

INSPECTION REPORT

HINDRINGHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Hindringham

LEA area: Norfolk

Unique reference number: 121086

Acting Headteacher: Mr A King

Lead inspector: Mrs M Gough

Dates of inspection: 1st – 3rd December 2003

Inspection number: 256447

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:	5 – 11
Gender of pupils:	Mixed
Number on roll:	65
School address:	Wells Road Hindringham Fakenham
Postcode:	NR21 0PL
Telephone number:	01328 878323
Fax number:	01328 878323
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Burrows
Date of previous inspection:	July 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Hindringham near Fakenham. It serves a mainly rural area and a large percentage of pupils come from outside the village. There are currently sixty five pupils on roll between the ages of five and eleven. Fourteen per cent of pupils have special educational needs and this figure is below the national average. Seven per cent of pupils are known to be eligible for free school meals and this percentage is well below the national average. No pupil has English as an additional language, and all are of white ethnicity. In the last academic year five pupils joined the school other than at the usual point of admission, and seventeen pupils left the school. This level of mobility is not usual for the school. The children's attainment on entry to the school is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Foundation stage, mathematics, science, design and technology, music and physical education.
15181	Mrs M Hackney	Lay inspector	
12997	Mrs C Cheong	Team inspector	Special educational needs, English, information and communication technology, religious education, art and design, history, geography and citizenship.

The inspection contractor was:

Alteq Education Limited

102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** standard of education for all pupils. Pupils' achievement is satisfactory, and pupils attain the expected standards in their work across most areas of the curriculum. Teaching is satisfactory overall, and is good in English and mathematics and in the upper part of Key Stage 2. The school is currently very well led and managed by the acting headteacher, but weaknesses in leadership and management in the past have hampered long-term development. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Although the acting headteacher provides very good and astute leadership, the lack of a substantive headteacher is a weakness that constrains the school's long-term capacity for development.
- The leadership and management of the Governing Body are good, and have enabled the school to successfully come through a very difficult period.
- The teaching of English and mathematics, and the teaching of the upper Key Stage 2 pupils, is good.
- Pupils of all ages and abilities achieve well in English and mathematics, but Key Stage 2 pupils do not achieve their potential in information and communication technology.
- The provision for pupils with special educational needs is good.
- The way in which the school enriches the curriculum through additional activities and visits is a strength.
- The school's links with parents are good, and parents are very supportive of the school's life and work.
- The accommodation and resources for the Reception children have weaknesses.
- Assessment is unsatisfactory throughout the school.
- The leadership and management of key staff are unsatisfactory.

Overall, the improvement since the last inspection has been satisfactory. Over the last four years, the school has had several headteachers, and although developments were initiated they were not always followed through. Under the current acting headteacher, the rate of recent improvement has been very good, notably in the areas of curriculum development and links with the parents. Although the school has addressed most of the issues from the previous inspection, the development and use of assessment systems to support teachers' planning have not been fully addressed, and not enough progress has been made in improving standards in information and communication technology in Key Stage 2.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	E	D	B
Mathematics	B	E	E	E
Science	B	E*	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 **satisfactory** overall. Standards are satisfactory overall at the end of the Foundation Stage. Key Stage 1 and Key Stage 2.

The children's attainment when they start school in the Reception class is generally average. The children attain the Early Learning Goals in each of the areas of learning, and in personal, social and emotional development, their attainment is above the expected level. The children achieve satisfactorily overall, and achieve well in the areas of personal, social and emotional development, communication, language and literacy, and in terms of their mathematical development.

The 2003 national test results show that at the end of Key Stage 1, pupils' attainment is well above the national average in reading and writing, and very high in mathematics. At the end of Key Stage 2, the results show that pupils' attainment is below the national average in English, and well below average in mathematics and science. The groups of pupils entered for the national end of key stage tests are often very small, and this makes it unreliable to comment on trends in attainment or to draw reliable comparisons between the pupils' attainment and that of pupils in similar schools. Although the percentage of pupils in the school with special educational needs is below average, the distribution of these pupils is uneven and this affects the test results year on year.

Both Key Stage 1 and Key Stage 2 pupils achieve well in English and mathematics, enabling them to attain the best grades possible in relation to their ability. The current Year 6 pupils are on course to attain above national expectations by the end of the year in English and mathematics, and the current Year 2 pupils are on course to attain the expected level in these subjects. Pupils' attainment in science is at the expected level at the end of both key stages. Although Key Stage 2 pupils have a good knowledge of some aspects of the science curriculum, there are some gaps in their learning, arising from past weaknesses in teaching. Pupils' attainment and achievement in other subjects are satisfactory overall, with the exception of information and communication technology at the end of Key Stage 2 where attainment and achievement are unsatisfactory.

Pupils' personal, spiritual, moral, social and cultural development is **good** overall. Behaviour is good throughout the school. Pupils have good attitudes to work. Attendance is satisfactory.

QUALITY OF EDUCATION

Teaching and learning are **satisfactory** overall. Teaching is good throughout the school in English and mathematics. Teaching and learning are good in the upper part of Key Stage 2. The teaching of information and communication technology in Key Stage 2 is unsatisfactory. Assessment is unsatisfactory across the school. The curriculum is satisfactory overall. Pupils of all ages are invited to take part in a good range of additional activities outside the school day. Accommodation and resources are satisfactory overall for Key Stage 1 and Key Stage 2 pupils, but are unsatisfactory for the Reception children. Provision for pupils' care, welfare and safety is good overall. The school satisfactorily seeks the views of the pupils. Pupils are given satisfactory support, advice and guidance, but this could be sharper if there were better assessment systems in place.

LEADERSHIP AND MANAGEMENT

The leadership of the current acting headteacher is very good, and he has ensured that there has been recent and rapid improvement across many aspects of the school's life and work. The school is **satisfactorily** managed. The governance of the school is good, and the

governors have been very effective in the way in which they have held the school together during the long-term absence of the last headteacher. The leadership of key staff is unsatisfactory, largely because of the many staff changes that have taken place in recent years, and because of the lack of a substantive long-term headteacher.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school. Although some parents withdrew their children over the last year, a core of loyal and hard-working parents have remained faithful to the school and appreciate the lengths to which the acting headteacher, staff and Governing Body have gone to allay their concerns and to respond to their requests for information.

Pupils throughout the school have very positive views. Pupils enjoy coming to school and are very happy. They enjoy their lessons and like their teachers. Pupils have no major complaints, but some older pupils do not like their school uniforms.

IMPROVEMENTS NEEDED

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

- as a matter of urgency appoint a substantive headteacher;
- raise standards in information and communication technology at the end of Key Stage 2;
- improve the resources and accommodation for Reception children;
- continue to develop assessment systems to enable the academic and personal achievements of pupils to be more closely monitored.
- look at ways of improving the leadership and management of individual subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is **satisfactory** throughout the school. Overall, **attainment** is **satisfactory** for all age groups.

Main strengths and weaknesses

- Key Stage 1 and Key Stage 2 pupils achieve well in English and mathematics.
- Pupils' use of language, literacy and mathematics to support their learning in other subjects is good.
- Reception pupils achieve well in their personal, social and emotional development, and in terms of acquiring basic language and mathematical skills.
- The achievement and attainment of Key Stage 2 pupils are unsatisfactory in information and communication technology.

Commentary

1. The groups of pupils entered for the end of key stage national tests are often very small, and this means that the test results often vary significantly from year to year because of the difference in the natural ability of the pupils. This makes it difficult to evaluate accurately the extent to which the pupils' attainment has improved since the last inspection. However, the inspection evidence indicates that pupils throughout the school achieve well in English and mathematics, and satisfactorily in most other subjects. This is broadly the same picture portrayed at the time of the last inspection. The percentage of pupils with special educational needs is lower than the national average overall. However the distribution of these pupils within the school is not even, and the current Year 2 and Year 5 groups have a higher than average percentage of pupils whose attainment is below the expected level for their age.

Foundation Stage

2. When they start school, the attainment of the Reception children spans the full range, and is average overall. By the end of the Reception year, the children attain the Early Learning Goals in all areas of learning, with the exception of personal, social and emotional development where their attainment is above the expected level. The children achieve well in communication, language and literacy, and in terms of their personal, social and emotional development, and their mathematical development. Their achievement in other areas of learning is satisfactory.

Key Stage 1

3. There were only nine pupils in the Year 2 group of pupils entered for the end of key stage national tests in 2003. Extreme caution must therefore be used when interpreting the results. On the basis of the 2003 results, the pupils' attainment was well above the national average in reading and writing, and very high in mathematics, placing the school in the top 5% of schools nationally. The teacher assessments indicate that pupils' attainment was below average, as although all pupils attained the expected level, none attained the higher Level 3. The school recognises that these assessments were probably too harsh and not an accurate reflection of the pupils' attainment.

4. The inspection findings indicate that the attainment of the current group of Year 2 pupils is in line with national expectations in reading, writing, mathematics and science. The nature of the group is quite different than that of the previous year, and a relatively high percentage of pupils have special educational needs. The pupils achieve well in English and mathematics, and satisfactorily in science. There are good opportunities for the pupils to use their language, literacy and mathematics skills in their work in other areas of the curriculum, and pupils' reading is enhanced by the good support they receive both at home and school. In other subjects, the pupils' attainment and achievement are satisfactory overall.

Key Stage 2

Standards in national tests at the end of Year 6 – average points score in 2003

Standards in:	School results	National results
English	26.0 (25.5)	26.8 (27.0)
Mathematics	24.0 (25.0)	26.8 (26.7)
Science	26.0 (25.0)	28.6 (28.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

5. The 2003 national test results indicate that the pupils' attainment was below the national average in English, and well below the national average in mathematics and science. There were twelve pupils in the group entered for the tests, and caution must be exercised when drawing interpretations from the results where one pupil accounts for about 8% of the marks. The results over the last few years have been variable, and in the last two years they have dropped. This is attributed by the school to the many changes of teacher the pupils were subject to during the crucial Year 5 and Year 6 years.
6. The inspection findings indicate that the attainment of the current group of Year 6 pupils is above national expectations in English and mathematics, and in line with national expectations in science. The pupils' achievement is good in English and mathematics, where the quality of teaching has been relatively consistent throughout their time in school. In science, although the pupils are making rapid progress currently, their overall achievement is only satisfactory because they have not been sufficiently challenged in the recent past.
7. In other subjects, the pupils' attainment and achievement are satisfactory, with the exception of information and communication technology where the pupils do not attain the expected standards in their work. In this subject the pupils are not achieving the standards of which they are capable. This is due to a combination of factors. Teaching is often insecure because teachers' expertise of some elements of the information and communication technology curriculum is limited. The lack of some key software makes it difficult for the school to deliver some aspects, and pupils do not have enough access to computers.

Pupils' attitudes, values and other personal qualities

The pupils' **attitudes and behaviour** are **good**. Their personal, spiritual, moral, social and cultural development is **good**. **Attendance** is in line with the national average and is **satisfactory** overall. **Punctuality** is **good**.

Main strengths and weaknesses

- Pupils are confident learners. They are productive and responsive in lessons.
- Relationships amongst pupils and between pupils and their teachers are very good.
- The school effectively promotes the pupils' moral, social and personal development.
- Older pupils have good opportunities to take responsibility for aspects of the school's work.
- Key Stage 1 pupils do not always take enough care with the presentation of their work.

Commentary

8. The pupils have good social skills and a good sense of morality. Pupils of all ages are friendly and polite in their dealings with others. They have a satisfactory spiritual awareness, that is often very well promoted in whole-school assemblies. However, there are times when opportunities are missed in class for promoting the pupils' spirituality. Although pupils' cultural awareness is satisfactory overall, they have only limited knowledge and understanding of cultures other than their own.
9. Behaviour is good both in school and in the playground. There have been no exclusions in recent years. Pupils agree that bullying is not tolerated and are confident that occasional incidents of inappropriate behaviour are dealt with quickly and effectively. Pupils show a genuine care for each other, with all individuals being accepted and valued. The 'buddy' system is very effective in ensuring that new pupils are welcomed into the community of the school, and the practice of older pupils sitting amongst the younger pupils in whole-school gatherings is very effective in promoting the family ethos. The school provides good opportunities for the pupils to take responsibilities for jobs around the school, and dinnertimes are very well organised by the older pupils who supervise other pupils, and who take their monitorial duties very seriously.

Exclusions

10. There have been no exclusions in the last school year.
11. Pupils have good attitudes to learning. They are responsive in class and show good levels of concentration. They generally work hard and older pupils are particularly productive, responding well to the high levels of challenge of their teacher. Pupils are keen to suggest their ideas, and to find out and do things for themselves. They are confident to experiment and, because of the very good relationships that exist at all levels, are not frightened of making a mistake. Older pupils take pride in the presentation of their written work, but in Key Stage 1, pupils do not always take enough care and some of their work is not neatly presented. Over time, pupils gain in maturity and become self-disciplined members of the school community.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.4	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.

12. Attendance is broadly in line with the national average. Pupils are punctual and are keen to come to school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall. It is **good** in the upper part of Key Stage 2.

Main strengths and weaknesses

- English and mathematics are taught well throughout the school.
- The teaching of information and communication technology is unsatisfactory in Key Stage 2.
- Teachers throughout the school use praise and encouragement well to motivate the pupils in their learning.
- The provision for pupils with special educational needs is good.
- Classroom assistants play a good role in supporting pupils of all ages and abilities.
- Assessment is unsatisfactory overall.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	11	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. Teaching is satisfactory overall, and has good features. It is good overall in the upper part of Key Stage 2. The quality of teaching and learning is broadly the same as it was at the time of the last inspection, and slight discrepancies are the result of changes in staffing, and changes in the grouping of the pupils.
14. The teaching of the Reception children is satisfactory overall, and is good in communication, language and literacy, mathematics, and personal, social and emotional development. The teaching is at its best when the children are taught in a separate group apart from the Key Stage 1 pupils who are in the same class. The Reception children enjoy their learning and take a full and active part in all activities. They benefit from the targeted support of very effective classroom assistants.
15. The quality of teaching and learning in English and mathematics is good in both Key Stage 1 and Key Stage 2. Lessons build well on the pupils' previous learning, and pupils are well challenged by the tasks that are set. Homework is well used to support the pupils' learning in these subjects, and pupils throughout the school benefit from regular reading practice at home. There are good opportunities for pupils to use their literacy and numeracy skills in their work in other curriculum areas.

16. Information and communication technology is satisfactorily taught in Key Stage 1, where pupils learn a new skill, and then have time to practise it within a range of different contexts. However, in Key Stage 2, where teachers lack the necessary expertise and confidence, the teaching of information and communication technology is unsatisfactory. As a result, pupils do not make enough progress as they move through the key stage and do not achieve the expected level in their work.
17. The teaching of religious education, science and physical education, is satisfactory overall in Key Stage 1 and Key Stage 2, but is often better in the upper part of Key Stage 2, where the teacher has very high expectations of what the pupils can achieve.
18. Pupils of all ages and abilities have positive attitudes to learning. They often have good independent learning skills, and make confident choices about their work when they are given the opportunity to do so. Older Key Stage 2 pupils respond very well to the teacher's very high expectations, and as a result, are very productive and hard-working and keen to take on new challenges. Key Stage 2 pupils take good levels of care with the presentation of their written work, but in Key Stage 1, not enough attention is given to this aspect of the pupils' learning and their written presentation is sometimes weak.
19. Assessment is unsatisfactory throughout the school. Teachers make informal ongoing assessments but do not always use this information enough when planning the next stage of pupils' learning. The school has recently introduced a system for tracking the progress and attainment of individual pupils, but this system is in its infancy and its value therefore is currently limited. There is little analysis of the results of national end of key stage tests, and the school does not have a clear picture of strengths and weaknesses in the pupils' learning.

The curriculum

The **curriculum** is **satisfactory** overall. Pupils of all ages are invited to take part in a **good** range of **additional activities** outside the school day. **Accommodation and resources** are **satisfactory** overall for Key Stage 1 and Key Stage 2 pupils, but are **unsatisfactory** for the Reception children.

Main strengths and weaknesses

- The school provides a good range of extra-curricular activities and visits which are popular with pupils of all ages.
- The Reception children do not have daily access to a suitably wide range of structured play activities.
- There is no designated outdoor play area for the Reception children, and they have only limited access to large toys and apparatus to support their physical development.
- A shortage of computer software and limited access to computers hamper the pupils' attainment in information and communication technology.

Commentary

20. The curriculum for the Reception children is satisfactory overall, but the limited accommodation and the lack of resources make it difficult for the school to provide the children with daily access to some key play activities. In particular, the children do not have a designated play area, and opportunities for them to use wheeled toys and other large apparatus are limited. The children have some access to creative activities, and sand and water activities, but these are limited and are not available on a daily basis.

21. The school provides a satisfactory curriculum for Key Stage 1 and Key Stage 2 pupils, and all subjects of the National Curriculum and religious education are taught on a regular basis. The accommodation and resources are satisfactory overall, but there are weaknesses in terms of the range and quantity of information and communication technology resources.
22. The school provides a good range of additional opportunities, for pupils of all ages, which very effectively promote and support their personal and social development. Staff work hard to provide a good range of after-school clubs, and are helped in this by a good number of parents. The pupils' learning is supported by a good range of visits, and pupils talk enthusiastically about the places they have seen, and the new skills they have learned.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. Staff know pupils very well and provide them with **very good** support, advice and guidance on an informal basis. The way in which the school seeks the views of the pupils is **satisfactory**.

Main strengths and weaknesses

- The school is a happy and safe environment where all pupils are very well cared for.
- Pupils with special educational needs receive good support.
- Induction arrangements are good.
- Pupils are not involved in setting personal targets.
- There are no systems for formally recording pupils' achievements and personal development.

Commentary

23. The school has successfully maintained the good levels of support and guidance reported at the time of the last inspection. The school's procedures to ensure the safety and well-being of pupils are good and are well supported by appropriate policies. Since the appointment of the acting headteacher, improved arrangements have been put in place to monitor health and safety issues, and to ensure the regular completion of risk assessments. Procedures for child protection are good and are well known to all staff. Pupils are happy in school and all are provided with very good levels of advice and guidance. However, pupils do not have enough opportunities to set their own targets for development. Pupils with special educational needs receive good support which enables them to take a full part in all educational activities. The good induction programme ensures that pupils settle quickly and that parents are kept well informed about the life of the school.
24. Although the school has no formal arrangements for taking pupils' views into account, there are opportunities in lessons, and in whole-school gatherings such as assemblies, for pupils to express their ideas and opinions. Pupils value the fact that the school listens to what they have to say and they are proud that some of their suggestions have improved the school environment.

Partnership with parents, other schools and the community

Links with parents are **good**. Links with the community and with other schools are **satisfactory**.

Main strengths and weaknesses

- There has been excellent recent improvement in terms of rebuilding the links between the school and the parents.
- Parents are generally very supportive and many help in classrooms and with other activities.
- The school provides a good amount of regular good quality information for parents.

Commentary

25. Immediately prior to the appointment of the current acting headteacher, relationships between the school and the parents had broken down to such an extent that seventeen pupils had transferred to other schools in the area. Over a very short period of time, the acting headteacher has succeeded in developing a good partnership with parents. He meets with them regularly on both an informal and formal basis, and has responded very quickly to their requests for information about the school's work. Although there is even more to be done to extend further the partnership between home and school, the improvement so far has been excellent, and parents are now very supportive, and are pleased with the school's response to their concerns. A good number of parents regularly help out in school, and make a positive contribution to the pupils' learning.
26. The school's links with the community and other schools are satisfactory. The school has good links with the church but opportunities are rather limited for community involvement due to the very rural nature of the school's location. The school uses the local environment well as a learning resource and pupils visit a number of large historical houses located in North Norfolk. Pupils support the local hospice and make regular visits. Pupils take part in some sporting activities with other local schools and Key Stage 2 pupils use the physical education facilities at the nearby secondary school. The school regularly welcomes students on work placement.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are **satisfactory** overall. The leadership of the acting headteacher is **very good**. The governance of the school is **good**. The leadership and management of key staff are **unsatisfactory**.

Main strengths and weaknesses

- As at the time of the last inspection, the school lacks a permanent headteacher.
- In the short time that the current acting headteacher has been in post, he has had an excellent impact, enabling rapid progress to be made across many aspects of the school's work.
- Although the management is satisfactory, the leadership of individual curriculum areas is currently unsatisfactory, but is starting to improve.
- The newly devised school development plan is a very good tool to bring about improvement
- Governors are well informed and provide strong support. They help shape the vision of the school well.
- Financial matters are very well managed.
- The provision for special educational needs is well led and managed.

Commentary

27. The school has been through a period of great uncertainty since the last inspection. There have been several headteachers in post since that time, some of them in an acting capacity. The most recent permanent headteacher was only in post for one year before he left through ill-health. The school is currently being led and managed by a very effective acting headteacher who was drafted in by the LEA on a one year contract. He provides very good leadership and has the full support of the staff and Governing Body. His most significant strength is his ability to quickly identify what needs doing, and to prioritise school development. With the help of the staff and Governing Body he has drawn up a very good School Development Plan, and progress towards some of the targets has been very good, and has already helped the school to move forward. For example, the work done by the staff, Governing Body and acting headteacher to improve whole-school curriculum planning has led to greater continuity in the pupils' learning, and has helped to give staff a better overview of pupils' learning as they move through the school.
28. Throughout the last four years, there have been some significant staff changes. Whilst the staff is now stable, there are only three full-time teachers, including the acting headteacher and one part-time teacher. The usual pattern in larger schools of curriculum co-ordinators having responsibility for individual subjects is not appropriate for this small staff, and the current division of responsibilities, whilst equal, is too demanding and onerous. As a result, leadership is unsatisfactory in most subject areas, and there is no real leadership or ownership of whole-school aspects such as assessment and personal, social and health education. The exception is the provision for special educational needs which is well led and managed by an experienced and long-standing member of staff. The acting headteacher recognises the need to review and radically change how the subjects are led and managed, so that the burden on staff is reduced, and to ensure that if there are changes of staff in the future, whole-school development will not be interrupted, as has been the case in the recent past.
29. The Governing Body is strong, knowledgeable and very supportive. During the last year when the last permanent headteacher was frequently absent from school, the Governing Body very effectively ensured that the school continued its work as best it could. Individual governors visited the school on an almost daily basis, meeting regularly with parents who had concerns about how the school was being led and managed. The Governing Body is extremely supportive of the acting headteacher, and has given freely of its time to ensure that the developments he has put in place are monitored and evaluated. The Governing Body is aware that the acting headteacher needs more non-contact time than he has currently if he is able to maintain the current rapid pace of development, and also recognises that the appointment of a substantive headteacher is an urgent priority.
30. Throughout the last few years of uncertainty, the school's finances have been very well managed. The Chair of the Finance Committee has a very good overview of the school budget, and has been very well supported by an exceptionally competent and knowledgeable school secretary, whose constancy over recent years has provided a very good measure of stability for the school. The school uses its finances wisely, and has budgeted carefully for a much needed extension to the school building which will provide a staff room and an office for the headteacher. This additional space is much needed, as currently there is nowhere private in the school for the headteacher to meet with parents, and nowhere for the staff to gather for meetings. The school gives satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	238 952
Total expenditure	245 817
Expenditure per pupil	3 781

Balances (£)	
Balance from previous year	29 865
Balance carried forward to the next	23 000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- The Reception children achieve well in the areas of personal, social and emotional development, communication, language and literacy, and mathematical development.
- The teaching of personal, social and emotional development, communication, language and literacy, and mathematics is good.
- The Reception children are well supported by experienced learning support assistants. The teacher and support staff work very well together.
- Although there are times when the Reception children benefit from working alongside older Year 1 and Year 2 pupils, they do not have enough time on their own.
- Not enough use is made of assessment to track the children's progress, or to plan the next stage of the children's learning.
- There are weaknesses in the accommodation for the Reception children which constrain some aspects of their learning. Resources for promoting the children's physical development are unsatisfactory.

Commentary

31. At the time of the inspection there were four full-time Reception children, and five part-time children who attend for just two sessions per week. The Reception children are taught with Year 1 and Year 2 pupils for most of the time. Their attainment when they start school spans the full range and is average overall. By the end of the Reception year, the children attain the Early Learning Goals in all areas of learning, with the exception of personal, social and emotional development where their attainment is above the expected level. The children achieve well in communication, language and literacy, and in terms of their personal, social and emotional development, and their mathematical development. Their achievement in other areas of learning is satisfactory.
32. Although there are times when the Reception children benefit from working alongside older pupils, their learning is significantly enhanced when they are withdrawn by support staff for group and independent activities, and when they have the opportunity to learn through structured play activities. The teaching is satisfactory overall, and has good features. A weakness however, is the lack of assessment systems to enable the staff to track the children's progress and attainment, and to enable them to match work closely to the children's needs when planning the next stage of their learning. The school works closely with parents to ensure that the Reception children have a smooth start to their education, and a good number of parents regularly help out with class and group activities. Because of the constraints of the accommodation, the Reception children do not have their own play area, and do not have enough access to large play equipment. Although the teacher and support assistants do their best to make activities such as painting, sand and water available throughout the week, these activities are not continually accessible to the children throughout the day.
33. The leadership and management of the Foundation Stage are satisfactory, but the teacher is new to the school, and in the early stages of her teaching career, and does

not yet have the expertise to take a strong lead in moving this area forward. The overall provision is not quite as good as it was at the time of the last inspection because of the changes in staffing, and because the Reception children are now taught alongside Key Stage 1 pupils.

34. In the area of **personal, social and emotional development**, the children achieve well, and attain beyond the Early Learning Goals by the end of the Reception year. Teaching is good. The children benefit from working alongside the older Year 1 and Year 2 pupils who set a good example through their own behaviour which the Reception children copy. The Reception children show very good levels of confidence when they tackle new learning, and have little difficulty in making choices and decisions about their work. They work very well together as a group, and have a good understanding of the need to listen to the contributions of others, to take turns, and to share resources. Independent learning skills are very well promoted, and the children know the routines of the school well. The Reception children are confident and happy learners.
35. The children achieve well in **communication, language and literacy**, and attain the Early Learning Goals by the end of the Reception year. The teaching in this area of learning is good. There is a good combination of activities that are led and directed by an adult, such as the daily word-building sessions, and 'free-choice' activities, such as role play and writing activities. Speaking and listening skills are well developed, and staff are effective in the way in which they pick up incidental opportunities for extending the children's vocabulary. By the end of the Reception year, the children have a good appreciation of books, and understand that writing conveys meaning. They join in well with well-known stories, such as 'Goldilocks and the Three Bears', and during the inspection, showed good levels of confidence as they performed the story for the rest of the class. Reception children have their own reading books which they take home regularly. Frequent opportunities for them to practise in class, and good support from home, ensure that the children achieve well in this aspect of their learning. The promotion of early writing skills is good, and children are encouraged well to 'write' in a variety of contexts.
36. In terms of their **mathematical development**, the children achieve well, and attain the Early Learning Goals by the time they transfer to Year 1. The quality of teaching and learning is good. By the end of the Reception year, most children have a good understanding and knowledge of number. Higher attaining children recognise numerals, and count up to and beyond twenty with good levels of confidence and accuracy. Although lower attaining children have difficulty in counting backwards, higher attaining children do this well. The children's learning is enhanced by the good range of counting songs that they sing on a daily basis and which help them to understand the idea of 'taking one away'. Very good ongoing development of the children's vocabulary by the class teacher and support staff help the children to explain their mathematical ideas accurately and clearly. For example, during the inspection, the children discussed the relative sizes of the 'Three Bears' with confidence. Because of the constraints of the accommodation, there are missed opportunities for the children to explore mathematical concepts through sand and water play, and for them to learn through first-hand experience.
37. The children's **knowledge and understanding of the world** is secure by the time they transfer to Year 1, and most attain the Early Learning Goals in this aspect of their learning. Teaching is satisfactory overall, and is best when the children are taught as a separate group, enabling them to learn through structured play activities and first-hand experience. Although overall the children's achievement is satisfactory, there are times when some of the activities are class based, and when the activities are inappropriate

for this age group. The children's observation skills are good when they are directed by an adult, and during the inspection, the children focused well on which items melted when immersed in water. However, because of the accommodation and resource constraints, the children have too few ongoing 'free-choice' activities which would enable them to find things out for themselves. The children are developing a satisfactory awareness of the passage of time, and through taking part in activities with the Year 1 and Year 2 pupils have gained some knowledge of the 'Fire of London'. Religious education is taught regularly, and the children gain an appropriate understanding of the Bible, and key characters and events. The children's information and communication technology skills are satisfactory, but the children do not have free access to the computers throughout the day. The children are enthusiastic learners who show good levels of interest in all activities.

38. By the end of the Reception year, the children attain the Early Learning Goals in terms of their **physical development**. Teaching is satisfactory overall, enabling the children to achieve satisfactorily. However, the children's attainment and achievement are hampered by the lack of access to a designated play area where the children could play with large pieces of apparatus and equipment. Although the school has some wheeled toys, they can only be used when the weather is suitable. The practice of teaching 'physical education' to the Reception children as part of the Year 1/Year 2 lessons is not always appropriate. For example, during the inspection, the ball skills the older pupils were mastering were too difficult for the Reception children, and they benefited little from the lesson. Fine motor skills are often taught well, and the children quickly learn how to use scissors and cutting tools. They show appropriate control of brushes and pencils, and most manipulate small objects, such as building bricks, well.
39. Most children attain the Early Learning Goals in the **creative** area of learning by the end of the Reception year. Teaching is satisfactory overall, and is good when the children are taught in a small group by themselves, or when they are provided with a range of activities from which they can make their own choice. The children have regular access to painting activities, but these activities are not freely available throughout the day. Good interactive labelling on the painting easel focuses the children's work well. For example, during the inspection the children were directed to paint the 'Three Bears', and were reminded to consider the colours they used. The children regularly use dough for modelling, and have access to a satisfactory range of craft activities. There is a tendency at times for the children to produce the same outcomes because there is not enough choice in terms of the materials that are available. Pupils learn and perform a good range of songs, but do not have enough opportunities to engage in daily 'free-choice' music making activities where, for example, they could explore the properties of different instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strength and weaknesses

- Pupils of all ages and abilities achieve well in all elements of the English curriculum.
- Teaching and learning are good, and pupils of all abilities are well challenged.
- There are good opportunities for pupils of all ages to practise their language and literacy skills in other curriculum areas.

- The presentation of younger pupils' written work is unsatisfactory, and older pupils do not consistently use joined script in their writing.
- Although the subject is satisfactorily managed, the leadership is unsatisfactory.
- Assessment is unsatisfactory.

Commentary

40. The end of key stage national test results show considerable differences in standards from year to year. This is because the groups of pupils entered for the tests are very small, and the performance of an individual pupil can skew the results significantly. On the basis of the 2003 end of key stage national tests, the Year 2 pupils attained standards that were well above the national average in reading and writing. The Year 6 pupils attained standards that were well below the national average in English. The inspection findings present a quite different picture for the current year, because of differences in the natural ability of the pupils. Year 6 pupils are on course to attain above average standards by the end of the year, and the current Year 2 pupils are on course to achieve the expected standards overall.
41. Standards in speaking and listening skills are very good for all age groups, and are especially well developed in the upper part of Key Stage 2, where pupils speak with very good levels of confidence and maturity, using a wide vocabulary to explain their ideas. Teachers provide a good range of opportunities for pupils to engage in discussion with one another and to take part in class discussions. Pupils of all ages listen well to one another and to their teachers and show very good levels of respect for the views of others.
42. Reading is well taught enabling pupils to achieve well from their different starting points. In Key Stage 1, pupils benefit from regular opportunities to read to adults, both at school and at home, and as a result, even the lowest attaining pupils often have good levels of confidence and a real belief in themselves as readers. The current location of the library in a classroom that is in use for part of the day makes it difficult for pupils to have regular access to this facility. However, firm plans are in place to develop a new library when the new part of the school is built.
43. Pupils of all ages and abilities achieve well in writing and attain the standards of which they are capable. Within English lessons teachers provide an interesting and wide range of writing tasks, and older Key Stage 2 pupils especially often produce good amounts of writing in a short time. Handwriting is satisfactorily taught, and pupils learn how to use joined script. However, they often do not transfer these skills in their daily writing tasks, and the presentation of work in Key Stage 1 is sometimes untidy.
44. Teaching and learning are good overall and pupils respond well to the high levels of challenge within individual lessons. Often teachers share the main focus of the lesson with the pupils so that they are clear what is expected of them. Throughout the school teachers effectively introduce the pupils to new vocabulary and give them time to formulate their answers and comments in group and class discussions. Work is well matched to the pupils' needs and abilities and as a result, pupils of all ages achieve their potential. Good use is made of ongoing assessments, so that the next lesson takes good account of what the pupils already know and can do, but not enough use is made of test data to highlight whole-school or class issues, or to identify relative strengths and weaknesses in teaching and learning. Although most work is marked regularly, pupils are not involved in setting their own targets for development, or in evaluating their own progress, and pupils are not always clear therefore about what they need to do in the long-term to improve their performance further. Pupils

throughout the school have positive attitudes to learning, and are work hard, often producing good amounts of work.

45. There has been little in the way of subject development over recent years because of staff changes and the lack of a long-term headteacher. As a result, leadership is unsatisfactory, although the subject is satisfactorily managed on a day to day basis.

Language and literacy across the curriculum

46. Good opportunities are provided for pupils to use their language and literacy skills in their work in other areas. Teachers provide a good variety of writing opportunities in subjects such as history, and during the inspection, Year 5 and Year 6 pupils used note-taking skills to good effect in a science lesson.

MATHEMATICS

Provision in mathematics is **good** overall.

Main strengths and weaknesses

- Pupils achieve well throughout the school, and are currently making very good and rapid progress in Year 6.
- Teaching and learning are good overall, and very good in the upper part of Key Stage 2.
- There are gaps in the learning of older Key Stage 2 pupils arising from past weaknesses in teaching and in the curriculum.
- A strength throughout the school is the pupils' knowledge of number.
- Assessment is unsatisfactory.
- Although the subject is satisfactorily managed, the leadership is unsatisfactory.

Commentary

47. The 2003 end of key stage national test results show that pupils' attainment is very high in relation to the national picture at the end of Key Stage 1, and very low in relation to the national picture at the end of Key Stage 2. Care must be taken when interpreting test data because of the very small number of pupils in some of the groups of pupils entered for the tests. The inspection findings indicate that the current group of Year 2 pupils is on course to attain the expected level in the end of key stage tests. Year 6 pupils are on course to attain above the expected level by the end of the year across all aspects of the mathematics curriculum. Throughout the school pupils of all ages and abilities achieve well because of good teaching, and because of the effective way in which teachers match tasks to the needs of individual pupils. The pupils' enthusiastic attitudes to the subject have a positive impact on their learning and achievement.
48. Throughout the school, pupils often have a good knowledge and understanding of number, and most pupils show good levels of interest as they search for patterns or check their work using different methods. As they move through Key Stage 1, the pupils develop a good understanding of place value, and higher attaining pupils confidently manipulate large numbers, and have a growing understanding of the infinity of number and pattern. Lower attaining pupils are slower to reach answers because they do not have the immediate mental recall of number bonds and multiplication facts that the higher attaining pupils have. By the end of Year 6, pupils know a good range

of strategies to help them to make accurate mental and written calculations. Higher attainers draw well on their previous knowledge to check their answers. For example, they know that numbers divisible by an even number must themselves be even numbers. However, there are gaps in the learning of older Key Stage 2 pupils, arising from weaknesses in the past, that the current teacher is working very hard and effectively to identify and to overcome. For example, pupils do not know prime numbers, and some are not sufficiently familiar with multiplication tables, and this slows them down in their written work.

49. Pupils' knowledge of shape, space and measure is satisfactory at the end of Year 2, and good at the end of Year 6. Year 2 pupils are confident when measuring using non-standard units of measurement, but only the higher attaining pupils have a really secure grasp of standard units of measurement such as metres and centimetres. By the end of Year 6, pupils know the properties of two and three dimensional shapes, and calculate and measure the angles of regular and irregular shapes. In both key stages, pupils have opportunities to collect, collate and organise data, and in this aspect of their work they make satisfactory use of computers.
50. The quality of teaching and learning in mathematics is good overall. It is very good in the upper part of Key Stage 2 where the teacher quickly picks up on the gaps in pupils' learning arising from weaknesses in teaching in the past. Teachers' planning is thorough, and shows how the needs of the different age and ability groups will be met in individual lessons. Teachers are very encouraging, and this ensures that pupils of all abilities feel confident about giving answers, even when they are incorrect. More experienced teachers give pupils an appropriate amount of 'thinking time' so that lower attaining pupils have time to formulate their answers. Mental mathematics sessions at the start of lessons are sometimes a little slow, but generally these are well used to improve the pupils' mental arithmetic skills. Pupils of all ages and abilities show good attitudes to learning and work well in lessons. Pupils show good levels of productivity, and in the upper part of Key Stage 2, present their work neatly.
51. The subject has been satisfactorily managed in the recent years of staff turbulence, but has not been satisfactorily led. There has been little in the way of curriculum development until the recent appointment of the acting headteacher, and there are few assessment systems in place to help track the pupils' progress and attainment. Areas for future development have now been identified, and firm plans are in place that will take the subject forward.

Mathematics across the curriculum

52. Mathematics is satisfactorily used in other subjects, but occurs incidentally rather than as the result of planning. Pupils throughout the school often use mathematics to support their work in science, as they take and record measurements, and in subjects such as design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There are gaps in the knowledge of older Key Stage 2 pupils arising from weaknesses in teaching in the past.

- Teaching is very good in the upper part of Key Stage 2 and this is helping to drive standards up.
- There are no formal assessment systems to enable pupils' progress and attainment to be tracked as they move through the school.
- The leadership of the subject is unsatisfactory.

Commentary

53. The 2003 teacher assessments, and the end of Key Stage 2 national test results, show that pupils' attainment is well below the national average. The inspection findings indicate that pupils' attainment at the end of Year 2 and Year 6 is in line with national expectations. Differences between the test results and the inspection findings are mainly the result of differences in the natural ability of the groups of pupils. Pupils' achievement is satisfactory overall.
54. Good emphasis is now placed on pupils of all ages learning through investigation. As a result, pupils are developing satisfactory investigative skills in Key Stage 1 which are built upon as they move into Key Stage 2. However, because of weaknesses in the past, older Key Stage 2 pupils lack the confidence and knowledge to set up their own investigations, and this is a weaker aspect of their learning. Key Stage 1 pupils have a secure understanding of the needs of living things, and make a clear distinction between things that are alive and those that have never had life. Although this aspect of science is satisfactorily covered in Year 3/Year 4, older pupils have not had the opportunity to revisit this aspect of the science curriculum and their knowledge of living things is weak. Pupils throughout the school have a good knowledge and understanding of materials and their properties and this element of the science curriculum is often well taught and supported by a good range of investigative activities. As a result pupils' attainment is securely at the expected level at the end of both key stages in this aspect. By the end of Year 6, although pupils are reasonably secure in their understanding of forces, their knowledge of electricity is at an elemental level and they do not understand such features as switches, nor are they able to explain which materials make good conductors or insulators.
55. Teaching is satisfactory overall, and very good in the upper part of Key Stage 2 where the teacher has a great deal of experience on which to draw which is enabling him to spot and address the gaps in the pupils' learning. Lessons in both key stages appropriately focus on developing the pupils' investigative skills, and teachers are effective in promoting and developing the pupils' scientific vocabulary. As a result, pupils talk clearly about their work. In Key Stage 2, pupils take care with the presentation of their written work and set their ideas out well. However, in Key Stage 1, pupils' written work is often untidy and poorly presented and this makes it difficult for the pupils to refer back to their earlier learning. Pupils show good levels of enthusiasm for science and work very co-operatively on shared tasks. They share resources well, and pupils of all ages show great delight when they make a new discovery.
56. Although the subject has been satisfactorily managed in recent years, there has been little in the way of curriculum development or monitoring of teaching and learning, and leadership is therefore unsatisfactory. Assessment is unsatisfactory as there are currently no whole-school assessment systems or mechanisms for accurately tracking pupils' learning as they move through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- The achievement of Key Stage 2 pupils is unsatisfactory and their attainment is well below the nationally expected level.
- Although teaching is satisfactory in Key Stage 1, in Key Stage 2 it is unsatisfactory.
- The school has only a limited number of computers and the range of software is too narrow.
- The leadership and management of the subject are unsatisfactory, and there has not been enough progress since the last inspection.
- There are not enough opportunities for pupils throughout the school to use computers to support their learning in other subjects.

Commentary

57. Standards at the end of Year 2 are in line with those found nationally but at the end of Year 6 standards are well below national expectations. Standards are gradually improving in Key Stage 1 where pupils are now undertaking an appropriate range of activities that build systematically on the skills they have already mastered. However, in Key Stage 2, pupils' learning is hampered by the lack of resources, and the difficulties in accessing the computers that are in the main Key Stage 1 building. The leadership and management of the subject are unsatisfactory, and not enough progress has been made in addressing the weaknesses that were identified at the time of the last inspection. The school recognises the need to improve the range of software, and to continue to increase the number of computers. The acting headteacher is aware that Key Stage 2 staff need further training to ensure that they have the necessary levels of competence and confidence to teach the National Curriculum programmes of study.
58. Pupils' word-processing skills are at a satisfactory level throughout the school, but Key Stage 2 pupils do not have enough opportunities to use their word-processing skills in conjunction with other skills, and are not confident about combining text and graphics. In Key Stage 1, pupils have good opportunities to use painting programs, and during the inspection, achieved good standards in their work as they learned how to use the 'spray-paint' tool. In Key Stage 1, pupils' attainment in controlling external events is satisfactory, but this is a weakness in Key Stage 2, mainly because the school lacks the necessary resources, and teachers do not have the expertise of this element of the information and communication technology curriculum. Key Stage 2 pupils have had some experience of using electronic mail to communicate with pupils in another school, and most pupils understand the capacity of the Internet for communication and for providing information.
59. Teaching and learning in Key Stage 1 are satisfactory overall, and some good teaching was seen during the inspection. In Key Stage 2, teaching is unsatisfactory overall, especially in the upper part of the key stage where teachers do not have the necessary expertise and knowledge to enable the higher attaining pupils to achieve the standards of which they are capable. Until recently there was no clear whole-school curriculum plan to guide the teaching of information and communication technology. As a result, coverage of the National Curriculum programmes of study has been patchy in the past, and only now is the school beginning to rectify this situation. Although teachers do the best they can, because the staff is very small, there is no

real expertise on which other members of staff can draw, and more pressing areas for development have meant that staff have not attended the necessary course to ensure that their knowledge and skills are sufficiently secure.

Information and communication technology across the curriculum

60. There are insufficient opportunities for pupils to use information and communication technology to support their learning in other subjects. This is mainly because of the shortage of easily accessible computers and the limited range of software.

HUMANITIES

The inspection focused on **religious education**. **History** and **geography** were not inspected in depth. On the basis of the evidence available from discussions with the pupils, the sampling of their work, and the scrutiny of teachers' planning, pupils in both key stages are working at an appropriate level for their age and ability. Assessment is unsatisfactory in both history and geography.

Religious Education

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The upper Key Stage 2 teacher makes very high demands on the pupils, and they are making rapid and very good progress in their learning.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- The leadership of the subject is unsatisfactory.

Commentary

61. Pupils' attainment is in line with the expectations of the Locally Agreed Syllabus as it was at the time of the last inspection. Pupils' achievement is satisfactory throughout the school.
62. By the end of Key Stage 1, pupils have a secure grasp of Christianity, and an understanding of some of the main celebrations. Pupils are beginning to gain a basic knowledge of other world faiths, and higher attaining pupils understand that there are similarities and differences between all of the world faiths. As they move through Key Stage 2, pupils gain a satisfactory knowledge and understanding of a range of religious traditions. Older Key Stage 2 pupils have some gaps in their learning arising from weaknesses in the past, but these are being well identified and addressed by the current teacher.
63. Teaching and learning are satisfactory overall, and during the inspection the upper Key Stage 2 pupils were particularly well challenged, enabling them to make rapid gains in their knowledge and understanding of the Bible. The subject is taught regularly in all classes, and the new whole-school curriculum plan shows clearly when the different topics are to be addressed so that there is continuity and progression in the pupils' learning. Pupils of all ages are given good opportunities to discuss their ideas and to clarify their thinking, and good emphasis is placed on the pupils showing respect for the cultures and traditions of others. Regular discussion is effective in promoting the pupils' spiritual, moral, social and cultural development. Pupils do not make enough

use of research materials and information and communication technology to support their learning. The use of assessment to inform the next stage of planning, and to monitor and track the pupils' progress and attainment is unsatisfactory and is a planned area for future development. Although the subject is satisfactorily managed, the leadership is unsatisfactory because little has been done in recent years to develop the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **physical education. Art and design, design and technology and music** were not inspected in depth, but discussions took place with pupils from both key stages about their work. On the basis of the evidence available, the provision for these subjects is satisfactory. Examples of pupils' art and design and design and technology work on display around the school are at an appropriate standard and show satisfactory levels of originality. Pupils particularly enjoy their music lessons and the standard of singing in assemblies is good.

Physical education

The provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Key Stage 2 pupils achieve well in swimming.
- Good links with the local High School enable Key Stage 2 pupils to have regular access to a large gymnasium and swimming pool.
- Although the subject is satisfactorily managed, the leadership is unsatisfactory.
- The statutory curriculum is effectively enriched by a good range of additional activities that successfully promote the pupils' personal and social development.
- More use could be made of assessment when planning the next stage of the pupils' work.

Commentary

64. Pupils in Year 2 and Year 6 attain the expected level in games and gymnastics. Standards of swimming are good and are above the expected level by the end of Year 6. The pupils' achievement is satisfactory in games and gymnastics, and Key Stage 2 pupils achieve well in swimming. During the course of the year, the pupils take part in a good range of activities, and the statutory curriculum is fully met, despite the constraints of the school's own accommodation. Good links with the local High School, mean that Key Stage 2 pupils have access to a well equipped and large gymnasium, and a good sized swimming pool. However, the amount of time spent travelling makes sessions too long and they occupy too much of the school day.
65. During the inspection, a games lesson was seen in Key Stage 1, and a gymnastics and swimming session in Key Stage 2. By the end of Key Stage 1, pupils' ball skills are at a satisfactory level. Pupils show a satisfactory awareness of space and respond with good amounts of effort and enthusiasm to the activities they are given. Throwing and catching skills are at the expected level for most pupils, although some pupils have difficulty in controlling the ball over a distance of more than two metres. By the end of Key Stage 2, pupils' work is at the expected level in gymnastics. However, although higher attaining pupils show good levels of poise and control in their work,

lower attaining pupils do not always have enough control of their movements, and their landings are sometimes heavy.

66. Teaching is satisfactory overall, and some good teaching was seen in Key Stage 2 during the inspection. Lessons are satisfactorily planned, although they do not always take enough account of pupils' previous learning. In Key Stage 2, a good feature of teaching is the way in which pupils are invited to demonstrate their work so that others can evaluate their movements, and subsequently improve their own work. Teachers use warm-up sessions well to prepare pupils for physical exercise, and encourage pupils to work to their full capacity. There is not always enough emphasis placed on showing pupils how to improve their work during lessons, by giving pointers for improvement. Pupils work well and co-operatively. They listen carefully to instructions, and respond well. Throughout the school pupils show good levels of enthusiasm and are supportive of those less capable than themselves.
67. There has been no leadership of the subject in recent years, and no real drive to move standards forward. Leadership is therefore unsatisfactory. Staff who have been in school for some time have done their best to manage the subject in terms of monitoring resources, but there has been little curriculum development in recent years or staff training. The current co-ordinator has plans in place for developing the subject and has introduced an assessment system, although more remains to be done in this area.

Personal, social and health education and citizenship

68. The overall provision for **personal, social and health education and citizenship** is unsatisfactory because of the weaknesses in leadership and management of the area, and the lack of a whole-school programme of work. Teachers are effective in the way in which they pick up incidental opportunities that arise during the course of the day. Through subjects such as science, they ensure that pupils are properly informed about topics such as sex education, drug abuse, and how to maintain a healthy lifestyle. However, the lack of a planned programme of work for personal, social and health education means that there is too little continuity in the pupils' learning, and too few opportunities for pupils to be fully stretched in their thinking.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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