

INSPECTION REPORT

KINGSWOOD PRIMARY SCHOOL

Kingswood, Maidstone

LEA area: Kent

Unique reference number: 118524

Headteacher: Miss Jenny Brown

Lead inspector: Mr Alan Fullwood

Dates of inspection: 7–9 October 2003

Inspection number: 256637

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:	Community
Age range of pupils:	4–11 Years
Gender of pupils:	Mixed
Number on roll:	88
School address:	Cayser Drive Kingswood Maidstone
Postcode:	ME17 3QF
Telephone number:	01622 842674
Fax number:	Not applicable
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Deborah van Leeuwen
Date of previous inspection:	April 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Kingswood, near to Maidstone, in Kent. It has 88 pupils on roll who are taught in 4 classes and is a very small rural primary school. All classes, except the reception, contain pupils from two different year groups. The socio-economic context of the school is average. There are twelve Traveller pupils currently at the school and a small number of pupils from other ethnic backgrounds. No pupils are at an early stage in the acquisition of English. Twenty-nine pupils have special educational needs, including two pupils who have statements of special educational need. This is above the national average. The percentage of pupils with emotional and behavioural difficulties is much higher than that found in most schools. Pupils' attainment on entry, although wide-ranging, is below average. The school received a School Achievement Award in 2002 for the standards its pupils achieved in national tests. At the time of the inspection two teachers were new to the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr Alan Fullwood	Lead inspector	Foundation stage Mathematics Science Information and communication technology Art and design Music Physical education
11041	Mr Marvyn Moore	Lay inspector	
18524	Mrs Ann Shaw	Team inspector	English Design and technology, Geography History Religious education Special educational needs Personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Although **Kingswood Primary School provides a satisfactory standard of education** for its pupils, it has serious weaknesses in the quality of teaching provided in the Year 1/2 and 5/6 classes, which leads to some groups of pupils underachieving. Overall, pupils' attitudes to learning and their behaviour are unsatisfactory. Leadership and management are satisfactory and the curriculum is generally appropriate. Currently, standards of attainment are in line with national expectations. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Some pupils in Years 1, 2, 5, and 6 are not achieving as well as they should.
- Good provision is made for children in the Foundation Stage and they achieve well as they do in Years 3 and 4 where the teaching is often good or better.
- Overall, pupils' attitudes and behaviour are unsatisfactory and the management of pupils in Years 1, 2, 5 and 6 is insecure and impacts upon the learning and achievements of all pupils in those classes.
- The use made of assessment information to provide suitably challenging work for pupils in Years 1, 2, 5 and 6 is inconsistent.
- The marking of pupils' work is unsatisfactory.
- Insufficient use is made of information and communication technology across the curriculum and the computer suite is underused.
- Links with parents, partner schools and the community are good.

Improvement since the last inspection is unsatisfactory and the school is not as good as it was. Pupils' attitudes and behaviour have deteriorated and are not as good as at the time of the last inspection. Some teachers have unsatisfactory knowledge and understanding of the curriculum and weak pupil management skills and this results in underachievement by some groups of pupils. Appropriate procedures are in place for monitoring teaching and learning but they are too recent to gauge their effectiveness as yet. Satisfactory progress has been made in establishing the roles and responsibilities of staff and governors but this has been slowed by the many changes of staff and governors over the past few years. Planning of the curriculum has been improved but the use made of assessment information is inconsistent. The provision made for children in the Foundation Stage has improved. Resources for the teaching of information and communication technology have improved but the use made of them is unsatisfactory.

STANDARDS ACHIEVED

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

*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.*

As can be seen from the above table the standards attained by Year 6 pupils in 2002 in English and mathematics were below average, and in science above average, in comparison with all schools. In comparison with similar schools, results in English and mathematics were above average and well above average in science. Results in 2003 show a similar picture except that results in science are lower. However, there is no national data with which to compare them as yet. Inspection evidence

indicates that in the current group of Year 6 pupils, standards in English, mathematics, science and information and communication technology are in line with national expectations. **Achievement is unsatisfactory, overall.** Some pupils, particularly those with special educational needs and the more able, are not achieving as well as they should. This pattern of achievement is the same for pupils from all ethnic groups.

In 2002 standards in reading and mathematics in national tests at the end of Year 2 were well above national averages in comparison with all and similar schools. Standards in writing were in line with national averages. Results in 2003 show a similar picture. Inspection evidence indicates that in reading, writing and mathematics pupils' standards are in line with national expectations. However, some pupils are not achieving as well as they should. Standards of attainment in English in Year 1 are unsatisfactory. In science standards of attainment are in line with national expectations but from a scrutiny of pupils' work completed so far this term, more able pupils are not achieving as well as they should and their work differs little from that of other pupils. This finding relates to pupils from all ethnic groups.

Standards, at the end of Year 2 and Year 6, are satisfactory in all other subjects in which there was sufficient evidence to make judgements.

Children's attainment on entry to the school, although wide ranging, is generally below average. Inspection evidence indicates that currently children in the Foundation Stage are achieving well and making good progress and that they are on track to achieve the goals children are expected to reach by the end of reception. This is due to the good quality teaching they receive.

Overall, pupils' attitudes to school are unsatisfactory and their behaviour is often poor where teaching fails to motivate and involve them. Children in the Foundation Stage and those in Years 3 and 4 have good attitudes to learning and behave well. Attendance is unsatisfactory because unauthorised absence is too high. **The provision made for pupils' personal development is satisfactory, as is the provision for their spiritual, moral, social and cultural development.**

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. The quality of teaching is satisfactory overall. Teaching in Years 3 and 4 and the Foundation Stage is good. In Years 1, 2, 5 and 6 teaching has important shortcomings due to the failure to provide sufficiently interesting and challenging work to motivate all pupils to apply themselves appropriately to their work and the weak management of pupils with emotional and behavioural difficulties in some lessons. Work is not sufficiently adapted to meet the needs of more able pupils and those with special educational needs and they are underachieving as a result. The teaching of English, mathematics and information and communication technology is satisfactory overall but the teaching of science is unsatisfactory.

No judgements can be made about the overall quality of teaching in other subjects where work was only sampled.

The quality and range of curriculum opportunities for pupils are satisfactory. There is a suitable range of events and visits and a variety of visitors that enrich pupils' learning. A shortcoming in the curriculum is the inconsistent use made of assessment information to provide suitably adapted work to meet the needs of pupils of different abilities, particularly in Years 1, 2, 5 and 6. Another shortcoming is the use made of pupils' information and communication technology skills across the curriculum. The school has good links with parents, partner schools and the community. Support, advice and guidance provided to pupils are satisfactory but arrangements for the care, welfare, health and safety of pupils are unsatisfactory. The accommodation and learning resources are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. Many co-ordinators are new to their roles and have not yet had time to make an impact on the provision made for their subjects. Governance of the school is satisfactory. The governing body has begun to monitor the work of the school more closely and to take an appropriate part in deciding its future direction.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are satisfactory. They are pleased that their children like school and that they are made to feel welcome in the school. They feel comfortable about approaching the school with questions or a problem. Some parents feel that more able pupils are not always sufficiently challenged. Pupils' views of the school are satisfactory. They feel supported when they need help and know that they are expected to work hard. Some pupils enjoy school while others do not.

IMPROVEMENTS NEEDED

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

- Improve the achievement of some groups of pupils in Years 1, 2, 5 and 6
- Improve teachers' management of pupils' behaviour in Years 1, 2, 5 and 6
- Take more effective action to improve the overall attitudes and behaviour of the pupils
- Improve the marking of pupils' work so that they know what they have achieved and are clear about what they need to do to improve further
- Ensure that more consistent use is made of assessment information to provide suitably relevant and challenging work to meet the needs of all pupils
- Make greater use of pupils' information and communication technology skills across the curriculum and better use of the computer suite

and to meet statutory requirements:

- Improve procedures for ensuring the health, safety and well-being of pupils

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

In English, mathematics and science pupils' achievement is **unsatisfactory** and standards are average. Generally, more able pupils, and those with special educational needs, are not making the progress they should, due to weaknesses in the teaching they receive and some teachers' inability to maintain order in their classrooms and manage pupils' behaviour effectively. This affects pupils from all ethnic groups.

Main strengths and weaknesses

- In the last few years standards attained by pupils in national tests at the end of Year 2 have improved significantly in comparison with the last inspection and were above average.
- Many pupils in the current Years 1, 2, 5 and 6, including those from the traveller community and from other ethnic groups, are not achieving as well as they should.
- Children in the Foundation Stage are taught well and their achievement is good.
- Pupils do not make sufficient use of their information and communication technology skills across the curriculum.

Commentary

1. Children's attainment on entry to the school, although wide ranging, is below average. Children in the reception class are making good progress and are on track to reach the Early Learning Goals in all areas of learning by the end of the Foundation Stage. Their achievement is good, particularly in the important areas of communication, language, and literacy and in children's mathematical development. This is due to the overall good teaching that children receive and children's good attitudes and behaviour.

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

Standards in:	School results	National results
reading	17.2 (15.7)	15.8 (15.7)
writing	14.8 (13.6)	14.4 (14.3)
mathematics	17.7 (15.7)	16.5 (16.2)

There were 11 pupils in the year group. Figures in brackets are for the previous year

2. The results of the national tests in reading and mathematics for pupils at the end of Year 2, although varying slightly from year to year, have shown an upward trend and have improved since the time of the last inspection. They were well above national averages in comparison with all and similar schools. In 2003, this was mainly due to the increased numbers of pupils achieving the higher National Curriculum Level 3. Standards in writing were average in 2002 but the percentage achieving the higher Level 3 in 2003 improved significantly. Generally, girls perform better than boys in reading and writing, whereas in mathematics their performance is similar. However, this is not always the case. Inspection evidence indicates that pupils' standards of attainment are currently in line with national expectations but that both boys and girls are currently underachieving. The unsatisfactory attitudes and behaviour of a minority of pupils are having a significant impact upon the progress all pupils make. In English, assessment information is not being used effectively to plan suitable work to challenge more able pupils and pupils with special educational needs are too easily influenced by the poor behaviour of a few pupils.

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

Standards in:	School results	National results
English	26.6 (27.0)	27.0 (27.0)
mathematics	26.1 (26.6)	26.7 (26.6)
science	29.3 (28.6)	28.3 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

3. The results of national tests in English and mathematics in 2002 for pupils at the end of Year 6 were below national averages in comparison with all schools but above average in comparison with similar schools based on pupils' prior attainment at the end of Year 2. Results in science were above average in comparison with all schools and well above average in comparison with similar schools. In 2003 pupils' results in English were similar, improved slightly in mathematics but were lower in science. However, as yet there is no national data with which to compare them. Although varying from year to year, the overall trend in standards has improved in line with the national trend. Generally, girls perform better than boys in English but their performance is similar in mathematics and science. The school sets challenging targets for the percentages of pupils who will achieve Level 4 or Level 5 in English and mathematics. However, results in 2003 fell well short of these targets except in the percentage of pupils achieving Level 4 or above in mathematics where the gap between the results and the targets was very narrow. Inspection evidence indicates that the current group of Year 6 pupils are attaining average standards but that they are underachieving in relation to their abilities in English. The unsatisfactory management of the behaviour of a significant minority of pupils impacts upon the learning of the other pupils and limits their progress, especially the more able and those pupils with special educational needs.
4. In science, pupils' standards of attainment, for the time of year, are satisfactory. They have a sound knowledge and understanding of the aspects of the subject that they have covered so far this term. However, there is a lack of challenge in the work produced by more able pupils in both Year 2 and Year 6. In Year 6, the standard of pupils' work is unsatisfactory with little completed by most pupils and much of the work is unfinished. Pupils are underachieving and seem to take little pride in recording their work. Standards in Years 3 and 4 are satisfactory and pupils are making satisfactory progress. In lessons observed during the inspection, pupils in Years 3 and 4 behaved satisfactorily due to their teacher's firm control and high expectations.
5. In information and communication technology, the standards of attainment of pupils who have just started in Year 3 are satisfactory. However, there was little evidence of pupils' standards of attainment in the current Year 1/2 class and in the one lesson observed pupils made unsatisfactory progress and achieved very little. Pupils quickly became bored and disruptive and the teacher did not make good use of the resources available. Pupils' standards of attainment in Year 6 are satisfactory but more able pupils are not achieving as well as they should. There was little evidence of work being adapted for different ability groups within the class and more able pupils are not achieving as well as they might. The use made of information and communication technology across the curriculum is limited and this further restricts the progress that pupils make.
6. In art and design, geography, history and religious education pupils' standards of attainment are in line with expected levels and their achievement satisfactory. There was insufficient evidence to make a secure judgement about pupils' standards and achievement in design and technology, physical education and music.

7. In religious education, pupils make satisfactory progress and are on track to achieve appropriately in relation to the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Pupils develop a satisfactory knowledge and understanding of the main world religions, including Christianity. However, assessment is informal and does not record the individual progress of pupils.
8. The school has identified approximately four out of ten pupils with special educational needs in Years 1-6. This is higher than the national average. The percentage of pupils with a Statement of Special Educational Need is also well above the national average. Over half of these pupils have emotional, behavioural and communication difficulties. In the Year 1/ 2 and 5/6 classes the number of pupils with special educational needs is particularly high. Some of these pupils have a significant impact upon the unsatisfactory achievement of pupils in these two classes. In the Year 3 and 4 class and in the reception class standards of work and achievement of pupils with special educational needs are generally satisfactory.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are **unsatisfactory** overall, though they are good in reception and Years 3 and 4. Attendance is **unsatisfactory**. **Provision** for the spiritual, moral, social and cultural development of pupils is **satisfactory** overall, but good in reception.

Strengths and weaknesses

- The school is inconsistent in its expectations of conduct and this is unsatisfactory.
- A minority of pupils have little regard to the principles that distinguish right from wrong and do not have respect for their peers or adults.
- Most pupils are willing to take on responsibilities in and out of school.
- The Foundation Stage provision for the development of spiritual, moral, social and cultural development is good.
- The school promotes a satisfactory appreciation for the cultural traditions of others.

Commentary

9. A significant minority of pupils in Years 1, 2, 5 and 6 behave unsatisfactorily and this has an unsatisfactory impact upon the learning of all pupils in these year groups. Most pupils, but especially those in the reception class and in Years 3 and 4, like school. They behave well in and out of the class. The majority of pupils in Year 6 are ready and happy to take on responsibilities; for example, acting as table monitors in the dining hall. However, a significant minority of pupils in most year groups do not have enough respect for others and play roughly in the playground. There is little for them to do at break times, in order for these pupils to change this pattern of behaviour.
10. In classrooms, where teachers ensure high expectations of pupils listening and speaking to one another then the attitudes of pupils are good. They form constructive relationships with each other and have respect for each other's feelings and beliefs. Relationships between pupils from different backgrounds and ethnic groups are good in these classes.
11. The curriculum for the personal, social, and health education is satisfactory and teachers work hard to promote respect and regard for others. During assemblies an understanding of citizenship and pupils' role in the community is promoted satisfactorily.
12. The planning of the majority of lessons does not include opportunities for pupils to develop self-knowledge and spiritual awareness. However, in the personal, social and health education lessons observed, this element was highlighted, particularly when considering the impact of each other's differences and how to accommodate them. During assemblies, time is given to reflect upon living with others and pupils' own personal experiences.

13. A significant minority of pupils in Years 1, 2, 5 and 6 do not show respect for the feelings of others and lesson time is interrupted frequently by their poor behaviour. This is unsatisfactory as it impacts upon the learning and progress of all the pupils.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Any other ethnic group
No ethnic group recorded

No of pupils on roll
64
1
11
2

Exclusions in the last school year

Number of fixed period exclusions	Number of permanent exclusions
2	0
0	0
0	0
0	0

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

14. Most pupils do know and understand right from wrong and are morally and socially aware. They work and play together co-operatively and where teaching is good this element is stressed. At lunchtimes pupils sit and eat together well, developing their social skills and understanding of one another. In the playground some pupils play roughly. Codes of behaviour are drawn up and displayed in all the classes but a minority of pupils in two classes pay little attention to them and this is unsatisfactory. The school uses the sanction of exclusion as a last resort when pupils' behaviour is unacceptable or threatens the safety of other pupils.
15. The appreciation of others' beliefs and cultures is satisfactory as the vast majority of pupils are culturally and socially aware. The school promotes visits to places of worship, museums and farms and invites authors and musicians in to enrich the artistic and cultural development of the pupils. The school makes satisfactory provision for preparing pupils for life in the diverse multi-cultural society of Britain today.
16. The table below shows the attendance figures for the school. The school has satisfactory procedures for monitoring attendance, absence and punctuality. However, whilst absence known to be for genuine reasons is satisfactory, the amount of unauthorised absence is well above national figures and unsatisfactory.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	1.6
National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are satisfactory overall. The curriculum is appropriate. Links with parents, other schools and the community are good. Pupils' care, guidance and support are satisfactory. Staffing, accommodation and learning resources are satisfactory overall. There are shortcomings in procedures for ensuring pupils' welfare, health and safety; in some teachers' use of assessment information to plan interesting and challenging work and in the use made of information and communication technology across the curriculum.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall. It is good in reception and in Years 3 and 4, but has important shortcomings in Years 1, 2, 5 and 6, which slows pupils' learning. Procedures for assessing pupils' work are **satisfactory** but the use made of this information is **unsatisfactory** in Years 1, 2, 5 and 6.

Main strengths and weaknesses

- Teaching is good in the Year 3/4 and reception classes.
- Teachers' management of pupils' behaviour, particularly those with emotional and behavioural difficulties, is unsatisfactory in Years 1, 2, 5, and 6 and pupils underachieve as a result.
- Assessment information is not always used effectively to inform teaching and learning and provide sufficiently interesting and challenging work to motivate all pupils to apply themselves appropriately to their work.
- The marking of pupils' work is unsatisfactory.
- The use of time and the pace in some lessons although satisfactory, could be improved.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	2	5	15	3	1	0

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

17. In the reception class the quality of teaching and learning are good. The teacher has quickly created a positive learning environment where children have settled well into the daily routines of school life, have good attitudes to learning and behave well. She is sensitive to the needs of the children and makes good use of daily assessments to plan appropriate work, which interests and motivates the children and encourages them to persevere in their learning. There is a good balance of adult directed and child-initiated activities. The teacher expects the most of children and plans challenging activities to enable them to make good progress.
18. In Years 1 and 2, the quality of teaching and learning are satisfactory overall but vary from satisfactory to unsatisfactory. The teacher is new to the profession and is finding difficulty in controlling the challenging behaviour of some pupils with emotional and behavioural difficulties. Generally, lessons are well-planned and suitable activities provided for the children. However, pupils are not achieving as well as they could as the behaviour of a few pupils slows the progress of the whole class and does not allow them to extend their learning. The teacher's high aspirations are not realised due to class management issues. In many lessons too much time is spent managing pupils' behaviour and they are not achieving as well as they might.

For example, although the teacher provided clear explanation and interesting and appropriately practical activities in a science lesson about materials, a few pupils misbehaved and other pupils became silly and disruptive and did not achieve as well as they could. When the headteacher is asked by the teacher to support the class, such as in a history lesson observed, pupils behaved appropriately, were interested and involved and made good progress in their learning about how people washed their clothes in the past.

19. In Years 3 and 4 teaching and learning are good and vary from excellent to satisfactory. The two teachers who share this class insist on high standards of behaviour and the activities provided for pupils generally interest them and motivate them to give of their best. One teacher is new to the school. Teachers make good use of probing questions to ensure that pupils understand what they are doing and take a full part in class discussions. Pupils make at least satisfactory progress as a result and are achieving appropriately in relation to their abilities.
20. In Years 5 and 6, the quality of teaching is unsatisfactory. The teacher is not always clear in his instructions and does not manage pupils' behaviour well. Expectations are not high enough, either of pupils' behaviour or of their standards of work. In too many lessons the behaviour of a few pupils disrupts the learning of the class and most pupils' behaviour deteriorates as a result. On some occasions, teaching does not address the wide range of individual needs of pupils in the class and they quickly become bored and their progress is unsatisfactory. From a scrutiny of pupils' work completed so far this term, it is evident that many pupils are underachieving, particularly the more able and those with special educational needs.
21. English and mathematics are taught satisfactorily but the poor management of behaviour in two classes negatively impacts on the learning of the pupils in these classes. Those pupils who are more able are not challenged sufficiently and standards are falling as a result.
22. The marking of pupils' work is unsatisfactory overall. Marking of the pupils' work is not consistent in Year 1 to 6. The marking of pupils' work in Years 3 and 4 is good but in other year groups teachers' comments do not provide advice to pupils upon how they can improve their work or the presentation of it. Too much marking just consists of ticks.
23. In subjects other than English, mathematics, science and information and communication technology, only a small number of lessons were observed. Therefore, no secure judgements can be made about the overall quality of teaching in these subjects.
24. Homework is used satisfactorily to extend pupils' learning at home. However, the use made of assessment information to plan future work is inconsistent and unsatisfactory, particularly in the Year 5/6 class. Work is insufficiently adapted to meet the individual needs of some pupils.
25. The teaching of pupils with special educational needs is satisfactory but varies from lesson to lesson. Where teaching is good, pupils make good progress as in Years 3 and 4 and in the Foundation class. The pupils are fully involved and concentrate upon their set tasks. Appropriate praise is given by the teacher or learning support assistant that raises the pupils' self esteem and confidence. Behaviour is managed well and pupils achieve well, producing work that is above the standards expected. The learning support assistants are informed about the learning objectives and they work alongside pupils, assisting them where necessary. However, many pupils with special educational needs make unsatisfactory progress due to the poor management of behaviour in Years 1, 2, 5 and 6. The behaviour policy is inconsistently applied and this impacts negatively upon the learning of the pupils.

The curriculum

The curriculum provides a **satisfactory** range of curriculum opportunities, with a **satisfactory** range of extra-curricular work. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum is suitably broad and balanced.
- The provision for pupils with special educational needs varies and is not good enough in classes where class control is weak.
- Assessment procedures do not reflect individual progress and the acquisition of key skills in all subjects for all pupils.

Commentary

26. The curriculum meets statutory requirements and is generally broad and balanced. The quality and range of opportunities are satisfactory. All National Curriculum subjects and religious education are taught and time is also allowed for regular lessons of personal, social and health education. The school holds regular collective worship and meets statutory curricular requirements.
27. The school provides satisfactory opportunities for enriching the learning of the pupils outside the school day. There are opportunities for pupils to play football, and kwik cricket and to participate in the annual sports day. There are after-school clubs for art, information and communication technology and to learn to play the recorder. Visits to places of interest such as the local farm enrich the cultural and social education of all the pupils. Links with the local community give the pupils the opportunity to visit the church and meet the senior citizens at special times of the year, such as the harvest festival and Christmas. The play at Christmas enriched the pupils' cultural and social development with a performance of 'Christmas around the world.' The school has visits from theatre and music groups. These activities add to the personal, social and cultural development of all the pupils.
28. The poor behaviour of a significant minority of pupils creates unsatisfactory equality of access and opportunity for all pupils, especially in Years 1, 2, 5 and 6. In other classes, where teachers manage pupils well, all pupils have equality of access and opportunity.
29. The school smoothes the transfer of pupils from different stages of their education with visits to the secondary schools and visits to local pre-schools to meet prospective pupils. Following talks with the nursery leaders, the co-ordinator for special educational needs identifies any pupils who may be in need of future special educational provision.
30. There are a sufficient number of teachers to meet the demands of the curriculum but the inexperience of one teacher new to the profession and another inexperienced in the curriculum in this country, means that the curriculum is not always satisfactorily delivered in Years 1, 2, 5 and 6.
31. The accommodation and resources of the school are satisfactory, except for the demountable classrooms, which are damp and lack toilet facilities. The children in the Foundation Stage have a designated outside play area so that their physical skills can be developed further. This is an improvement since the last inspection. The co-ordinator has plans to introduce more apparatus to develop imaginative and physical play. The school has good opportunities to develop environmental education through the use of extensive and attractive wooded and grass areas.

Care, guidance and support

The school provides **satisfactory** support, advice and guidance to all its pupils and values their views. The school's arrangements for the care, welfare, health and safety of pupils are **unsatisfactory**.

Main strengths and weaknesses

- Staff are concerned for pupils' care and support them well.
- An item requiring immediate improvement concerning pupils' health and safety has been identified in the inspection and reported to the headteacher and governing body.
- The child protection policy requires to be updated.
- Risk assessments are not carried out in sufficient detail to ensure a safe working environment.
- The Child Protection Officer has not received current training.

Commentary

32. Although staff at the school offer a good standard of care for all pupils who are looked after in a happy environment, the school has not taken sufficient steps to ensure pupils' welfare, health and safety.
33. The Child Protection Officer has not received relevant up to date training although she has arranged for training for all other members of the teaching and non-teaching staff. The child protection policy was last reviewed in 1998 and incorrectly describes the procedures to be taken by staff in the event of any concerns they may have.
34. An item regarding pupils' health and safety was identified during the inspection week and reported to the headteacher and governing body. The school has confirmed that this area of concern has already been noted and is being dealt with through a bid for extra funding.
35. Health and safety checks are carried out on a termly basis by representatives of the governing body but they are not sufficiently detailed to address any items that require attention. A full health and safety audit has not been carried out. The school has an adequate number of suitably qualified first aid personnel and good records are kept of both minor and more serious accidents to pupils.
36. The extent to which each pupil has a good and trusting relationship with adults in the school is satisfactory. Pupils are well known to all members of staff, who relate to them well. Regular meetings are held where staff monitor pupils' progress. Pupils' pastoral progress is tracked and information disseminated.
37. The school gives satisfactory levels of support to pupils with special educational needs. They are integrated into the life of the school successfully and they are well monitored. Individual Education Plans are prepared for pupils to tailor learning and regular reviews are held which ensure that pupils make progress and develop their learning. The school has satisfactory relationships with outside agencies.
38. The school effectively ensures that pupils of different abilities are supported appropriately and that they make satisfactory progress in developing skills. At present pupils' academic skills are not being successfully promoted in Years 1, 2, 5 and 6. There are effective arrangements for monitoring pupils' academic progress.
39. Induction arrangements for new pupils are good. The special education needs co-ordinator visits the playgroup, which feeds into the school and the school holds pre-school story afternoons for all prospective pupils of three years plus, where they attend with their parents.

Induction meetings are held for children entering into reception in the summer term and pupils attend school for two mornings in the term prior to their admission to become used to school life. Parents are invited to stay with their children during their first few days of school life and as a result of the sensitive induction arrangements, pupils settle very quickly into school routine.

40. The involvement of pupils through seeking, valuing and acting on their views is satisfactory. The school council is a lively body where pupils from each year group are elected and meet once per month to discuss items of interest. Pupils take an active part in decision-making, chair the meetings and take minutes. The council has recently decided how the school sports day should be arranged and rules to be used for playground management behaviour. Pupils are appointed as lunchtime monitors, take the register and Years 5 and 6 pupils are trained as peer mediators. The school has recently introduced a lunchtime project overseen by the co-ordinator to enable older pupils to supervise younger pupils at lunchtime and ensure that they have a friend.

Partnership with parents, other schools and the community

Links with parents, partner schools and the community are **good**.

Strengths and weaknesses

- The school has established an effective partnership with parents.
- Links with the community are good.
- The school has good procedures to ensure satisfaction and to deal with any concerns or complaints.

Commentary

41. Parents' views of the school are satisfactory. Those that responded to the questionnaire or attended the pre-inspection parents' meeting are pleased that their children like school and that they are made to feel welcome in the school. They feel comfortable about approaching the school with questions or a problem. The inspection findings confirm all these positive views. Some parents feel that more able pupils were not always sufficiently challenged and this is confirmed by the findings of the inspection.
42. School links with parents are good. Parents are welcome into school and a small number of them come into school to help in several ways. Information to parents about their children's progress is good. Regular newsletters are provided giving well-written information about the school's activities and events. Annual reports on pupils' progress are well produced, give clear indication of what pupils have covered, their progress in each subject and a good explanation of levels their children achieve. The school has effective arrangements for informing parents about their children's progress and attainment. The school provides an open evening in the summer term for all parents to see the school's holistic approach to education and a special meeting is held to inform all parents about the school's special educational needs policy and code of practice. Parents have every opportunity to see the staff and headteacher at any time if they have any concerns and if the school has any points they wish to discuss with parents, they are immediately contacted by telephone.
43. The school sends a questionnaire to parents each year seeking their views on various points for development and a suggestion box is in place at the school for parents to give their views and opinions on any matters of school improvement they may wish to comment on.
44. The school has good arrangements for the transfer of pupils to the next stage of education. Teachers from local secondary schools visit the school for a day prior to pupils' admission and each parent is given a personal interview by the school's headteacher to discuss the various options that are available for their child's further education.

45. Links with other schools are good. The school has a close relationship with receiving secondary schools and the headteacher, special needs co-ordinator and staff of all schools work together to develop training facilities and sports activities. The school is a member of a cluster of nine village schools and has jointly submitted a grant application to develop and support learning in rural communities. The school is involved in a project for transition from Year 6 to 7 and teachers in the local group of schools regularly exchange views.
46. Although the school encourages parents to help, only a small number of parents do so. They help in escorting pupils on school visits, swimming, out of school activities, helping in cooking, reading, art and craft and in the library. Their work is much appreciated by the school.
47. The school does not have a parent teacher association but individual parents raise money for school activities and last year the sum of £500 was handed to the school for school funds, which was much appreciated.
48. The school has good links with the community. Pupils raise funds for the local hospice, compose readings for the village Christmas service and have helped in the local church in the bi-annual Floral Festival.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are **satisfactory**. Leadership, management and governance are all **satisfactory**.

Main strengths and weaknesses

- The headteacher provides a clear educational direction to the work of the school and positively promotes the inclusion of all pupils, including those with emotional and behavioural difficulties.
- The monitoring of teachers' planning is unsatisfactory and leads to work not always closely matching pupils' capabilities and interests.
- Formal monitoring of teaching and learning on a regular basis has only just begun and is at too early a stage to be able to evaluate its effectiveness.
- The governing body has begun to take a more active role in monitoring the work of the school for themselves.
- There are satisfactory financial procedures in place to ensure that money is spent wisely and supports the school in achieving its educational priorities.

Commentary

49. The headteacher is well supported by her senior teacher and provides satisfactory leadership. She promotes a community in which pupils from different backgrounds and ethnic groups are equally valued. Pupils respect her and know that she has their best interests at heart.
50. The headteacher provides a clear educational direction to the work of the school and is working towards ensuring that all staff, including those new to the school, have a shared commitment to providing a good education for the pupils in their care and to maintaining and improving standards. In recent times the headteacher has begun to monitor more closely in a systematic way the quality of teaching and learning. She is giving support to staff who are experiencing problems with coping with the behaviour and unsatisfactory attitudes of a significant number of pupils in two of the four classes. National test results indicate that generally the attainment and progress of all pupils, including those with special educational needs or from different ethnic backgrounds, is at least satisfactory and in some cases good. However, the headteacher is still attempting to improve the performance of some teachers and the impact that insecure management of pupils' behaviour has on their attainment and

- progress. The monitoring of the planning of these teachers needs to be more rigorous and ensure that the activities provided interest the pupils and ensure their involvement in lessons.
51. There are effective and manageable assessment procedures in place to track pupils' progress and set individual and group targets. At present pupils are insufficiently involved in the setting of these targets and working towards achieving them. The headteacher, who is the assessment co-ordinator, is well aware that some groups of pupils are not making the progress that they should and is planning intervention programmes and extra support as a result.
 52. The school development plan is a useful working document and all teachers have responsibilities for ensuring that targets in the plan are achieved. For example, the new mathematics co-ordinator has already discussed with the headteacher the strategies that need to be put in place to improve pupils' skills in mathematical problem solving. School development plan targets are forming the basis of discussions with other individual staff as part of the school's performance management policies.
 53. Many co-ordinators are new to their roles and have not had time to make an impact upon the provision made for their subjects. However, the school has made available to them clear and concise guidance about their duties and what is expected of them. Systems are in place and routines established to enable all staff to contribute to the school's development.
 54. The governing body is supportive of the school and its pupils. Procedures for governors to inform themselves about the strengths and weaknesses of the school are satisfactory. They are kept well informed about the performance of the school through detailed and informative reports from the headteacher. The progress made towards achieving the targets in the school development plan is always an agenda item during governor meetings. With the help of the local education authority, governors are beginning to take a more active part in monitoring the work of the school for themselves. A better understanding of the school's performance data report is helping them to be able to ask the right questions and to be more focussed when visiting the school and observing lessons. The governors perform their statutory duties appropriately but risk assessments are not rigorous enough to ensure pupils' health and safety.
 55. The staff and governors have had some success in addressing the key issues from the last report in order to improve the quality of education provided. A whole school assessment policy has been established and procedures for tracking pupils' progress put in place. However, changes of staff mean that these are not consistently used to plan suitable work to challenge all the pupils, particularly the more able. Some progress has been made in establishing the roles and responsibilities of all staff in monitoring the quality of teaching and learning. However, much of this monitoring is too recent for its effect to be evaluated as yet. The accommodation for Foundation Stage children has been improved by the addition of a secure outside play area but learning resources for outside play are still limited. The school is awaiting the outcome of a bid for funds to improve this area and hopes that this will be successful. However, the Foundation Stage teacher makes good use of the hall and physical education resources to ensure that children's physical skills are promoted well. Overall, the school is not as good as it was at the time of the last inspection and has made unsatisfactory progress.
 56. Budgets are set in accordance with statutory requirements. Inspection shows that effective procedures are in place in the school office for good financial management. Governors ensure that all spending is in accordance with the principles of 'Best Value' and that the budget is effectively linked to the targets in the school development plan.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	269,685
Total expenditure	281,158
Expenditure per pupil	3,559

Balances (£)	
Balance from previous year	27,256
Balance carried forward to the next	15,783

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is good and has been maintained since the last inspection. Children receive a very good start to their education. The quality of teaching is good, with some very good teaching in communication, language and literacy. As a consequence, children make good progress. The outdoor accommodation has been made secure and is a good resource for developing children's physical skills. As a result of the good provision, children achieve well. Almost all are on course to exceed the Early Learning Goals (ELGs) by the end of the reception year in all the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good.
- There are good strategies for developing independent learning.

Commentary

57. Children achieve well, as a consequence of good teaching and most are likely to reach the ELGs by the end of the reception year. The teacher has established effective routines and a good relationship with children, contributing well to their positive attitudes and good behaviour. Children's confidence and independence are promoted well through resources being easily accessible to children and there is a good balance of activities taught by adults and those initiated by children themselves. A good strategy for self-registration fosters independence, decision-making skills, and name recognition. While taking the register to the office, children's personal and social skills are promoted with the teacher reminding the children to give the secretary "a really nice good morning".

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is very good.
- Children's speaking and listening skills are promoted well.
- Day to day assessment is used well to plan future activities.

Commentary

58. This area is very well taught. Encouraging children's speaking and listening skills is a current focus. The teacher makes very sensitive use of questioning to encourage these skills, such as when she asked some children about their constructions, "What else could you use to make it look more like a train?" or asked "Is this plane flying or on the ground?" As a result, children feel secure and are developing confidence in talking about their work and explaining their ideas. They enjoy stories, understand their structure and know print carries meaning. Some already recognise familiar letters, sounds and words. Children's reading skills are promoted

well both through the teacher's enthusiastic reading of stories and through frequent opportunities for children to handle books themselves and share them with the teacher or learning support assistants. Most children are on track to reach the ELGs by the end of the reception year and are achieving well in relation to their attainment on entry to the school.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good.
- There are high expectations of what children can achieve.

Commentary

59. Teaching is good resulting in good achievement for children. They are likely to reach the ELGs by the end of the Foundation Stage. The teacher makes use of every opportunity for promoting children's mathematical skills, such as when children have registered themselves, they have to work out how many children are absent and therefore how many are present. Using cubes they count forwards to 20 with their teacher and many can work out one more or one less than a given number. Self-choice activities encourage children to identify and name common shapes and by drawing round them to discover their properties. The teacher expects the most of children and plans challenging activities to enable good progress to be made.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good.
- Good organisation of purposeful play activities
- Learning opportunities are good.

Commentary

60. Most children are achieving well, reflecting the good teaching they receive. They are set to reach the ELGs by the end of the Foundation Stage. The teacher builds on what children know and can do, enabling them to make good progress. Good command of this area, and effective organisation of purposeful play activities enable children to learn at a good pace. These extend children's understanding through good opportunities to investigate different constructions and the forms of transport the children designed. Children learn to cook and realise the importance of hygiene and washing their hands. They have regular opportunities to use computers, such as when they listen to a reading program enjoying the music and listening carefully to instructions. Children made leaf prints, closely observed their shapes and investigated them, using their senses.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- A secure outdoor play area provides a good resource and is used well.
- The accommodation for the Foundation Stage has improved.
- Resources for outdoor play are limited.

Commentary

61. Teaching is good and children achieve well. By the end of the reception year, most are set to achieve the ELGs. The teacher provides regular opportunities for children to cut, stick, thread and handle small tools, such as spatulas, to help children gain safe control of their fine physical skills. The teacher encourages children to move with confidence when running, skipping and hopping in the school hall. A limited range of wheeled vehicles is available for outdoor adventurous play but good use is made of balls of different sizes for children to improve their hand-eye co-ordination.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Teaching is good.
- Good organisation includes all children.
- Stimulating activities promote children's creative development.

Commentary

62. Children achieve well and are likely to reach the ELGs as a result of good teaching. The teacher plans stimulating activities to promote children's creative development and children explore colour, texture and shape with developing skill. The story of the 'Three Little Pigs' was the stimulus for mixing red and white to paint pig like faces. Sticks were collected and with tissue and foil papers used to make a 'fire' so that the wolf could not come down the chimney. Some children decided to cook the big, bad wolf a dinner so that he wouldn't need to eat the little pigs. Some children use sticks, paper and glue to make the wooden house built by one of the pigs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**

Main Strengths and weaknesses

- Attainment is above national standards in Years 3 and 4
- The achievement of pupils in Years 1, 2, 5 and 6 is unsatisfactory
- The more able pupils in Years 1, 2, 5 and 6 are insufficiently challenged.
- The achievement of pupils with special needs is unsatisfactory in Years 1,2, 5 and 6
- Handwriting and presentation in Year 1 are below the standard expected nationally.
- Teaching in Years 3 and 4 is good
- Planning and assessment in Years 3 and 4 are good
- The ongoing assessment of pupils' work is limited in Years 1, 2, 5, and 6

Commentary

63. The standard of speaking and listening throughout the school is satisfactory. The pupils are encouraged to listen carefully and where teaching is good pupils pay great attention, discussing and understanding the meaning of words and grammatical terms. In Years 1 and 2 the pupils learn to compile a list, understanding the need to speak and clarify their thoughts as they identify the items. Pupils in Years 3 and 4 make very good progress as they suggest snappy titles for a newspaper report or reply confidently to the effective questions of the teachers. Some of the more able pupils in Years 5 and 6 are effective communicators and use a mature range of vocabulary and structure when explaining how to write an instructional text.
64. The pupils make satisfactory progress in reading as they move through the school and in Years 3 and 4 their progress is good. However, a significant number of pupils in the school do not like reading and do not read for pleasure. Throughout Years 3 to 6, pupils learn to read more advanced texts gaining research and investigative skills. The school library is well organised and stocked with a comprehensive selection of non-fiction books about many subjects. These provide pupils with opportunities to research and gain a fund of knowledge.
65. Attainment in writing is satisfactory overall but in Year 1 the standard of writing is below expectations. The progress made by children with special needs is unsatisfactory in Years 1, 2, 5 and 6. The quality of handwriting and presentation is satisfactory but the expectations of some teachers are not consistently high enough thereby restricting pupils' rate of progress. Pupils are able to join letters from Year 2 but in many instances older pupils were not using this skill further up the school. The school does not have a policy that introduces pupils to writing their work in ink. The pencil and pen grips of the pupils are not consistently checked by some teachers and this hampers the speed and fluency of their handwriting. Basic spelling is satisfactory and is developed with the weekly spelling tests in each year group. As the pupils gain an understanding of grammatical language and terms for example, metaphors, similes and tenses they are able to use their knowledge to write concisely in a number of differing styles, for example, poems. However, the use of computers to aid writing and presentation is unsatisfactory.
66. Teaching and learning in the English lessons seen during the inspection is good in Years 3 and 4 and is satisfactory in Years 1, 2, 5 and 6.
67. An example of excellent teaching was seen in the Year 3 and 4 class. The lesson began positively with the teacher praising the behaviour of the pupils as they entered the class. She gave precise instructions about listening and looking and before telling the pupils about the objective of the lesson, expressed to them her very high expectations of their behaviour and

the quality of their work. As a result the pupils' attitude to learning was excellent. They paid great attention and were eager to read aloud passages from the text, 'Shep the wonder dog' and to give answers to her searching questions about it. One pupil with special educational needs made very good progress as he persevered with the difficult text and his success was met with appropriate praise. The teacher's command of the subject, her happy relationships with the pupils and the teaching assistant and her use of language that challenged the pupils' thinking, ensured that the pace of learning was rapid. Throughout the lesson all the pupils were engrossed in reading and writing answers to the set questions, achieving standards above those expected for their age and ability.

68. Teachers have a satisfactory knowledge and understanding of the National Literacy Strategy. The ongoing assessment of pupils' progress is unsatisfactory in Years 1, 2, 5 and 6 as the key skills learnt by the pupils are not recorded in sufficient detail to inform the next stage of their learning. The unsatisfactory management of the behaviour of a significant minority of pupils in Years 1, 2, 5 and 6 impacts upon the learning of the other pupils and limits their progress, especially the more able and those pupils with special educational needs. Marking of the pupils' work is not consistent across the school. Comments in the books do not provide advice to pupils upon how they can improve their work and the presentation of it.
69. The management of the subject is satisfactory. The co-ordinator has only recently returned to work after her maternity leave and now works part time. However, her expert knowledge of the subject and her analysis of the pupils' results is likely to have an impact upon raising standards of structured writing and presentation. There is presently no time made available to the co-ordinator to monitor the work of pupils and teachers.

Language and Literacy across the curriculum

70. There are some good examples of the development of reading and writing skills in history and personal social and health education. For example, pupils in Years 5 and 6 write about the need to respect the views of others and to play and work well together. Pupils take books home to read and a minority read daily. The use of information and communication technology is minimal. Some pupils expressed their willingness to record their writing on the computer. This would assist those pupils with special educational needs to develop both visual and written presentational skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards achieved by Year 2 pupils in the national tests in 2002 national tests were well above national averages.
- The use of information and communication technology to support the subject is underdeveloped.
- Teachers' management of pupils' behaviour is not always secure and pupils lose interest, and learning slows.

Commentary

71. Pupils currently in Year 2 attain average standards. Standards have been maintained since the last inspection. Teaching is satisfactory and as a consequence pupils generally achieve as well as they should. However, pupils' learning is slowed when teachers do not manage well pupils' behaviour.

72. Pupils gain confidence in working with numbers to twenty and in counting to one hundred. More able pupils are able to subtract numbers to 20. Pupils demonstrate a satisfactory understanding of two-dimensional shapes and know some of their properties. In a lesson observed during the inspection, the teacher provided a number of enjoyable activities to enable pupils to appreciate how long a minute was. More able pupils were aware that there were 60 minutes in an hour but lower attaining pupils were uncertain which hands of the clock showed the hour and which the minutes. The teacher has a satisfactory understanding of the curriculum and makes good use of a commercial scheme of work to support pupils' learning in number. However, the marking of pupils' work consisted of a series of ticks with very few supportive comments or indications about how pupils could improve their work.
73. Pupils currently in Year 6 are on track to achieve average standards by the end of the academic year. Approximately a third of the pupils are identified as having special educational needs but a significant minority are already working confidently within Level 4 and are on track to achieve the higher Level 5. More able pupils are confident in using the four number operations with numbers to one decimal place. Their work shows a clear understanding of the place value of numbers. Average attaining pupils are similarly confident but are prone to making silly errors in their calculations. Lower attaining pupils and those with special educational needs, are confident when adding numbers to 1000 but are still working to 100 in their subtraction work. This term, too much of their work is unfinished and they are not achieving as well as they should. Most pupils identify improper fractions and mixed numbers and approximately half the class are confident in their knowledge of equivalent fractions. Pupils are reminded through the teachers' marking, of how well they have achieved the learning objectives of the lesson and there are plenty of supportive comments to encourage them.
74. Standards in Year 4 are average while pupils' standards in Year 3 are above this. This is due to the different levels of special educational needs in the two year groups. In Year 3 more able pupils work confidently with numbers to 1000 and less able pupils have a good understanding of place value to 100. All pupils showed appropriate understanding of multiplying numbers by 10 or a 100 when converting millimetres to centimetres or centimetres to metres but only approximately a half of the class are confident in mentally recalling number facts from the two and five times tables.
75. The quality of teaching and learning is satisfactory. Teachers generally provide suitable adapted work to meet the needs of individual pupils' needs. However, this is not always evident when the work set is the same for all pupils. Lessons are suitably paced and pupils' behaviour generally satisfactory. The activities provided are effectively matched to their capabilities, enabling them to make at least satisfactory progress. Overall, teachers' management of pupils' behaviour is secure but there are instances when class management varies, pupils lose interest, and learning slows, particularly in Years 1 and 2.
76. Although there is some evidence of using information and communication technology (ICT) to support mathematics, this is inconsistent. The school has already identified the need to develop further the use of ICT across the curriculum. Homework is used appropriately to support pupils' learning.
77. Assessment and tracking procedures are satisfactory. Teachers generally use assessments effectively to guide planning. Systems for setting targets for all pupils are established and reviewed by teachers when they start with a new class. Challenging targets have been set for the current group of Year 6 pupils. However, given the standard of work seen during the inspection these are unlikely to be achieved.

78. Leadership and management of mathematics are satisfactory. The co-ordinator has recently taken responsibility for the subject and is new to the school. However, together with the headteacher, she has already discussed the current focus for mathematics of improving pupils' skills in problem solving work and recognised the need to integrate this with other work rather than, as is the case at present, of teaching it separately. Resources for teaching mathematics are adequate but are not used well, particularly for developing pupils' mental arithmetic skills.

Mathematics across the curriculum

79. Mathematics is satisfactorily used in other subjects, for example, when tables and graphs are used in science or mathematical programs used in information and communication technology. However, there is little evidence so far this term of any systematic planning of opportunities for pupils to use and apply mathematics in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' standards of attainment in national tests in 2002 at the end of Year 2 and Year 6 were above national averages.
- Pupils' achievement in Years 1, 2, 5 and 6 this term is unsatisfactory.
- Pupils' attitudes and behaviour in Years 1, 2, 5 and 6 are unsatisfactory and inhibit their learning.

Commentary

80. Standards of attainment are presently in line with national expectations in Year 2 and Year 6. However, pupils in Years 1, 2, 5 and 6 are currently making unsatisfactory progress and not achieving as well as they could. This is due to teachers' unsatisfactory management of pupils' behaviour and insufficiently high expectations of what pupils can achieve, particularly the more able.
81. An examination of pupils' work shows that pupils develop a sound knowledge and understanding of the different aspects of the subject, such as materials and their uses and solids, liquids and gases. Pupils in Years 3 and 4 make satisfactory progress in designing a 'fair' test to discover the absorbency of a range of kitchen papers. Pupils express themselves clearly when responding to their teachers' good questioning and they make satisfactory progress.
82. Teaching of science is unsatisfactory. In the three lessons observed during the inspection two were satisfactory and one unsatisfactory. However, from a scrutiny of pupils' work during this term some pupils in Years 2 and Year 6 are underachieving. In Year 2 the teacher's expectations of what more able pupils can achieve are not high enough. All pupils, whatever their ability, have completed the same work and recorded their work to the same standard using worksheets. Year 2 pupils were observed testing different materials to prove if they were waterproof or not. The lesson was well planned and the work practical and appropriate to the age and ability of the pupils. However, they were slow to settle to their work and the poor behaviour of a few pupils meant that pupils' progress in completing their work was slowed. The teacher had few effective strategies for managing pupils' behaviour. In a Year 5/6 lesson, the activity failed to interest the pupils or motivate them to apply themselves to their work. As a result they became restless and disruptive and the teacher was unable to control their behaviour effectively and they made unsatisfactory progress. Teaching in Years 3 and 4 is satisfactory. The teacher managed the pupils well and gave clear guidance of what

they had to do. However, pupils showed little interest in what they were doing, particularly when recording their work. The progress pupils made was not helped by the teacher constantly having to speak to two Year 5/6 pupils who had been left with her while the rest of their class had gone swimming.

83. It is too early to make a secure judgement about leadership and management of the subject. The co-ordinator has made a start in reviewing the provision made for the subject but had not yet had time to turn his intentions into effective action. Satisfactory procedures are in place for assessing pupils' progress and attainment but these do not appear to be consistently used to plan future work. Resources are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve appropriately in Years 3 to 6.
- Pupils in the current Year 1/2 class are not achieving as well as they should.
- There is little evidence of pupils applying their ICT skills across the curriculum.
- The computer suite is underused.

Commentary

84. From a scrutiny of the work of pupils who have just left Year 2 standards are average. However, there was little available evidence of the use of ICT in the current Year 1/2 class. The computer suite is not being used by them and in the one lesson observed pupils made unsatisfactory progress and achieved very little. The teacher made use of a lap top computer in the classroom that many pupils could not see and they quickly lost interest and were noisy and disruptive. They had no conception of what a word bank was and the teacher did not explain this to them.
85. Standards in Years 5 to 6 are at expected levels. In Years 3 and 4 pupils are able to use computers to write short pieces of writing. They were observed using the edit function to copy work, 'paste' it to a new file and save it. Most pupils carried this task out with confidence but a few pupils were insecure in their use of the spell checker to improve their work. Pupils in Years 5 and 6 are currently using spreadsheets to enter data, such as a shopping list or population statistics. They use the formula function to create a table of results and understand that computers can calculate costs and are useful when prices change. Pupils are able to organise data in a variety of formats, such as bar graphs and pie charts. However, there was little evidence of work being adapted for different ability groups within the class and most pupils had completed work to the same standard and there was a lack of challenge being provided for more able pupils. In discussion with pupils, it was evident that there was a wide range of confidence in using computers.
86. Only two lessons were observed, one was satisfactory and the other unsatisfactory. In the Year 3/4 lesson the teacher was very new to the school and surprised at the lack of confidence of some of the pupils. However, all pupils completed the task set and were able to alter text using the edit function. The unsatisfactory lesson in the Year 1/2 class was due to poor management of pupils' unsatisfactory behaviour and the fact that the lesson failed to capture pupils' interest and the resource of the computer suite was not used to ensure that all pupils were involved.
87. The management of the subject is satisfactory. Resources for the subject are satisfactory and the governing body is committed to maintaining these resources. However, there was little evidence of the computer suite being used during the inspection. Pupils talked to said that they did not use the computer suite often.

Information and communication technology across the curriculum

88. The use of information and communication technology in other subjects is currently unsatisfactory. There is little evidence, for example, of pupils regularly using their word-processing skills in English.

HUMANITIES

Religious Education

The provision for religious education is **satisfactory** unlike the previous inspection when attainment was judged to be good.

Strengths and weaknesses

- Satisfactory standards are achieved throughout the school.
- Planning does not address the progression of key skills.
- Assessment does not address the individual progress of pupils.

Commentary

89. Only one lesson was seen in Years 1 and 2 but from a scrutiny of pupils' previously completed work, teachers' planning and a discussion with the co-ordinator, pupils at the end of Year 2 and Year 6 achieve standards in line with the expectations of the locally agreed syllabus.
90. In Years 3 and 4, pupils continue their study of the Muslim religion and learn what is involved in living in a community. The more able pupils write down their thoughts and ideas whilst those with special educational needs record facts on worksheets. Good progress was made during the lesson as the teacher's high expectations of behaviour enabled the pupils to work in a quiet yet purposeful environment.
91. The management of the subject is satisfactory. Teachers follow the county scheme that covers the main world religions, including Christianity. Resources are satisfactory and in sufficient quantity to further the appreciation and knowledge of the pupils. Assessment is informal and does not record the individual progress of the pupils.

Geography

Provision in geography is **satisfactory** throughout the school.

Strengths and weaknesses

- Standards in geography are satisfactory at the end of Year 2 and Year 6.
- There are satisfactory links to other curriculum areas, such as English and art.
- Assessment is informal and does not address progressive key skills.

Commentary

92. In one good lesson in Year 3 and 4 pupils made good progress, in their understanding and use of symbols to represent weather patterns. The teacher's high expectations of behaviour allowed the lesson to flow without interruption hence pupils of all abilities shared and collaborated successfully.
93. The management of the subject is satisfactory and resources are sufficient to meet the demands of the curriculum. Assessment does not inform the individual learning needs of each pupil.

History

Provision in history is **satisfactory**.

Strengths and weaknesses

- There are satisfactory links to other curriculum areas such as English and art and design.
- Assessment is informal and does not address the progress of individual pupils' key skills.

Commentary

94. Only one lesson in Years 1 and 2 was observed but from the scrutiny of work across the school and discussion with the co-ordinator, attainment is judged to be satisfactory in all year groups. However, pupils with special educational needs and those who are more able make unsatisfactory progress due to the poor behaviour of some pupils.
95. Pupils in Years 1 and 2 enjoyed listening to the headteacher's memories of washday. Pupils understood how methods have changed and how technology has eased the process. The class teacher reinforced the learning by reading Mrs. Lather's Washday'. Most of the pupils paid attention but learning was interrupted by unsatisfactory behaviour from a significant minority of boys.
96. The co-ordinator manages the subject satisfactorily and resources are adequate.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons in art and design, design and technology or music were observed during the inspection and judgements are based on the observation of pupils' artwork displayed around the school, a scrutiny of teachers' planning and discussions with staff. Only two lessons were observed in physical education. There is insufficient evidence to make judgements about provision in these subjects.

Commentary

97. Pupils make satisfactory progress and achieve appropriately in art and design. Artwork is displayed well throughout the school and is of a satisfactory standard for the age group of the pupils. Teachers' planning shows that regular opportunities are provided for pupils to use a range of media and instruments to express their ideas and use their imaginations. However, no three-dimensional artwork was seen. There is a weekly art club which is well attended and the work produced is of a high quality.
98. There is insufficient evidence to make a secure judgement about standards and progress in music. The new music co-ordinator has started an after-school recorder club and three pupils were observed practising tunes competently to be played to the school at a later date
99. Observation of work displayed, showed that pupils can use a variety of materials and tools in design and technology. For example, children in the reception class cook and decorate biscuits, whilst pupils in Year 1 and 2 design and make clothes for a teddy bear decorating the finished coats with cross stitching. In Year 3 and 4 pupils design a light that considers the needs of the user. Some original and imaginative lights were created; for example, 'The light up shin pads', that reduce the need for floodlights during a football match. Pupils learn to evaluate their work and suggest ideas for improvement.

100. The management of the subject is satisfactory. Planning of the work is directly linked to the two schemes of work selected by the school. There is an adequate supply of equipment that is stored safely and tidily. Assessment is mostly informal but it is unsatisfactory in that it does not inform the next stage of the pupils' learning. Pupils throughout the school are acquiring the skills necessary to design, plan, communicate and complete products, reviewing them and altering designs where necessary.
101. Pupils achieve appropriately and make satisfactory progress in physical education. Pupils in Years 1 and 2 demonstrate co-ordination and control satisfactorily in, for example, jumping off a vaulting box. They are lively and excitable and enjoy the activities. Sometimes this leads to a noisy working atmosphere and some pupils do not use the space around them with sufficient care, jeopardising the work of others. Pupils make satisfactory progress during the lesson. However, their progress is limited because the teacher does not insist on them listening attentively to her instructions and commands.
102. Pupils in Years 3 and 4 were observed practising their football skills on the schoolyard. The teacher ensured that pupils worked in a safe manner and listened attentively to her instructions. She changed the activities frequently and made good use of demonstrations to ensure that pupils used the correct techniques to pass and shoot. The activities became progressively more challenging and ensured that pupils made progress. Many pupils are awkward in their movements and overall standards were below expected levels.
103. No lessons in Years 5 and 6 were observed but by the time they leave the school the vast majority of pupils reach the expected level of being able to swim 25 metres in swimming and a significant number exceed this. This is due to the good provision made for the teaching of swimming.
104. Leadership and management of the subject are satisfactory. The co-ordinator runs an after-school games club and ensures that pupils have regular opportunities to take part in sports events with other schools, such as in kwik cricket and football. The resources for the subject are satisfactory overall, although the number and quality of the balls available for teaching football are unsatisfactory. The school has a well-equipped hall for gymnastics and dance and ample grassed and hard-surfaced areas and these are used well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, Social and Health Education (PSHE)

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

Main strengths and weaknesses

- The headteacher and staff take opportunities to reinforce the subject during assemblies and through displays around the school.
- The achievement of pupils in Years 1, 2, 5 and 6 is unsatisfactory.
- There is a clear, well-planned and progressive curriculum that is followed throughout the year.

Commentary

105. Only one lesson was observed during the inspection but through discussion with teachers and pupils and displays around the school, standards are judged to be satisfactory.

106. In the unsatisfactory class lesson seen, the poor behaviour of a group of Year 5 and 6 boys limited pupils' learning and under-challenged the majority of pupils. The listening and speaking skills of the pupils were unsatisfactory with one-word answers and many boys not taking part in the circle discussion. When the work was more appropriate to the age and abilities of the pupils, they co-operated and began to note similarities and differences between themselves, and how to accommodate them.
107. The development of children's personal, social and emotional skills in the reception class is good. In Years 3 and 4 it is satisfactory. In Years 1, 2, 5 and 6 teaching and learning are unsatisfactory due to the weak classroom management of a significant minority of boys. Hence achievement in the subject is unsatisfactory for all abilities of pupils.

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

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