

INSPECTION REPORT

MARRIOTT PRIMARY

Leicester

LEA area: City of Leicester

Unique reference number: 120077

Headteacher: Mrs Mary Gwilliam

Lead inspector: Mr Glyn Gaskill

Dates of inspection: 29th September – 2nd October 2003

Inspection number: 256858

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:	3-11
Gender of pupils:	Mixed
Number on roll:	382
School address:	Marriott Road Leicester
Postcode:	LE2 6NS
Telephone number:	0116 2832433
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Jill Shea
Date of previous inspection:	14 th June 1999

CHARACTERISTICS OF THE SCHOOL

The school is in the outer city area of Leicester and serves an area where there is very significant socio-economic deprivation. Sixty-six per cent of pupils are eligible for free school meals which is way above the national average of 18 per cent. The school provides for a minority of pupils with severe behavioural problems including the re-integration of pupils from a behavioural referral unit. A relatively high number of pupils [ten] are in public care. The mobility of pupils is very high, with only 40 per cent of those in the current Year 6 having been in the school for the last four years. Overall mobility across the school for the last year was 24 per cent of pupils joining the school and 15 per cent leaving. These figures are greatly in excess of the national upper quartile mark of nine per cent. The attainment of children on entry to the nursery is well below average. The percentage of pupils on the special educational needs register, at 21% overall with three per cent having statements, is similar to the national average. This figure is unrealistically low and reflects the changes in systems at national level and the lack of the school's sustained provision for pupils with special needs in recent years. The school's system to identify pupils with special needs has significantly improved in very recent times. Eighty per cent of the pupils are of white, UK origin, about ten per cent are of other white backgrounds, less than one per cent are of black heritage and the remainder are of mixed cultural backgrounds. There are two traveller pupils in school, one of whom arrived during the inspection. There are no pupils at the early stages of learning English as an additional language because of familiarity with only their home language. In 2002, an *Artsmark* was awarded to the school in recognition for the way the school involved its pupils in the arts. In that same year the school received a *Millennium Reading Grant* and previous to that an *Awards for All* grant to promote sport.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22951	Glyn Gaskill	Lead inspector	Mathematics, Religious Education, Art and Design, Design and Technology, Personal, Social and Health Education and Citizenship, English as an additional language.
1329	Kevern Oliver	Lay inspector	
27324	Daphne Crow	Team inspector	History, Geography, Foundation Stage.
10611	Martin James	Team inspector	English, Physical Education, Special Educational Needs.
24052	Trevor Taylor	Team inspector	Science, Information and Communication Technology, Music.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school which is providing a sound education for its pupils. It is an improving school. Very good standards of care are provided for pupils, a significant minority of whom have serious emotional and behavioural problems. Because of this care, the overall good leadership and management and the satisfactory teaching, pupils are achieving and making progress to a satisfactory level. Taken overall, standards are low compared with other schools in similar circumstances. The community has an increasing acceptance of the work of the school. This stems from the bold leadership provided by the headteacher. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- There are well thought out and consistently applied systems to promote good attendance, behaviour and attitudes so that all pupils take part as much as possible in the full life of the school.
- The good behaviour of most of the pupils is affected by the very poor behaviour of a small minority of pupils. Support time for problem pupils is limited. Overall, behaviour is unsatisfactory.
- In the infant and junior classes, pupils achievement is satisfactory but standards are low in English, mathematics and science. Standards in information and communication technology in all classes and religious education in junior classes are unsatisfactory.
- Teaching in the Foundation Stage is good with children achieving well in all areas of their learning. Across the school, the teaching of personal, social and health education [PSHE] is being developed well.
- ALL staff and the governors share the determined, common purpose of doing their best for the pupils and work very well as a team. Leadership and management of the school are good.
- There is a rich provision of activities outside of lesson times, including involvement in the arts. Pupils and parents value these things and what the school does overall.
- The school copes very well with the high numbers of pupils who join the school at different times of the year. These pupils, and children starting in the nursery, are settled in very quickly.
- Good links with the wider community and other schools and colleges improve what the school does.

Since the school was last inspected in 1999, **improvement has been satisfactory.** The governors ensure that statutory requirements are met. Planning for improvement is carefully linked to the funds available. Much has been done to promote better behaviour and improved links with parents. Standards have improved slightly, overall. Teaching at Key Stage 1 is now satisfactory.

STANDARDS ACHIEVED

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

E – indicates the lowest five per cent of schools nationally.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is satisfactory, overall. In the **Foundation Stage**, children are **on course to reach the goals expected** by the end of reception in **personal, social and emotional**

development but **only a small number** of children are **expected to reach the goals** in the **other five areas of learning**. Children in the **Foundation Stage** are **achieving well** because teaching is good. In **Years 1 to 6**, **standards** are **well below average** in English, mathematics and science; and **below** average in information and communication technology. In **Years 3 to 6**, standards are unsatisfactory in religious education. In the remaining subjects, standards are satisfactory. Pupils' **achievement** is **satisfactory** because teaching is satisfactory and behaviour management is effective.

Pupils' **personal qualities, including their spiritual, moral, social and cultural development** are **generally satisfactory**. There are very good procedures to promote better attendance but the figures for **attendance** remain **unsatisfactory**. The majority of pupils behave well but because of the very poor behaviour of a small minority of pupils, behaviour overall is unsatisfactory. The school has very good systems to promote better behaviour and cope with the severe emotional and behavioural problems of a minority of pupils. At times, the needed support for these pupils depends on voluntary work. Pupils take a good interest in the activities the school provides.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education for its pupils. The overall **quality of teaching and learning** is **satisfactory** with pupils attaining standards as well as can be expected considering their abilities. There is **good teaching** in the **Foundation Stage** and **Year 6** where pupils' **learning is good** as a result.

The care that the school provides for its pupils is very good.

The school provides a suitable curriculum. Pupils enjoy a good range of activities outside of lesson times which gives them an interest. The school makes good provision for pupils' personal, social and health education and pupils gain self-confidence and respect as a result. Planning and assessment for English and mathematics are good and this is recently helping to improve pupils' low standards in these subjects. The new learning resources for information and communication technology are not fully operational which has not helped pupils' progress.

The school's links with parents are satisfactory. The school provides appropriate opportunities for parents to discuss the progress of their children, but less than half the parents take advantage of this.

LEADERSHIP AND MANAGEMENT

Leadership and management overall are good. ALL staff and the governing body are committed to improving provision for pupils thanks to the **good** leadership. Some brave decisions have been made to reduce aggression and unacceptable behaviour from a minority of parents. The headteacher willingly discusses pupils' personal problems and successes with parents. The majority of parents appreciate this. Management is **satisfactory** with the lack of a full time deputy headteacher limiting scope for implementing good systems. Governance is **good**. The governing body is well organised, know what is going on in school and give critical support to the development of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents have confidence in the headteacher and staff. They believe the school helps their children learn and mature. A very vocal minority of parents has little confidence in the work of the school. Pupils enjoy school and relate well to staff.

IMPROVEMENTS NEEDED

The school's present plans have the potential to raise standards in several areas, particularly in English. The most important things the school should do to improve are:

- Raise standards, in the infant and junior classes, in English, mathematics, science and information and communication technology and, in junior classes, in religious education.
- Enhance the learning support staff time available for individual pupils with severe emotional and behavioural problems.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Considering the whole school, pupils' achievement is **satisfactory** but their standards of attainment are **well below average**.

In the Foundation Stage, children's achievement is **good** for the majority of areas of learning but only a small number of children are likely to attain expected standards in all the six areas of learning.

In Years 1 to 6, pupils' achievement is **satisfactory** but standards are **well below average**, overall.

Main strengths and weaknesses

- Children start in the nursery with standards which are much less than expected, they achieve well, particularly in their personal, social and emotional development.
- In Years 1 to 6, standards of attainment are well below average in most core subjects but satisfactory in the remainder of subjects.
- In Years 1 to 6, pupils' achievement in personal, social and health education is good.
- Over the last few years, standards have improved steadily in the National Curriculum tests [SATs] at the end of Year 2.
- Standards in the SATs at the end of Year 6 have been declining in recent years but picked up significantly in English in 2002 and mathematics in 2003.

Commentary

1. Throughout the school, standards are generally low but pupils' achievement is satisfactory. In general, there are indications of improving standards. Achievement is good in Years 1 to 6 in personal and social development and it is very good in the Foundation Stage in health education and personal, social and emotional development. This is because of a carefully managed curriculum covering all classes from the nursery to Year 6.
2. In the Foundation Stage, children's achievement in their personal, social and emotional development is very good. Their achievement in each of communication, language and literacy, mathematical and creative development is good. Children's standards in personal, social and emotional development is lifted from a low level when they enter the nursery to one where most children are likely to reach the expected standards at the end of the Foundation Stage. This is because they experience good teaching and a very relevant curriculum. In the remaining areas of learning it is unlikely that a significant number of children will reach the expected standards, particularly in language and mathematical development.
3. In Years 1 to 6, inspection evidence found standards well below average in English, mathematics and science and below average in information and communication technology. Pupils' achievement in these areas is satisfactory as they are starting from a low base. In Years 1 to 6 standards are well below average in reading, writing, speaking and listening. In Years 3 to 6, standards are below average in religious education.
4. The achievement of pupils with special educational needs is satisfactory because they have appropriate individual education plans and specialist teaching is good.
5. There are no pupils who are at the early stages of using English because of their home and cultural background. Pupils who use English as an additional language achieve satisfactorily.
6. Many pupils have limited vocabulary and need significant encouragement and motivation to contribute and concentrate for extended periods. Where teaching is good or better, pupils make better progress and achieve well. Pupils' limited use of language acts as a barrier to

learning in the core subject areas where there is a significant demand on language skills. Where there is less reliance on the use of language, pupils attain satisfactory standards. This is particularly the case in the creative, aesthetic, practical and physical areas of the curriculum.

7. In Years 1 to 6, pupils achieve well in their personal, social and health education studies. This is because the content is relevant to them and lessons are short and self-contained with familiar features which the pupils enjoy. For example, sitting in a circle and taking part in well structured discussion.
8. Many pupils leave school during the year and an increasing number join the school. The total percentage of this mobility or turbulence is very high in comparison with the national average. This reduces the stability and continuity of teaching and learning for many pupils. Just over half of last year's Year 6 pupils were in the school at the end of Year 2. Of those who had been in school for all the four years, 80 per cent made the expected progress and many of these exceeded expectations.
9. The standards observed during the inspection are supported by outcomes of recent National Curriculum tests [SATs] as shown in the following tables:

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

Standards in:	School results	National results
reading	13.6 (13.4)	15.8 (15.7)
writing	12.0 (12.7)	14.4 (14.3)
mathematics	14.0 (12.5)	16.5 (16.2)

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

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

Standards in:	School results	National results
English	22.1 (21.4)	27.0 (27.0)
mathematics	22.0 (23.3)	26.7 (26.6)
science	23.9 (25.0)	28.3 (28.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year.

10. In the last few years, results in the SATs at the end of Year 2 have steadily improved. Results at the end of Year 6 have generally remained low in English and gone down in mathematics and science. The unvalidated results of the 2003 SATs at the end of Year 6 show that the school's results have risen significantly in comparison with other similar, local schools, particularly in English and mathematics.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **satisfactory**.

Pupils' behaviour is **unsatisfactory**.

Provision for other aspects of pupils' personal development, including spiritual, moral and social development is **satisfactory**.

Attendance is **unsatisfactory**.

Main strengths and weaknesses

- There are very good arrangements for ensuring that pupils attend school and arrive on time every day.
- A small minority of pupils have very poor behaviour.
- The school promotes good relationships including racial harmony well.
- Pupils show a good interest in school life and the range of activities provided.
- A significant minority of parents and carers do not take the time and trouble to get their children to school every day.

Commentary

11. In spite of major improvements over the last few years, attendance is still unsatisfactory in comparison with national standards. The school is working very hard with parents to achieve further improvements but is hampered by the attitude of a small number who, for whatever reason, will not ensure that their children regularly attend school. Holidays taken during term time also have an adverse effect on attendance. Punctuality is satisfactory with the majority of pupils cheerily arriving just before the start of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.75%	School data	1.93%
National data	5.2%	National data	0.2%

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

12. A small minority of pupils have behavioural problems some of which are severe. This affects the good behaviour shown by most pupils. The school has introduced a number of effective strategies to deal with unacceptable behaviour. For example, all staff, including learning support assistants and lunchtime supervisors, and governors have received behaviour management training. There is a well-structured system of behaviour rewards and sanctions, which is clearly understood by pupils and consistently applied by adults who work in the school. This effectively supports the development of good behaviour. Outside agencies, such as the behavioural support agency and the educational welfare officer, also give very valuable support to the school. Pupils with identified behaviour difficulties generally respond well to the school's intervention strategies and this helps to minimise disruption to the rest of the school. However, the support time available for these pupils is limited and sometimes this affects the behaviour of the well-behaved majority. In individual cases the support provided relies on voluntary work.
13. The number of exclusions in recent years has been high but there are signs that this number is declining. The unacceptable behaviour of a small number of parents on the school premises has been dealt with by banning orders. Several parents and a significant number of pupils are not happy with standards of behaviour. There is a general agreement that when bullying is reported, matters are sorted out quickly and effectively. The number of exclusions for the year prior to the inspection is shown in the table below.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	316	31	2
White – Irish	1	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	19	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	14	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	11	0	0
Chinese	0	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	2	0	0

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

14. The school takes care to ensure all pupils are fully included in the life of the school. All staff work hard to promote good relationships within and outside of classes, which results in the majority of pupils working and playing happily together. On the playground, a group of pupils explained how the 'Friendship Stop' helps pupils find a friend. There were many examples of pupils from differing racial groups and with special educational needs being fully included in playtime games.
15. When lessons are lively and stimulating, pupils respond with real enthusiasm to their work. The school provides a good range of purposeful activities outside lesson time. These are well supported by pupils and keep them busy in their free time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **satisfactory**.

Teaching and learning

The overall quality of teaching is **satisfactory** and this leads to **satisfactory** learning by pupils. The use of assessment and its effect on raising standards is **satisfactory**.

Main strengths and weaknesses

- The quality of both teaching and learning in the Foundation Stage and at the end of Key Stage 2 is good.
- Learning support assistants and nursery nurses make effective provision for teaching and very good support for learning.
- Assessment procedures in the Foundation Stage and for English and mathematics in Years 1 to 6 are good.
- In Years 1 to 5 there are restricted opportunities for pupils to write or talk at length.
- A lack of self-confidence in a few of the staff new to teaching is a barrier to their better teaching.
- The provision for homework is inconsistent.

Commentary

16. Teaching in the Foundation Stage is good and on occasion, very good. Teaching in Key Stage 1 is most often satisfactory and at times good. This is a significant improvement on the previous inspection. Teaching in Key Stage 2 is most frequently satisfactory, often good but at times unsatisfactory. In Year 6, teaching is occasionally very good and excellent. A summary of all the lessons observed is shown in the following table:

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	2 (4%)	16 (33%)	26 (54%)	3 (6%)	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.

17. Pupils respond very well to better teaching. Their quality of learning very closely matches the quality of teaching they receive. Their learning is positive when they are given clear instructions, appropriate learning resources and a realistic timescale for the work expected of them. When teachers do not have confidence in the use of the established systems to promote good behaviour and attitudes, then the quality of pupils' learning declines.
18. In the Foundation Stage, teachers and nursery nurses with teaching responsibilities know the needs of the children well and the appropriate curriculum to teach.
19. Pupils with special educational needs receive good specialist teaching. Individual education plans are now realistic and helping them to make progress. Throughout the school, learning support assistants give good support to all pupils including those with special educational needs.
20. The school has systems and developments to promote better attitudes and more involvement of pupils in lessons. Where teachers apply these confidently and creatively, then teaching and learning are of a high standard. An excellent example of this was seen in a Year 6 mathematics lesson. The teacher applied all the basics of the behaviour improvement strategy using prompts agreed with the class and displayed in the classroom. A good pace was maintained with a variety of different learning strategies involving discussion, wall displays, the use of an overhead projector and a game of fractions bingo. This kept pupils enthusiastically involved in their work throughout the lesson.
21. There are restricted opportunities for pupils to produce extended writing or spoken responses. This is due to restricted worksheets, closed questioning needing one-word answers and giving pupils insufficient time to respond. The provision for homework is limited and not consistently used. Whilst there are examples of marking which helps pupils make progress, overall the use of marking is inconsistent.

22. Procedures for assessing pupils' attainment and progress are satisfactory. Assessment procedures are now having a positive effect on standards, which was not the case at the last inspection. In the core subjects of English and mathematics they have improved, and they are now good, especially for older pupils. In Year 2, the effectiveness of assessment is reduced as aspects of work are related to average, national expectations which are too high for most pupils. Pupils' performance in all subjects is tracked with systems, sensibly less time consuming than those of English and mathematics, but still providing useful information. For the most part, assessment information is used effectively to ensure that pupils are provided with work that is suited to their particular needs, and they are regularly presented with a varying range of activities. Particularly good use is made of this information in Year 6, where it is used successfully to place pupils in different teaching groups for English and mathematics where work is appropriately matched to their previous learning. Older pupils are familiar with their individual learning targets in English and mathematics and say it helps them to learn.

The curriculum

The curriculum for children in the Foundation Stage is **good**.

The curriculum for pupils in Years 1 to 6 is **satisfactory**.

Opportunities for enrichment are **good**.

Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum provided for children at the Foundation Stage is good.
- The arrangements for ensuring pupils' access to the whole curriculum, and enhancing their personal, social and health education are good.
- The variety of clubs, educational visits and visitors provided for pupils is good.
- The overall provision made for information and communication technology is unsatisfactory.
- The provision made for pupils with special educational needs has improved and is now satisfactory.
- The refurbished main building is in good condition and provides high quality accommodation.
- There are ample outdoor areas for children to play.
- The interiors of the temporary accommodation are satisfactory but external condition is poor and in need of repair.

Commentary

23. The curriculum provided for Foundation Stage children is good. It covers all six areas of learning and staff modify this well to suit the needs of the children in their care. The curriculum provided for pupils in Years 1 to 6 is satisfactory, with suitable time allocations allowed for most subjects. All subjects are adequately covered with the exception of information and communication technology. At present, limited work is being tackled in the subject and little use is being made of it to support work in other subjects. There is adequate provision of computers but the network which links them is not fully working.
24. The school makes good provision for pupils' personal, social and health education, with aspects of sex and drugs education being fully covered within lessons when appropriate. Other aspects of pupils' personal development, such as worries and concerns they may have, are dealt with caringly and sympathetically as they arise.
25. The school makes good provision for the equality of pupils' access to the whole curriculum. Staff make sure that pupils are involved, as far as possible, in a full range of activities. This is regardless of differences, for example, in attainment levels, behavioural problems, gender or ethnic background. In making these efforts to include pupils in all appropriate activities, the school allows them to achieve as much as they can.

26. The provision for pupils with special educational needs is satisfactory, and is much improved. Clear procedures are in place and they closely follow the Code of Practice on the identification and assessment of pupils. The Code has now been most carefully implemented. Individual education plans are provided for pupils, and these are of good quality. Care is taken to ensure that the work provided for pupils is closely suited to their needs. Pupils are involved in the full range of school activities.
27. There is good, regular provision of clubs outside lesson times, which pupils choose each day. These offer a variety of activities such as dance, art, computers, cooking, football and other outdoor games. Clubs are open to all year groups within Key Stage 2. A very effective club, the Pyramid Club, is available for pupils in Year 3 and 4 with low self-esteem. This enables the pupils to build up their confidence with their peers, by talking over issues that face them as part of everyday life.
28. The school makes effective use of a variety of visitors and special teachers to enrich and support the curriculum. The school was awarded the *Artsmark* in recognition for its involvement of pupils in the arts. Resources in the local community are used well, and pupils regularly visit such places as the local church and Cropston Reservoir. There are strong links with other schools, and local businesses to ensure the pupils and staff benefit from a wide range of experiences. For example, a group of employees from British Gas hear pupils in Years 1 and 2 read each week, and any improvement in reading is rewarded with a special sticker.
29. Accommodation and resources for teaching and learning are satisfactory overall. The permanent buildings provide good accommodation although some of the classrooms are on the small side for the number of children in them. The internal condition of the portable classrooms used by Year 5 and the nursery and the infants' hall is just satisfactory. Their outsides are however in poor condition. There are ample outdoor playing areas for pupils of all ages but the areas for older pupils have little furniture or areas of interest.

Care, guidance and support

The school takes **very good** care of all of its pupils.

Provision and guidance based on monitoring is **good**.

The involvement of pupils in sharing their views about the school is **satisfactory**.

Main strengths and weaknesses

- There is a very successful, whole school approach to promoting good behaviour, preventing bullying and encouraging all children to learn.
- Child protection arrangements are very good and pupils are looked after well.
- There are good, trusting relationships between staff and pupils.
- There are very good arrangements for helping pupils who have major emotional and behavioural problems and for minimising their impact on other pupils' progress.
- Pupils' social and personal development is effective from the nursery to Year 6.
- Clubs have a positive effect on pupils' attitudes and boost their self-esteem.
- There are good induction arrangements, not only for pupils who start in the nursery but also for those who arrive later on in their school life.

Commentary

30. The headteacher looks after all child protection matters. She and the rest of the staff are experienced, well-trained and pay great attention to their pupils' well being. There are good links with all the appropriate local agencies. Qualified first aiders are on hand to look after children who have been hurt or are unwell.

31. A very impressive feature of the school is the close, trusting relationships between the staff and pupils. Pupils, for example, with major behavioural problems or who are momentarily upset know that there is always someone they can turn to for help. Outbursts of bad behaviour are dealt with in ways which minimise the disruptive effect on lessons and other pupils. The learning support assistants are particularly good at dealing with these kinds of situations. Paid staff and volunteer helpers run many clubs outside of lesson time. These are very popular. Through them pupils discover how to get on with each other, learn to express themselves and increase their self-respect.
32. The whole school approach to discipline and behaviour is very good. All staff and pupils know and understand the Golden Rules and rewards such as Golden Time, Golden Table, merit points and certificates. Staff are consistently kind, supportive but firm in the way that they apply school rules. They create an atmosphere in which pupils can learn and make progress. Pupils "know where they stand". Bullying and unkindness are not tolerated. Pupils confirm that this is the case.
33. In the Foundation Stage, very effective use is made of assessment results to support the development of children. Across Key Stage 1 and 2, good use is made of assessment in English and mathematics to help pupils' progress. The progress of pupils' personal development is supported very well by formal and informal recording systems.
34. New pupils are made very welcome. Those that transfer from the nursery make visits and meet their new teachers before they move up. Older newcomers are helped to settle in and become part of the community. For example, a pupil who started in Year 4 during the inspection week was introduced to his new schoolmates during a celebration assembly. He was given a round of applause and a special certificate to celebrate his arrival.
35. The school council has been temporarily disbanded because it was not working well. There are plans to reinstate it. At the moment, the school does have satisfactory arrangements for taking into account pupils' views and ideas about school life. This is through informal chats and formal discussion such as in personal, social and health education lessons.

Partnership with parents, other schools and the community

The school's links with its parents are **satisfactory**. Its links with the local community, other schools and colleges are **good**.

Main strengths and weaknesses

- The majority of parents believe that the school looks after their children well and helps them to learn and mature. They have confidence in the headteacher and the staff.
- The headteacher is always prepared to see and talk to parents.
- Whole school and social events are well supported.
- Good links with the wider community and other schools and colleges benefit provision in teaching and management.
- A very vocal, minority of parents is very critical of the school in general and the headteacher in particular.
- Less than 50 per cent of parents attend parents' meetings and other education-based events are poorly attended.

Commentary

36. The majority of parents like the school. They see it as a good place in which their children are helped to learn and grow up. They approve of the headteacher and the school's tough but fair approach to sorting out bad behaviour and bullying. There is however considerable antagonism

from a small group of parents who disagree with the way that the school is run. The headteacher and governors are well aware of this and are doing their best to sort things out.

37. The headteacher welcomes one-to-one meetings with parents. She has slowly but surely increased their confidence in the school and the way in which problems such as bullying and bad behaviour are tackled “face on”. The school does not yet have ways of regularly collecting parents’ views. It relies instead on one-to-one contact and feedback from representative groups such as the parent governors. There are three parents meetings during the school year but less than half of the parents come along to find out how their children are getting on. Informal chats between the parents of younger pupils and teachers happen at the beginning and end of every school day. The majority of parents of older children criticise the fact that they normally have to make appointments to see teachers. The school accepts this but feels it has to protect pupils and staff from the unacceptable behaviour of a very small group of parents. The school collects the views of parents by word of mouth and small group meetings.
38. Parents, friends and families generously support major school events such as the Christmas concert and Harvest Festival. Local organisations make a good contribution to pupils’ education. British Gas employees, for example, are helping pupils to read and many pupils go to the club at the local church. The school works closely with local schools and colleges. Sharing best practice has, for example, led to a significant improvement in the quality of teaching and introduced innovative management techniques. For example, responsibility restructuring and effective monitoring techniques. Sporting activities benefit from specialist support from the local secondary school. The development of the teaching of phonics is supported by Leicester University.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. This is an improvement since the last inspection.

The headteacher provides **good** leadership.

The overall effectiveness of management is **satisfactory**.

Governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has a very clear understanding of what the school needs to do to improve, and does not shy away from making difficult decisions.
- The governing body is very supportive of the school, and hold it to account for its performance.
- The school has been operating without a deputy headteacher in full-time attendance. This has led to less speedy implementation of good structures and strategies.
- There is a strong team spirit amongst the staff and a commitment to raising standards.
- Support for pupils with special educational needs is good.
- There are weaknesses in the monitoring of teaching and learning.

Commentary

39. Improvement in leadership and management since the last inspection has been good, and this has to be seen in context. There has been a high turnover of staff since the last inspection, with many temporary appointments to fill the gaps between teachers leaving and new staff starting. In addition to this, the school has been without a deputy headteacher in full-time attendance for several years and this has greatly affected the rate of progress that the school has been able to make.
40. The headteacher has taken very positive action to address these challenges and has developed a strong strategic management structure within the school, and the processes to

improve the behavioural management of the pupils. However, although she has put into place good systems, it is too soon for them to be effective in eradicating all the weaknesses that she identified. She has been very successful in creating a pleasant atmosphere in the school. Positive behaviour management changed pupils' attitudes and they are now keen to learn. Staff feel valued now and there is a good team spirit.

41. Although the headteacher and the local authority school inspector observe lessons, and they give clear guidance about what teachers need to do, there is too little evaluation of the impact of teaching on pupils' learning. The variable marking of pupils' work and inconsistency in homework setting has not been picked up.
42. Performance management is not fully in place because of the many staff absences over the past year. However, all staff have job descriptions and their training needs have been identified. The school has been successful in retaining four newly qualified teachers who started in the school last year.
43. The teachers with responsibilities for leading and co-ordinating the different subjects and organising the phases within the school manage this work satisfactorily. However, most do not have the opportunity to monitor standards of teaching and learning through direct observation. This limits their abilities to influence standards by giving on-the-spot advice. The work of the Foundation Stage and the special educational needs co-ordinators have made a very positive impact on raising standards within their responsibility areas.
44. The school's provision for pupils with special educational needs is good. The recent appointment of a special education needs co-ordinator has ensured the Code of Practice routines are followed fully. Pupils with special educational needs are now identified, have appropriate learning plans, and receive good support in class. The school does not yet have a policy for gifted and talented pupils.
45. The governors' involvement in running the school is good. They are very supportive of the school and many of them visit the school on a regular basis. They monitor different aspects of the school and give written reports to all governors and the headteacher. They hold the school to account strongly enough for the standards it achieves and seek out vigorously the reasons for under achievement. The school development plan is satisfactory overall and sets out an action plan for raising standards, although it only covers the year 2003 to 2004. The governors and staff are fully aware of the main points within this plan. The governing body is meeting its statutory requirements.
46. Management of the school's budget is satisfactory overall. Specific grants are used appropriately and there are adequate resources to teach all subjects of the curriculum. The school office manager gives excellent support in the day-to-day running of the school. The school makes the best use of all the funding it receives. In addition, the good relationships with the local community mean that work is often done free of charge.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,072,105
Total expenditure	1,019,695
Expenditure per pupil	2,851

Balances (£)	
Balance from previous year	85,538
Balance carried forward to the next	95,540

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

47. Most children enter the nursery with attainment that is well below average. The staff concentrate on the development of language and social skills and as a result most children make good progress. Overall, the children achieve well. This is because the teaching is good and the good curriculum provides a wide range of challenging and stimulating activities that are well matched to their needs.
48. Both leadership and management of the Foundation Stage are very good. There is a clear understanding of the needs of young children and of how best they learn. Enthusiastic and stimulating teaching from the co-ordinator inspires and motivates the children and also provides a very good role model for adults. All staff work well together as a team. Weaknesses in provision have been clearly identified and appropriate action is being taken. For example, more able children are now being provided with more challenging activities. Children's progress is carefully monitored.
49. Consistent and effective practices are in place to assess what children can do and how well they are learning. Staff regularly collect and record information on children's experiences and achievements in the six areas of learning. This is used effectively to plan future work.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well.
- Teaching and learning are very good.
- Most children are likely to reach standards expected for their age by the end of the Foundation Stage.
- Standards have improved since the last inspection.

Commentary

50. Standards are well below average when children start in the nursery. The very good teaching ensures they are encouraged to take responsibility for their own actions at an early age. Throughout the Foundation Stage the environment provided and high expectations help children to quickly learn the right way to behave.
51. Children are given lots of appropriate praise for behaving well. When needed, staff correct the children firmly but sensitively, supporting their self-esteem. There are high expectations and effective action to make children responsible.
52. Children make sensible decisions about the activities that they are going to do. Older children work unsupervised for sustained periods of time, behaving sensibly and sharing resources. Activities are well planned to stimulate children's interest and curiosity and teaching is lively and enthusiastic. As a result even at this stage many children show good attitudes to learning. They maintain attention and sit quietly, and are confident to try new things.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff take every opportunity to develop children's language and communication skills, and teaching is good overall.
- Children's achievement is good.
- Many children have poor speaking and language skills.

Commentary

53. Only a minority of children are on course to attain the expected goals by the end of the reception year. This is because most start school with poorly developed speech and language skills. Many children speak using single words or incomplete sentences.
54. Staff work hard to develop children's communication skills through all activities, but even so many children do not develop sufficient skills to express themselves clearly by the time they enter Key Stage 1.
55. Children are given good opportunities to develop their speaking and listening skills through role-play in the 'Sunshine Café' and 'Rainbow Sound Studio'. Adults sometimes play alongside them in order to extend their language. Small group adult-led sessions provide other good opportunities for children to share their ideas with an adult. In this situation they start to sustain attentive listening and to respond with relevant comments.
56. Staff plan well to cover all aspects of this area of learning. They have a clear understanding of how best young children learn and provide well organised and exciting activities that motivate them and help to develop their skills. The Foundation Stage co-ordinator has analysed the results of tests undertaken on entry to Year 1 and has taken appropriate steps to improve identified weaknesses. Children are achieving well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff provide a wide range of interesting activities to develop children's knowledge and understanding.
- Children's achievement is good.
- Teaching and learning are good.
- Children's limited language skills mean it is difficult for them to explain their mathematical ideas.

Commentary

57. Although teaching and learning are good, many children will not attain the expected goals by the time they enter Key Stage 1. This is because of their well below average attainment on entry to the nursery. In particular their poor language skills inhibit their ability to put their thoughts into words and to explain their ideas clearly.
58. Throughout the Foundation Stage, staff place an appropriate emphasis on teaching mathematical skills through a wide range of practical activities, songs and games. For example, a group of children were practising their counting skills and beginning to develop an

understanding of 'more than' and 'less than' through playing the 'Sticky Spider' game. Staff are skilled at questioning children whilst they are engaged in games and activities in order to develop their mathematical understanding and to develop mathematical language. For example, when children were investigating a variety of fruit, they were encouraged to think about and describe the shape of the fruit using simple mathematical terms.

59. Overall, children are achieving well in relation to their attainment on entry and poor language skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

60. It was not possible to make an overall judgement of provision or standards in this wide area of learning but the work seen was good. In the nursery, they explored the properties of sand and water through their play. In the older class, children explored a range of different foods and learned to classify them according to their taste. They investigate the shape and form of a variety of fruits whilst using them to print. Staff provide interesting displays of natural and man-made objects for children to investigate and explore. However, children's limited language and poor speaking skills make it difficult for them to describe what they have found out.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Overall, children's physical development falls short of expectations.
- Teaching and learning are good.
- Children use their bodies with satisfactory control when they run or make large movements.
- Their fine control, such as for painting or drawing is below the expected standard.

Commentary

61. There was not an opportunity to observe children during more formal physical education sessions. Observations of children in the outside play area, during free play, show that most children are reaching standards appropriate for their age. They move confidently and manoeuvre a variety of wheeled toys with satisfactory control and without bumping into each other.
62. Staff are well aware of the need to improve children's fine manipulation and they provide them with good opportunities to develop their skills such as by handling small toys, a variety of tools and a range of construction materials.
63. Teaching and learning are good. However, despite this, standards are below average and many children will not achieve the expected goals by the time they enter Year 1. Children's achievement is satisfactory overall.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Staff provide a wide range of activities which are imaginative and enjoyable.
- Children achieve well.

- Children's attainment is well below average on entry to the Foundation Stage.

Commentary

64. Throughout the Foundation Stage, children are given good opportunities to use a variety of equipment and materials to develop their creative skills. In spite of this, only a minority will attain the expected goals by the time they enter Key Stage 1. This is because they have very limited creative experience before they enter the nursery.
65. Teaching and learning are good and most children achieve well. Children enjoy drawing and painting and like exploring the effects of colour on paper. They enjoy singing and older children know a number of songs and rhymes by heart. There is a good range of musical instruments and children experiment freely with the sounds they make. Teaching is effective in ensuring that children have suitable opportunities to participate in role-play, which develops their imagination well. The areas set up for this are well resourced and provided with suitable props and equipment that add realism to learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in all aspects of English are well below average by the end of Year 2 and Year 6. However, the school suffers from much coming and going of its pupils. For those who remain throughout, their achievement is satisfactory.
- Standards have shown some improvement since the time of the previous inspection, when national tests showed them to be very low.
- The quality of teaching and learning in Year 6 is good.
- Pupils' attitudes and behaviour are usually good.
- Assessment of pupils' work is good.
- Pupils' presentation of their work, and teachers' marking of this work, are variable throughout the school.

Commentary

66. By Year 2, pupils' speaking and listening skills are well below average. Pupils usually sit quietly during lessons, whilst listening to their teachers. However, their lack of language skills means that they often do not understand clearly what they have been told. A small minority of pupils speak clearly and confidently, and provide extended answers and comments. The majority of pupils speak either in single words or in short phrases. They lack the vocabulary or the confidence to express themselves at length. By Year 6, the standards remain well below average. Several pupils listen carefully, and then clearly demonstrate their understanding. A significant minority of pupils find it difficult to listen and maintain their concentration for prolonged periods. A small minority of pupils speak confidently and concisely in their answers and observations. A significant number of pupils are not keen to speak at length in front of adults and other pupils, finding it difficult to explain themselves clearly.
67. By Year 2, pupils' standards in reading are well below average. A small minority of pupils read their texts accurately, introducing some expression into their reading and explaining what they have read. A small number of pupils read their books successfully, but with little expression or fluency. Other pupils read individual words, but often need help in reading a whole sentence. Many pupils have limited understanding of the sounds which letters make. This hinders them in

attempting to read words that they do not know. By Year 6, pupils' reading skills, overall, are well below average. A significant number still find reading difficult. Only a small number bring suitable expression into their work. In talking about what they have read, these pupils make appropriate reference to characters and events in their books.

68. By Year 2, pupils' standards in writing are well below those expected. Many pupils attempt to write in different forms, for example stories, news and poems. A significant majority do not use capital letters and full stops correctly in this work. By Year 6, pupils' writing standards are well below average. Most pupils produce both factual and imaginative writing, often producing work of reasonable length. In this work, punctuation is often inconsistent and many pupils find difficulty introducing enough variety and imagination in their vocabulary.
69. Teachers carefully follow the requirements of the national literacy strategy, suitably planning and organising lessons. Pupils are given many opportunities to listen to stories and various forms of instruction. Questions asked of pupils tend not to be demanding of extended answers, requiring only one or two word answers. Teachers are careful to provide appropriate reading books to match pupils' needs. Relevant opportunities to read, and suitable support and encouragement are provided by teachers, learning support assistants and visiting helpers. Pupils are usually keen to read, and even when they find the text difficult most are prepared to tackle the words presented.
70. Teachers throughout the school provide a satisfactory range of writing activities and opportunities for their pupils. However, on occasions too long is spent on the introduction to the lesson, which limits the time available for pupils to tackle their writing activities. Teachers assess pupils' work well, and this allows them to provide tasks that are suited to pupils' particular needs. Most pupils respond readily to the opportunities provided, in all aspects of the subject, and their achievement is satisfactory. Where teaching is good, where lessons are brisk in pace, pupils are provided with clear advice about improving their work and they work well for extended periods, pupils achieve well.
71. Good relationships are developed between teachers and pupils. Teachers and learning support assistants provide encouragement for pupils during lessons. Pupils' attitudes to English are usually good. Most work well on their own, and in groups when required, and they generally persevere with the work set. A small number of pupils are keen to produce a neat and careful standard of presentation in their books, but a very significant number take less care in their work. Teachers mark pupils' work regularly, but they do not always provide clear advice to pupils about improving their work. In particular, they tend to be too generous with their praise, especially in relation to presentation. Limited use is currently made of homework, to provide pupils with further opportunities to practise and develop their skills.
72. Both leadership and management of the subject are good. The issues in raising standards in the subject are well understood with appropriate advice and professional development provided to staff. Samples of pupils' work are looked at to get an overall picture of standards. There is direct checking of teaching and learning but this is not systematic. These strategies are having a positive effect on raising standards.

Language and literacy across the curriculum

73. The development of literacy across the curriculum is unsatisfactory. The school is keen to develop pupils' language skills in other subjects. A planned start has been made to increase pupils' spoken use of scientific and mathematical language. Expected responses are too often limited to a few spoken words. The use of descriptive words for human emotions is promoted well in personal, social and health education lessons. Limited use is made of written language in other subjects. The extent of this writing is often restricted by the structured worksheets.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in mathematics are well below average at the end of Year 2 and Year 6.
- For the pupils who are in the school for the whole of the juniors, progress and achievement are satisfactory.
- There has been a significant improvement in standards in the infants.
- Standards at the end of Year 6 have declined in recent years but there was an upturn in 2003.
- The quality of teaching and learning in Year 6 is very good.
- The use of assessment to promote higher standards is good in the juniors.
- The use of homework and marking is inconsistent across the school.

Commentary

74. The majority of pupils in Years 1 and 2 and many pupils in Years 3 to 6 have great difficulty with basic number work. Several pupils in Year 2 cope reasonably well with doubling numbers up to five. Doubling 6 and above is too problematic for the majority. They find it difficult to make the step from doubling to 'near number doubling' such as double four and then 4 add 5. Their ability to explain their mathematical thinking is very limited but they do try hard to explain what their brain is doing. This links to their generally limited vocabulary. Many pupils in Year 2 have difficulty writing single digit numbers and reading what they have written. Whilst pupils get frustrated by their lack of progress, skilful encouragement by both teachers and learning support assistants keeps pupils on task and well behaved. On the rare occasion where the teacher lacks confidence to alter the direction of the lesson when pupils become frustrated the quality of pupils' learning deteriorates.
75. Pupils' work with graphs involves interesting contexts. In Year 6 there are well presented, fully labelled block graphs. There are also examples of graphs which are difficult to interpret as no written work is added. On occasion this work has been marked with a simple tick when a little simple guidance is needed. There are other instances where marking is helpful. In general, marking is not consistently helping pupils to improve.
76. Pupils use mathematics in interesting and relevant contexts. There is appropriate work involving money from the total value of a collection of coins to everyday bills. Capacity and mass [weight] are considered by older pupils using metric and imperial systems. Work on angles with Year 6 pupils is limited in the use of terminology to describe different types of angle.
77. Homework is set but no systematic recording of homework set was seen. Worksheets were seen to be taken to be completed at home. Completed, but unmarked, homework was seen.
78. For the major part of Years 1 and 2 and throughout Years 3 to 6, work is set to match pupils' ability. However, the level of work given to pupils for a significant part of Year 2 is related to the average attainment for pupils of that age. The vast majority of pupils are well below average expectations and the work for this period is not best suited to their needs. This reduces effective learning. The system of assessing pupils' understanding, by specific probing questions or optional SATs gives a good picture of pupils' understanding. Appropriate groupings are made in classes so that pupils are suitably challenged with new work. This is best exemplified in Year 6 where pupils are placed in groups of different ability. This ranges from a group who are working towards average standards to a significant number of pupils who are challenged with the addition of two numbers under five. Most pupils know what they have to do to improve by referring to the personal targets in the front of their exercise books. At

times, the learning objectives for a lesson are not particularly clear to pupils as the activities do not always fully match the planned learning.

79. Mental mathematics features in many lessons. On occasion these sessions have sparkle, pace, challenge and fun. This was seen in number bingo and class work with number paddles. Pupils enjoy these sessions and they apply their knowledge well. Teachers are not always consistent in helping pupils to use technical language when they are asked to explain their mathematical reasoning.
80. Overall, teaching is satisfactory with good and excellent teaching observed in Year 6. This high standard of teaching is brought about by consistently, confidently and creatively applying the basic principles of class management and the variety of teaching and learning styles being promoted by the school. The occasional unsatisfactory teaching is caused by a lack of confidence in applying these principles.
81. There is a large number of pupils who leave or join the school during the school year. This has an effect on the progress they make and places greater demands on provision. Of those who are in school for the whole of Years 3 to 6, about 80 per cent make expected or better progress. This indicates satisfactory achievement. The SATs results at the end of Y6 have declined in recent years but in 2003 the school moved from a low to a high position in comparison with similar local schools. This is another indicator of improvement. SAT results at the end of Year 2 have improved in recent years, as has the quality of teaching in Key Stage 1. Overall, pupils are making satisfactory progress from a low base.
82. Leadership of the subject is good and management is satisfactory. There is a good overview of standards but direct observation of teaching and learning is limited. Advice and support from within the school are firmly based on the needs of pupils.

Mathematics across the curriculum

83. The use of mathematics across the curriculum is unsatisfactory. There is limited use of measure in design and technology and graphs in science. In general, opportunities to use mathematics in other subjects are not planned for.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of both Year 2 and Year 6 are well below average, as they were at the time of the previous inspection.
- Teaching and learning are satisfactory.
- Assessment is satisfactory.
- Leadership and management are satisfactory.
- The majority of pupils' attitudes to the subject are satisfactory.

Commentary

84. The school has produced standards that are well below average for a number of years, both in comparison with all schools, and also with similar schools. However, when compared with schools in the locality there has been an improvement in their comparable results. Pupils generally have a reasonable knowledge of life processes and living things, but many are far less secure in aspects of work on materials and physical processes. However, the low standards being achieved owe much to weaknesses in pupils' skills in scientific enquiry, which

were also identified at the last inspection. Although more opportunities have been provided for pupils to carry out work in this area, discussions with pupils indicate that many are not sure about the meaning of a fair test. Further, because a number of pupils have a limited vocabulary, they are not secure in their understanding of scientific terms. This is having a detrimental effect on their ability to raise questions and explain scientific ideas.

85. A study of the standard and amount of pupils' written work shows a reasonable range of work has been tackled. Apart from work in Year 6, pupils' written work is not well presented generally, and little helpful marking is provided. Assessment makes use of a simple plus, minus and equals system to track pupils' standards and progress. There are plans to introduce a system similar to that used in English and mathematics. In the lessons seen during the inspection, teaching was satisfactory. Teachers have satisfactory subject knowledge, and provide suitable learning resources. In all lessons they attempt to develop pupils' knowledge of scientific language and fair-testing, recognising these as important areas for development.
86. The co-ordinators have not been provided with any opportunity to check the work being tackled in school. As a result, they have been unable to identify significant strengths or weaknesses in the subject. This was also the situation at the last inspection. Planning at present is limited to basic plans about individual lessons. The co-ordinators are fully aware that these plans make no reference to the needs of different pupils, nor do they make adequate reference to such things as the use of science to help develop literacy and numeracy skills, or the use of information and communication technology to support learning in science. They fully appreciate the need to tackle all these issues as a matter of great urgency.
87. Pupils generally enjoy science. Even though their knowledge is often insecure, many are prepared to talk about the work they have done. During the introductory sessions to lessons, some pupils are less keen to be involved, and they are difficult to motivate. However, when they tackle practical activities most pupils are more enthusiastic, and they readily work with others on the tasks set.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards at the end of both Year 2 and Year 6 are below average, as they were at the time of the previous inspection.
- The curriculum is unsatisfactory.
- The number of computers and their availability has improved is now satisfactory.
- Good use of Independent Learning Programmes such as Successmaker.

Commentary

88. Standards are below those expected nationally of 7 and 11 year olds. The adequate scheme of work for the subject is not consistently applied. Word processing skills are unsatisfactory at the end of Year 2 and Year 6. Most pupils can load, save and retrieve information but have too few opportunities to develop these skills. Pupils describe how they have used particular programs, but they have limited awareness of the uses of information and communication technology in the wider world. The majority of pupils' attitudes to the subject are satisfactory. Technical problems in setting up the new school network have resulted in a limited amount of work has been tackled during the last two terms. Of work observed there is little evidence of challenge in the activities provided or a clear understanding by teachers of the standards expected. Assessment is carried out using an evaluation of attainment at three levels of

competence which gives a satisfactory way to check on standards and progress. In the lessons seen during the inspection, teaching and learning were satisfactory. Teachers had satisfactory subject knowledge, and provided suitable resources. However, the planning does not ensure that the pupils have in-depth access to all areas of the curriculum.

89. Due to staffing problems there has been a lack of continual co-ordination of the subject. This has affected the development and checking of the subject, especially in ensuring the schemes are being followed. There is no evidence of checking teachers' planning, classroom practice or pupils' work. The co-ordinator is therefore unaware of the standards achieved in the school. There has been significant improvement in the provision of computers. The number available and their location meets the needs of the subject.
90. Pupils generally enjoy information and communication technology. Even though their knowledge is often insecure, many are keen to talk about the work they have done. During lessons, a minority of pupils are less keen to be involved and, at times, start to cause some distraction to the other pupils. This potential disruption is kept to a minimum by the effective work of learning support assistants and volunteer helpers.

Information and communication technology across the curriculum

91. The use of information and communication technology across the curriculum is unsatisfactory. Independent learning programs are used to support pupils who need particular help in basic English and mathematics. All the school's computers have been recently put on a common network which is not fully operational. Because of this, the school's computers are underused.

HUMANITIES

92. It was only possible to observe one lesson each in geography and history and the amount of pupils' recorded work was limited. In religious education, evidence was very limited in Years 1 and 2. Two full and two part lessons were observed in Years 3 to 6. Discussions were held with groups of pupils regarding their religious education knowledge. Photos and other displayed work were considered.

Religious Education

The limited evidence available indicates provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 are average.
- Standards at the end of Year 6 are below average.

Commentary

93. In Years 1 and 2, the policy of the school is to cover the subject orally. The content of the syllabus is covered through educational visits by pupils, visitors to the school and lessons in both the subject and also in personal, social and health education. At present, the school is following national guidance which includes local requirements. During the inspection week, the new Locally Agreed Syllabus arrived which the co-ordinator plans to match against current coverage. The co-ordinator is a very capable leader and manager but her influence on the subject is at an early stage.
94. From the limited evidence, standards at the end of Year 2 appear satisfactory as they were at the last inspection. Pupils are achieving satisfactorily. During the inspection week, the whole of

Year 2 visited a local church. They came back with an improved and satisfactory knowledge of the fittings and function of a Christian church. Through photographs of a regular, visiting church worker the pupils explained the rites of passage as marked by the Christian church. The most able pupils know the significance of Christ's Last Supper and the bread and wine of communion.

95. Standards and achievement in Years 3 to 6 appear unsatisfactory. At the last inspection, standards were satisfactory. Throughout the key stage there is little understanding of the similarities and nature of world religions. The oldest pupils know that Jesus is considered to be the Son of God by Christians but the link with God and Islam is not known. Whilst they know that religion 'can change your life' they can't offer any reason why it might do this. These oldest pupils show a great interest in fundamental questions – such as 'which came first, the chicken or the egg' – but are not able to offer different beliefs in origins of life or life after death. The youngest pupils in the juniors have little concept of 'special or symbolic' meals when they consider the Sadder meal in Judaism. Pupils' recorded work is minimal.

History

96. It was not possible to make an overall judgement of provision or standards during the inspection because of a lack of evidence. Only one lesson was observed in the junior classes and none in the infant classes. There was only a small amount of recorded work in pupils' history books in both key stages. However, the evidence available shows that the overall subject planning for the teaching of history through the school is satisfactory and takes appropriate account of national guidance.

Geography

97. It was not possible to make an overall judgement of provision or standards during the inspection because a lack of evidence. Only one lesson was observed in the infant classes and none in the junior classes. There was only a small amount of recorded work in pupils' geography books, which was insufficient to make a judgement. However, the evidence available shows that the overall subject planning for the teaching of geography through the school is satisfactory and takes appropriate account of national guidance.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

98. One lesson was observed in music and two assemblies were noted. In physical education, three lessons were observed in Key Stage 2 and one in Key Stage 1. In art, two lessons and a part lesson were observed in Key Stage 2 and none in Key Stage 1. In design and technology, three lessons were observed, two in Key Stage 2 and one in Key Stage 1.

Design and Technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Standards and achievement have improved since the last inspection.
- Teaching is good in Year 2 and Year 6.
- Pupils take a pride in their work.
- Pupils' written work lacks structure.

Commentary

99. Standards at the last inspection were below expectations but they have now risen and are in line with expectations by Year 2 and by Year 6. The school has appropriate planning for teaching the subject which was not the case at the last inspection.
100. The curriculum is based on projects where a need is identified and the finished product has a function. This fits the requirements for the subject. There is some confusion between the subject of art and design and that of design and technology. One reason for this is because the term 'design technology' is used in the school. Another reason is that pupils' sketchbooks are used for both art and design and design and technology. In some cases the work is separated well, for example, each subject starting at opposite ends of the book. In others the two are mixed together. This does not help pupils to appreciate the different thinking to be used in the subject. Pupils' written work lacks structure. Whilst they have a reasonable understanding of the design and make process, this is not clear in their recorded work.
101. Pupils evaluate their work at different stages. This aspect, and other important steps in the design process, is brought out well by Year 2 and Year 6 teachers. Teachers' knowledge of the subject is secure. Unsatisfactory teaching was observed. This was not due to a lack of expertise in the subject, rather a lack of confidence in applying the school's behaviour management systems by a teacher relatively new to the profession. In this lesson, achievement and attitudes were unsatisfactory. Overall, teaching is satisfactory. Leadership and management of the subject are satisfactory.

Art and Design

102. It was not possible to make a secure judgement on overall provision in art. In the two lessons observed in Key Stage 2, teaching, learning, standards and achievement were all satisfactory. From work seen in these lessons, in portfolios and on display, standards in art appear satisfactory. In the part lesson observed, pupils were developing a style to their own compositions using examples of established artists and the skilful observations and guidance from the teacher. In a parallel class, pupils were copying works by these artists rather than adopting their style. Limited use is made of sketchbooks to develop ideas and techniques. There was little evidence of three-dimensional work but a Year 3 class were attaining satisfactory standards making a collaborative collages from found material under the trees. Planning is appropriate and the co-ordinator is hardworking, well organised and skilled in art. Leadership of art is good and management of art is satisfactory.

Music

103. It was not possible to make an overall, secure judgement of provision or standards during the inspection because of a lack of evidence. Only one lesson was observed in Key Stage 2 where teaching and achievement were good and standards satisfactory. No lessons were observed in Key Stage 1. In the two observed assemblies, pupils' singing was satisfactory. They sang two part harmonies well and achieved satisfactory standards. Pupils enjoy this activity and were very pleased to perform to new audiences during the inspection. Pupils in Year 2 sing a range of songs from memory and were keen to sing their favourite hymn, knowing all the words and singing in tune. The majority can maintain an accurate beat and clap a repeating pattern. The co-ordinator is enthusiastic and planning for music is satisfactory overall.

Physical Education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with those expected.
- Teaching and learning in Year 6 is good.
- Pupils' attitudes and behaviour are often good.
- Few opportunities are provided for pupils to evaluate their own work.

Commentary

104. In the lessons observed, pupils carried out gymnastics movements and games activities with the control and co-ordination expected for their age. Pupils in Year 2 successfully perform a variety of balances on different 'points' and 'patches', and those in Years 4 and 6 confidently develop their skills in catching, passing and travelling with a ball. Pupils in Years 3, 4 and 5 attend swimming lessons during the year, and by the end of the year about 80 per cent can swim 25 metres.
105. The overall quality of teaching and learning is satisfactory. Teachers are suitably dressed to join in and demonstrate for pupils, their subject knowledge is sound and they provide appropriate apparatus for pupils to use. Safety is correctly emphasised throughout. Teachers provide relevant advice to pupils about their work, and this enables them to achieve satisfactorily. Whilst teachers often use pupils to demonstrate good practice, opportunities are usually missed to allow pupils to discuss their work, as was the case at the time of the previous inspection. However, where teaching is good, these opportunities are provided and careful coaching of skills is given. Pupils enjoy physical education, and although a minority are sometimes difficult to motivate, the majority join in with enthusiasm, both when working alone and with others.

106. The subject co-ordinator provides suitable advice and support for colleagues, and has contributed towards the satisfactory standards being achieved. Therefore her leadership role is satisfactory overall, although she does not as yet have the opportunity to observe lessons taking place in other classes.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Leadership and management of the subject are very good.
- The quality of teaching and learning are both good.
- Pupils' achievement is good in both key stages.
- There has been significant improvement in provision since the last inspection.

Commentary

107. The organisation and management of provision for personal, social and health education across the school is very well thought out. This planning has involved managers from across the school, including the Foundation Stage. As a result, pupils experience a well structured sequence of lessons as they move through the school. Standards are satisfactory overall but good in Year 6. The school has very correctly and successfully given a high profile to the development of the subject. Provision has improved greatly since the last inspection.
108. Teaching and learning are good throughout the school and very good in Year 6. Lessons tend to be relatively short, have clear learning objectives and a variety of learning activities which engage pupils' interest. All lessons have well established routines, such as rules for listening and speaking, and in better teaching these features are gently and consistently reinforced. Because of this pupils are secure in their learning and willing to contribute sensibly and thoughtfully. The level of respect between adults and pupils involved in these lessons is good.
109. A significant amount of care and guidance is provided in personal, social and health education lessons. Through class discussion, pupils realise that their own problems and thoughts are similar to others in the class and also to adults. Because of this, pupils' personal confidence is enhanced and the advantages of sticking to basic rules for community living are appreciated.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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