

INSPECTION REPORT

Richard Hill Cof E (Aided) Primary School

Thurcaston, Leics

LEA area: Leicestershire

Unique reference number: 120205

Headteacher: Mr. R. King (Interim)

Lead inspector: Mrs. P. M. White

Dates of inspection: November 10th to 12th , 2003

Inspection number: 257309

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	180
School address:	12, Anstey Lane, Thurcaston, Leics
Postcode:	LE7 7JA
Telephone number:	0116 2340212
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. Katrina Greenwell
Date of previous inspection:	June 2 nd 1998

CHARACTERISTICS OF THE SCHOOL

A smaller than average church aided school serving the villages of Thurcaston and Cropston, the school also takes pupils from the surrounding area. The school is in a 1960s building that has very recently had an additional classroom built and two classrooms extended. There are 180 pupils on roll who all speak English as their first language and who are almost all of white, British heritage. The small number of pupils from second or third generation ethnic minority backgrounds all speak English fluently. The children start in the reception class in either September or January and their attainment on entry is broadly average. The number of pupils on roll has fallen slightly since the time of the previous inspection. The proportion of pupils with special educational needs is below the national average. Six of the pupils have a statement of special educational needs. This is well above the national average.

The headteacher resigned unexpectedly in August 2003 and at the time of the inspection an interim headteacher was in post.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23686	Pamela White	Lead inspector	Foundation Stage, Mathematics, History, Music
13526	Richard Barnard	Lay inspector	
23566	John Iles	Team inspector	English, Art and design, Physical education, Special educational needs
2818	Graham Warner	Team inspector	Science, Information and communication technology (ICT), Design and technology, Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school has **serious weaknesses** in its leadership, management and governance, aspects of the curriculum and in the progress it has made in addressing the key issues of the previous inspection. Nonetheless, many of the pupils achieve well in English, mathematics and science because the teaching is good. The interim headteacher has worked hard to lead the school since the previous headteacher left the post at the end of August. There is now a clear desire to improve the quality of education further. Overall, the school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are of good quality
- By Year 6, the pupils attain above average standards in English, mathematics and physical education and the children in the reception class make a good start to their education
- The pupils have very positive attitudes to their learning, behave very well, and develop very good relationships with others
- The leadership, management and governance of the school have a number of serious shortcomings
- The curriculum is unsatisfactory because it has not been reviewed and updated to take account of new developments and there are weaknesses in the way subjects are taught from year to year
- Standards in information and communication technology (ICT) and design and technology are below average across the school. Standards are below average in geography in the infants
- Pupils are fully included in all activities, with good provision for those pupils with special needs
- Limited use is made of assessment information to set targets for improvement and to track the pupils' progress
- The key issues of the last inspection have not been addressed and the school has not improved enough

The school has not improved enough since the last inspection because of shortcomings in leadership and management. In particular, financial management remains poor and the roles and responsibilities of the subject managers have only just begun to be made clear. Standards in information and communication technology (ICT) are still unsatisfactory because little has been done to provide training and support for staff.

STANDARDS ACHIEVED

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

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

Achievement is satisfactory overall. The table above refers to pupils who left the school in July and it shows that when compared with similar schools, standards could be higher, especially in mathematics where the higher ability pupils are not always stretched sufficiently. For the pupils currently in Year 6 inspectors judged standards to be above average in English and mathematics and average in science. By the end of Year 2, standards are above average in reading and mathematics and average in writing. Standards have generally been maintained except in writing where the number of pupils achieving the higher level (Level 3) has declined. The pupils in Years 1 and 2 achieve less well in geography and standards are below average. Standards are below average across the school in ICT and in design and technology, but there is some good achievement and above average standards in physical education. In the Foundation Stage the children achieve well and are on course to exceed the learning goals set for them in personal, social and emotional

development, in communication, language and literacy and in their mathematical development. They are likely to reach the goals set for them in the other areas of learning.

Most pupils have very good attitudes to school. They are enthusiastic and keen to learn. Attendance rates are very high and pupils arrive at school punctually. In lessons and at playtimes, standards of behaviour are very good. **The spiritual, moral, social and cultural development of the pupils is good.** These aspects are developed well in an environment of care, respect and tolerance.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. The teaching is good and enables pupils of all abilities to learn effectively. Consistently good teaching was seen in the reception class and very good teaching was observed in Years 3 and 4. English and mathematics are well taught and, as a result, the pupils develop good literacy and numeracy skills. The teachers have good questioning skills, form very good relationships and have high expectations of the pupils. More could be done to use information from pupils' assessments to track their progress and to identify areas for improvement. Little use is made of computers as a resource for learning.

The curriculum is unsatisfactory because it is not well balanced. The leadership of the curriculum has been neglected for some time with the result that the amount of time given to curriculum areas other than English, mathematics and science varies from class to class and standards in some of the foundation subjects could be higher. The school provides well for the pupils with special educational needs and the curriculum is readily accessible to all pupils. The school enjoys very good support from parents and it provides very effective care for the pupils. The school is already working to improve the quality of the information for parents about the standards of their children's work.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school have been poor. The school's approach to financial management has been poor and the budget deficit remains. Consequently, budget issues have overshadowed important priorities such as the need for a close review of the standards achieved, the systematic monitoring of teaching and learning and a rigorous evaluation of the curriculum. The governors have relied too heavily on the previous headteacher. They have not challenged the school enough with the result that they have had limited influence on its work. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The large majority of parents hold the school in high regard and recognise the significant improvements that have been made by the interim headteacher. They also value the commitment, hard work and dedication of the staff. They would like more information about what their children are learning, the standards they achieve and the quantity and frequency of homework. Inspectors agree that the quality of information could be improved and that the school needs a clear homework policy that is used consistently by all the teachers. Most pupils like school and enjoy their learning.

IMPROVEMENTS NEEDED

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

- Take steps to address the shortcomings in the leadership, management and governance of the school
- Improve standards in ICT and design and technology across the school and in geography in the infants
- Provide a broad and balanced curriculum that includes sufficient time for learning in Years 3 to 6
- Ensure that subject co-ordinators have the necessary skills, information and training in order to bring about improvements in their subjects
- Ensure that the information from assessments is used rigorously and systematically to plan further learning and to set targets for improvement

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is satisfactory with some good achievement in the reception class and in English and mathematics across the school.

Main strengths and weaknesses

- Children in the reception class have well developed personal, language and mathematical skills by the time they enter Year 1
- Throughout the school the pupils are articulate and they read fluently
- The pupils have good mathematical skills and can use these to solve problems
- The pupils achieve above average standards in physical education
- The most recent national test results show an improvement in the number of Year 6 pupils reaching the higher level (Level 5) in English, mathematics and science
- The pupils with special educational needs achieve well
- In information and communication technology (ICT) the pupils do not have sufficient opportunities to use computers across the curriculum
- Standards in design and technology are below average across the school and in Years 1 and 2 the pupils do not reach a high enough standard in geography

Commentary

1. For the pupils in Years 1 to 6, the findings of the inspection confirm a picture of above average standards and achievement in English, mathematics and physical education but point to standards that are average in science, art and design, music and history. In geography standards and achievement are average in the juniors and below average in the infants. In ICT and design and technology standards are below average across the school.
2. The above average standards and achievement in English and mathematics are due to the good and very good teaching that the pupils receive and the strong emphasis placed on these subjects. There is little significant variation in the achievement of boys and girls. There have been improvements in teaching and learning since the last inspection and this has enabled standards to be improved in mathematics and aspects of English such as reading and speaking. Many of the pupils are avid readers who enjoy books and they read fluently and with expression. In the juniors, the high-level classroom discussions mean they are able to understand and draw inferences from what they have read. Across the school, standards in speaking are particularly good. By the end of Year 6 the pupils are very articulate. A feature of their discussions is the way in which they offer evidence from a range of sources, including the Internet. Writing has been a whole-school focus and strong emphasis is placed on the pupils' writing for a range of purposes as well as accuracy in grammar, spelling and punctuation. However, there are inconsistencies in the teachers' expectations of the neatness of presentation and handwriting and standards vary from class to class. In mathematics the pupils' counting skills are taught progressively and by Year 6 they achieve well as they use their skills to solve problems and to work out mental examples quickly and accurately. In science, the pupils achieve well in many of the lessons, but the recently adopted scheme of work is not yet fully embedded in all the classes and for this reason standards are judged to be satisfactory overall.
3. In physical education, the pupils are taught well and achieve particularly high standards in swimming. The variations in standards and achievement in other subjects are due to the weaknesses in the leadership and management of the curriculum. There are inconsistencies in the way some subjects are taught as the pupils move from class to class. For example, in ICT and in design and technology some teachers lack confidence and expertise and so are unable

to provide appropriate support for the pupils. Additionally in ICT, there are shortages in resources and time to use computers. In geography in Years 1 and 2, there is little recorded work by the pupils and scant evidence in the teachers' planning that sufficient time is given to the subject. There is also a lack of resources in geography and this has an adverse impact on standards.

- Although attainment varies from year to year most children start in the reception class with skills, knowledge and understanding that are broadly average and their good achievement and the standards they attain are the result of consistently good teaching and the way that assessment information is used to plan the next steps in learning. Inspection judgements are that by the time they start in Year 1, most of the children will exceed the goals set for them in their personal and social development and in their communication, language and literacy and mathematical development. They will attain the goals set for them in the other areas of learning.

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

Standards in:	School results	National results
Reading	17.2 (17.0)	15.7 (15.8)
Writing	15.1 (15.7)	14.6 (14.4)
Mathematics	16.9 (17.8)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.4 (28.9)	26.8 (27.0)
Mathematics	27.7 (28.5)	26.8 (26.7)
Science	30 (28.3)	28.6 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

- National test results over the past three years have generally shown above and well above average attainment in English and mathematics in Years 2 and 6. However, when compared with the results of similar schools the results have pointed to some under-achievement in writing by the higher attaining pupils in Year 2 and in mathematics and science in Year 6. The scrutiny of work shows that, particularly in mathematics, many of the pupils complete the same tasks which means that the higher attaining pupils are not always sufficiently stretched by the work they are given to do and therefore do not achieve as well as they could. In writing, the school acknowledges that the pupils need to write in a range of styles and for different purposes but the frequent use of worksheets restricts the pupils' ability to write freely and independently; particularly in subjects other than English.

Pupils' attitudes, values and other personal qualities

Pupils enjoy coming to school to learn and this is reflected in very high levels of attendance and standards of behaviour. Their very positive attitude to learning contributes significantly to their achievements. Their personal development is very good due to their own motivation and confidence and the good provision by the school for their spiritual, moral, social and cultural development. This aspect has improved since the previous inspection.

Main strengths and weaknesses

- Pupils are keen and very interested in their work
- Attendance levels are well above average and pupils are not late

- Pupils are confident and willing to take on responsibilities
- Behaviour is very good
- Spiritual, moral, social and cultural development is good. The pupils show respect for each other and value one another's feelings and beliefs.

Attendance

Authorised absence		Unauthorised absence	
School data	95.9	School data	0.0
National data	94.1	National data	0.5

Commentary

6. Throughout the school the pupils show very positive attitudes in lessons. From their start in the Reception class all the pupils concentrate very well, show a high level of enthusiasm and try hard to do their best. They enjoy their work and are disappointed when, for example, a Year 3 dance lesson ends. They are keen to learn and this has a positive impact on their overall achievements. Parents and the pupils themselves say they enjoy school and this is evident in the very high attendance levels and their enthusiasm for the sport, music and dance activities provided outside lessons.
7. The school builds well on the pupils' positive attitudes and makes good provision for their spiritual, moral, social and cultural development. They are able to express their views and feelings very clearly from an early age. In a Year 1 lesson they describe their feelings about personal items such as "my first toy" or "something I have". They listen very well to each other and are able to discuss their thoughts and emotions in a mature way. Behaviour in lessons, and around the school is very good. Pupils and parents say there is no serious bullying or racist behaviour and this is confirmed by there being no exclusions over the last two years. Relationships throughout the school are very good. The pupils co-operate very well with each other in pairs and groups during class activities and this has a positive impact on their learning. They also display very good levels of independence, responsibility and initiative.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	164	0	0
White – any other White background	4	0	0
Mixed – White and Asian	6	0	0
Asian or Asian British – Indian	4	0	0
Black or Black British – Caribbean	1	0	0
No ethnic group recorded	1	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a sound quality of education. The pupils learn effectively and benefit from good and very good teaching. Regular and thorough assessments take place but the way the information is used is currently unsatisfactory. The school is inclusive and it provides well for pupils with special educational needs. There is sound provision for extra-curricular activities. Parental involvement and support are very good. The curriculum is unsatisfactory.

Teaching and learning

The quality of teaching is good overall with some very good teaching observed in the Reception class and Years 1, 3, 4 and 6. English, mathematics and science are taught well in almost all classes. The good teaching results in effective learning and some good achievement for pupils of all abilities. Teaching has improved since the previous inspection but the use of assessment information remains a weakness.

Main strengths and weaknesses

- Basic skills are taught well, particularly speaking and listening, reading and numeracy skills
- Pupils are attentive, hard-working and responsive
- In most of the lessons observed during the inspection the teachers planned work for the different ability groups within the class but the scrutiny of work shows that this is not always the case
- Pupils with special educational needs are identified promptly and they are taught well
- The skills in ICT and design and technology are not taught consistently
- Geography is not taught consistently in the infant classes
- Marking does not always tell the pupils how they can improve
- Assessment information is not used rigorously enough to set targets for the pupils or to track their progress

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13 (34 %)	18 (47%)	7 (19%)	0	0	0

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

Commentary

8. The reception class teacher has a good understanding of how children learn and the quality of the teaching in the reception class is consistently good. She talks constantly to the children and questions them in order to make them listen and respond as well as to make them think more deeply about their work and to check their understanding. Her strategy of pairing more and less able children is successful in helping the children to learn from each other as well as developing tolerance and understanding from the earliest stage. She places great emphasis on their personal, social and emotional development and this positively affects their learning in all the other areas. The reception teacher uses on-going assessments in order to build up a profile of each child so that their individual needs can be met and the next stages of learning planned.
9. In Years 1 to 6 the good and very good teaching means that most pupils learn effectively and achieve well especially in the core subjects of English, mathematics and science. Good or better teaching was seen in all the classes but particularly in Years 3 and 4 where there was a good pace to the lessons, skilful questioning by the teachers and sufficient challenge in the tasks for all ability levels. In all of the lessons in Years 1 to 6, the learning objectives are shared with the pupils so that they know what they are expected to learn and there are high expectations of both work and behaviour. The pupils are assessed regularly and results are analysed thoroughly. However, the information is not used effectively by all teachers to plan further work, set targets for improvement or to track progress.

10. The good and very good teaching the pupils receive in reading, together with a very good level of parental support, means that the pupils become competent readers at an early stage. In mathematics the teachers have secure subject knowledge and structure lessons well to include opportunities to practise mental arithmetic and to learn and refine methods of calculation. Science teaching in Year 5 is effective because of the specialist knowledge and enthusiasm of the subject leader. The pupils benefit from an exchange of skills when the Year 3 pupils are taught science by the co-ordinator and the Year 3 teacher teaches music to the Year 5 pupils. This sharing of specialist knowledge and good practice has a positive impact on the pupils' learning. In almost all lessons the very good relationships between staff and pupils make a valuable contribution to the pace and quality of the learning.
11. Although no unsatisfactory teaching was observed, the teaching was less effective where insufficient attention had been given to setting tasks at the right level for the range of abilities in the class. The scrutiny of work shows that this is the case more frequently than was seen during the inspection. The scrutiny of the pupils' previous work also shows that many of the activities are worksheet based and this can restrict the pupils' creativity and independence and lead to some under-achievement by the higher attaining pupils. A significant barrier to learning in ICT has been a lack of training for staff and the limited number of computers. However, there are strong indications that, under the guidance and direction of a knowledgeable co-ordinator and the interim headteacher, the overall quality of teaching and learning in ICT is already beginning to improve. The quality of the teaching in design and technology is unsatisfactory because it is not planned and taught consistently or progressively across the school.
12. The pupils comment favourably about their teachers and agree that they are taught well and have to work hard. Most say that they enjoy homework and that it contributes to their understanding. However, inspectors found that although homework is provided for the pupils, the amount and frequency vary across the school. There is no up-to-date policy to guide teachers and this leads to inconsistencies.
13. The pupils with special educational needs are well taught and the teachers plan work that takes into account the targets in their individual education plans. Both teachers and classroom assistants are successful in ensuring that the special needs pupils have equal access to all the activities on offer and as a result they make good progress. The Year 4 teacher has identified two talented pupils and she provides suitably challenging work for them.

The curriculum

The curriculum is of unsatisfactory quality overall because, although it meets statutory requirements, it lacks balance and depth.

Main strengths and weaknesses

- Good support is provided for pupils with special educational needs
- The roles of support staff are not clearly defined
- There is unsatisfactory provision for ICT, design and technology across the school and in geography in Years 1 and 2
- Junior pupils do not receive the recommended taught time
- Curriculum innovation is poor because the roles of curriculum coordinators are not well developed
- The curriculum is not monitored and evaluated systematically or rigorously enough

Commentary

14. The curriculum in the Foundation Stage is satisfactory. The reception class teacher plans work that is securely based on the Early Learning Goals for the six areas of learning. She

provides a range of activities to support learning and, together with the good teaching they receive, this provides the children with a good start to their education. A weakness in the provision for the children in the reception class is the lack of a secure area with good quality equipment to support their physical development. Additionally, other resources such as those in the home corner are in need of renewal or refurbishment.

15. The curriculum for the pupils in Years 1 to 6 lacks coherence because, for some time now, there has been neither overall leadership of it nor any planned or prioritised developments. Additionally, the teaching time in Years 3 to 6 is below that recommended for junior pupils. The recent review of planning, implemented by the interim headteacher, is supporting rapid progress but this is not yet fully developed across all subjects. Until recently, the teachers have been working and planning independently of each other and consequently, progression in learning and links between subjects have not been secure. The strategies for literacy and numeracy have been implemented effectively due to the enthusiasm and determination of staff in ensuring that the pupils' needs are met. The school development plan does not include any subject action plans or a planned programme of subject review that will secure improvements in curriculum areas. A key issue at the time of the last inspection was to develop the roles of the curriculum coordinators and this still remains to be done. Funds have not been allocated to support the maintenance of resources and consequently many are old and need replacing.
16. The school accommodation is of good quality. Additional building work has increased the number of classrooms and existing rooms have been extended and refurbished. A large hall, good hard play areas and a field enable a range of activities to take place.
17. The school has a high reputation for its response to pupils with special needs and the provision is good. The pupils are fully included in all the school's activities. Work is structured to meet individuals' needs and support staff and teachers work well together. The Code of Practice for special educational needs has been implemented successfully and the school seeks guidance from specialist services such as the Autism Outreach Service. At their meeting the parents raised concerns about the identification of pupils with special needs but inspection evidence suggests that staff are vigilant in identifying pupils who may require additional support. The school has an appropriate number of well-qualified teachers and a high number of teaching assistants.
18. Training and resources to support ICT and design and technology throughout the school are unsatisfactory. The teachers have not received the guidance and support they need to enable them to develop these subjects fully. Together with a lack of monitoring and evaluation, these are significant weaknesses that have hampered progress and further improvement.

Care, guidance and support

The school has very good and effective procedures for the care and welfare of pupils. The very good relationships in the school ensure that pupils have access to personal support and guidance. This aspect is a strength of the school and represents good improvement since the last inspection.

Main strengths and weaknesses

- Very good relationships underpin the effective practice in the care and inclusion of all pupils
- Good induction arrangements ensure that pupils settle well into school routines
- The setting up of the School Council has given the pupils a good opportunity to be involved in decision making.

Commentary

19. The school cares very well for all of its pupils, including those with special needs. A significant contributory factor to this very good level of care is the very good relationships

between all staff and pupils. There are open and regular discussions between pupils, teachers, and support staff, including the mid-day supervisors. They all know the pupils very well. The pupils feel that they are part of the school family and comment that staff are always willing to help them. They have confidence in the fact that they are valued, listened to and supported if they have any problems. All the pupils have opportunities to be involved in the school's activities, including residential and day visits, as well as after school clubs.

20. Induction arrangements for the children in the reception class are good and include well-organised preliminary visits for both parents and children. This enables them to get accustomed to the school routines and to feel more confident about starting school. The procedures for child protection are securely in place.
21. The site manager and staff ensure that the premises are clean and a recent health and safety check confirmed the good level of care being provided.
22. The School Council is an effective body that includes pupils from all classes. The school is receptive to their views and encourages them to use their initiative and to play an active and responsible role in school life. They know that their views are taken seriously because they have seen that action has been taken on their recommendations and requests.

Partnership with parents, other schools and the community

The school's partnership with parents is good. The very good support from the parents has a significant impact on the pupils' learning. The school is taking steps to build on this support by improving its information and guidance for parents. Links with other schools and the community are satisfactory. This is a similar picture to that found at the time of the previous inspection.

Main strengths and weaknesses

- The parents' enthusiasm and support for the children's learning are very good
- Information to parents has not been of sufficiently good quality or quantity but this is now improving
- The financial help and other support that parents give to the school are very good

Commentary

23. The value that the parents place on their children's education is a significant factor in the pupils' very positive attitudes to school and their overall achievements. Parents ensure their children attend school regularly and promptly. They encourage them through supporting homework, helping them to read and to access information from the Internet. They provide very good help in the classrooms. In particular, the parents' financial contributions through the Parent Teacher Association have been crucial in providing the school with essential resources over the past five years. A significant number of parents feel that they have not received sufficient information to enable them to help their children further and inspection evidence confirms this. For example, little information has been provided on the topics to be studied and annual reports, although giving good information on progress and achievements, give few details on areas for development or targets for improvement. Additionally, some parent evenings have been general 'meet the teacher' evenings and did not provide specific, quality information about the pupils' progress. This has been a concern for some parents but under the leadership of the interim headteacher it is now being addressed.
24. The school has a sound partnership with the local secondary school and this ensures that the pupils are adequately prepared for transfer at age eleven. The local community is used well for visits to support learning.

LEADERSHIP AND MANAGEMENT

There are serious weaknesses in the leadership, management and governance of the school. The leadership and management of the curriculum and of the school's finances have been poor and have deteriorated since the time of the last inspection.

Main strengths and weaknesses

- The interim headteacher has provided clear, focussed leadership that has led to significant recent improvements.
- A stable and committed teaching staff have worked hard to maintain standards in the core subjects of English, mathematics and science
- The school's priorities for development are unclear and the curriculum has not been managed effectively.
- There has been very limited monitoring and review of the standards achieved, the quality of teaching and learning or the curriculum
- The governing body have relied too heavily on the previous headteacher. They have not challenged the school enough and have had limited influence on its work.
- The school's approach to financial management has been poor and the budget deficit remains
- Poor progress has been made in addressing the key issues of the last inspection.

Commentary

25. The interim headteacher has quickly established the trust and respect of pupils, staff, parents and governors. He has set clear, immediate priorities and both governors and staff have welcomed the direction and support they have received. Work is already underway to tackle aspects that have been neglected for some time. For example, the teachers have received help in refining their planning to ensure consistency across the classes and year groups and some resources have been purchased. The interim headteacher has produced a viable long-term financial plan that takes good account of predicted pupil numbers and provides a prudent element for school improvement priorities.
26. The governors' role in shaping the direction of the school has been largely ineffective because until recently they have been ill informed about school issues, including the budget. This means that they have not been successful in checking the school's performance. This is now changing. They have a clear, simple action plan and a strong willingness and determination to move the school on from its present position. The governors have an appropriate committee structure and there are links to special educational needs, literacy and numeracy. They are proud of the school's good provision for special educational needs and the inclusive nature of the school, which are strong features in attracting pupils from the surrounding area.
27. The weaknesses in leadership and management have been apparent for some time and the school has not addressed the key issues of the previous inspection. Of the five issues for improvement, four still remain. The school development plan does not set out sharply focussed priorities with timescales, costs, success criteria and review dates so that the school can measure its progress towards improvement. The roles and responsibilities of the co-ordinators are becoming clearer but they have yet to take full responsibility for their curriculum areas and monitor planning and the quality of learning in their subjects. None of the co-ordinators has been allotted a budget for resources. There is no co-ordinator for design and technology and this adversely affects the quality of work in the subject. Standards in ICT remain unsatisfactory because, although there is a knowledgeable co-ordinator, too little has been done to improve staff expertise through training. Overall, improvement since the last inspection has been poor.
28. Continuing poor financial planning and management have led to an increasing budget deficit that is now over £50,000. Until very recently, the leadership of the school has paid scant attention to the concerns raised in the previous inspection report, the recommendation of an audit report in 2001, and requests from the Local Education Authority to produce a viable budget plan. The

deficit has increased because of unusually high staffing costs and inadequate provision being made for supply cover for staff absences. The previous headteacher and the governors have been slow to make the savings needed to balance the budget. Governors have been led to believe that “nothing could be done”. Expenditure has not been reviewed in relation to best value principles and this means that budgets have been allocated on the same basis year on year with no evaluation of the impact on the effectiveness of the school. No link has been made between resource allocation and school improvement. This has resulted in virtually no money being allocated to resources for learning and the school being dependent on the Parent Teacher Association to fund essential items.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	304,008
Total expenditure	342,620
Expenditure per pupil	1903

Balances (£)	
Balance from previous year	-46309
Balance carried forward to the next year	-45,471

29. A further weakness in the school’s leadership is that there has been no planned programme of monitoring of the quality of teaching and learning. It is the commitment, dedication and hard work of the teachers that has enabled the school to maintain and, in some cases, improve standards and to meet its targets in English and mathematics. However, due to the lack of leadership, the teachers have not been working as a cohesive team and this has left the school in a fragile state, highly dependent on individual efforts. The arrangements for performance management and the professional development of staff have been unsatisfactory and this has meant that teachers have not attended relevant courses and training in order to improve their knowledge and expertise. The school provides unsatisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. There are several good features in the curriculum offered to the children in the reception class and a few weaknesses linked to a lack of resources. For this reason the school's provision is judged to be satisfactory overall. The children start in the reception class in either September or January in the year in which they are five and at the time of the inspection there were eleven children in the reception class. The very good relationships that exist with parents, together with a good induction programme, mean that the children settle into school life quickly and easily. The quality of the teaching in the reception class is consistently good and the children receive a good start to their education. The teacher plans thoroughly, focussing on an area of learning in each session and providing a balance of self-selected and teacher directed activities. The teacher assesses the children continuously and the information is used to form a profile of each child's achievements. This allows the children to achieve satisfactorily overall with some good achievement in the development of their personal, social and emotional development and in their communication, language, literacy and mathematical skills. Leadership and management of the reception class are satisfactory. However, there are strong signs that this is rapidly improving as a result of the support, direction and guidance of the interim headteacher. The attainment of the children when they start in reception varies from year to year. Assessment information for the children currently in the reception class shows them to be broadly average.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Personal, social and emotional development permeates all activities
- The children quickly develop independence and self-confidence
- They co-operate well with each other and with the adults in charge of them
- They develop a good understanding of what is right and what is wrong

Commentary

31. The children achieve well because they are taught well and they are on course to exceed the goals set for them by the time they start in Year 1. There is a good school emphasis on this area of learning and the teacher takes every opportunity to highlight good manners as well as tolerance and kindness towards each other. Almost all of the children follow instructions and know what is expected of them. In response to the teacher's high expectations, they settle well to the planned activities and persevere with tasks. They show a good level of independence when dressing for practical and physical activities. Relationships are very good. The children respond very well to the adults supervising them, and they listen and behave very well. They have very good attitudes and are keen to take part in all activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children have very good speaking and listening skills
- Children are encouraged to develop their communication, language and literacy skills in all the other areas of learning
- The teacher uses a range of books, stories, songs and rhymes to enrich the children's vocabulary and to encourage reading

Commentary

32. The children achieve well. They make good progress and are on course to exceed the learning goals by the time they start in Year 1. Regular opportunities to recite rhymes and poems and to join in the sharing of news, knowledge and information help the children to use and improve their spoken language. Good questioning by the teacher plays a key part in this process. The children's reading skills are developed through the learning of initial letter sounds and key words from early reading books. The teacher also encourages the children to predict what comes next as a successful strategy for understanding what is read. The more able children can make a book featuring drawings of the characters in the Gingerbread Man and the less able can record their re-telling of the story using the tape recorder. The children practise writing letter shapes and write lists and labels in order to develop their writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Well-planned activities enable the children to learn about numbers, shapes and money
- The children's mathematical learning is consolidated and extended well through games and role-play
- Basic number and counting skills are reinforced at every opportunity

Commentary

33. The children achieve well and are on course to exceed the goals set for them by the time they enter Year 1. The teachers' use of songs, rhymes and counting games to help make the learning of numbers fun has a positive effect on the children's progress. They learn the importance of 'matching and counting' to ensure accuracy. For example, when they find the correct number of plates, hats and lollipops for a teddy bears' party. Additionally, the use of correct mathematical language ensures that the children's mathematical knowledge and understanding develop well. Good links are made with other areas of learning, such as when the children 'buy food and give change' in the home corner café.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children have a very good relationship with the class teacher who provides a very good role model and is a knowledgeable source of information
- Although good use is made of the resources available, there are gaps in the resources needed to deliver a good curriculum

Commentary

34. The teacher has a good understanding of the wide range of experiences children need to develop and makes every effort to compensate for the lack of classroom resources such as artefacts, globes, and a range of good quality books for information. The children are well supported in their practical activities by the teacher and the learning assistant, who ask pertinent questions and make good links with what the children already know. For example, their knowledge of different materials is applied to the choice of stretchy fabric for Humpty Dumpty's clothes or waterproof fabric to make a raincoat for Red Riding Hood. The children gain sound early computer skills as

they use computer programs to reinforce learning in reading and number. Most children are on course to reach the goals set for them by the time they enter Year1.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The children's confidence, independence and dexterity develop well through the planned activities
- The children do not have regular and frequent access to an outdoor play area with good quality equipment

Commentary

35. The children are on course to attain the expected levels in their physical development by the time they start in Year 1. Their achievement is satisfactory. The lack of a secure outdoor play area was mentioned in the last inspection report and the situation remains unchanged. Nonetheless, the teacher and the children make good use of the hall for indoor movement sessions and these are well managed in order to develop the children's awareness of space. They run, jump and exercise their bodies and are taught the importance of warming up and cooling down. The children have the opportunity to share wheeled vehicles and large toys outside but several of these are old and in need of replacement. Malleable materials, simple tools and construction materials are available to help the children develop control over smaller movements. They show good dexterity and co-operation as they use tools and equipment. For example, some of the children are beginning to use scissors with a degree of skill and control as they cut small pieces of fabric for a collage.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- The children experience a good range of creative activities that include art and design and music
- Limitations in resources restrict opportunities for role-play

Commentary

36. The children are likely to attain the expected levels in their creative development by the time they start in Year 1. They have numerous opportunities to develop their creative skills through art and design, music and construction activities working individually or with others. A role-play area is provided for children but this is not sufficiently stimulating as the furniture and equipment are old and in need of refurbishment or replacement. Music features strongly in the children's creative development. They enjoy singing a range of songs and action rhymes. They can recognise and clap to a beat and sing at different tempo in response to the beat of a metronome.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are above average by the end of Year 6
- The pupils with special educational needs achieve well
- Speaking and listening and reading are strengths of the subject
- The subject co-ordinators are systematically addressing weaknesses in order to raise standards further
- There are inconsistencies in the quality of the pupils' handwriting and in the presentation of their work.
- There are not enough opportunities to extend writing through links with other subjects

Commentary

37. Standards in English have improved since the previous inspection. They remain average in the infant classes but are above average by the age of eleven. The quality of the teaching is good. The recent intensive staff development programme, introduced by the interim headteacher, has motivated and improved the expertise of the staff and the analysis of work shows that the pupils' progress has accelerated quickly.
38. By the end of Year 6, the pupils' standard of speaking and listening is above that expected of pupils nationally. They are interested listeners and follow discussions keenly. They listen politely to their teachers and friends and know how to wait their turn to speak. They challenge ideas they do not agree with and put forward well considered alternative opinions. They have a good knowledge of words and deliver their ideas using sentences in a thoughtful and deliberate way. A feature of their discussions is the way in which they offer evidence to support arguments from a range of sources, including the Internet.
39. The pupils enjoy reading. They have favourite authors and can give reasons for their preferences. For example, stories must be interesting and include characters with whom they can relate. Jacqueline Wilson is a favourite author with the girls and the work of C.S. Lewis features prominently with many of the older pupils because of the quality of the stories. The pupils have good library skills and use books and the Internet confidently to research their work and extend their own learning. Parents are highly supportive in developing the pupils' reading skills.
40. By the age of eleven there is a good range of writing including extended writing, playlets and the discipline of writing in paragraphs. An interesting writing challenge for Year 6 pupils was to write a commentary for a video. This work demanded a defined style, accuracy and economy of words. The resulting work was well considered and above the standards expected for the age range. The pupils enjoy sharing their work with their friends and are pleased when the quality of their work is commented upon because they see this assessment as a way of improving their work further. Standards in handwriting and presentation of work are variable across the classes and reveal inconsistent teacher expectations of the quality of finished work. For example, there are inconsistencies in the size of letters, the way in which pupils join letters and the use of pens.
41. The pupils with special educational needs make good progress. Teaching assistants actively support the pupils to ensure they understand the tasks set for them and in the best practice they ask well-focused questions in order to help the pupils succeed.

42. The subject leaders have led the subject with enthusiasm, offering good support to teachers. However, due to stringent financial limitations they have been unable to provide sufficient resources. No time was allocated to support the monitoring of teaching and learning and the coordinators have relied upon scrutiny of the pupils' work and informal discussions with staff in order to raise standards. There has been a very good response by staff and they have shown a commitment to improve despite difficulties. The coordinators have implemented the literacy strategy successfully. They have a clear idea of how to improve standards further and have welcomed the support of the interim headteacher in developing an action plan for the subject.

Language and literacy across the curriculum

43. There are good opportunities to develop the pupils' spoken language. They speak confidently and enjoy opportunities to debate and discuss. In a very good lesson in Year 4 there were examples of the use of very good vocabulary as pupils made decisions about headlines and the messages they give. Literacy links with other subjects are emerging, for example in history and science but there is little evidence of the pupils writing at length in other curriculum areas or using computers to support work in English.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection
- The quality of teaching is good overall with some very good teaching in Years 3 and 4 and this allows the pupils to achieve well.
- The higher attaining pupils in some classes could achieve more.
- Information from assessments is not used systematically enough to track progress and to set targets for improvement.
- The monitoring of teaching and learning is not well developed
- The use of ICT is weak.

Commentary

44. The pupils in Year 2 and Year 6 attain above average standards in all the areas of mathematics. This is an improved picture since the time of the last inspection. Boys and girls achieve well. In the most recent national tests over one third of the pupils achieved at the higher level (level 5) and this is a significant improvement on the previous year. The pupils with special educational needs make good progress and achieve well according to their ability.

45. In all the classes there is a strong emphasis on counting skills. These are well taught and the pupils quickly learn their number facts and tables and are able to use them to solve problems. The Year 2 pupils are beginning to understand place value. As pupils move through the school they are taught to handle data from graphs and charts but this element does not feature strongly in the scrutiny of work and in discussions with the pupils, it is evident that they do not use computers to either present data or to reinforce learning in mathematics. By Year 6 the pupils know about the properties of two and three-dimensional shapes and can use a range of measures. They are also able to work with fractions, decimals, percentages and negative numbers.

46. The quality of the teaching in mathematics is good with very good teaching in Years 3 and 4. As a result, the pupils achieve well. All of the lessons observed were well planned with clear learning objectives that were explained to the pupils. A key feature of the best lessons was the teachers' good questioning skills in order to clarify how the pupils had arrived at their answers. This was especially effective in a Year 4 lesson where the pupils were halving two and three digit numbers.

The teacher's skilful questions enabled a group of the higher attaining pupils to apply their learning to halving numbers in the tens of thousands. These pupils were challenged well and as a result they achieved very well. The very good relationships that exist between teachers and pupils also positively affect learning. The pupils concentrate and want to succeed and this results in good standards of work and behaviour. Where teaching and learning are less effective, all the pupils complete similar tasks and this means that the work can be either too challenging or too easy for some pupils. This adversely affects their progress. The teachers assess the pupils regularly using national tests and the results are analysed but the information has yet to be used to set either class or individual targets to measure improvement. The quality of the marking of the pupils' work is variable and not all of the comments are sufficiently valuable in informing the pupils of what they must do to improve further.

47. The leadership and management of mathematics are unsatisfactory. From a study of the analysis of assessment information, the co-ordinator has a clear idea of what needs to be done to improve standards further, but until recently the climate at the school has not supported the sharing of ideas and information. However, the recent introduction of a commercial scheme has helped teachers with their planning and ensured continuity in learning across the year groups. The interim headteacher has begun to monitor the quality of teaching and learning in mathematics but as yet there is no clearly focussed action plan for the subject.

Mathematics across the curriculum

48. Most of the pupils, but particularly the older ones, use mathematics confidently to help learning in other subjects. For example, when measuring or reading results in science or geography. The pupils' ability to use ICT in mathematics is beginning to develop but it is far from being an integral part of mathematics learning and is currently unsatisfactory.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Standards are average by the end of Year 6
- Teaching and learning are good so pupils achieve well
- The new scheme of work is beginning to develop investigative skills effectively
- Assessment practice is not securely and consistently used in all classes to inform future learning needs

Commentary

49. Inspection evidence, including the scrutiny of work and discussions with the pupils supports the view that in Year 2 and Year 6 standards in science are average. A recently introduced scheme of work provides teachers with a well-organised curriculum with a good focus on investigative learning. However, the new scheme is not yet fully embedded in all the classes. The teachers plan thoroughly so that pupils can learn effectively and, as a result, the quality of the teaching is good overall. The pupils are encouraged to reach good standards and they achieve well. Provisional results for the 2003 national tests indicate that standards have risen but these results refer to pupils who left the school last year. Pupils of all abilities, including those who have special needs, achieve well in all aspects of science. The pupils with special needs receive sensitive and effective support. Provision and standards in science are similar to those found at the last inspection.

50. By the end of Year 2 the pupils have learned about topics such as electricity in an appropriate depth. They achieve well as they record their results in graphs and Venn diagrams that show good application of their mathematical skills. There is a good measure of independence in their recording and most of the pupils present their work neatly and carefully. However, more rigorous

and detailed marking would help both pupils and teachers to be clearer about what needs to be done to improve the content and quality of the work. Similarly, there are weaknesses in the way the teachers use the information gained from assessments. This is not used to target specific areas or aspects in order to raise standards. From Year 3 to Year 6 there are opportunities for pupils to work co-operatively and make decisions about the conclusions to their learning. For example, in Year 3 they have a focused debate about accurate answers to a question regarding the height of the light source that affects the length of shadows. A systematic approach to learning ensures that by the time that they are in Year 6, the pupils are acting as informed scientists. An especially effective feature of the teaching is the way the pupils are asked probing questions as the teachers challenge the conclusions that they are reaching.

51. The co-ordinator's enthusiasm and good subject knowledge have ensured that there has been satisfactory leadership and a consistency of approach to teaching the subject despite weaknesses in the overall leadership of the curriculum. The co-ordinator has had some opportunities to observe other teachers and to give them helpful written feedback. This has been supplemented with some work scrutiny in order to gain an overview of standards in science across the school. These factors have helped to provide a clear picture of the strengths and weaknesses in the subject and what needs to be done to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are below average
- Teaching and learning are unsatisfactory in most year groups
- Pupils in most classes are not achieving well
- The co-ordinator has a clear vision and action plan to improve provision

Commentary

52. Until recently most pupils have not had appropriate opportunities to develop their basic ICT skills satisfactorily. This is because resources have been limited, many of the teachers have insecure subject knowledge and full advantage has not been taken of training to help address this. As a result standards are below average and there has been no improvement in the subject since the last inspection.
53. There is no organised programme of teaching and learning to develop ICT skills across the school. Consequently, most pupils do not have a secure grasp of word processing, simple control technology and the use of software to enhance their research and creative skills. Learning is unsatisfactory for most pupils because many of the teachers have limited knowledge and understanding of the subject and the overall quality of teaching is unsatisfactory. The teachers in Years 1 and 6 (including the co-ordinator) have good subject knowledge and the pupils in these classes are acquiring the necessary skills and are making good progress in their learning. In the lessons observed in these year groups the pupils were achieving very well because of the very good teaching. In Year 6 the pupils were able to use spreadsheets in order to produce different versions of a graph. In a very well organised and well-paced lesson, the teacher used demonstration very effectively so that the pupils were clear about what they had to do. As a result they worked co-operatively with laptops to produce accurate graphs and were proud and pleased with their success. In Year 1, the pupils work as 'laptop buddies', taking turns as an operator and feeder of information as they learn to use icons accurately to provide information and instructions. The teachers use the correct language and vocabulary in order to further improve the pupils' knowledge and understanding of specific ICT skills.
54. The co-ordinator has drawn up a revised action plan that is very clear and realistic. With the support of the interim headteacher the plan is now being carried out and will allow the co-

ordinator to work alongside all the teachers over the coming two terms in order to share the good practice that exists within the school. Rigorous and systematic implementation of the action plan should bring significant improvements in all aspects of the subject.

Information and communication technology across the curriculum

55. There is little use of ICT across the curriculum. This remains a weakness that has yet to be addressed.

HUMANITIES

56. Only one geography lesson was seen during the inspection, but the inspectors looked at a sample of the pupils' previous work. Three lessons were seen in history and none in religious education because this was not being inspected.

57. By the end of Year 6, junior pupils achieve the standards in **geography** expected for their age. This is an improvement from the time of the previous inspection when provision and standards were unsatisfactory. However, by the end of Year 2 standards are unsatisfactory. This is because there is little recorded work in the subject in the infants and the scrutiny of planning and discussions with the pupils support the judgement that the time given to teaching the required skills and knowledge is inconsistent and insufficient. Resources to support teaching and learning in geography are unsatisfactory.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Planning and teaching are based securely on national guidelines
- The quality of the teaching is good overall
- A start has been made in assessing the pupils' work
- Too many worksheets are used and this restricts opportunities for pupils to write independently
- Not enough opportunities are provided for pupils to use computers for research

Commentary

58. Standards in history are as expected for the pupils' ages and their achievement is satisfactory. By the end of Year 2, most pupils have a secure knowledge of famous events and people in history. The pupils' work and discussions with them show that as they move through the school they develop a sound understanding of the past through their learning about the Roman and Viking invasions of Britain and through examining Victorian artefacts. By the end of Year 6, the pupils have extended their skills and show a good understanding of how past events shaped people's lives. They are successful in empathising with the feelings and emotions of evacuees during World War Two and they achieve well as they use their literacy skills and knowledge to produce a persuasive caption in support of evacuation.

59. Whilst there are examples of good achievement in some classes, for example in Years 1, 3 and 4, the scrutiny of work shows some variation between the classes in the amount of work covered and in the time given to the subject. Consequently, achievement in history is inconsistent across the school.

60. The coordinator for history has an action plan and a clear vision of how the subject needs to develop. With the support and guidance of the interim headteacher she is becoming a more effective manager and ensures that staff have sufficient materials and artefacts in order to teach

the topics successfully. She also encourages the staff to use a prepared list of useful websites but currently the pupils do not use computers enough to support their learning in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. During the inspection only one lesson was seen in music, two in art and design and two in design and technology. Three lessons were seen in physical education.
62. By the end of Year 2 and Year 6 the pupils achieve average standards in **music**. Singing is a particularly strong feature of the work in music. The pupils in Year 5 are taught very well to sing in two and four parts and this results in some very good achievement. Several of the pupils achieve well in learning to play brass, woodwind and stringed instruments from visiting specialist teachers. However, good achievement is not secure in all classes and for this reason achievement is judged to be satisfactory overall.
63. The pupils' books for **design and technology** reveal little recorded work, such as plans or designs for projects. There is also a lack of detailed planning for the subject and scant evidence to support the view that design and technology skills are taught progressively and consistently as the pupils move through the school. Consequently, standards and achievement in the subject are unsatisfactory.

Art and design

Provision in art and design is **satisfactory** and is similar to that at the time of the previous inspection.

Main strengths and weaknesses

- The quality of teaching is good
- The pupils have positive attitudes to art and design
- There are good links with literacy and art and design makes a good contribution to the pupils' cultural development
- The subject coordinator is systematically addressing weaknesses in order to raise standards
- Resources are unsatisfactory

Commentary

64. Although achievement is judged to be satisfactory overall, there is some good achievement as a result of the good and very good teaching. In a very good lesson in Year 1 the pupils achieved well as they made good quality observational drawings of pineapples and completed their work using wax resist techniques. The teacher gave them the opportunity to practise their skills before attempting to draw the pineapples and this helped them to achieve success. Great enjoyment was evident as the pupils completed the task and they were very pleased with the finished result. They were proud of their learning and eager to share their work with their friends. The teacher raised the pupils' self esteem when she praised their good work. An investigational approach in Year 6 involved pupils working with chalks in the style of Sonia Delawney to show movement in figures and forms. The pupils were fascinated to see the effects of blending colours and achieved well as they made decisions about the most effective colour combinations to obtain the best results.
65. There are good links with art and design and literacy in Year 4 when the pupils design pictures to illustrate events and characters from their class reader. A further link involved the pupils making models of Fatbag, the demon vacuum cleaner, from the story by Jeremy Strong. This work contributed well to the pupils' cultural development.
66. The subject coordinator has evaluated the strengths and weaknesses in art and design and is taking appropriate action to improve provision in order to raise standards. She recognises that there are insufficient resources for the subject and has identified a list of priorities ready for when a budget is allocated. She plans further staff training to develop links with art and design and information technology.

Physical education

Provision in physical education is **good**. This is an improvement since the previous inspection.

Main strengths and weaknesses

- The pupils are provided with a good range of activities that include all elements of the physical education curriculum
- The pupils achieve high standards in swimming
- A large hall, good quality hard play area and playing field provide opportunities for skills development and team games
- The teaching is good
- After school clubs are well attended

Commentary

67. Lessons were observed in outdoor games, dance and gymnastics. In a Year 6 lesson teaching rugby skills, the teacher used a very good balance of teaching and assessment of pupils' skills that led to good quality learning. In a Year 5 gymnastics lesson the teaching was well organised with the teacher making good use of the pupils' skills to demonstrate good practice and this allowed them to refine their movements and achieve well. The Year 3 pupils worked very hard in their dance lesson with the boys showing considerable enthusiasm and commitment to improve their performances in challenging set dances. In all lessons the pupils were keen to develop their skills and a high level of enjoyment was evident. The teaching could be improved by broadening the range of planned activities to provide more scope for creativity.
68. The school has a high reputation for supporting its pupils to achieve high standards in swimming. Almost all the pupils achieve the expected level with a significant proportion able to swim in excess of a hundred metres. The pupils are taught well by qualified swimming instructors at a nearby secondary school. Many pupils have additional lessons as members of swimming clubs.
69. The playing field and large hall are used very well to extend learning after school. The subject is led by the interim headteacher who has led by example in running well attended sports clubs where the pupils are taught additional skills to improve their contributions in team games.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **good**.

Main strengths and weaknesses

- There are well-planned opportunities for personal, social, health education and citizenship to be taught in both the infants and the juniors
- Aspects of citizenship are well taught and encouraged from the time the children start in the reception class

Commentary

70. A Life Education bus visits with specialist staff who help to support the teaching of sex education and issues concerning drug mis-use to the older pupils. The younger pupils learn about people who help them such as the police and fire service. PSHE lessons contain an element of citizenship and this is a valuable aspect of the school's work that enables staff to nurture the pupils' moral attitude and sense of responsibility as well as responding to their personal and emotional needs.

71. The teachers develop the pupils' confidence and responsibility by providing good opportunities for them to think about themselves and to learn from their own and others' experiences. 'Remembrance' was a topical theme during the inspection and assemblies and class discussions were very effective in extending the pupils' learning and understanding of sacrifice and forgiveness. Paired discussions are a good strategy used in several classes that encourage the pupils to listen to the views of others and to appreciate that these may be different from their own.
72. The pupils are encouraged to become mature and self-confident as they move through the juniors and almost all pupils have a good awareness of how their behaviour affects others. Adults in school encourage the pupils to resolve differences by looking at alternatives, making decisions and explaining choices. This is underpinned by the very good relationships between staff and pupils that inspire confidence and self-assurance. Residential visits help pupils to understand how different rules apply when they live as well as work together. Voting and serving as members of the school council show the pupils how their views can be represented and acted upon and further develops their awareness and ideas of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	5

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	6
The governance of the school	5
The leadership of the headteacher	6
The leadership of other key staff	5
The effectiveness of management	6

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