

# INSPECTION REPORT

## **KNOWLE PRIMARY SCHOOL**

Plymouth

LEA area: City of Plymouth

Unique reference number: 113277

Acting Headteacher: Mr Andy Payne

Lead inspector: Mr J Sorsby

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> November 2003

Inspection number: 256656

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	328
School address:	Ringmore Way West Park Plymouth
Postcode:	PL5 3QG
Telephone number:	01752 365364
Fax number:	01752 351007
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Janet Boak
Date of previous inspection:	23 <sup>rd</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

Knowle Primary School is a larger than average size school in a socially deprived area of Plymouth in Devon. Since September, with the exception of the Reception class, all pupils are taught in mixed age classes. Class sizes range from 28 to 30. Almost all pupils are of white British background, only a small number being of other backgrounds. There are no pupils at an early stage of language acquisition in English. Sixteen per cent of pupils have been identified as having special educational needs, which is below the national average. Four pupils have statements of special educational needs, which is below average. The majority of other pupils identified have speech or communication difficulties, behavioural difficulties or learning difficulties. Twelve per cent of pupils joined or left the school at times other than normal in the past year, which is below the national average. Overall, pupils' attainment on joining the school is below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	<i>Lead inspector</i>	
13762	N Shelley	<i>Lay inspector</i>	
18709	N Bee	<i>Team inspector</i>	Areas of learning for children in the Foundation Stage; Art and design; Music; Religious education; Provision for pupils with special educational needs.
1353	P Canham	<i>Team inspector</i>	Science; Design and technology; Physical education.
13307	R Hancock	<i>Team inspector</i>	English; Information and communication technology; Provision for pupils with English as an additional language.
20695	C Kessell	<i>Team inspector</i>	Mathematics; Geography; History.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of Knowle primary school is unsatisfactory and the school is providing poor value for money.** Standards attained by pupils, their achievement, the quality of the education provided and the leadership and management are all unsatisfactory.

**The school's main strengths and weaknesses are:**

- Pupils do not achieve the standards of which they are capable.
- Teaching and learning, as well as the curriculum, are unsatisfactory and do not address the needs of many pupils.
- Significant bullying takes place.
- The leadership and management of the school are unsatisfactory.
- Children's attitudes and behaviour in the Foundation Stage are good, as is the range of extra-curricular activities provided in Years 1 to 6.
- The much improved provision for information and communications technology.

The school has declined significantly since the last inspection in the following areas: teaching and pupils' learning standards in comparison with other schools; the curriculum; guidance and support given to pupils, provision for pupils with special educational needs (SEN), parental views of the school, leadership and management and the quality of provision in English, mathematics and science. Only provision for information and communications technology (ICT) has improved. None of the key issues identified at the time of the last inspection has been satisfactorily addressed.

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

### STANDARDS ACHIEVED

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

*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 combined Reception class made up of children who join Reception in September and those who join in January, achieve satisfactorily. However, because their attainment on entry to the school is below average, most do not achieve the targets expected for their age. The small number of older children currently in Reception are likely to achieve these targets. The standards of pupils who sat the national tests at the end of Year 2 in 2003 were well below average in reading, writing and mathematics. Teacher assessment placed them below average in science. In comparison with all schools and with similar schools, standards in the national tests at the end of Year 6 in 2003 were average in mathematics, below average in science and well below average in English. Current pupils' standards in English, mathematics and science throughout the school are below expectations for their age. In ICT, religious education and music, standards are in line with expectations.

**Pupils' personal qualities, including their spiritual and cultural development, are satisfactory overall.** Most have satisfactory attitudes to learning. However, attendance rates are unsatisfactory, except in Reception, and the behaviour of a significant minority of pupils is also unsatisfactory. Bullying takes place, and has not been dealt with effectively. Pupils' social and moral development is unsatisfactory.

## **QUALITY OF EDUCATION**

**The quality of education being provided is unsatisfactory, as is the quality of teaching.** In Reception, the quality of both is satisfactory, but in Years 1 to 6 it is not. Of particular concern is that teaching is unsatisfactory in English, mathematics and science. Unsatisfactory teaching occurs in several year groups, and nowhere is teaching sufficiently good to raise pupils' achievement. As a consequence, pupils do not learn enough in Years 1 to 6 and they achieve unsatisfactorily. Teachers' planning is not guided by a clear understanding of what pupils know, understand and can do and many lessons do not therefore meet the needs of individual pupils, often being either too challenging or insufficiently challenging. For this reason, the learning by pupils with SEN, and often by higher attaining pupils, is unsatisfactory.

From September 2003 the school introduced mixed age classes, with insufficient understanding of or planning for its consequences. This, combined with an imbalance between the times allocated to subjects and some lessons being too long or too short, results in the curriculum being unsatisfactory overall. While pupils' health and safety are appropriately provided for and child protection procedures are followed, staff have not accumulated sufficient information about pupils' learning to be able to provide adequate support and guidance to individuals. Relationships with the community and other schools are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are unsatisfactory. Both the headteacher and deputy headteacher are absent and neither is due to continue at the school after the end of term. A new headteacher has been appointed from January. In the meantime, the school has been left in the care of two assistant headteachers, appointed in October. Both are inexperienced in this role and have had little opportunity to rectify the range of problems the school faces. Leadership and management and the governing body have been unsuccessful in addressing the issues raised at the time of the last inspection in 1998 and the school lacks a clear direction or a plan to move forward. The governing body has carried out its statutory responsibilities. The introduction of mixed age classes has been poorly handled and this has exacerbated the situation. This is particularly so in relation to the quality of teaching, with most teachers failing to adapt their lessons to meet the needs of pupils of different ages and abilities.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

A significant proportion of parents and pupils are feeling very negative about the school. Parents are particularly displeased with leadership and management and with pupils' behaviour, including bullying. They are also unhappy about the school's lack of approachability and consultation with them and the limited information they receive about their children. Pupils are particularly concerned about other pupils' behaviour and lack of friendliness and the school not trusting them to do things on their own.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of leadership, management and governance of the school to enable it to set a clear educational direction and to focus on raising standards and achievement.
- Raise the quality of teaching and the effectiveness of pupils' learning, ensuring that the needs of pupils of different ages and abilities are met in each class.
- Improve the curriculum to ensure that it addresses the needs of all pupils.
- Eliminate bullying and improve pupils' behaviour.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

In Years 1 to 6, current pupils' standards in English, mathematics and science are below average and they achieve unsatisfactorily. In Reception, children achieve satisfactorily.

#### **Main strengths and weaknesses:**

- Standards in English, mathematics and science are below average.
- Pupils with SEN make unsatisfactory progress.
- Children in Reception achieve well in their personal and social development.

#### **Commentary**

1. The majority of children in the September intake are on course to reach the expected levels by the end of Reception. Children achieve well in the development of personal and social skills because this area is promoted well in all activities. In previous years, when taking the September and January intake as a whole, most children have not achieved the goals expected for their ages.
2. Current pupils' standards throughout the school in English, mathematics and science are below those expected for their ages. In ICT, music and religious education, standards are in line with expectations. Standards in other subjects were not evaluated.
3. Pupils who sat the Year 2 national tests in 2003, having joined Reception with standards that were below average for their age in their areas of learning, achieved standards in reading, writing and mathematics that were well below average. This is unsatisfactory achievement and is the result of unsatisfactory teaching. In particular, lesson planning does not take account of what pupils know and hence does not meet their individual needs. Pupils who have the potential to reach higher standards do not do so because lessons are insufficiently challenging for them, while pupils with SEN make unsatisfactory progress because lessons are too challenging. This situation has been made worse by a lack of planning and insight into the implications of mixed age classes. Teachers now not only fail to meet the needs of pupils of differing abilities but also pupils of different ages. Teachers assess pupils' science standards at the end of Year 2 to be below average. This is confirmed by inspection findings.
4. In reading, writing and mathematics too few pupils reach the nationally expected levels by the end of Year 2. Similarly too few pupils reach higher levels. While actual standards reached have varied slightly from year to year, the improvement in pupils' standards over five years has been less than the national trend.
5. In the national English tests at the end of Year 6, few pupils reached higher than expected levels, but more than the national average reached the expected level. In mathematics, the proportions of pupils that reached expected and above expected levels were in line with the national average. This was almost so in science, although slightly fewer than average reached higher than expected levels. Standards in science and mathematics have fluctuated over the past few years, but standards in English have fallen year on year since 1999, when they were well above average. They are now well below average. Similar factors have influenced standards as those described as affecting standards at the end of Year 2. Over five years the trend in the school's results at the end of Year 6 has been broadly in line with the national trend.

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

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	25.5 (25.7)	26.8 (27.0)
mathematics	27.1 (26.0)	26.8 (26.7)
science	28.2 (27.4)	28.6 (28.3)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

6. The majority of pupils with SEN make unsatisfactory progress. This is because of weaknesses in teaching and the lack of effective procedures to monitor the quality of teaching and learning throughout the school.

### **Pupils' attitudes, values and other personal qualities**

Most pupils' attitudes to learning are satisfactory, as are their spiritual and cultural development. Pupils' social and moral development is unsatisfactory. There is a significant amount of bullying taking place and overall behaviour is therefore unsatisfactory. Attendance rates are unsatisfactory.

#### **Main strengths and weaknesses:**

- Good attitudes, behaviour and relationships in Reception.
- Pupils, parents and teachers report bullying is taking place, but is not being dealt with effectively.
- Behaviour management is inconsistent and teachers feel unsupported by leadership and management in promoting good behaviour.
- Attendance rates are unsatisfactory.

### **Commentary**

7. Children in Reception have positive attitudes to learning and enjoy coming to school. They behave well and develop good relationships with each other. All children show good independent skills as they begin to tidy up at the end of sessions. Most children speak politely and confidently and are keen to explain what they are doing.

8. Pupils in Years 1 to 6 generally behave satisfactorily. However, some do not, particularly when lessons are not satisfactorily planned and some pupils become bored and disruptive. Not all teachers are able to take effective action when this occurs, lessons deteriorate and insufficient learning takes place. Many pupils complain that other pupils' behaviour is a problem.

9. Teachers feel that they have not been sufficiently supported by senior management when behaviour is an issue. Consequently, few pupils are referred to the headteacher and of those, few benefit from the experience. Rather, there is a feeling that sanctions are not applied and pupils feel they can 'get away with it'. Similar issues surround bullying. This is a recurrent theme in the school and little effective action is taken. New procedures are now in place to deal with bullying, the most recent recorded occurrences of which took place as recently as the week before the inspection.

10. While the school has a personal, social and health education (PSHE) programme and tries to engender positive attitudes and values through other activities such as assemblies, a lack of consistent expectations from adults results in pupils' moral and social development being unsatisfactory. This leads to the incidents of unsatisfactory behaviour and of bullying.

11. At 93.2 per cent, the attendance rate is unsatisfactory. The school's unsatisfactory relationships with pupils and the lack of effort to encourage parents to participate fully in their children's learning prevents the school from working effectively with parents to improve pupils' attendance.

## Attendance

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.3
National data	5.4	National data	0.5

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

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
Black or Black British – Caribbean
Black or Black British – African
Any other ethnic group
No ethnic group recorded

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
320	1	1
1	0	0
2	0	0
2	0	0
3	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory. While the quality of teaching and the curriculum in Reception is satisfactory, in Years 1 to 6 they are unsatisfactory. Provision for pupils' moral and social development is unsatisfactory, leading to many lessons in which learning is hindered by disruption. Neither the curriculum nor teacher's planning are meeting the precise needs of individuals. The teaching of pupils with SEN and of higher attaining pupils is unsatisfactory. Pupils lack support and guidance as to how to improve their work and their standards. The school lacks a clear educational direction, clear targets or a plan to achieve them.

### Teaching and learning

In all but Reception, where it is satisfactory, the quality of teaching is unsatisfactory. Consequently, pupils' learning is unsatisfactory. Procedures to monitor what pupils know, understand and can do are unsatisfactory, and the use made of data that is collected is also unsatisfactory.

### Main strengths and weaknesses:

- Teacher's planning is poor and fails to meet individual pupils' needs through appropriate challenge.
- Teachers have low expectations in areas such as presentation and writing. Some teachers have low expectations of behaviour and do not manage behaviour satisfactorily.
- Teaching assistants are often not used effectively to help support pupils' learning.
- Assessment is unsatisfactory and does not influence teachers' planning sufficiently.
- Pupils' acquisition of skills, knowledge and understanding are unsatisfactory, as is their productivity and the pace of their work.

### Commentary

12. Teaching in Reception is generally satisfactory. The classroom assistant soundly supports the teacher as she interacts with small groups. Basic writing skills are taught well. Personal and social skills are well promoted in many activities. This results in children getting on well with each

other and developing positive attitudes to learning. Learning is satisfactory during most lessons as the children acquire new knowledge, develop ideas and increase their understanding in all areas of learning. However, at times, adults do not consistently promote listening skills and when this happens children are allowed to shout out during class discussions. This interferes with learning. Teachers' planning is sound and day-to-day assessment is used satisfactorily to track children's progress through each area of learning.

- A significant proportion of teaching is unsatisfactory, including the teaching of English, mathematics and science, because it fails to address the needs of individual pupils. This is a consequence of three factors.
- First, assessment procedures are underdeveloped in all subjects and teachers therefore have insufficient information available to them to help plan appropriate challenge in their lessons.
- Second, teaching assistants are not being used to full effect because the detailed needs of pupils are not sufficiently understood. Pupils who have SEN and those who are potentially higher attainers fare worst in such circumstances, as lessons are planned to address the needs of the 'middle' of the class.
- The third factor is the recent change to mixed age classes. The preparation and planning for this were poorly handled. Teachers were not given the skills to teach mixed age classes and the curriculum was not appropriately adapted. Consequently, teachers are not providing graded work to meet the wide range of abilities present in their mixed age classes. In the worst situations, where teaching is unsatisfactory, these factors lead to pupils becoming bored or frustrated by their inability to progress and behaviour deteriorates.

13. The largest proportion of lessons are satisfactory, few being good or better. Satisfactory lessons are characterised by many of the above features, but nevertheless, teachers are able to retain pupils' interest and help them to make some progress. However, this progress is insufficient for good learning to take place, or to raise pupils' standards.

14. Throughout Years 1 to 6 teachers' expectations of their pupils are inconsistent. Few demand high standards of presentation of work and handwriting also receives little attention. Expectations of behaviour are also inconsistent as a result of the lack of direction provided by senior management.

15. The teaching of pupils with SEN is unsatisfactory because too often they receive work that is not well matched to their needs. This is because teachers do not consistently use information collected on individuals to plan lessons. In addition, they generally have too little regard for identified targets on pupils' individual education plans (IEPs). In many subjects, teachers regularly give pupils work that is too difficult for them. Teaching assistants are not always fully informed of the targets on pupils' IEPs and this is unsatisfactory. Previous work in many subjects shows that pupils with SEN are given too little guidance to improve because marking is weak. Weaknesses in teaching affect pupils' achievement in many curriculum areas and are the main reason why pupils with SEN make unsatisfactory progress. Higher attaining pupils often make insufficient progress, as the challenge in lessons is inappropriate for their needs.

### **Summary of teaching observed during the inspection in 42 lessons**

<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Poor</b>	<b>Very poor</b>
0 (0%)	1 (2%)	6 (15%)	29 (70%)	6 (14%)	0 (0%)	0 (0%)

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

## THE CURRICULUM

The curriculum is unsatisfactory. It is broad but not balanced. Accommodation and resources are satisfactory.

### Main strengths and weaknesses:

- The timetable is not planned effectively to provide a balanced curriculum.
- Planning does not cater for different ability groups in mixed age classes.
- The school curriculum is enriched by numerous visits and visitors.
- Extra curricular activities support the curriculum well in physical education and music.
- Displays improve the school environment.
- There is no secure outdoor area for the children in Reception.
- Resources for teaching and learning in music are good.

### Commentary

16. The provision for the children in Reception is satisfactory. Personal and social skills are well promoted in most activities. There are limited opportunities for physical development in the hall and outside. Resources are satisfactory to support most areas of learning. Activities are thoroughly planned according to the national guidance.

17. The curriculum for Years 1 to 6 is broad and includes all relevant subjects of the National Curriculum. However, there is a lack of balance where the timetable does not plan consistently for each subject. Time is not used efficiently in some lessons, which last too long or are too short. As a consequence, many pupils find difficulty maintaining their concentration or have insufficient time to finish their work, which hinders affects their achievement. The school has recently reorganised pupils into mixed age classes, but insufficient planning took place before the change was made. Consequently, planning does not clearly identify a logical sequence of knowledge, skills and understanding to be learnt by different ability groups within mixed age classes. Work is not well matched to the needs of different ability groups, including higher attainers and those with SEN, many of whom are underachieving.

18. Satisfactory provision is made for pupils' PSHE. The school has recently given this area of the curriculum higher focus through a new scheme of work which has been introduced to help teachers plan more effectively. All teachers include a PSHE session on the timetable where personal, social and health issues can be discussed. Sex education is taught to older pupils and the dangers of drugs are communicated by outside visitors who visit on a regular basis. The school curriculum is enriched by numerous visits to local places of interest such as Exeter museum and cathedral, Morwellam Quay and Princetown. Visitors are regularly invited, including a Park Ranger, a Hindu Priest and an illustrator. The school provides an appropriate range of extra curricular activities, which support the curriculum well in physical education and music.

19. The provision for pupils with SEN overall is unsatisfactory. All identified pupils have IEPs. However the targets on these are not always specific. This makes progress difficult to measure accurately. Reviews are completed regularly and parents are appropriately informed. The procedure for the identification and assessment of pupils with SEN is satisfactory. However, weaknesses in teaching and the unsatisfactory use of the teaching assistants affect pupils' learning within lessons and their achievement over time.

20. Accommodation is spacious and includes a large hall, two libraries, music room and new computer suite. However, many of the outside huts are in a poor state of repair. Teachers have worked hard to improve the school environment with quality displays throughout the school. There is no secure outdoor area for the children to develop physically through structured outdoor play. The school is appropriately staffed but the lack of support staff in lessons such as literacy has a negative impact on the learning and achievements of pupils, including those with SEN. Resources to support pupils' learning are satisfactory overall and good in music.

## Care, guidance and support

The arrangements for pupils' care, welfare, health and safety are satisfactory. The support, advice and guidance provided for pupils are unsatisfactory. The school does not involve pupils adequately by seeking and acting upon their views. This is a significantly worse picture than at the time of the last inspection.

### Main strengths and weaknesses:

- Pupils feel safe and secure because of the way they are treated.
- Parents and pupils are right to feel that mixed age classes are inhibiting progress.
- The academic and personal support provided is insufficiently effective.
- Pupils' views are not sought on a formal basis.

### Commentary

21. Induction procedures are sound in Reception, which results in the children settling in happily and quickly. The children are satisfactorily supported and looked after.

22. Pupils are confident to turn to their teachers and helpers for assistance because they feel well cared for and safe. Parents are right to be pleased with the way in which the school enables pupils to settle in when joining the school. Child protection procedures are adhered to and the arrangements to ensure the good health and safety of pupils are generally satisfactory. The school liaises closely with the specialist education and health agencies that provide services to the school. First aid cover is good.

23. Parents and pupils are right to say that the recently introduced new mixed age classes are not meeting the needs of pupils. Some pupils feel less happy and confident because they have been separated from their friends with whom they were used to working. They say that some work is repeated for the sake of younger pupils and the behaviour of younger pupils distracts the older ones.

24. The academic support given in lessons is not raising standards effectively because the teaching assistants are not appropriately deployed. Pupils feel that the targets they are given are helpful but inspectors judge that the pupils are not achieving as well as they should because the targets are not sufficiently relevant and challenging. Older pupils are unsure about their predicted test results and are unaware how they might lift their performance in order to attain a higher level. These deficiencies are the result of a lack of effective assessment of what pupils know, understand and can do, which itself results in many lessons being either too challenging or insufficiently challenging for pupils, including higher attaining pupils and those who have SEN. This discourages pupils and slows their progress.

25. The school does not have a formal process for seeking all pupils' views and acting upon them. There is some involvement at class level, such as a council in Year 6 and participation in agreeing rules in some classes.

26. Outside agencies are used satisfactorily to support pupils with SEN when necessary.

## **Partnership with parents, other schools and the community**

The views expressed by parents indicate considerable dissatisfaction with the school. The partnership between school and parents is unsatisfactory. Links with other schools and the community are satisfactory.

### **Main strengths and weaknesses:**

- Parents' attendance at most meetings and events is good.
- The parents' and staff association contributes well to resources.
- Many parents are disappointed with much of the school's provision.
- Parental involvement in learning and the life of the school is low.
- Communications with parents are not good enough.
- Some links with other schools and the community are good.

### **Commentary**

27. Parents have not been happy with the leadership and management of the school. They say that they have never been consulted about anything and access to the headteacher has been very difficult indeed. Inspectors judge that other members of staff have done their best to deal with parental enquiries and concerns. The school has not communicated well enough with parents. Parents have not been kept up to date about the status of the headship vacancy and had no input into the proposed change to mixed age classes. Newsletters reflect very little of the life of the school, providing mainly information about forthcoming events.

28. Parents are partly justified in believing that they are not well informed about their children's progress. Consultation evenings provide good opportunities to discuss pupils' progress with teachers but the annual school reports fail to describe pupils' achievement with regard to expectations for their age, except in Years 2 and 6.

29. The significant numbers of parents who express concern about pupils' conduct are well justified, because misbehaviour adversely affects progress in some lessons and bullying has not been eliminated.

30. Parental involvement in the daily life of the school is low and insufficient guidance is offered to parents to enable them to support their children more effectively. Parents support well when they are invited to school performances and events. The parents and staff association organises many fund raising occasions.

31. The good links with secondary schools result in smooth transfer arrangements for pupils and the accommodation of students on work experience. Curricular links with secondary schools are underdeveloped.

32. Visits and visitors enhance the curriculum and a local club provides rugby coaching. Residential experiences are not offered to the pupils and the Internet is not yet used to develop links with the wider community.

## LEADERSHIP AND MANAGEMENT

There are significant weaknesses in the leadership and management of the school. Overall, they are **unsatisfactory**. Although the governing body fulfil their statutory requirements, the governance of the school is unsatisfactory. Improvement in leadership and management has been unsatisfactory since the school's last inspection.

### Main strengths and weaknesses:

- The school lacks a vision and sense of purpose.
- Strategic planning is weak and does not identify where the school is going.
- Self-evaluation has not been rigorous enough, and the school's performance lags behind that of similar schools.
- Insufficient attention has been paid to the quality of teaching and learning and standards achieved by the pupils.
- The leadership and management of SEN are unsatisfactory.
- The governance of the school is unsatisfactory.

### Commentary

33. When responding to the pre-inspection questionnaire, 32 per cent of parents did not agree that the school was well led and managed. Parents attending the parents' meeting also expressed concerns about the way the school was being run. The inspection team share these concerns. During the inspection, the substantive headteacher and deputy head were both on sick leave. The day-to-day running of the school was in the hands of two inexperienced assistant headteachers who were only appointed to this position in October. They were managing the day-to-day running of the school appropriately and enjoyed the confidence of the staff, who were also very supportive of one another.

34. Currently, the school lacks confidence and drive. There is no sense of direction and insufficient attention has been paid to improving standards and the quality of education for the pupils. This has resulted in unsatisfactory teaching and learning and a trend of improvement in the lower part of the school that is lower than the national trend. School development planning, which should in principle identify weaknesses and a strategy for improvement, does not clearly indicate school priorities or how funding can be used to improve the school. There is no overall evaluation of what the plan has achieved and staff do not feel ownership of the plan. This is a significant weakness. Ensuring that the school development plan was a practical working document was a key issue from the previous inspection. Senior management have not demonstrated any capacity to improve the school, and staff have been left isolated. The introduction of mixed-age classes at the beginning of the current academic year is an example of this. The views of the staff were not listened to or valued.

35. The management of the school is disorganised and currently the school is not working efficiently. For example, school policies for behaviour are not consistently applied and subject co-ordinators are unsure of their responsibilities and do not have a clear understanding of standards or the quality of education in their subjects. Staff performance management has not been effective in bringing about improvement and there has been ad hoc staff development that has not been linked rigorously enough to the needs of the school.

36. The Reception class is led satisfactorily. Provision is satisfactory and teaching is generally sound.

37. Governance of the school is unsatisfactory. Governors do not have a clear understanding of those areas requiring development identified by the inspection, and have assumed that the senior management are dealing with such matters through the school development plan. Although governors work hard and are conscientious and committed to the school, they have had little effect on creating an environment in which standards can rise.



38. Weakness in leadership and management in the school has resulted in the leadership and management of SEN being unsatisfactory. Funds for SEN are used for the development of resources, release time for the co-ordinator and for teaching assistant support to develop basic skills. However, because there is no effective system to monitor the quality of teaching and learning, teaching is unsatisfactory. Although the co-ordinator monitors the progress pupils make towards the targets on their IEPs, there is insufficient monitoring of the work they complete during lessons.

**Financial information**

***Financial information for the year April 2002 to March 2003***

<b>Income and expenditure (£)</b>	
Total income	867,335.00
Total expenditure	869,029.00
Expenditure per pupil	2,311.00

<b>Balances (£)</b>	
Balance from previous year	13,887.00
Balance carried forward to the next	12,195.00

39. The financial management of the school is unsatisfactory. The links between the use of school expenditure and school development are not rigorous enough and the school's carry-forward to the next financial year is below the recommended levels. This could lead to staffing or resource difficulties in the next year and the school is not in a good position if an unexpected expenditure occurs. The day-to-day management of the budget is carried out effectively by the school administration officer. The local education authority (LEA) regularly monitors school expenditure but the school has not been audited since 1999.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

40. Provision for children in the Foundation Stage is satisfactory. It is good for the development of personal and social skills. However, there is no secure outdoor area for the children to develop physically through structured outdoor play. This is a minor weakness in the provision. Resources are satisfactory to promote all areas of learning. The children enter school with below average levels of attainment. However the current Reception children (September 2003 intake) show average attainment. This is not the complete cohort, as the school has a second intake in January 2004. The majority of the September intake of children are on course to reach the expected levels by the end of their time in Reception. This is similar to the standards reported in the previous inspection. Induction procedures are sound and this ensures that the children settle in quickly and happily. Teaching is satisfactory but it is good for the teaching of basic writing skills. Personal and social skills are promoted effectively in most activities. Children receive sound support from the adults who work with them and achievement is overall satisfactory. The curriculum is planned using the national guidance and includes a suitable range of activities. This provision is satisfactorily managed. The recently developed systems to monitor pupils' progress are satisfactory.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses:**

- The children achieve well because the area is consistently well promoted.
- Behaviour is good. The children get on well with each other.
- Pupils work hard at the activities they are given and show positive attitudes to learning.

#### **Commentary**

41. Good provision enables most children to at least reach the expected levels by the end of Reception, with a significant number likely to exceed them. Teaching is satisfactory and personal and social skills are well promoted in most activities. Strengths in teaching include personal and social skills being promoted well in most activities. In addition, all adults have high expectations regarding behaviour and as a result behaviour is good. Achievement is generally good. However, sometimes, in larger group situations, the need to listen carefully when someone is speaking is not reinforced as well as it could be. When this happens children are allowed to shout out and interrupt unnecessarily. Learning is affected when this happens. The children show positive attitudes to learning and thoroughly enjoy coming to school. Personal independence is well developed. For example, all children tidy up conscientiously at the end of lessons because it is expected of them. There are many good opportunities for the children to work in pairs and small groups and to begin to develop the skills necessary to work independently. The children take turns and concentrate well as they interact positively with each other and the adults who help them. Most children select activities with confidence. Planning and past work shows that the children begin to develop a satisfactory understanding of celebrations within different religions. For example, displays show that the children made 'harvest mice' from bread after discussing the harvest.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses:

- Teaching promotes the development of basic writing skills well.
- The children respond positively in lessons.
- Listening skills are not promoted consistently.
- The love of books is promoted well.

### Commentary

42. Most children are on course to attain the expected levels by the end of their time in Reception. Achievement is satisfactory and adults keep clear records of how each child is doing. Sessions are well thought out and the children work hard because they are enthusiastic about learning. A minor weakness in teaching is that adults do not always promote listening skills effectively. This then results in children shouting out during some whole class discussions, which makes it difficult for others to concentrate. However, when adults expect the children to listen, in particular when they work in smaller groups, they listen attentively and respond accurately. Most children speak with confidence. The love of books is promoted well, which results in all children handling books carefully and enjoying reading activities. Most children identify and read their own names. Teaching is satisfactory overall but it is good for the teaching of basic writing skills. The children achieve well as they learn to write because they are given clear guidance on how to improve, in particular when forming letters. All children are given well-chosen activities to promote their pencil control. As they get more confident they copy beneath models and higher attaining children then develop words as they write independently.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses:

- The children enjoy working on activities in this area.
- There are too few opportunities given to promote the written form of number.

### Commentary

43. Teaching and learning are satisfactory. All adults give the children many opportunities to develop mathematical skills. They do this by asking clear questions to promote learning, by singing number rhymes, and by using a sound range of resources to promote mathematical development, such as a colourful number line on display in the classroom. This is used soundly to promote the sequence of numbers up to 20. However, there are no clear written examples of how well the children are doing as they learn to write their numbers with correct number formation. There is little evidence to show any recording during any mathematical activity. Adults interact satisfactorily within the ability groups in which the children work and give the children many opportunities to articulate their thinking, thus developing their mathematical understanding. Children achieve satisfactorily and most are likely to reach the expected levels by the end of their time in Reception.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses:

- The children respond positively to all activities.
- Personal and social skills are well promoted in all activities.

### Commentary

44. Teaching is satisfactory. The children have sound opportunities to develop basic computer skills. They use programs which support many areas. For example, children were seen working independently as they created shape pictures. Activities such as these reinforce mathematical skills as well as developing ICT skills. A small group of children were seen working with a classroom assistant as they programmed the 'roamer'. Construction toys are regularly used to build and balance as children work together in small groups or choose to work alone. Most children confidently join construction pieces together. Children worked well together as they investigated magnetism. They demonstrated a sound understanding as they identified why some objects 'stick together' and why those 'without a magnet' would not. Most children are on course to reach the expected levels by the end of their time in Reception.

## PHYSICAL DEVELOPMENT

There is too little evidence to make an overall judgement on provision in this area of learning.

### Main strengths and weaknesses:

- There are too few planned opportunities to promote physical development in the school hall or outside.

### Commentary

45. The children have one lesson in the school hall to develop physically each week. No lessons were seen, but planning shows that opportunities to travel around, under, over and through balancing and climbing equipment are limited. There is too little evidence to make a judgement on standards. Provision is also limited because there is no secure outdoor area for the children to play, thus affecting standards. However, most children handle scissors, paintbrushes and pencils with sound control. All children play imaginatively and confidently with construction toys. They have sound opportunities to use soft materials such as coloured dough to make models. Children achieve soundly and most children are at least on course to reach the expected levels.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses:

- The children enjoy the activities they are given.
- This area reinforces aspects of personal and social development well.

## Commentary

46. Teaching is satisfactory. The children were seen singing confidently as a group. Behaviour was good as they sang 'I'm a Floppy Doll'. However, opportunities were missed to include all children. This limits learning for many children when not all have the opportunity to play a musical instrument. No other direct teaching was seen, but previous work in the form of sound quality displays clearly shows satisfactory learning. Children used paints to create 'autumn patterns' using autumn colours of brown, orange, yellow and red. They have talked about the importance of brushing their hair and have made detailed collage faces using a variety of materials. The majority of children express their own ideas and communicate their feelings satisfactorily as they play well together in the role-play areas. Most of the children are likely to reach the expected levels by the end of Reception.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **unsatisfactory**.

#### Main strengths and weaknesses:

- Standards are below average in speaking, listening and reading and well below in writing throughout the school. Pupils achieve unsatisfactorily.
- Insufficient emphasis is given to developing pupils' speaking and listening skills in all subjects.
- There are no effective recording systems in place to help teachers plan to develop pupils' reading skills.
- Insufficient attention is given to improving pupils' writing skills and developing good standards of handwriting and presentation.
- The quality of teaching is unsatisfactory overall.

## Commentary

47. Standards have declined in English since the last inspection and many pupils are not achieving as well as they should.

48. Standards in speaking and listening are below average throughout the school. A few teachers encourage careful listening and clarity of speech and insufficient emphasis is given to improving pupils' confidence and extending their vocabulary. There are limited opportunities provided for role-play and drama activities. Many pupils are hesitant when speaking and lack an enriched vocabulary when explaining their thoughts. A number of pupils show poorly developed listening skills and lose concentration quickly, especially where tasks are not well matched to their abilities. Many teachers are satisfied with short answers when asking questions and do not encourage multi-word or sentence answers, which has a negative impact on pupils' achievements.

49. Standards in reading are below average throughout the school. Pupils are encouraged to take reading books home and use the two school libraries to change their books regularly. However, reading diaries are not kept up to date in many classes and there is no consistent practice of recording to help teachers to develop pupils' reading skills. As a result, some pupils are reading books that are not sufficiently challenging to broaden their experiences, which restricts progress in their reading. Guided reading sessions are not always effectively used during literacy lessons and there are limited opportunities on the timetable for additional reading practice. However, a number of pupils make good progress and achieve well by regularly practising their reading at home.

50. The school has identified writing as an area to develop. The scrutiny of pupils' work indicates that more opportunities have been identified across the curriculum to improve pupils' writing by using biographies, poems and play scripts to broaden writing experiences. However, in many classes insufficient attention is given to developing good techniques for extended writing. There is limited evidence that pupils are encouraged to draft and edit their work where poor presentation and handwriting is often the norm. In a few classes pupils are improving their handwriting with regular practice, but this is not consistent throughout the school, where many older pupils are using pencil and their handwriting lacks fluency and good joins. In the best instances punctuation and grammar skills are in line with national expectations. Spelling is often weak where insufficient attention is given to use dictionaries and thesauri to check spellings and enrich vocabulary.

51. The quality of teaching is unsatisfactory overall with a significant variation in teaching from good to unsatisfactory lessons. Although planning is linked to the National Literacy Strategy many teachers have not come to terms with planning appropriate lessons to match the range of abilities in mixed age classes. Consequently, many pupils are underachieving when they lose concentration and are easily distracted. Learning is most effective in lessons where planning is clear, tasks are purposeful for all abilities and the pace of the lesson is brisk. Where this is linked to confident class management and good subject knowledge, learning is at its best. In such instances pupils achieve well and are well motivated. In many lessons, however, teaching and learning is unsatisfactory where expectations are either too low or too high, the pace of lessons is slow and there is little or no ongoing assessment to match work to the needs of different abilities. As a result many pupils are underachieving, including those with SEN, who are not always supported by teaching assistants in literacy lessons. Higher attaining pupils also underachieve when lessons lack sufficient challenge for them. Pupils' work is marked regularly but the quality of marking is variable and targets to help pupils improve are rarely identified.

52. The English co-ordinator has produced an appropriate action plan to identify priorities for improvement. She acknowledges that assessment is not used effectively to plan pupils' work. The co-ordinator's role is underdeveloped, as she has limited opportunity to monitor teaching and learning across the school to help raise standards and improve provision. The management of English is unsatisfactory overall.

### **Language and literacy across the curriculum**

53. Some useful links have been developed with many curricular subjects, especially in ICT. In Years 1 and 2 pupils are encouraged to write simple instructions for making puppets in design and technology. They use ICT word processing skills effectively to produce their book reviews. In religious education they write their own rules on a torah and a brief account of Remembrance Sunday. By the end of Year 6 pupils can use a multimedia presentation to produce their own leaflets on Plymouth and the Aztecs, in which both literacy and ICT skills are used effectively to support work in geography and history.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses:**

- Standards are below average in Year 2 and Year 6. Pupils do not achieve as well as they could do, particularly pupils with SEN and those who are higher attainers.
- Teaching and learning are unsatisfactory.
- Insufficient use is made of assessment information and target setting.

## **Commentary**

54. Standards in mathematics are below average for the pupils in Years 2 and 6. Pupils' achievement is unsatisfactory and the progress made by some pupils is not good enough. This includes pupils with SEN who are often given work that is inappropriate to their levels of understanding and higher attaining pupils who are not challenged sufficiently. This is a result of weaknesses in teaching. Results of national tests in 2003 indicate that the performance of boys and girls was different from that found nationally. This was not apparent during the inspection, but the school has not evaluated this variation in performance.

55. The quality of teaching and learning is not good enough to improve standards. Despite seeing satisfactory teaching during the inspection, scrutiny of pupils' books indicates that there are some inconsistencies in teaching, particularly in the marking of pupils' books, teachers' expectations and the suitability of work for some pupils. Teachers have found it difficult to manage mixed-age classes and are still getting to grips with the demands that they make. Teachers' marking is not proficient and expectations are not high enough. This leads to work being unfinished, presented poorly and less work covered than there should be. A minority of teachers mark satisfactorily, setting targets for improvement and providing sufficient information for pupils to move onto the next stage of learning. This good practice is not seen in every class. Variable demands are made on pupils in different parts of the school. Teachers use the National Numeracy Strategy and try to provide suitable work for all ability groups, different year groups and pupils with SEN. This works with varying success. Teachers' demands and expectations are not always clear and some pupils do not remain on task long enough and lose concentration.

56. The majority of lessons start off well with good, productive mental mathematics sessions and good introductions to the main activities. At this point, lessons have pace and questioning is used well by teachers to involve and challenge all pupils. Unfortunately, in many of the classes, this is not maintained and lessons become less productive and effective.

57. The subject co-ordinator is a good role model for her colleagues and her leadership is satisfactory. There are some weaknesses in management. Although she has had opportunities to monitor teaching and learning and pupils' books, this has not had sufficient impact on raising standards or the quality of teaching and learning. There is not a whole school awareness of standards.

58. Standards and the quality of provision have declined significantly since the last inspection.

### **Mathematics across the curriculum**

59. Numeracy skills are promoted in other subjects such as science, geography and ICT. During the inspection, standard measures were used by Year 6 pupils to describe the height of different mountains. Pupils experience data-handling exercises as part of their ICT curriculum. However, given that standards across the school in mathematics are below average, not enough attention is paid in teachers' planning to ensure that numeracy skills are consistently promoted. Many classrooms contain a numeracy display but these vary significantly in quality.

## SCIENCE

Provision in science is **unsatisfactory**.

### Main strengths and weaknesses:

- A subject specialist who is keen to carry out her role.
- Unsatisfactory teaching.
- A poorly planned curriculum.

### Commentary

60. Pupils' achievement is unsatisfactory largely because of a poorly planned curriculum and teaching that is not good enough. A significant proportion of pupils make limited progress and underachieve; no differences were observed between the achievement of boys and girls. Pupils in Years 2 and 6 are not on course to reach expected standards by the end of the year. This picture is not as good as the one reported in the previous inspection, when standards were at expected levels.

61. Some pupils talk confidently about their knowledge and understanding of science and a significant proportion of work is based on first-hand investigations. These practical sessions encourage pupils to work collaboratively. For example, in a lesson involving pupils in Years 5 and 6, pupils were engaged in a well-guided practical investigation that focused on electrical circuits. This investigation helped them to improve their understanding of switches and how bulbs work in various electrical circuits. During discussion, a small group of higher attainers were able to talk confidently about their recent work on micro-organisms and how they can affect everyday life. Pupils with SEN respond well to the practical tasks and the additional support.

62. However, planning does not cater well enough for the needs of all pupils, particularly for the older ones in each class, where expectations are low. For example, there is an over-reliance on work sheets in Years 1 to 4, with little difference in the quality of work produced by pupils of different abilities or ages. Pupils are given limited opportunities to write and explain their findings. Teaching seen during the inspection was satisfactory overall, although one unsatisfactory lesson was poorly paced and included mundane tasks. Evidence from a scrutiny of pupils' work throughout the school showed marking that overpraised unsatisfactory work, poor levels of presentation, and unfinished tasks.

63. The co-ordinator is a subject specialist who is keen to develop science throughout the school. However, she has not been given the time or support to carry out her management role.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

### Main strengths and weaknesses:

- Provision for ICT has significantly improved since the last inspection.
- The new ICT suite is well used to give good opportunities to develop pupils' skills.
- Teachers' subject knowledge and confidence are good, having improved through ongoing training.
- The co-ordinator has made a significant contribution to raising standards throughout the school by good leadership.
- Good use is made of ICT across the curriculum.
- Quality displays celebrate pupils' work.



## Commentary

64. Standards in ICT are in line with national expectations throughout the school and many pupils achieve well. The school has worked hard to improve the provision for ICT significantly since the last inspection. A new ICT suite has been installed to give good opportunities for pupils to develop and practise their skills using computers. Teachers' subject knowledge has significantly improved through on-going training, so that they are confident in providing pupils with a wide range of experiences, making good use of resources.

65. Pupils are introduced to computers at an early age and encouraged to explore information technology through structured and free activities. They learn to use the keyboard and mouse confidently to develop word processing skills. By the end of Year 2 many can change font, size and colour to produce their own book reviews. Junior pupils learn to use a paint package to develop images using repeating patterns for their own Christmas wrapping paper. By Year 6 pupils confidently use a multimedia package to organise, refine and present their own leaflets on Plymouth and the Aztecs to a high standard. They have begun to use a package to control traffic lights and have good opportunities to use spreadsheets.

66. The quality of teaching is satisfactory overall with a few good or better lessons seen during inspection. Good or better teaching is characterised by good subject knowledge, well-planned and challenging activities which capture pupils' imagination and ensure they have positive attitudes and are keen to succeed. In such instances pupils make good progress in their learning and achieve well. In less successful lessons there is a balance of strengths and weaknesses. The weaknesses include little or no differentiated tasks, so failing to challenge pupils of all abilities, including higher attainers or fully support those with SEN. This has a negative impact on their learning and achievements.

67. The co-ordinator has made a significant contribution towards raising standards in the school. She has good subject knowledge and gives her time freely to assist staff and provide appropriate training. She has produced a new scheme of work to help teachers plan more effectively. However, she has no opportunity to monitor teaching and learning across the school to support colleagues and further improve standards. She has identified the need for further resources to support all aspects of ICT and to develop the use of assessment information in order to match work more closely to individual needs.

### Information and communication technology across the curriculum

68. Good use is made of pupils' ICT skills across the curriculum. Younger pupils in Years 1 and 2 use a paint package to produce geometric shapes and firework pictures where there are good links with mathematics and art and design. ICT is used effectively for instructional text and producing book reviews where there are strong links with literacy. Older pupils use a digital camera to identify physical and human features as part of a geography topic. By Year 6 they use a multimedia package to present their work in geography and history where there are also good links with literacy. Much good work is celebrated by high quality displays around the school.

## HUMANITIES

69. The school's **geography** and **history** provision was not an inspection focus and there is insufficient evidence to make an overall judgement about the school's provision in these subjects. Year 6 pupils were able to identify satisfactorily the major mountain ranges of the world and describe mountain environments. However, they showed weaknesses when trying to place the mountain ranges in different continents. Scrutiny of their geography books indicated that the Year 6 pupils had covered a satisfactory amount of work for their age. Teachers throughout the school pay

insufficient attention to the different ability groups found in classes. Too often, pupils are expected to cover the same work. Lower attaining pupils and those with SEN do not always finish their work or are given non-geographical activities such as colouring. Presentation of work is variable and literacy skills are not well promoted when poor spelling is not corrected.

70. The school has planned a geography and history curriculum that satisfies the demands of mixed-age classes. Both of the subjects are linked well to other areas of the curriculum and this is a strength. During the inspection, Year 5 and 6 literacy lessons were linked to the pupils' work in history on the Aztecs and Year 6 pupils discussed with enthusiasm the photographs and text that they had put together on mountain environments using ICT. Year 3 and 4 pupils were observed using their word processing skills to write front-page newspaper reports on the Roman invasion of Britain. Year 4 and 5 pupils introduced text to photographs taken from their classroom that described physical and human features.

71. Three history lessons were observed. Year 3 and 4 pupils carefully watched a video and showed satisfactory understanding as they identified differences in Roman and Celtic ways of life. However, some of the lower attaining and younger pupils had difficulties in recording their observations because of weak literacy skills. Another Year 3 and 4 lesson was unsatisfactory because pupils' behaviour was not good enough. The Year 6 pupils had only just begun their work on the Aztecs at the time of the inspection. Orally, the majority of pupils demonstrated a secure factual knowledge and understanding of the Aztecs in relation to what they had covered. They successfully described characteristics of cities and people from the time. However, only the more able pupils were able to record this independently. The pupils' well below average writing skills limited their organisation of information and this issue is not sufficiently addressed in teaching.

## Religious Education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses:

- Visits and visitors invited into school enrich the religious education provision.
- Good links are developed with other subjects.
- Writing skills are not well promoted when the pupils are given written tasks.
- There are no assessment procedures and there is no monitoring of teaching and learning.

## Commentary

72. At the end of Year 2 and Year 6 standards are as anticipated in the locally Agreed Syllabus. This is similar to standards reported in the previous inspection. Previous work completed is limited and is not a true reflection of what pupils know and understand. It shows that writing skills are not promoted well and work is too often untidily presented. Discussions with pupils in Year 6 clearly show satisfactory levels of achievement as they talk about differences between Hinduism and Christianity. The pupils show sound knowledge and understanding of the topics that they have covered. In particular, they spoke enthusiastically about the visitor who came into school and developed their understanding of Hinduism. They also spoke enthusiastically of visits to local places of worship. As a result, vocabulary, which is specific to Hinduism, is used confidently and accurately. For example, pupils in Year 6 demonstrate satisfactory knowledge of Diwali, the Hindu festival of light. They equally confidently and accurately talk about the holy book of Islam, the Qu'ran.

73. Three lessons were seen but there is too little evidence to make an overall judgement on teaching. In all three lessons, teaching was judged to be satisfactory. Good aspects of this teaching shows that the subject links well with other subjects. Pupils in Years 5 and 6 reinforce geography knowledge soundly as they learn about how Christmas is celebrated in Mexico. In Years 1 and 2 basic spelling and writing skills were promoted well as the teacher reinforced subject

specific vocabulary related to the Jewish festival Hanukka. Pupils' positive attitudes to the subject added to the learning, which was satisfactory in all lessons. However, lack of assessment procedures makes it difficult for teachers to plan work accurately to the needs of all pupils and this results in some pupils being given work, which is too difficult for them. When this happens, learning is not as good as it should be. The co-ordinator has not been in post long enough to make a judgement on leadership and management of the subject. However there has been no monitoring of teaching and learning and this is a weakness. There is little evidence of ICT being used to support the subject.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

74. There was not enough evidence seen to report individually on **art and design, design and technology** or **physical education**. No teaching of art and design was seen.

75. Displays around the school clearly indicate that all classes develop skills, knowledge and understanding in art and design. In addition, skills taught in art and design are used in other subjects. However there is too little evidence to make a judgement on standards or provision.

76. One of the lessons in design and technology involved pupils in Years 5 and 6 making a template for their design of a slipper. The lesson gave pupils a good opportunity to work collaboratively and develop their ideas. However, pupils worked slowly and their cutting skills were underdeveloped.

77. In physical education, curriculum planning gives guidance to the systematic development of skills in games, gymnastics and dance. In addition, pupils participate in swimming lessons during Year 5 and many pupils have extended opportunities to take part in a number of extra-curricular activities which places a strong emphasis on competitive conventional team games and individual sports. The small number of lessons seen during the inspection were well managed and included a range of activities and teaching methods which ensured pupils made at least satisfactory gains in their learning. The physical development of children in Reception is, however, unsatisfactory because of the lack of a secure outdoor play area.

### **Music**

Provision in music is **satisfactory**.

#### **Main strengths and weaknesses:**

- Resources and accommodation are good.
- There has been no monitoring of teaching and learning. As a result the quality of teaching varies considerably.
- There are no assessment procedures.
- Extra curricular opportunities are good.

### **Commentary**

78. Standards in music are average at the end Year 2 and Year 6. Similar standards were reported during the previous inspection. Resources for learning and the accommodation have improved, following the recent development of a well-resourced music room.

79. Teaching is satisfactory but varies considerably between good and unsatisfactory because there has been no recent monitoring of teaching and learning, and some teachers are more skilled in music than others. In the best lesson seen, teaching was good. Words such as 'melody' and 'pitch', which are specifically related to music, were well promoted and pupils had good opportunities to play tuned and untuned percussion instruments. There were satisfactory

opportunities to perform and the pupils supported each other well within their groups. The pupils achieved well. In an unsatisfactory lesson, weaknesses in the management of pupils' behaviour led to little learning taking place. Listening skills were not promoted effectively. The pace of the lesson was too slow to motivate pupils.

80. The management of the subject is satisfactory overall. However, the lack of assessment procedures results in some lessons not taking full account of pupils' prior knowledge and skills and the lack of monitoring of teaching results in less confident teachers not being appropriately supported. These weaknesses give rise to unsatisfactory learning in some lessons and pupils achieving less than they should.

81. There are good opportunities for pupils to develop music skills in extra curricular activities, such as individual instrument tuition and participation in musical productions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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