

INSPECTION REPORT

LEIGH AND BRANSFORD PRIMARY SCHOOL

Leigh Sinton, Malvern

LEA area: Worcestershire

Unique reference number: 116776

Headteacher: Mr Peter Gill

Lead inspector: Mr David Carrington

Dates of inspection: 28th – 29th June 2004

Inspection number: 256723

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
Gender of pupils:	Mixed
Number on roll:	97
School address:	Hoopers Close Leigh Sinton Malvern
Postcode:	WR13 5DX
Telephone number:	01886 832342
Fax number:	01886 833057
Appropriate authority:	Governing body
Name of chair of governors:	Mr Robert Stilliard
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

Leigh and Bransford Primary School is a small village school. Two thirds of the 50 boys and 47 girls live in Leigh Sinton and surrounding villages but a third come from outside the local area. All pupils speak English as their main language. A very small proportion of pupils come from minority ethnic backgrounds and a few are from traveller families. There are an above average proportion of pupils with special educational needs including those with statements. Most special educational needs are for moderate learning difficulties. The attainment of children when they start school is above average.

The school was awarded the *Schools Achievement Award* in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	David Carrington	Lead inspector	Mathematics, science, information and communication technology and religious education.
14226	Alison Willatts	Lay inspector	
27369	Carolyn Sandal	Team Inspector	Geography, history, physical education and areas of learning for children in the Foundation Stage.
21816	Beryl Thomas	Team inspector	English, art and design, design and technology, music and special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Leigh and Bransford Primary School has had difficulty in maintaining a consistent quality of staffing in recent years. This has impacted profoundly on the achievement of pupils, which is unsatisfactory overall. Provision for children in the Foundation Stage and for pupils in Year 1 is poor and this affects the rate at which they learn. Older pupils are provided for satisfactorily in the main, though the school has had to resort to short-term coverage for some staff absence and not all staff have been willing to take on additional responsibilities that could bring vital improvement to the quality of provision. The overall quality of teaching and leadership and management are unsatisfactory. In accordance with section 13(7) of the Schools Inspection Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

The school's main strengths and weaknesses are:

- Too many pupils are under achieving. This is especially the case for children in the Foundation Stage, pupils in Year 1 and the top attainers in school. Most pupils are not achieving satisfactorily in information and communication technology (ICT).
- In recent years, the starting point of children in the Foundation Stage has been above average. This year, standards at the end of Year 6 are above average in English, mathematics and science; they are average in ICT, art and design, design and technology, geography, history and religious education. They are below average overall at the end of Year 2.
- The quality of teaching and learning is unsatisfactory overall, with particular weaknesses in the Foundation Stage.
- The quality of leadership and management is unsatisfactory. The headteacher has not managed the frequent change of staffing effectively. There is no leader of the Foundation Stage and the leadership of the curriculum is weak. Not all statutory requirements are met.
- Not all staff have shown steadfast commitment to the school's aims and objectives.
- Assessment, target setting and tracking, monitoring and evaluation are all inconsistent and flawed processes.
- Provision for pupils with special educational needs is good and these pupils achieve satisfactorily because of the effective support provided.
- Pupils form good relationships with others, they are confident and self-assured learners who are willing to take responsibility and show initiative when given the opportunity.

The school has made **unsatisfactory** improvement since it was inspected in 1998. At first, good progress was made in answering the key issues, but in recent times the rate of improvement has stalled because the headteacher has had to manage repeated staffing difficulties at short notice. Standards have fluctuated during this period, in part due to the movement in and out of the school by a large proportion of pupils and also because the academic background of pupils has varied, but the school cannot be certain that all year groups have achieved as well as they should because monitoring and evaluation processes lack rigour.

STANDARDS

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

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

Standards in the 2003 National tests were below average in reading and writing in Year 2 and above average in mathematics. In Year 6, standards were above average in English, below average in mathematics and average in science. The proportion of Year 2 pupils achieving the higher level 3 was below average overall. The proportion of Year 6 pupils reaching level 5 was above average overall.

Overall, achievement is **unsatisfactory**.

- The children in the Foundation Stage started school with above average standards. Because provision is poor, they are under achieving significantly and standards are below average.
- Achievement is poor in Year 1 and satisfactory in Year 2. Standards are below average in English, mathematics and science at the end of Year 2.
- In Years 3 to 6, achievement is satisfactory. It has clearly fluctuated during the last year in the two classes, though more stability has been gained in Years 5 and 6. Standards are above average overall in Year 6 due to the boost provided since February this year. The top attaining pupils could achieve more.
- Behaviour and attitudes are satisfactory and relationships are good. Attendance levels are average. The overall quality of pupils' spiritual, moral, social and cultural education is **satisfactory**.

QUALITY OF EDUCATION

The quality of education is **unsatisfactory**. The quality of teaching and learning is **unsatisfactory**. The curriculum is unsatisfactory overall, chiefly because of the failure to provide an appropriate education for children in the Foundation Stage and for all pupils in ICT. There is good provision for pupils with special educational needs. The use of assessment to set and track targets and influence planning is a significant weakness. The school has good accommodation, though there are shortages of some resources. The overall quality of care, welfare, health and safety, and the partnership with parents, other schools and the community is satisfactory.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is unsatisfactory. The headteacher has frequently had to cope with rapidly changing staffing situation and this has meant his energies have been channelled away from leading the school with firm direction. The reluctance of some staff to support essential changes to management and leadership has compounded its weaknesses. In all, the leadership of the headteacher and other key staff is unsatisfactory. Governors have not ensured that all statutory requirements are met for provision in the Foundation Stage and in ICT. In other respects, governance is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold many positive views of the school, but there is major concern over the instability of staffing and the impact that this is having on their children. Pupils share positive views of the school though the school does not consult them thoroughly enough. Inspectors agree with these concerns of parents and pupils.

IMPROVEMENTS NEEDED

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

- Establish and publish unequivocally the educational direction of the school and ensure all staff and governors are signed up to this.
- Accelerate the achievement of pupils, especially in the Foundation Stage, ICT and the top-attainers.

- Ensure that the quality of teaching, learning and the curriculum is good, at least.
- Improve the quality of leadership and management at all levels, including rigorous procedures to assess, check and evaluate pupils' performance and the quality of education, and ensure statutory requirements are met in full.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **unsatisfactory**. It is **poor** in the Foundation Stage and in Year 1. Standards are **above average** at the end of Year 6 and **below average** at the end of Year 2.

Main strengths and weaknesses

- Achievement is unsatisfactory.
- Standards in the 2003 National tests were below average in reading and writing in Year 2 and above average in mathematics. In Year 6, standards were above average in English, below average in mathematics and average in science.
- Standards are below average in English, mathematics and science at the end of Year 2.
- Standards are above average overall in Year 6 due to the boost provided by improved teaching quality since February this year.
- Provision for children in the Foundation Stage, whilst improved a little in recent months, is poor overall and this results in the youngest children not achieving what they should.
- Achievement is unsatisfactory overall in infant classes. It is satisfactory in the juniors.
- Achievement in information and communication technology (ICT) is unsatisfactory.
- The achievement of top attaining pupils is capped because they are not challenged enough.

Commentary

1. Standards have fluctuated over recent years. This is due to the different academic backgrounds of each year group. In some years there are substantially more pupils with learning difficulties than in others. Because the number of pupils is generally small in each year, just one pupil not attaining the expected level in the national tests can have a profound impact on the overall standards. To compound this, a sizeable proportion of pupils do not complete their full primary education in school and transfer to other schools, especially the independent sector, before they take the national tests. School records show that these are often the higher attaining pupils.
2. Pupils do not achieve enough in the time they are in school. This starts in the Foundation Stage, where there are significant weaknesses in provision. There has been some attempt to improve the poor quality of provision, but the lack of leadership for this stage in school and poor state of understanding of the reception children's needs has led to many children biding their time with ill-planned activities and their attainment has declined. When they started school, Foundation Stage children had above average skills and knowledge for their age. These are now below average as they near the end of the reception year.
3. Since Year 1 pupils have been taught alongside the Foundation Stage children this year, the weaknesses in provision have extended to them. The Year 1 pupils are significantly lagging behind where they should be. Their standards are below average and their achievement is poor. The school has, however, been successful in providing a more successful education in Year 2. The teachers and support staff in this class have worked hard to build pupils' knowledge, skills and understanding from the shaky platform established by the start of the year. In all, the Year 2 pupils are achieving satisfactorily, though because of the academic background of the pupils, standards are below average at the end of the year, especially in English, mathematics and science.
4. Last year, pupils in Year 2 attained below average standards in reading and writing and above average standards in mathematics. This is shown in the following table.

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

Standards in:	School results	National results
Reading	15.2 (15.4)	15.7 (15.8)
writing	14.3 (16.3)	14.6 (14.4)
mathematics	17.0 (16.3)	16.3 (16.5)

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

- Achievement has been erratic in junior classes (Years 3 to 6) because of the numerous changes of staff and lack of management procedures to ensure that provision is of consistent quality where two part-time members of staff teach the class. During the inspection, a teacher provided by the local education authority taught the mixed age Year 3/4 class capably. However, the scrutiny of pupils' past work in these years indicates that achievement has been less consistent. Provision in Year 5-6 has been more successful this year. Achievement has, therefore, been more even, and satisfactory overall. There has been a noticeable boost to achievement in Year 6 and standards are above average in English, mathematics and science. They are, however, average, and not high enough, in ICT, art and design, design and technology, geography, history and religious education.
- Last year standards in the Year 6 national tests were above average in English, below average in mathematics and average in science. This is summarised below.

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

Standards in:	School results	National results
English	27.7 (28.1)	26.8 (27.0)
mathematics	25.9 (26.3)	26.8 (26.7)
science	29.1 (30.0)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

- The school has some successes in terms of achievement. Boys and girls do not vary significantly in their achievement and the very small proportion of pupils from minority ethnic or traveller family backgrounds achieve as well as the other pupils. The provision for pupils with special educational needs is good. This is due to the strong and effective lead provided by the special educational needs coordinator (Senco). The vast majority of pupils with learning difficulties and other special educational needs achieve satisfactorily because of the effective support given.
- Provision for the top attaining pupils is not given the same structure and lead as is that for special educational needs. Much work provided is frequently exactly the same as for pupils in the middle and lower attaining groups. In general, planning is not explicit enough about the skills, knowledge and understanding to be gained by different groups of pupils. The provision of stimulating and challenging enough work for the top attainers is a weakness and their achievement is capped. There is a similar lack of structure and lead for the work in ICT and pupils do not have access to the full breadth of the National Curriculum programme for this subject. Achievement is fragmentary and unsatisfactory overall, though in the lessons observed during the inspection it was satisfactory.
- There is clearly much work to be done to ensure that achievement is maintained at good rates, at least, across the school. In 2002, the school was awarded the *Schools Achievement Award*, though it has not been able to sustain the improvement to standards and achievement that this recognised. There is some effective practice to build from, though the task is demanding of governors, managers and leaders and requires a firm commitment to improvement and a

sharing amongst staff of responsibility for standards and achievement that, at present, is lacking in school.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **satisfactory**. Their attitudes and behaviour are **satisfactory**. Their spiritual, moral social and cultural development is also **satisfactory**. Relationships are **good**.

Main strengths and weaknesses

- Attitudes and behaviour are satisfactory.
- Relationships are good.
- The spiritual, moral, social and cultural development of pupils is satisfactory.
- Attendance levels are satisfactory.
- Pupils are confident and self-assured learners who are willing to take responsibility and show initiative when given the opportunity.

Commentary

10. Pupils' attitude to learning is satisfactory. They are keen to learn but do not always receive effective support for this, especially in the Foundation Stage and Year 1. Pupils work well in their groups or classes although there is an obvious lack of stimulation in some classes. Pupils are not able to take initiative for their work, partly because of the few resources made available to them during lessons in some years, especially the Foundation Stage and Year 1. Older pupils have some responsibilities in the school. Year 6 pupils are prefects and have specific duties in the school at play and lunchtimes looking after the younger pupils. Generally, however, pupils are not encouraged enough to work independently or research the subjects they are working on. Pupils do experience effective teaching, for instance in a Year 2 lesson on *Noah and his Ark*, pupils were able to appreciate a complex concept of trust in one's own beliefs.
11. The School Council was formed two years ago but did not continue when the member of staff who organised it left. Pupils are mostly friendly towards one another. A 'buddy' system has been established where older pupils encourage younger pupils, the lonely or those looking left out, to join in games or chat.
12. Behaviour throughout the school is satisfactory. Pupils and staff do not accept bad behaviour and will make it obvious that they don't. The standards of behaviour expected in the school are respected, and the school behaviour policy outlines the behaviour expected from pupils. The use of rewards and sanctions works well. Pupils are rewarded with house points and certificates at a weekly awards assembly. Poor behaviour is dealt with by effectively by staff; there are detentions at lunchtimes and parents are involved appropriately in behaviour issues. These procedures are effective and parents are generally happy with the standards of behaviour in the school. However bullying has been a problem, and although measures to deal with this are satisfactory the problems persist according to school records. No single episode seems to be very serious, but they continue despite the efforts of the staff. One episode of racial harassment has been effectively dealt with. There have been no exclusions in the last year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.1
National data:	5.4	National data:	0.4

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

year.

13. Attendance at the school is satisfactory and meets national expectations. Unauthorised absence figures are below the national average. Late arrival is a minor problem for the school but they are tackling this through liaison with parents and the Educational Welfare Officer. Parents said that pupils are happy to come to school. Registers are marked appropriately, and checked regularly. Parents are contacted if pupils do not attend school without letting the school know the reason for absence.
14. The provision for spiritual, moral, social and cultural education is satisfactory. Christianity and other religions are studied appropriately and assemblies contribute soundly to pupils' spiritual development. Pupils' awareness of their own culture is fostered satisfactorily. The cultural development of pupils is satisfactory; it is enhanced by the provision in music, which is a strength of the school. Many pupils are members of the brass band, which performs in a number of local community organisations such as the village fete. Other pupils have tuition in the flute, recorder and clarinet. The school tries to ensure that pupils have knowledge of other cultures. Different ways of life and traditions are explored satisfactorily through the curriculum.
15. Pupils are well aware of the value of good relationships and the difference between right and wrong. The relationship between pupils is good. They know one another well and are generally happy to look after each other. They are respectful of the adults in their school, and are courteous to visitors. Year 5-6 pupils appreciate the residential visit they make each year. These vary in alternate years between a visit to York and an activity centre. This gives pupils experiences in both environments. In general, school trips have been regular and varied, but recently the variety and frequency of educational outings has tailed off due to staffing difficulties.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **unsatisfactory**. Teaching, learning, assessment and the curriculum all have significant weaknesses. There is good provision for pupils with special educational needs. The overall quality of care, welfare, health and safety is satisfactory and learning is enhanced soundly by the partnership with parents, other schools and the community.

Teaching and learning

The quality of teaching, learning and assessment is **unsatisfactory**.

Main strengths and weaknesses

- The quality of teaching is unsatisfactory, as too many pupils are not learning effectively enough.
- Teaching quality is poor in the Foundation Stage and Year 1 and satisfactory in the other years.
- Learning follows the same pattern as teaching.
- Assessment is unsatisfactory and is not effectively linked to the target tracking and planning processes.

Commentary

16. As the following table shows, there was a significant proportion, 24 per cent, of unsatisfactory teaching observed during the inspection. This was clustered in the mixed age Foundation Stage – Year 1 class. There is also evidence in pupils' past work of unsatisfactory and poor features in teaching in these year groups, but also elsewhere in school. Teaching is, therefore, judged as unsatisfactory overall, though this disguises the actual quality in different years through the school.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	11	4	5	0	0

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

17. Teaching is poor overall in the Foundation Stage, largely because there is insufficient understanding of the needs of the children, a lack of awareness of the requirements of the Foundation Stage curriculum and the provision of inappropriate learning experiences. Expectations are too low and many pupils bide their time in the Foundation Stage, rather than consolidating and building skills and knowledge. There has been some improvement in this stage in recent months, staff have done what they can to lift achievement, but the lack of leadership in the Foundation Stage and understanding of what is needed profoundly hampers improvement.
18. Teaching is unsatisfactory in the infant stage. In fact, the weaknesses apparent in the Foundation Stage apply equally to Year 1 pupils. These pupils did not meet their targets in the six areas of learning when they were in reception. They have not had systematic provision as Year 1 pupils that would enable skills and knowledge gaps to be plugged and new things learned. However, provision is better in Year 2. Teaching and learning are of consistent quality, expectations are higher and pupils achieve satisfactorily. There is some good teaching in Year 2 such as that for writing. The rest is satisfactory, which is also the overall quality of teaching and learning.
19. Planning is not a rigorous enough process and is poor overall, and this is a key factor in the quality of teaching and learning. Planning is more about what work will be completed, such as pages in a textbook or worksheet provided for the pupils. It is not focused sharply enough on skills, knowledge and understanding and does not indicate the different expectations of work to be completed by lower, middle, higher and top attaining pupils. This is applicable as much to junior classes as it is the Foundation Stage and the infants. In other respects, teaching and learning in the junior years is a more positive picture.
20. During the inspection, a very short-term temporary teaching appointment was made to Year 3-4. The local education authority arranged this appointment. The competence of teaching during the inspection period was good. However, pupils' past work shows that teaching and learning are not usually of this quality in this class, being satisfactory. Some good teaching was also observed in Year 5/6, including one English lesson judged to be very good, and this has boosted achievement considerably in recent months. Overall, the quality of teaching and learning in the junior years is satisfactory.
21. A weakness of teaching is the fact that pupils are not afforded equal opportunities to achieve well. Those with special educational needs learn well and achieve soundly. This is largely due to the good quality of support given by the teaching assistants. Top attaining pupils are not challenged enough because their work rarely rises above the general level of provision. In English, mathematics and science, learning is generally satisfactory, and good in some years. In ICT, teaching and learning is unsatisfactory. There is now a need to build on the *ups* and to eliminate the *downs* of provision.
22. Assessment is unsatisfactory. Whilst there is a clear policy on assessment and some consensus on procedures in English and mathematics, too much is left to the individual teacher. A large amount of data is collected, but analysis is either cursory or incomplete and the sharing of outcomes and use of data to inform planning is unsatisfactory. The school has identified that pupils in Years 2, 4 and 6 do better than those in Years 3 and 5. However, school

leaders are not at all certain why, as assessment, target setting and tracking, and monitoring and evaluation procedures are not geared up to answer this conundrum. Inspectors identify that because of faults in planning and the pitching of work, the older pupils in each mixed age class learn better than those of younger age and lower attaining pupils generally learn better than the higher attainers.

The curriculum

The curriculum provided by the school is **unsatisfactory**. Opportunities for enrichment are satisfactory. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- The curriculum for children in the Foundation Stage is poor and does not meet statutory requirements.
 - The full curriculum for ICT is not being taught and does not meet statutory requirements.
 - Planning fails to ensure continuity of learning for different year groups within single age classes.
 - Provision for pupils with special educational needs is good.
 - Opportunities for the top attainers to flourish are hampered by insufficient stimulating and challenging work.
 - Pupils' equality and access to a full curriculum is unsatisfactory.
 - Curriculum development and innovation is unsatisfactory
 - The match of teachers to the demands of the curriculum is unsatisfactory.
23. Although there have been some recent improvements, curricular provision in the Foundation Stage is poor in that it does not reflect the required curriculum for children of this age. There are too few opportunities for children to work independently, to be involved in their learning or to make choices and use their initiative. In ICT, pupils do not have access to the full breadth of the National Curriculum programme for this subject, which is unsatisfactory.
24. Curriculum planning is not rigorous enough to cope with the staff changes, which take place throughout the week in most classes and year groups. Planning is not explicit enough about the skills, knowledge and understanding to be gained by different groups of pupils, nor does it provide a clear structure of progression when pupils are taught the same subject by more than one teacher.
25. There is good provision for pupils with special educational needs overall. It is led and organised well by the special educational needs coordinator who has devoted much time and energy in establishing and implementing good systems to support pupils the concerned. However, provision for the top attaining pupils is not given the same thought and care. Much of the work provided for the top attainers is exactly the same as for pupils in the middle and lower attaining groups. The lack of sufficiently stimulating and challenging work for the top attainers is a weakness and leads to significant under achievement.
26. Curriculum development is unsatisfactory. Insufficient time has been devoted to this and curriculum innovation because of the lack of continuity of staffing and an unwillingness by some teachers to take on curricular responsibilities. Too many systems and procedures are interpreted individually rather than as whole school initiatives. The way in which the teachers are matched to the demands of the curriculum is unsatisfactory. The past staffing difficulties resulting in the rotational job-share arrangements do not ensure that pupils receive a consistent quality of education as they progress through the school, which is shown by the dips in achievement over time.
27. The support staff make a sound contribution to the learning in school. The school has good accommodation, which is attractive and well maintained. The new ICT suite is a valuable addition to the accommodation and has the potential to become a key area of learning in the

school's bid to improve the curriculum. There are shortages of some resources and the resourcing of subjects has not been related to whole-school needs, but has been the responsibility of individual teachers. Some resources are out of date and not used, others need replenishing and replacing. The leadership and management of many subjects has been weak and the auditing and replacement of appropriate resources not seen as a priority.

Care, guidance and support

The school has **satisfactory** arrangements for looking after pupils' care, welfare and health and safety.

Main strengths and weaknesses

- There is satisfactory safety and welfare for pupils.
- Child protection procedures work soundly but are affected by lack of staff training and the absence of key staff.
- Relationships are good and the guidance for pupils is satisfactory.
- Induction into the Foundation Stage is satisfactory.

Commentary

32. The safety and well being of pupils is satisfactory. Child protection procedures work soundly but the named person responsible for child protection has not had suitable training and, at the time of the inspection, was absent. Staff are aware that they approach the headteacher if there are any problems but there is a lack of formality in this key area of provision.
33. The staff and governors make satisfactory effort to provide a safe and secure environment for the pupils to learn in. The school building and grounds provide pupils with a lovely area for learning. Pupils appreciate this and use the playgrounds and grass areas for many activities.
34. Pupils and staff share good relationships, where mutual respect for one another is maintained. These good relationships are at the root of the satisfactory support and guidance provided for pupils. However, formal systems to provide full information on which to base support and guidance are fragmentary and unsatisfactory as they depend on individual teacher's initiative and effort. The procedures for promoting good behaviour are adhered to satisfactorily and are respected by both pupils and staff. Personal, health and social education forms an appropriate part of the timetable for all pupils. These sessions are useful outlets for pupils to discuss personal and social matters with the staff; for instance one class had explored friendships during a session. The staff use assemblies as a time to discuss relationship problems such as bullying.
35. Induction arrangements for children joining the Foundation Stage are satisfactory. Parents and children visit the school during the term before they are to attend. Parents are invited to a meeting to discuss school routines and prospective pupils spend time in the reception class to find out what school is all about.

Partnership with parents, other schools and the community

The school's links with parents, the community and other schools are **satisfactory**.

Main strengths and weaknesses

- There is a satisfactory partnership between parents and the school.
- Links with the community are satisfactory.
- There is a good partnership with local secondary schools.
- Procedures to deal with the concerns of parents are not effective enough.

Commentary

32. The partnership between parents and the school is satisfactory. Some parents help in school in classes and go on outings to assist staff. Parents are able to speak to teaching staff at the beginning and end of the school day, which satisfactorily assists communication between school and home. Parents are invited to parent-teacher meetings and the annual reports are informative; these satisfactorily inform parents about the progress their child is making. Homework provision is satisfactory and the communication between parents and carers, and staff about this is positive. Home-school books are used effectively as a means for parents and teaching staff to exchange messages, information and communicate general matters. Newsletters and other information are regularly distributed and they contain helpful information. The overall quality of information provided for parents is satisfactory.
33. Some parents have been dissatisfied by the response from the school to their concerns. The school has audited the views of parents in the past and received a more favourable response than did inspectors when the pre-inspection questionnaire was analysed. It is evident that the chief concern of parents at present is the unsettling effect that frequent staff changes have brought their children. Parents think that the quality of education and rate of achievement have suffered because of this instability of staffing. The school has yet to answer these concerns in a tangible way.
34. The Friends of the School raise valuable funds. They organise social and fundraising events. The functions are supported well by parents and carers of pupils in the school. Some of the events organised by the Friends of the School are open to the local community. The school premises are let to local groups including a line dancing club and the junior football club. Pupils in the brass band play at the village summer fete. In general, liaison between the school and the local community is satisfactory.
35. The school has a good relationship with both the local secondary schools. Year 7 staff visit the school and Year 6 pupils have a 'taster day' at the secondary schools.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **unsatisfactory**.

Main strengths and weaknesses

- The weak management of staffing has resulted in unsatisfactory provision and quality of education and has impacted strongly on the unsatisfactory rate of achievement in school.
- The educational direction of the school has been watered down in recent years and not all staff have worked wholeheartedly in the interests of the pupils.
- There is unsatisfactory leadership of subjects and stages in school.
- Management procedures have many weaknesses.
- Governors do not ensure that all statutory requirements are met.
- Financial management is satisfactory.

Commentary

36. Staffing difficulties have beset the school for several years and have not been resolved wholly. The job-share arrangements do not work in the best interests of the pupils in some years, there has been a rapid turn over of staff in some classes, a few staff have refused to take on additional, and essential responsibilities and there are imperfect management processes to ensure that pupils receive a consistent quality of education as they progress through the school. The school has not had a deputy headteacher for several years and there is no leader of the Foundation Stage. With hindsight, the headteacher recognises that some decisions

made in the past about staffing have been inappropriate and have led to a deepening rather than alleviation of problems. In all, the management of staffing is unsatisfactory.

37. The headteacher has aspiration and vision for the school's future but the overall direction of the school has become diluted. The headteacher has not given a strong enough steer to the school and his leadership is unsatisfactory. He is, however, committed to reassert his authority, responsibility and credibility and to take the school forward.
38. There is no real management team in school. Coordinators have the title, but few have the experience or extended track record as subject managers and leaders to influence the quality of educational provision. Too many systems and procedures are interpreted individually and this gives rise to much inconsistency in school. It is epitomised by the ups and downs of achievement. The headteacher has undertaken monitoring and evaluation, alongside his colleagues from the local education authority and this has pinpointed key factors in the unsatisfactory state of teaching, learning, leadership and management. The follow through has been less successful and some weaknesses have gone unchecked. Other staff have done some limited monitoring in the past, but their findings have been overtaken by the changes in staffing. The management and leadership of the Foundation Stage is weak, it is strong for special educational needs because of the effective work of the special educational needs coordinator in managing and providing good support for the pupils.
39. Governors have shown improved understanding of the school's strengths and weaknesses recently and are asking more of the school in terms of questioning its performance. Governors are interested in the school and they are supportive of leaders. The governor training in place has clearly had impact in these spheres. However, governors have not ensured that statutory requirements are met, especially in terms of provision for children in the Foundation Stage and pupils' entitlement to the National Curriculum programme for ICT. Governance is, therefore, unsatisfactory overall.
40. As indicated above, management procedures are unsatisfactory and allow too many ad-hoc decisions to be made. The system of performance management is satisfactory in outline, but has not had appropriate impact on improvement. Systems to check and evaluate school performance lack rigour and do not ensure the school meets the requirements to provide best value in terms of achievement and standards. However, financial planning and control is satisfactory and the school has been able to meet the high cost to the budget that the ever-changing profile of staffing has caused. This frequent change in staff has caused serious problems for the school in terms of unsatisfactory quality of education, pupil achievement and leadership and management.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	270 691
Total expenditure	261 968
Expenditure per pupil	2 709

Balances (£)	
Balance from previous year	26 923
Balance carried forward to the next year	8 723

41. Given the unsatisfactory quality of education and the inconsistencies in achievement, it is evident that the school gives unsatisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall quality of provision in the Foundation Stage is **poor**.

The provision for children in the Foundation Stage is poor. Children enter the mixed age reception-Year 1 class with above average levels of attainment. They move from a variety of pre-school settings with varying qualities of transfer information, and links are tenuous. Because provision is poor, children underachieve significantly and standards are below average at the end of the reception year. Children, including those children with special educational needs, are still to achieve the required Early Learning Goals in all areas of learning in the Foundation Stage. Although there have been some recent improvements, the curriculum provided is poor in that it does not reflect the required curriculum for children of this age, nor does it meet the individual needs of children in the reception year. Too few opportunities are provided for children to work independently, to be involved in their learning or to make choices and use their initiative.

There have been recent changes in staffing and two teachers have had shared responsibility for the reception class since Easter. Although there have been improvements, teaching is poor overall. Teaching is poor because there is insufficient understanding of the needs of the children, a lack of awareness of the requirements of the Foundation Stage curriculum and the provision of inappropriate learning experiences. Expectations are too low and many pupils bide their time in the Foundation Stage, rather than consolidating and building skills and knowledge. There has been some improvement in this stage in recent months and staff have done what they can to lift achievement, but the lack of leadership and understanding of what is needed in the Foundation Stage profoundly hampers improvement.

The assessment of children is poor. Assessments are not sufficiently specific in terms of the stepping stones leading to the Early Learning Goals and are ineffective in moving children forward. Assessments are not effective because the appropriate curriculum is not in place. Support staff, although very caring, lack the necessary expertise to promote accurate learning.

The accommodation for these children is unsatisfactory; the outdoor space is not fenced to provide a secure area in which an *outdoor curriculum* can be established. There are insufficient resources, with many being inaccessible because of inappropriate storage.

Insufficient attention is paid to ensuring that there are equal opportunities for all children in the classroom. For example, boys are selected as helpers and to answer questions on a regular basis. Boys are selected to play with the bricks while the girls cut pictures from magazines. There are insufficient opportunities for all children to make the progress they could because of the insufficiencies in the curriculum.

It is not possible to report how quality and standards have changed since the previous inspection. A new curriculum and framework for provision has been implemented for these children and the curriculum is now a statutory requirement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Opportunities to make choices, plan and think for themselves are too few.
- Because tasks do not extend or challenge children, they lack motivation and initiative.
- Children mostly behave appropriately but some squabble, unable to share and take turns.

- Most children are confident and show good self esteem.

Commentary

42. By the end of the reception year children have achieved average standards in their confidence and self-esteem and in their understanding of right and wrong. However, in their independence, sharing and taking turns, children achieve standards that are below those expected for their age. Achievement overall is unsatisfactory. Teaching and learning are unsatisfactory because there are insufficient opportunities for children to take part in planning, make choices or take turns and share fairly. Children do not stop and listen to their teacher when asked, or tidy up their activities at the end of a session. On occasions children squabble over resources such as a glue stick and pencils or fight over construction materials. Children are not always tolerant of, or sensitive to, those with different needs and sometimes cause a disturbance. In contrast, some children will negotiate and share magazines when cutting for instance, and wait for their turn to roll a ball or speak in a group.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **poor**

Main strengths and weaknesses

- The lack of an appropriate curriculum constrains learning.
- Teaching is poor.
- The lack of challenge for children of all attainment levels results in poor achievement.
- There are too few planned opportunities for speaking and listening.
- The teaching of reading lacks structure.
- Opportunities to write independently are too few.

Commentary

43. By the end of the reception year children do not reach the expected levels in this area of learning and standards are below average. Children's achievement is poor because the teaching and learning is poor. In their communication language and literacy children are coasting rather than building the necessary skills and knowledge. Teaching lacks challenge and appropriate curriculum knowledge. Little account is taken of what children already know.
44. There are too few planned opportunities for speaking and listening, such as role-play, and open questions are not used to encourage children to give thoughtful responses. There are times when children can select a book and enjoy looking at books, on arrival in the morning and before physical education, for example. However, the formal reading sessions do not develop children's love of reading sufficiently well. Expectations of children's achievements are low, for example, reception children are not given hymn books during a whole school assembly. Some children recognise various letter sounds but are unable to use them in their reading. Opportunities to write independently have recently been provided, but although the resources are available, the time in which to do this is very limited.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **poor**

- Teaching is poor and so is children's achievement.
- The teaching does not provide for all children's individual needs.
- There is a lack of understanding concerning the appropriate curriculum in this area of learning.
- Inconsistent assessment procedures mean that skills and knowledge are not consolidated or built upon in a systematic way.

- Too few opportunities are planned in order to solve practical problems or to enable children to be independent in their learning.

Commentary

45. By the end of the reception year children are not on target to achieve the expected levels in their mathematical development. Children achieve standards that are below average. Teaching and learning is poor, resulting in poor achievement.
46. Teaching overall is poor because it is not sufficiently informed and children are not taught the required curriculum appropriately or according to their individual needs. Accurate daily assessments are not used to drive the learning, resulting in some children being taught at a level that is too easy or too hard for them. Staff have insufficient ways of identifying the needs of the children on a day to day basis. This is compounded by weaknesses in the job share arrangements for teaching in the Foundation Stage. Consequently some children struggle to cope in large groups and others tread water. For example, all children were occupied making clock faces but when the cutting activity was completed the writing and placing of the numbers on the clock face was too hard for some and insufficiently challenging for others.
47. Reception and Year 1 children count together but voices drift as the amounts increase. They use the words *more or less* in a *Guess my number* game, but this is short, and learning is not extended or consolidated. Many children are unable to write numbers accurately and have poor mathematical knowledge in all three aspects of mathematical development.
48. There is not enough emphasis placed on the structured, practical aspects of mathematics where children explore and learn through planned activities and in small group sessions.

Knowledge and understanding of the world, creative and physical development

49. There was insufficient evidence to report on provision in these areas of learning. However, displays show that in their knowledge and understanding of the world, children have looked at *flight* and *holidays* as their foci for work in this area. Children know how to operate the mouse while using the computer; they produce letter shapes and print them unaided. In their creative development children have little opportunity to flourish. Opportunities to be imaginative and creative in role-play, art or music are very limited because of insufficiencies in the curriculum. In their physical development children use balls to practise control and climb and balance on the outdoor apparatus. They ride bikes and competently use scissors and glue sticks in their activities. Children listen to Bible stories in the school assembly and in their classroom during their programme of religious education.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are above average at the end of Year 6 but are below average at the end of Year 2.
- Achievement is satisfactory overall but unsatisfactory in Year 1.
- Higher attaining pupils are not challenged enough.
- Speaking and listening skills are good.
- Provision for pupils with special educational needs is good.
- Assessment, target tracking, monitoring and evaluation are inconsistent and flawed processes.
- Marking does not always give pupils a clear picture of how well they are doing or what they have to do to improve.

- There is no clear overview of literacy across the school because of changes to the leadership of the subject.

Commentary

50. Standards in English at the end of Year 6 are above average, however, they are below average at the end of Year 2. This is a similar picture to last year when standards in the national tests were below average in reading and writing in Year 2 and above average in English overall in Year 6. It is evident that pupils are not attaining highly enough in English. Pupils' achievement is unsatisfactory up to Year 2. This is due to poor provision in Foundation Stage and Year 1, which does not enable pupils to establish effective enough literacy skills in their early stages of literacy development. In Year 2, there is slow but steady improvement, which is being fostered by well-focused teaching, supported by well-judged teacher intervention for all pupils. Pupils in the school do better in reading than in writing where, for many pupils, handwriting and spelling are not good enough.
51. The inspection found that pupils in Years 2, 4 and 6 achieve better than other years. This is due to the fact that more emphasis is placed on planning for the older pupils in each year group. In all year groups there is a wide span of attainment. Provision for pupils with special educational needs is good and they achieve satisfactorily throughout the school. Pupils who have learning difficulties are particularly well supported, and every effort is made by staff to raise their attainment by carefully planned work and good support programmes and encouragement. However, the higher attaining pupils, especially the very top attainers are not challenged enough.
52. Overall standards in speaking and listening are good. Most pupils speak confidently and make themselves understood. Staff work hard to help pupils to extend their vocabulary by:
- ❑ Providing opportunities for explaining their views,
 - ❑ Encouraging pupils to talk to each other;
 - ❑ Using drama activities to help pupils to communicate confidently.
53. After a slow start, pupils achieve well in reading, with the development of their knowledge and enjoyment of books going hand in hand with the development of their reading skills. Standards are below average in Years 1 and 2 and above average in Year 6. Pupils work through two published schemes but there are no formal structures in place to teach phonics, and some pupils struggle with letter sounds. Younger pupils do not have enough successful strategies for tackling print independently. All pupils in Year 2 have been encouraged to read with parents and carers at home and this has helped them to move forward well. Pupils, especially older ones, are developing firm preferences for the work of different authors. Gene Kemp, JK Rowling, A. Horowitz, Michelle Magorian, Dennis Hamley and Michael Morpurgo are firm favourites.
54. Standards in writing are below average in Year 1 and Year 2, average in Years 3 to 6 with a particular improvement in Year 6. Pupils achieve well in Year 2 because of good teaching. However, the writing of the higher attaining pupils lacks opportunities for pupils to write across a range of genre. Additional factors, which would contribute to improvement, are higher expectations of handwriting and spelling, and clearer marking so that pupils are quite clear about what they have to do to improve. Opportunities are missed to use ICT for drafting and editing
55. In the lessons seen teaching ranged from very good to unsatisfactory and was satisfactory overall. It is evident from both lessons and analysis of work from the year that some of the teaching is of a good quality with an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities. Pupils concentrated well in lessons and worked hard. In the unsatisfactory lessons it was evident that the curriculum did not meet the needs of the pupils, thus impeding learning. Teachers plan well with the support teachers to meet the

needs of pupils with special educational needs but there is little planning that includes the needs of the higher attainers.

56. There has been little improvement in English since the last inspection. The school is using the literacy strategy but instability of staffing and no clear overview has left teachers using their own expertise and own resources. Assessment information is not used effectively enough to adapt planning to meet pupils' needs, and to set challenging targets. Recently, the school has received intensive support to develop its literacy teaching from the local education authority. This has involved observations to monitor teaching and learning, which the school acknowledges has been instrumental in bringing about the recent improvements, for example, teaching the guided reading session outside the literacy hour, to improve standards and to give more time to developing writing skills.
57. The subject is led and managed by two acting, part time coordinators who have not had this responsibility very long. One is absent at present. They have no time to keep a close check on teaching and learning. They have a perception of their role, gained from the recent effective support of the local education authority. Areas for further development are clearly stated in the subject improvement plan, but lack of stability in staffing has meant little has been accomplished.

Language and literacy across the curriculum

58. English plays a satisfactory cross-curricular role. At the moment these opportunities to link subjects together are not structured into the medium term planning. Overall, English makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development, though there are few examples of the pupils studying texts about different cultures across the world.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 2 and above average at the end of Year 6.
- Achievement is unsatisfactory in the infants and satisfactory in the juniors, though top attainers could achieve more.
- The overall quality of teaching and learning is unsatisfactory.
- Leadership and management of mathematics are subject to temporary cover arrangements.
- Assessment procedures are satisfactory but the use of the information produced is not effective.

Commentary

59. Standards in mathematics, as in other subjects, have fluctuated over recent years. This is due to the different academic backgrounds of each year group and the fact that a sizeable proportion of pupils do not complete their full primary education in school. It is evident that these include a substantial proportion of pupils who are from the higher attaining group. In 2003, standards in the Year 2 national tests were above average in mathematics, which was a much higher result than the standards in English and science. In Year 6, standards were below average in mathematics, which was lower than those in English, especially, and science. The proportion of pupils attaining the higher level 3 in Year 2 and level 5 in Year 6 was average. For Year 2, this proportion was above that in reading and writing and in Year 6 it was below that in English and science. The target tracking and evaluation, and monitoring and evaluation processes have not identified conclusively why there were discrepancies in the 2003 results between the core subjects.

60. When pupils start work from the National Curriculum programme for mathematics in Year 1, their level of skills and knowledge are very weak. This is due to the poor quality of provision in the Foundation Stage. The work is not planned or pursued effectively in Year 1, so attainment and achievement do not improve. In Year 2, pupils' prospects have been brighter this year because the quality of teaching has been much more consistent and the current pupils in this class are achieving satisfactorily. The standards they are attaining are below average, which is influenced strongly by the fact that around a third of the pupils has learning difficulties. Achievement in Years 1 and 2 is unsatisfactory overall because of the poor start in Year 1.
61. Achievement is satisfactory in Years 3 to 6 overall. There have been inconsistencies in achievement in the past in all these year groups, but the school has been able to provide more settled and effective teaching in Year 5-6, which has impacted well on standards and boosted them successfully. Standards at the end of Year 6 are above average now. Provision is more uneven in Year 3-4 as neither of the part time teachers was present and during the inspection; a short-term cover teacher taught the class from the local education authority. There was competent teaching of mathematics in this class during the inspection.
62. Teaching is unsatisfactory and learning is of similar quality. Planning is flawed as there is inadequate identification of the skills, knowledge and understanding to be learned by different attaining pupils. Furthermore, the information produced by the satisfactory procedures for assessment in mathematics is not used effectively in planning. The setting and tracking of targets for individuals and groups of pupils lacks consistency and rigour. This results in unsatisfactory provision for top attaining pupils, as their work is a copy of that set for the average attaining pupils. The top attainers could achieve more in mathematics. However, provision for pupils with special educational needs is good due to the effective work of the Senco to identify manageable targets for learning and well-matched work that ensures achievement is steady.
63. Leadership and management of mathematics is very low key at present. This is due to the absence of the subject leader and the temporary cover for this work. In the past, the subject leader monitored and evaluated teaching and learning in mathematics through the school. Whilst the most recent monitoring took place earlier this school year, significant staff changes have meant the findings are out-of-date. The school has not been able to identify reasons for the under-achievement of some groups of pupils as monitoring and evaluation processes are not tied into the assessment system. Marking of work is not used to identify where and how pupils can improve their work.

Mathematics across the curriculum

64. There is some appropriate use of mathematics across the curriculum. Especially noticeable are the links to science, where graphs, charts and tables are used to represent data. There is, however, not enough use of ICT in mathematics and the development of basic numeracy skills in other subjects is not planned consistently through the school.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are above average at the end of Year 6 and below average at the end of Year 2.
- Pupils achieve satisfactorily on the whole in the juniors but not enough is achieved in the infants.
- Teaching and learning are satisfactory overall.
- Leadership and management are unsatisfactory.
- Ways to check how well pupils are achieving are unsatisfactory.

Commentary

65. As in other subjects, too many pupils are under achieving in science. Standards in the 2003 national tests were average in science, but whilst standards this year are above average by the end of Year 6, they should be higher. Pupils make a weak start to their science work in Year 1 because of poorly planned and prepared work and insufficient experience of the knowledge and understanding of the world area of learning when they were in the Foundation Stage. Achievement is unsatisfactory overall in infant classes, though it picks up in Year 2 and is broadly satisfactory. Because of the proportion of pupils with learning difficulties, standards are below average overall at the end of Year 2.
66. One relative strength of science is its practical and investigational nature. In the junior classes, pupils take good interest in science, they are well motivated and often learn effectively because the work is hands-on. This varies though, and the pattern of staff change in the two junior classes has profoundly affected achievement. There are still staffing problems to resolve in Year 3-4, but stability has been provided in Year 5-6 and the pupils have benefited. Standards are currently above average in Year 6. There is no doubt they could be higher. Planning weaknesses are at the root of the under achievement in science.
67. In the 2003 national tests, standards in science were average in science. Early indicators are that they will be higher this year. The rise is in part due to differences in the two year groups. This year, over four-fifths of the class are expected to reach the higher level 5; last year this proportion was under a half. Whilst the proportion of higher level 5 is increasing, it is evident that some of these pupils are capable of higher standards still. Top attaining pupils reach a ceiling in their work because they are not provided with challenging enough extension activities that takes their learning beyond that of the majority of the class. There is no identification in planning of the advanced skills and knowledge they should be achieving.
68. Teaching and learning are unsatisfactory overall, though there is evidence of some effective teaching in school, such as Year 5-6. The lack of consistent management procedures to check and evaluate the quality of teaching and learning and its impact on achievement means that the school does not have the information to explain why, for example, pupils in even-numbered years out perform those in the odd-numbered year groups. Inspectors identify that this is a planning matter as the work in science is pitched at the middle and slightly higher attaining older pupils rather than being planned to meet the needs of the different age groups and attainment bands in each class.
69. The quality of leadership and management is unsatisfactory. This is because too much is left to individual teacher's choice, which leads to inconsistencies in provision in science. The role of subject leader is focused more on ensuring the resources are in order than it is on ensuring that standards and achievement are of the best. School managers acknowledge that science provision is unsatisfactory and have set about making improvements. It is too early for these to show impact, however.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision is inconsistent and pupils do not receive their entitlement to the National Curriculum programme of study in ICT.
- Pupils do not achieve enough.
- ICT is not led or managed effectively.
- Resources and the accommodation have been improved well since the previous inspection.

- There is not enough development of ICT skills and knowledge in other subjects.

Commentary

70. The school has worked hard to improve the resources and accommodation for ICT since the previous inspection. There is now a well-equipped computer suite in the junior wing of the school, a bank of computers in the infant area and there are interactive whiteboards in most classrooms. However, much of this innovation is very recent and has yet to be used intensively. Staff are coming to terms with the demands of the additional technology, but it is a slow process due to the many changes in staff that have taken place.
71. Standards at the end of Year 6 are average. This was clearly in evidence in the two Year 5-6 lessons with significant ICT input observed during the inspection. However, in other years it is difficult to judge standards because so little work is available for scrutiny. Whilst the planning of the curriculum is satisfactory, delivery is erratic and sometimes infrequent. Thus, pupils cannot build the necessary skills and knowledge and their achievement is unsatisfactory. The curriculum for ICT does not meet statutory requirements in relation to the National Curriculum programme of work.
72. Teaching and learning are unsatisfactory overall, though they were satisfactory in the Year 5-6 lessons observed. Teachers lack complete understanding and knowledge of ICT and there is evidence that some staff have chosen not to teach ICT regularly in the past. Leadership and management of ICT has not ensured that pupils have the necessary opportunities to learn ICT knowledge, skills and understanding in a consistent manner. Assessment, target tracking and monitoring and evaluation procedures have not identified the strengths and weaknesses in provision or the rate of pupils' achievement. The school was expecting ICT to become a key issue from the inspection but not enough has been done to give pupils fair chances of doing well in ICT to avoid this.

Information and communication technology across the curriculum

73. The use of ICT across the curriculum is low-key. There are a few examples of computer based work in other subjects, but this does not appear to be planned coverage. There is a little homework in other subjects completed that focuses on the use of ICT, but this relies on pupils having computers at home. In all, pupils' skills and knowledge are not improved sufficiently by the cross-curricular work involving ICT.

HUMANITIES

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strength and weaknesses

- Standards are average and achievement is satisfactory.
- Teaching and learning are satisfactory.
- The curriculum is appropriate for the age of the pupils.
- Leadership and management is effective enough but could be improved.

Commentary

74. Standards are average at the end of Years 2 and 6 and achievement is satisfactory.
75. The curriculum focuses equally on learning *about* religion and learning *from* religion, as it should. Much of the work is rooted in the study of Christian beliefs, calendar and stories. There

is also appropriate study of the basic principles and beliefs of Islam and Hinduism. Work in religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development and also to their personal, social and health education. The work is enhanced by links to the themes of assembly, though the school has few links with the local churches or with places of worship for other faiths.

76. Teaching and learning are satisfactory. In the Year 2 lesson observed it was good because the teacher included all pupils in the discussion session and provided imaginative work to help the pupils learn more about Noah and his ark. A link was made with Judaism in the lesson, to show the common ground between two religions. Pupils were well motivated by the lesson, they enjoyed the role-play activity and answered questions about the themes developed in the story of Noah about the need to trust other people and the need for good advice.
77. As in other subjects, leadership and management of religious education have weaknesses. These lie chiefly in the absence of rigorous systems to assess and track pupils' achievement and to monitor and evaluate the quality of education. The subject leader has not been responsible for religious education very long and enhancement to subject leadership is necessary in order to sustain its strengths and improve its weaknesses.

GEOGRAPHY AND HISTORY

78. One lesson was observed in geography and none in history, so these subjects are not reported on at length here. However, some judgements can be made because there was a sample of pupils' past work to examine and inspectors talked to pupils from each class about their work in the two subjects. The discontinuity of staff has affected the quality of subject leadership in both subjects. There is no monitoring and evaluation of the subject, so the school is ill informed about the quality of provision and pupils' achievement in these subjects

Geography

79. In geography in Year 2 there are good links with literacy and numeracy in a 'traffic survey' graph, a map representing a route to school and a report on the use of the school site prior to the school being built. Older pupils in Years 5 and 6 use their research skills in a unit of work about mountains and rivers. Younger pupils in Years 3 and 4 learn about different climates in the world and produce a holiday poster representing a chosen destination. There is evidence of note taking but not extended writing in pupils' books. The marking is thorough with helpful comments to enable pupils to improve.

History

80. Pupils' work in history in Year 2 shows they are aware of differences between holidays today and in the past. Through a picture time line they are beginning to understand the passage of time and the changes that take place, for example, in transport, entertainment and beach holidays. Pupils have learned about the fire of London. Here there are good links with literacy in the way they produce a diary report in the persona of Samuel Pepys, or record the feelings of a soldier in hospital, nursed by Florence Nightingale. Older pupils adopt different styles of writing in their work about Greece while younger pupils learn about the Tudor period. Again good emphasis is placed on writing for different purposes, such as a job application for a king or a newspaper article. Some individual research is evident especially in Years 3 and 4.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. There were few lessons seen in art and design, design and technology, music and physical education during the inspection and so, it is not possible to judge provision. Pupils' past work and planning were examined and pupils were asked about their experiences in these subjects in order that the following judgements could be made.

Art and design

82. The scrutiny of work and displays indicate that art and design standards are average by the end of Year 6. The indications are that after a slow start, pupils of all attainment levels achieve satisfactorily. Some work seen in art and design was of a good standard. Work by Year 6 pupils based on the features of the local area, for example, showed good use of line drawings.
83. There are some good links with literacy as pupils use different media to represent images from the poem *Persephone* and paint pictures in Greek style, sequencing the *Twelve Labours of Hercules*. The curriculum is enriched by a themed *Art Week* and a four-day visit by an artist in residence, which allows pupils to make observational drawings from artefacts, paint, print, represent their work in collage and use ICT to produce patterns. Pupils thoroughly enjoy these activities, all having contributed to the two colourful murals in the school reception area. Teaching and learning in the lesson observed was good. However, there was very limited three-dimensional work on display, no work on non-western artists and no portfolio of work or photograph albums built to share best practice. No monitoring and evaluation of teaching and learning is taking place to support improvement. The school is aware it needs to develop more formal assessment systems in order to track pupils' achievement more formally. Resources for art and design are satisfactory.

Design and technology

84. Pupils are gaining appropriate experience of a range of materials and techniques and developing the expected skills through designing and making a variety of products. Younger pupils have designed and made a range of wheeled vehicles as part of their transport topic and used a range of materials to create a *Coat of Many Colours* for Joseph. Older pupils have designed a fair ground ride and collected the materials needed to construct them. However, it is clear that pupils do not always evaluate their own work or that of other pupils. The overview of strengths and weaknesses in design and technology is limited by a lack of systematic monitoring and evaluation. Resources are sufficient and adequate for current use, but the use of ICT to support learning either through planning, modelling or control is unsatisfactory.

Music

85. In music, pupils were heard singing in a satisfactory way in assemblies. The recently acquired new music support scheme has enabled all teachers to be more confident in teaching the subject. Provision is good for peripatetic music tuition for brass instruments and strings. The school has a successful brass band that plays at local events. There is no school choir and there are no assessment procedures in place.

Physical education

86. It is clear that there are a sound range of sporting activities, including football, netball and cricket, available for pupils through the year, some after school clubs being privately run. Pupils learn to swim and most achieve the required 25 metres during their time in the juniors. The co-ordination of the subject is a very recent appointment and is a part time job-share teacher. She has not yet had opportunity to improve the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. This aspect of education was only sampled and no judgement can be made about provision. It is, however, clear that there is a satisfactory programme of personal, social and health education. This is enhanced by work done in religious education and by the themes in assembly. However, the lack of a School Council is a barrier to the further improvement of personal, social and health education and citizenship. The former School Council was

suspended when the organising teacher left the school. Satisfactory personal guidance and support is given to pupils but this rests largely on informal procedures and is not backed up substantially by the ad-hoc nature of much of the assessment, target setting and tracking, and monitoring and evaluation procedures that are in place.

88. In general, pupils learn successfully to work well with other people. Relationships are good and are trusting and supportive. Behaviour is satisfactory overall and usually good in lessons. The school has an appropriate programme of health related education. There is satisfactory work undertaken on sex education, drug and substance misuse, smoking and healthy lifestyles. Some of these themes are linked closely to science. Religious education and geography are subjects where the responsibilities of living in a society and community are explored and this gives pupils satisfactory introduction to the notion of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

