paint. They enjoy gluing, painting and drawing. Teaching in this area of learning is good. Teachers provide good opportunities for children to use their imagination in the home corner. Children's skills in cutting and sticking are developing because of the well-planned opportunities to practise.

ENGLISH

Overall, provision for **English** is **satisfactory**. This represents a **decline** since the last inspection.

Main strengths and weaknesses

- Pupils in Key Stage 2 achieve below the standard of which they are capable
- Pupils make satisfactory progress in Key Stage 1 and achieve standards that are slightly above those expected of pupils aged seven
- Pupils' poor attitudes and unsatisfactory behaviour reduce the rate at which they make progress, particularly in Key Stage 2
- Lessons are well planned; activities and resources are well chosen to stimulate pupils' interest
- The benefit to pupils of good elements of teaching is limited by the quality of pupils' responses
- A good range of opportunities to develop language skills through other subjects is in place

Commentary

46. National assessments in 2000 judged the performance of pupils aged seven to be above the levels expected nationally in reading and writing. These pupils are now in Year 6. The standard of their speaking skills is above expectations for pupils of their age. The standard of their current work in reading, writing and listening is in line with that expected nationally. The pupils have therefore not maintained a satisfactory rate of progress in their junior school years, and are achieving below the level of which they are capable. This represents a decline in achievement since the last inspection.
47. The work of pupils currently in Year 2 indicates that their speaking, reading and writing skills are slightly above the level expected of pupils of their age. The standard of their listening skills reflects national expectations. Given the levels of their attainment on entry to Year 1, their rate of progress is broadly satisfactory and they achieve appropriately in relation to their capabilities. Standards have been maintained at the level found at the time of the last inspection.
48. Many pupils, and particularly those in the junior classes, demonstrate a very relaxed attitude to learning and are sometimes reluctant to engage in the well-planned activities provided in lessons. They lack any sense of urgency and are easily satisfied with the quality and quantity of the work they produce. They frequently chat about non-related issues whilst working, and lose concentration as a result. Instances of inappropriate behaviour from a small number of pupils disrupt the work of others. The effect of all this is to reduce both the rate at which pupils make progress and the standards they achieve.
49. The quality of teaching is satisfactory overall, with many good features. Teachers use the guidance indicating what should be taught each year to plan lessons that are well thought out. Lessons include activities chosen well to move pupils forward in their learning. Teachers are enthusiastic, knowledgeable and good at using material that appeals to pupils' interests. Their teaching uses a range of strategies, and generally has appropriate pace. However, pupils' interest levels flag when they are required to participate actively by answering questions, reading text or writing in some form. Teachers are frequently unable to lift pupils' response to a level that ensures all pupils learn as well as they might.
50. The subject leader shows clear awareness of the strengths and weaknesses in the school's performance in English, and the reasons for this. She is effective in supporting staff in matters relating to teaching and assessment. The success of her plan to bring about improvement in standards relies on the removal of the barrier to learning represented by pupils' attitudes and behaviour.
51. The school has successfully identified opportunities to use and strengthen pupils' reading and writing skills through their work in other subjects.

MATHEMATICS

The provision for mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are average.
- Compared with their previous performance, pupils in Year 6 are currently underachieving.
- Teaching and learning are satisfactory overall with some good and very good practice.
- Attitudes of pupils are poor and behaviour is unsatisfactory.
- More able pupils attain appropriate standards.
- Pupils with special educational needs receive good support.
- Lesson planning is good.

52. By the end of Year 6, standards are in line with the national average. When these pupils were in Year 2 they attained above average standards. The pupils have not achieved the expected standards when compared with their prior attainment. By the end of Year 2, standards are in line with the national average and are similar to those found at the time of the previous inspection.
53. Teachers plan their lessons carefully and precisely and provide interesting activities for pupils. Too often teachers fail to have high expectations of pupils' responses to the activities. Teaching assistants and resources are used well. Most teachers involve pupils in quick-fire mental work at the start of the lesson that helps them to develop their numeracy skills. Younger pupils enjoyed counting forwards and backwards in 2's and responded well to the challenge of using bigger numbers to a hundred. In Year 6, the teacher used the interactive whiteboard effectively to involve pupils in multiplying large numbers. Good teaching was observed but often the good elements of mathematics teaching were impaired by the poor attitudes of pupils.
54. In most lessons, many pupils lost concentration early in the lesson and showed clear signs that they did not wish to participate when they were asked questions. Pupils often responded very slowly to instructions and did not always try hard to complete tasks that had been set for them. Often the pace of lessons slowed and many pupils failed to produce the amount of work of which they were capable. Clearly the poor attitudes and unsatisfactory behaviour slowed the rate of learning, especially in classes of older pupils.
55. More able pupils receive appropriate challenging work that enables them to attain standards of which they are capable. In Year 6, they are given additional support that develops their confidence and enables them to work at a higher level. Experienced and well-qualified teaching assistants provide good support for pupils with special educational needs. This enables them to take a full part in all lessons and to achieve success with the carefully planned work that is set for them.
56. Pupils enter school with above-average standards and the progress they make over time is unsatisfactory. The co-ordinator has analysed the results of the national tests and identified areas of study for development.

Mathematics across the curriculum

57. The basic skills of numeracy, including mental calculations and problem solving, are used to good effect in work in other subjects.

SCIENCE

The provision in science is satisfactory.

Main strengths and weaknesses

- The standards attained by eleven year olds have declined over recent years.
- Changes made to the curriculum and teaching methods are starting to have a positive effect upon the work of the pupils.
- Teaching observed during the inspection period was at least satisfactory overall and included some good and very good examples.
- Pupils' unsatisfactory behaviour and attitudes have a detrimental effect upon the progress they make and the standards they achieve.

Commentary

58. The standards attained by eleven-year-old pupils in the national tests have progressively declined since 1998 when compared with the performance of schools nationally. The 2002 national test results are the most recent published and show that the standards attained were

well below the average achieved by all schools nationally. The attainment of these pupils was also well below both that achieved by similar schools and their own prior attainment.

59. The 2003 national test results have not yet been validated and can only provide an indication of attainment trends. The indications are that these results show an improvement over those of 2002 and should be at least in line with the national average.
60. The pupils currently in the school are working at levels in science that are broadly in line with those expected for their age. The Year 6 pupils are generally working at levels above those expected at this early stage in the school year. This group of pupils, when seven years of age in 2000, attained standards in the national tests that were above those of all schools nationally. To achieve at a satisfactory level, these pupils will need to attain standards by the end of the school year that are above the average attained by all schools nationally.
61. For most lessons, the pupils in Key Stage 2 (Years 3 to 6) are divided into three classes. This results in classes consisting of pupils from more than one year group. However, for science teaching, pupils are taught in four classes. This results in smaller, single age group classes. The school adopted this system of organisation some years ago to help provide for the more practical nature of science and to promote higher levels of achievement. The perceived advantages of this organisation have not in recent years halted the decline in the standards attained by pupils. However, in the lessons observed during the inspection, the smaller classes did enable the teachers to manage better the unsatisfactory attitudes and behaviour of pupils. As a direct consequence, the teaching was more effective in promoting good learning. Teaching overall in science was satisfactory and ranged from satisfactory to very good.
62. The pupils' learning in science is well supported by the use of information communication technology. In a Year 1 science lesson about senses, for example, a program was used which helped the pupils to learn about sound, and spreadsheets were used in a Year 6 lesson to help pupils to analyse the findings from their investigations.
63. The leadership of the school has recognised that pupils have not achieved as well as they should in science. To improve the standards achieved, the school has made changes to the curriculum and to the way the subject is taught. The effects of these changes are starting to show improvements in the work of all pupils including those with special educational needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The standards achieved by pupils are generally higher than those typically found for their age nationally.
- Pupils' achievement is satisfactory.
- Pupils with special educational needs achieve well.
- Information communication technology is well used to support learning in other subjects.

Commentary

64. The achievements of pupils throughout the school are satisfactory and standards are generally higher than those typically expected for pupils of their age. However, there are examples throughout the school where some pupils are working at levels considerably higher than is expected for their age. Pupils with special educational needs are developing their computing knowledge and skills well.
65. As pupils move through the school, they follow a scheme that helps to ensure the systematic development of their knowledge and skills. Pupils in the reception class, who have only

recently joined the school, have already gained considerable knowledge. They are developing and using correctly a good range of computing vocabulary such as 'log on', 'mouse', 'keyboard' and 'program' and many are able to 'click and drag' pictures to create a correct sequence of events in a story.

66. In Year 1, pupils were using computers with confidence to support work in a science lesson about their senses. Particularly good work was recorded from the Year 4 / 5 class where pupils were learning to create a shape on the computer and then to program the computer to move the shape through predetermined angles.
67. Pupils are confident in the use of the Internet. Most pupils reported using the Internet regularly to support work in other subjects. Year 3 pupils, for example, used it to find out about Anglo-Saxons and the Year 6 pupils used it to find out information for their project on World War II.
68. The school has a computer suite that is well used by the pupils. Most pupils use it about once per week either to support learning in other subjects or to develop their computing knowledge and skills. The school also has some stand-alone computers but these are less well used by pupils. Pupils also have the opportunity to attend the school's information communication technology club.
69. Although little direct information communication technology teaching was observed during the inspection, there are clear indications that it is at least satisfactory. Teachers generally have good subject knowledge and are able to press the pupils on in their learning at an appropriate pace.
70. The school is well resourced for information communication technology, including a good computer suite. Two classes are equipped with interactive whiteboards. These are used to good effect as part of the normal teaching and learning process for most lessons. In addition, they have the great advantage of improving pupils' understanding of how computers can be used across a wide range of activities and, at the same time, improving their own skills.

Information and communication technology across the curriculum

71. The school makes good use of information communication technology to support learning in other subjects. Particularly good examples were evident in science, literacy and history.

HUMANITIES

This area of the curriculum was not a focus for the inspection. No history or geography lessons, and only two lessons in religious education, were seen. Inspectors looked at displays around the school and a small sample of pupils' work. Plans for all three subjects were also examined.

Main strengths and weaknesses

- Pupils achieve standards in line with expectations in all three subjects. This represents maintenance of the standards found at the time of the last inspection.
- Plans are detailed, clear and build on pupils' earlier learning well.
- Visits to places of interest and visitors into school enrich the teaching pupils experience and the learning they achieve.

Commentary

72. In religious education, pupils in Year 2 can name the main Christian festivals and their purposes. They describe Harvest as a time for sharing, giving and thanking God for what he gives us. More able pupils can describe the pleasure they feel when they give something to someone else. Pupils in their final year at primary school can compare practices in faiths such as Hinduism and Islam. They have studied the lives of people who struggled with issues of morality and conscience, and are beginning to form opinions about such matters. Pupils'

written work varies in the quality of its content and presentation, reflecting the same relaxed attitudes found in other subjects.

73. Year group plans reflect local and national guidance. Their clear structure builds on the knowledge, understanding and skills pupils already have, and moves them forward, appropriately widening and deepening their learning. They provide a useful framework from which teachers can plan individual lessons.
74. Under the guidance of subject leaders, staff make good use of visitors to school, such as local clergy, and visits to residential centres, local churches, museums and exhibitions, including that currently about the life of Anne Frank. This well thought out programme strengthens pupils' personal and social skills as well as enriching their subject learning.
75. Staff are skilled at recognising opportunities to draw material from all three subjects into the same lesson. For example, work about World War II included a study of elements of Judaism, and introduced the geography of central Europe. This approach helps pupils to see how subjects link together, and encourages them to apply their knowledge, skills and understanding to all their learning. History lessons give pupils opportunity to use their reading and writing skills.
76. It is not possible to make judgements about the quality of teaching and learning, or about the effectiveness of subject leaders.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

77. The subject of art and design was not a main focus of this inspection and so only a limited sampling of evidence was undertaken. From this sampling, there were indications that the standards achieved are broadly in line with those found in similar schools nationally. The analysis of pupils' previous work showed that a wide range of techniques is taught as pupils move through the school. The art curriculum is enriched by the use of visiting artists. During the inspection, a visiting artist worked with the Year 2 pupils for a day. The day was very successful with the pupils developing new skills and producing some well-crafted three-dimensional creatures.

Music

Music was not a focus of the inspection. One lesson and a singing club held after school were seen. Plans were examined and a brief discussion with a member of staff took place.

On the limited evidence available, provision for music is good. This reflects the findings of the last inspection report.

Main strengths and weaknesses

- Standards in singing, the only element of music seen, are in line with those expected for pupils in Year 2, and above those expected of older pupils.
- The school's use of a specialist teacher is successful in promoting high standards.
- The strong emphasis on the performing arts continues to be an area of strength.

Commentary

78. Pupils in Year 2 listen carefully and copy accurately both a rhythm clapped by the teacher and also rhythm chants. Individually they can add a clave accompaniment, keeping the beat regular. They can repeat a short, sung phrase as an echo, singing with enthusiasm. Pupils

from all junior age classes joined in the unaccompanied singing of a round, sustaining each of the three parts well. They learned new songs, involving complex rhythms, quickly and sang with clear diction, good phrasing and obvious enjoyment.

79. Music is taught by some class teachers and by a specialist music teacher. In the music sessions observed during the inspection, the teacher's singing voice represented a very good model for pupils and a powerful teaching resource. The teacher made high demands on pupils, expecting the most from them and managed their behaviour by using strategies that kept them interested and involved in the learning. This good teaching was responsible for their good rate of progress and the standards they achieved.
80. The school continues to give pupils the opportunity to use their music skills by regular performance for a variety of audiences. This gives purpose to pupils' learning, and encourages them to persevere in improving and extending their skills. As pupils move through the school, they build successfully on what they already know and can do

Physical Education and Design and Technology

81. Physical education and design and technology did not form a focus for this inspection. Consequently, insufficient evidence was collected to make secure judgements about their provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Main strengths and weaknesses

- Pupils' social and personal skills are developed through the wide range of activities offered within and outside the school day.
- Visitors to the school promote pupils' academic and social development.
- Good relationships are developed through the work of the school council.
- Pupils' relaxed attitudes and lapses in behaviour prevent them from taking full advantage of the opportunities the school provides.

Commentary

82. The school provides a broad curriculum for pupils' personal, social and health education. Sex education and the dangers of drugs and smoking are dealt with as the need arises for younger pupils. The local police force and school nurse are involved in carefully planned courses for older pupils. Many issues are also covered in science lessons. Good links with local secondary schools throughout the year support the transfer of pupils at the end of Year 6.
83. There are good relationships between older and younger pupils. The good range of after-school activities and clubs are well attended by girls and boys and many visits are made to places of interest in the locality. These are designed to help pupils become more skilled in developing positive relationships. Good opportunities for team building occur when Year 6 pupils take part in residential visits. Lessons where pupils work in pairs or groups are intended to enhance their social skills. Pupils are learning to listen and consider others' opinions. However, many pupils lack a sense of urgency about their learning. Their relaxed attitudes and frequently casual response to activities slows down the rate of improvement in their personal skills. This is evident in their behaviour and their dealings with staff and each other.

84. Pupils benefit from the many visitors who come into school. These include visiting artists and members of local churches.
85. The school council, which is an elected group of Year 6 pupils, is confident that it has a hand in decision-making and the development of the school. Councillors take their responsibilities seriously.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

Overall standards achieved	4
Pupils' achievement	5

Pupils' attitudes, values and other personal qualities	5
Attendance	3
Attitudes	6
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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