

INSPECTION REPORT

ST ANDREW & ST FRANCIS C of E PRIMARY SCHOOL

Willesden

LEA area: Brent

Unique reference number: 101536

Acting headteacher: Mrs Barbara Graham

Headteacher: none

Lead inspector: Selwyn Ward

Dates of inspection: 8th – 11th March 2004

Inspection number: 257558

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:	3 – 11
Gender of pupils:	Mixed
Number on roll:	385
School address:	Belton Road London
Postcode:	NW2 5PE
Telephone number:	020 8459 1636
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Email address:	admin@sasf.brent.sch.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Father Scott Anderson

Date of previous inspection: 26th – 29th April 1999

CHARACTERISTICS OF THE SCHOOL

St Andrew & St Francis C of E Primary is a large urban school catering for boys and girls aged three to 11. Although it is a Voluntary Aided Church of England school, not all the pupils are Christian because the school serves its immediate local community. Pupils come from a very wide range of backgrounds. Almost half the pupils are Black British, mostly of Caribbean origin, and around a quarter are from families who trace their roots back to the Indian subcontinent. Around one in ten pupils are White British and a similar number are from other European countries. Around one in ten pupils are from refugee or asylum seeking families. There is a small number of children from Traveller families. Within this cosmopolitan mix, around half the pupils are learning English other than as their mother tongue and around three pupils in ten are at an early stage of learning English. Mobility of pupils is very high. Last year, one in five pupils left other than at the end of Year 6 and a similar number joined the school partway through their primary education. A high proportion of pupils are from socially and economically deprived backgrounds, as is reflected in the high number of pupils known to be eligible for free school meals. An above average number of pupils have special educational needs for a variety of behavioural and learning difficulties. None have Statements of Special Educational Need, although several have quite high levels of need, particularly for emotional and behavioural difficulties. Pupils have a wide range of capabilities but, taken overall, their attainment when they join the school is low. The school has suffered from a very high turnover of teaching staff and has been unable to recruit UK qualified teachers for every class. For example, many of the teachers have overseas teaching qualifications that are not recognised in Britain and some overseas teachers have, in the past, stayed only a few months. There is currently no headteacher, and two previous attempts to appoint a headteacher have been unsuccessful. The deputy headteacher, appointed last year after two previously unsuccessful attempts, is the acting headteacher but has no acting deputy headteacher. For the past three years, there has been at least one, and most often two, unfilled positions in the school's senior management team. The school won a Government Achievement Award for its improved Year 6 test results in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9271	Selwyn Ward	Lead inspector	
9173	Sarah McDermott	Lay inspector	
23288	Marianne Harris	Team inspector	English, Information and communication technology (ICT) English as an additional language
21277	Steve Hill	Team inspector	Geography; history
18083	Judith Howell	Team inspector	Foundation Stage; science; art and design, design and technology, personal, social and health education
27654	Robina Scahill	Team inspector	Mathematics, music, physical education, special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school has suffered from a very high turnover of teaching staff with some overseas teachers joining the staff for only a few months before travelling on. The school has been unable to appoint staff to senior management positions, and for most of the past three years there has either been no headteacher or no deputy headteacher in post. These problems have inevitably had a detrimental effect on teaching and learning and on pupils' achievement. **The school is failing to provide an adequate standard of education** for its pupils. It provides unsatisfactory value for money. In accordance with section 13(7) of the *School Inspections Act 1966*, it is the opinion of the Lead Inspector, and Her Majesty's Chief Inspector agrees, that special measures are required in relation to this school.

The school's main strengths and weaknesses are:

- The acting headteacher has done a good job in identifying the issues that need to be tackled and in beginning to deal with these, but the continuing lack of staff in senior leadership roles is impeding school improvement.
- There are too many lessons where pupils do not learn enough and where the behaviour of some pupils disrupts the learning of others.
- Children get off to a good start in the nursery and reception classes.
- Pupils have not been achieving as well as they could, particularly in Years 1 and 2.
- Although pupils in Year 6 achieved very well in English last year, current standards are low and pupils are not achieving well enough in English.
- There are not enough support staff to help pupils with special educational needs and those learning English as an additional language.
- Pupils do very well in music and standards are above average.
- There are good links with the church and the local community that support pupils' learning.

There has been **unsatisfactory improvement** since the last inspection. Although some of the issues raised in the last report have been tackled well, particularly in relation to the nursery, some of the previously identified weaknesses remain. Teaching and learning are not as good as were reported last time. There has been insufficient improvement in standards, and those at the end of Year 2 have fallen.

STANDARDS ACHIEVED

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

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

Similar schools are those with similar percentages of pupils eligible for free school meals

Inspectors judge pupils' achievement by looking at the progress they make over their time in school as well as how well they do in lessons. Pupils' overall **achievement is unsatisfactory**. Children get off to a good start in the nursery and reception years. Although few are likely to attain all of the learning goals that children are expected to reach by the start of Year 1, they make good progress during these early years. Results from the Year 2 tests show a declining trend over recent years. Standards are low and pupils have not achieved well enough. In last year's Year 6 tests, the improvement in results in English was dramatic, although pupils did not achieve as well in other subjects. Work seen in the current Year 6 is well below average in English and below average in

mathematics, science and information and communication technology (ICT). This represents unsatisfactory achievement in English, although achievement in other subjects is currently satisfactory. Throughout the school, pupils do very well in music, where they have benefited from specialist teaching.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are satisfactory. Pupils' attitudes are satisfactory but behaviour is unsatisfactory. Although the majority of pupils behave well and are keen to learn, there are some who misbehave and disrupt the learning of others. The number of temporary exclusions is high. Although the school is effective in promoting improving relationships between pupils and in raising pupils' self-esteem, some pupils goad one another. Behaviour and attitudes in the nursery and reception years are good. Attendance is satisfactory but too many pupils drift in to school late.

QUALITY OF EDUCATION

The quality of education provided is unsatisfactory because there are too many lessons where pupils do not learn enough. **Teaching and learning are unsatisfactory.** Teachers are good at involving pupils, directing questions at those who are reluctant to volunteer answers, and in the best lessons they build well on what pupils have learnt before. Many teachers are good at managing behaviour. In too many lessons, however, the poor behaviour of a few pupils is allowed to disrupt the learning of others. Some teachers do not make the best use of teaching time, expecting pupils to spend too long listening passively to long introductions. Where this happens, pupils become restless and they are slow to settle to individual work. The high turnover of teachers and gaps in the leadership team have led to inconsistent practice between staff. This is evident in marking, which is too variable. Although many teachers are successful in matching work to pupils of different abilities, some set work that is too easy for the more able. Pupils with special educational needs and those learning English as an additional language sometimes struggle to cope with work that is too difficult for them because they do not have the benefit of direct support. The number of learning support staff is very low in relation to the number of pupils with particular learning needs. There is good curriculum enrichment, particularly in sport and music, where there are many opportunities to take part in public performance. Good links with the church and the local community also contribute well to pupils' education. Accommodation and resources are adequate, but the buildings and displays do not provide pupils with a stimulating learning environment.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. The acting headteacher has done a good job in exceptionally difficult circumstances. There is currently no substantive headteacher and, for most of the past three years, there has been no deputy headteacher and there have been vacancies for other staff with management responsibilities. Only half the teachers are experienced staff with teaching qualifications that are recognised in the United Kingdom. Some subject leaders are new to their role and have had little opportunity to have an impact on standards and some subjects have no-one with responsibility for leading them. Governance is unsatisfactory. Although governors are very supportive of the school, they have not been sufficiently involved in the strategic direction of the school. For example, until one was drafted this year by the acting headteacher, the school had no development plan which set out its priorities for improvement. Legal reporting requirements are not fully met in the school prospectus.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Although parents and pupils express general satisfaction with the school, many parents expressed concerns about the number of changes of teacher that their children had had. Concerns were also expressed by both parents and pupils about behaviour and bullying. Inspectors agree that the many changes of staff and the behaviour of some children have both adversely affected standards. Although inspectors did not find evidence of a particularly high incidence of bullying, staff changes

have meant that many pupils say they are not confident that there is an adult they could go to if they had any concerns. Pupils also said that lessons were not interesting enough.

IMPROVEMENTS NEEDED

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

- Ensure that there are sufficient teaching, management and learning support staff to fully meet pupils' needs.
- Raise standards of achievement.
- Improve the quality of teaching and learning.
- Ensure that the misbehaviour of some pupils is not allowed to disrupt the learning of others.

and, to meet statutory requirements:

- Ensure that the school prospectus reports fully on attendance figures and on school and national test results.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and areas of learning

Standards are low. Children do well in the nursery and reception years but pupils are not achieving well enough as they progress through the school.

Main strengths and weaknesses

- Children get off to a good start in the nursery and reception classes.
- Pupils have not been achieving as well as they could, particularly in Years 1 and 2.
- Although pupils in Year 6 achieved very well in English last year, current standards are low and pupils are not achieving well enough in English.
- Pupils do very well in music and attain above average standards.
- There has been good recent improvement in mathematics and pupils are now achieving satisfactorily in Years 3 to 6.

Commentary

1. Inspectors judge pupils' achievement by looking at the progress they make over their time in school as well as how well they do in lessons. Children are of well below average ability when they join the school. Although few are likely to attain all of the Early Learning Goals that children are expected to reach by the start of Year 1, they make good progress during their nursery and reception years because the teaching is good and they are well supported.
2. The tables below show the average points scores attained in the Year 2 and Year 6 tests in 2003 (with the 2002 scores in brackets). One point represents roughly one term's progress, so the tables show, for example, that pupils in Year 2 were about a year behind pupils nationally in writing and mathematics.

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

Standards in:	School results	National results
reading	13.2 (12.8)	15.7 (15.8)
writing	11.6 (12.1)	14.6 (14.4)
mathematics	13.4 (14.1)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

3. Results in the Year 2 tests have been declining year on year. Last year's results in mathematics were among the lowest 5 per cent in the country. Results were poor, not merely in comparison with those attained nationally but even when compared with schools catering for similarly socially disadvantaged children. The performance of girls has been particularly poor. Pupils in Years 1 and 2 have been among those most affected by the high turnover in teaching staff. The four classes have suffered 9 mid-year changes of teacher over the past two years. Gaps in the leadership and management of the school have reduced opportunities for monitoring of teaching and for supporting teachers who joined the school over this period, and the disruption to pupils' learning has inevitably taken its toll on pupils' achievement.
4. From work seen in Years 1 and 2, standards are well below average in English and mathematics. In science and information and communication technology (ICT), standards are below average. Pupils do better in these subjects because they respond well to the opportunities for practical activities. Achievement, overall, remains unsatisfactory however, as

a result of the high proportion of lessons where pupils do not learn enough. In music, where pupils have benefited from specialist teaching, standards are above average and this represents very good achievement.

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

Standards in:	School results	National results
English	27.7 (24.6)	26.8 (27.0)
mathematics	24.8 (24.6)	26.8 (26.7)
science	26.8 (26.5)	28.6 (28.3)

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

5. In the Year 6 tests, standards have been steadily low, except for last year in English, where results shot up and they were above the national average. Although staff believe that the emphasis that was given to work in literacy and the organisation of support for pupils contributed to the very good achievement last year in English, they were surprised at how well the pupils did. The results significantly exceeded the school's expectations. The improvements in English last year were not matched by improvements in mathematics or science. Standards in these subjects remained well below average. Inspectors are unable to rely on comparisons with schools where pupils attained similarly in their Year 2 tests because mobility is very high in the area served by the school and many pupils join the school partway through their primary education. Last year's Year 6 test results in mathematics and science were average when compared with those of schools catering for a similarly high proportion of pupils known to be eligible for free school meals.
6. The standard of work seen in English is considerably lower than would be expected from last year's tests. It is well below average and pupils' achievement in English is unsatisfactory. Work in mathematics and science is below average. Some of the most effective teaching seen was in mathematics in Years 3 to 6 and standards are now improving as a result. In science, the emphasis on practical investigations is helping to raise standards. As in Years 1 and 2, pupils enjoy ICT. Although standards in ICT are below average, this represents satisfactory achievement. Standards in music are above average and pupils achieve very well, benefiting both from specialist teaching and the many opportunities they have for public performance.
7. The school has good induction arrangements for pupils who join partway through their education. They are assessed when they join the school and are given support. Although there is currently no comprehensive system for keeping track of their progress, inspectors' sampling of work suggests that their achievement is in line with that of other pupils. Pupils with special educational needs do not achieve as well as they could because they are not given enough support in lessons. This is also the case for pupils learning English as an additional language. Some of the pupils who understand very little English achieve very little in lessons where they receive no support.
8. Although the school's analysis of past test results have suggested that Black Caribbean boys have not done as well as others, inspectors saw no evidence that they or any other identifiable ethnic group were doing noticeably less well than others. Some Black Caribbean boys are among those who are doing least well, but equally some are among the higher attaining pupils in the school.
9. Improvement in standards has been unsatisfactory. Although there has been some improvement in some subjects and in the nursery, standards have declined in Years 1 and 2 as a result of the difficulties the school has had in recruiting and retaining teaching and management staff.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is **satisfactory** and there is satisfactory provision for pupils' spiritual, moral, social and cultural education. Pupils have satisfactory attitudes to learning but their behaviour is unsatisfactory. Attendance is satisfactory but punctuality is unsatisfactory.

Main strengths and weaknesses

- The poor behaviour of a significant minority of pupils disrupts the learning of others.
- Children in the nursery and reception years make rapid progress in their personal and social skills.
- Pupils are proud of being in a school of many faiths and cultures.
- Too many pupils are worried about being bullied.
- Many pupils arrive late for the start of the school day.

Commentary

10. Most pupils enjoy coming to school and participate enthusiastically in the activities on offer. However many pupils and their parents have justified concerns about the poor behaviour of a handful of other pupils. In most of the lessons where pupils did not learn enough, this was due to unruly pupils, mostly but not exclusively boys, dominating the lessons and preventing other pupils from achieving as much as they could. The school has an agreed range of strategies to manage behaviour, but these are ineffective when teachers use them inconsistently or give hollow threats of promised detentions. In lessons when the teacher has built up good relationships with all the pupils, is entirely clear about expectations of behaviour and keeps the pupils on their toes, behaviour is good and learning effective. The number of temporary exclusions is high and the school is taking part in a *Positive Behaviour Project*, which draws on expertise from an outside agency to help improve behaviour. This is having some success by supporting small groups of pupils with social skills, but has not had sufficient impact in improving the behaviour of the few pupils who cause a disproportionate amount of disruption. In some classes, learning support assistants help the teacher to manage behaviour, but their deployment is thin and many teachers have little support for much of the day. The behaviour of the pupils is not as good as was reported in the last inspection.

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	26	0	0
White – Irish	2	0	0
White – any other White background	30	0	0
Mixed – White and Black Caribbean	12	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	43	0	0
Asian or Asian British – Pakistani	31	2	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	10	0	0
Black or Black British – Caribbean	74	17	0
Black or Black British – African	42	1	0
Black or Black British – any other Black background	10	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	8	0	0

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

11. The personal development of children arriving in the nursery and reception classes is good. The vast majority have not been away from their mothers before and many speak little English. With sensitive and methodical support, the children are very soon sharing toys, choosing their own activities and confidently leaving their parents at the beginning of the day. This confidence provides a good basis for effective learning.
12. Most pupils get on well together. However a significant number of pupils say that when bullying incidents occur, they do not feel confident in referring their concerns to adults in the school. Much of this problem is due to the many changes in staffing which have made it difficult for pupils to build trusting relationships with their teachers.
13. Despite these problems, the school is working well to include pupils from many cultures and faiths as full members of the school. Pupils particularly like sharing in the many cultures and finding out about other pupils' ways of life. Although this is a Christian school, the staff and governors go out of their way to encompass and acknowledge the faiths of non-Christian pupils. The strong spiritual message of the Church of England is, nonetheless, evident all around the school. Whatever the pupils' own religion they learn to develop an empathy for others and think more deeply about their beliefs. Pupils are successfully encouraged to take pride in their achievements through the use of the *Brilliant Book* and the *Good Work* assemblies, all of which celebrate pupils' successes. The promotion of spiritual and cultural development remains strong, but provision for pupils' moral and social development is not as good as was reported in the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data:	0.8
National data:	0.4

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

14. The attendance rate has improved and is now in line with the average for primary schools. However, many pupils are not punctual in the morning and wander into school ten minutes or more after the start of the school day. This prevents lessons getting off to a prompt start.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **unsatisfactory**. Teaching and learning are unsatisfactory. Assessment is unsatisfactory. The curriculum is satisfactory and it is enriched well through out-of-school activities and good links with the church and local community. There are satisfactory arrangements for the care and welfare of the pupils and satisfactory links with parents.

Teaching and learning

Teaching and learning are **unsatisfactory** because there are too many lessons where pupils do not learn enough. Marking and assessment are unsatisfactory.

Main strengths and weaknesses

- Too often, the misbehaviour of some pupils is allowed to disrupt the learning of others.
- Pupils sometimes lose interest because lesson introductions are too long.
- Teachers engage pupils well in practical activities.
- Teachers usually ensure that all children are involved in answering questions.
- Work is not always matched effectively to the needs of different pupils and those with special educational needs or language difficulties do not have enough support in lessons.
- Marking is too variable and does not give pupils enough guidance on what they need to do to do better.
- There is too much inconsistent practice between teachers.

Commentary

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (2%)	19 (35%)	23 (42%)	9 (16%)	3 (5%)	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.

15. The quality of teaching and learning has declined since the last inspection. There is more unsatisfactory teaching and fewer very good lessons than were seen last time. The school has had serious difficulties in recruiting staff over the past few years and many teachers with overseas qualifications have joined the school for only short periods. Gaps in the leadership and management of the school, also due to recruitment problems, have limited opportunities for monitoring and supporting teachers. Many of the shortcomings seen in lessons during the inspection might have been avoided if greater support were available to staff. Teaching was good in the nursery and reception classes. It was unsatisfactory in Years 3 to 6. In Years 1 and

2, it was poor because there was a particularly high proportion of lessons where pupils did not learn enough.

16. Teachers are conscious of the need to involve all the pupils and are usually successful in ensuring that all are included in class discussions and in question and answer sessions. Teachers note which pupils are slow to volunteer answers and direct questions to them. In some cases, however, particularly in Years 1 and 2, pupils call out answers in their enthusiasm and this means that quieter pupils do not have the opportunity to answer even when the teacher is asking them directly. Mostly it was boys calling out and girls who were more reluctant to answer and this may, therefore, be a contributory factor to girls doing particularly poorly in Year 2 tests.
17. Teachers are effective in engaging pupils' interest, particularly in practical activities, and pupils mainly learn and achieve best in subjects where there are practical tasks. Often, however, teachers expect pupils to sit too long passively listening to their introductions. When pupils become restless, they are slow subsequently to settle to individual or group activities. They are especially slow at beginning written work, so that often not much individual work is completed.
18. Many of the teachers are good at managing behaviour. In too many lessons, however, the poor behaviour of a few pupils is allowed to disrupt the learning of others. Sometimes this is due to there being insufficient classroom support available. The number of learning support staff is low in relation to the number of pupils with special educational needs. None of the pupils with behavioural, social or emotional difficulties has a Statement of Special Educational Need, although some are clearly in need of greater individual support. The school is participating in a *Positive Behaviour Project* involving an external agency supporting teaching in some lessons but even this has been hampered by gaps in staffing within the project. The small number of learning support staff also means that pupils learning English as an additional language get less support in lessons than they need. In some lessons, pupils with very little understanding of English have no support and either sit quietly at the computer or copy from others. Where this occurs, they achieve less than they are capable of.
19. In the most effective lessons, particularly in mathematics, work is well matched to pupils' needs. In other lessons, though pupils of different abilities are sometimes set different work, it is not always appropriately challenging. Work is sometimes too easy for the most able and too difficult for lower attaining pupils or those with special educational needs to cope with without learning support staff. Often, lower attaining pupils simply do less work than those who are more able.
20. The high turnover of staff has contributed to a degree of inconsistent practice within the school. Marking is too variable. There are examples in the school of good marking, giving clear guidance to pupils on what they need to do to improve their work. In many books, however, marking does little more than acknowledge that work has been done. Often praise is given indiscriminately, so that some teachers' "*well done*" comments bear little relationship to either the quality of work or the effort put into it. Practice varies from class to class on expectations of presentation and on how work is recorded in books. In some classes, pupils have individual exercise books for each subject. In others, a single *topic book* includes work in history, geography, religious education and science. Although teachers are usually good at helping pupils to build on what they have previously learnt, this process is hindered where work in different subjects is jumbled together.

The curriculum

Curriculum provision is **satisfactory** because National Curriculum requirements are met and there is good enrichment through out-of-school activities. Resources and accommodation are satisfactory but there are too few teaching, support and management staff.

Main strengths and weaknesses

- Difficulties in recruiting teaching staff and the disruption caused by the many changes of staff have affected learning and achievement.
- Pupils with special educational needs and those learning English as an additional language are not given enough support.
- The computer suite is well equipped.
- There is a good range of out-of-school activities, particularly in music and sport.
- The buildings and displays do not provide pupils with a stimulating learning environment.

Commentary

21. The school provides pupils with an appropriate curriculum that meets legal requirements. There are good opportunities for enrichment through the strong church and community links, which include visitors coming in to school to support teaching, and, particularly, through out-of-school activities in sport and music. Music is a particular strength of the school and many girls and boys take part in the choir and in playing instruments. Pupils benefit from having many opportunities to take part in public performances.
22. Staffing difficulties have taken their toll on pupils' learning and achievement. This has been a particular concern to parents, who are otherwise happy with the education that the school provides. At the time of the inspection, one class, which had already been through many changes of teacher in previous years, had no permanent teacher. Many other classes are taught by teachers with overseas qualifications that are not recognised in Britain. In the past, such overseas teachers have proven to be quite transitory. Some have worked in the school for just a few months. Gaps in the leadership and management team have also had an adverse affect. The school's management structure is for a headteacher and deputy headteacher, neither of whom have a class teaching responsibility, as well as co-ordinators for Years 1 and 2 and Years 3 to 6. There has, however, been no time in the past three years when all these posts have been filled. For most of the past three years, there has either been no deputy headteacher, or, as is now the case, no substantive headteacher. At present, attempts so far to fill the post of headteacher have been unsuccessful and the school has been unable to appoint or obtain on secondment an acting deputy headteacher to support the acting headteacher.
23. The support for pupils learning English as an additional language has been erratic because of the staff instability and a cut last year in the funding provided to the school for this work. Although there is a specialist support teacher, she has frequently had to be redeployed as a class teacher. The low number of learning support staff relative to pupils' needs means that pupils learning English as an additional language are otherwise unsupported in lessons. This is also the case for pupils with special educational needs. Even external support has been hit by staff shortages or lack of cover for staff that are ill. This has affected the *Positive Behaviour Project*, working with pupils with behavioural problems, and the local education authority service to support pupils from Traveller families. Although several pupils have quite a high level of need for support, particularly with emotional and behavioural problems, none have as yet been assessed as requiring a Statement of Educational Need which might bring with it funding for appropriate support for the pupils in lessons.
24. Pupils benefit from a new well-equipped computer suite. The school is otherwise satisfactorily resourced and the buildings are adequate, although they do not provide pupils with a particularly stimulating learning environment. Many pupils, and some parents, complained in their questionnaires that the toilets were smelly. That is certainly the case. The décor of the buildings is tired looking and many of the displays are uninspiring. These factors do little to create an attractive climate for learning in the school or to help raise pupils' self-esteem.

Care, guidance and support

The care, welfare, health and safety of the pupils are **satisfactory**. The provision of support, advice and guidance based on monitoring is unsatisfactory. The school works satisfactorily to involve pupils in its work and development.

Main strengths and weaknesses

- Systems to track and monitor pupils' progress are not used enough to support pupils' learning.
- The high turnover of staff has prevented many pupils from developing a trusting relationship with an adult in the school.
- The school council gives pupils a good chance to be involved in helping to run the school.

Commentary

25. Pupils are looked after satisfactorily in safe and secure surroundings. Child protection procedures are well established and the school is regularly monitored to check it is free from potential hazards. Staff with first-aid certificates are sensibly deployed across the two buildings. Welfare assistants rightly only administer medicine with written permission from parents, but the recording of the time and amount of medicine given is not rigorous enough.
26. The school is not sufficiently organised in finding out where pupils have gaps in learning. It has introduced effective programmes to identify underachievement from available data. However, assessment routines in lessons are patchy and not used consistently across the year groups or subjects to ensure each teacher knows exactly how each individual pupil should be supported academically. Consequently, in some lessons, work is not set at the right levels for all the pupils, with some struggling to understand and others becoming bored because the work is too easy. The introduction of group targets for literacy and numeracy is paving the way for more accurate support. However, other than in Year 6, pupils are not sufficiently aware of their targets because they are not readily to hand in their books or on their tables and they are often not written in language that they can understand. Pupils whose mother tongue is not English often do not achieve enough because there is insufficient classroom support to ensure that they are really clear about what to do. In some classes, teaching assistants are also a positive assistance to teachers in managing inappropriate behaviour, but this extra help is spread thinly across the classes and teachers are left to cope on their own when support staff leave early to take on other duties. Support from outside agencies has suffered from difficulties caused by illness and recruitment problems, and this has also resulted in pupils receiving less help than they otherwise would. Overall, support and guidance is not as strong as it was at the time of the last inspection.
27. Class teachers take responsibility for writing individual education plans for pupils with special educational needs with the guidance of the special educational needs co-ordinator. Some plans lack a sharp focus on the individual pupil's needs and the targets set are too general. Due to the large turnover of staff, individual education plans are passed on from one teacher to the next and work is not always effectively planned to meet pupils' needs. In lessons, where pupils' with special educational needs do the same work as the rest of the class, and work has not been carefully matched to their needs, they struggle and do not complete it.
28. Many pupils complain that their concerns are not taken seriously enough. As one pupil said "*I would like the teachers to be fair*". The acting headteacher is striving to set up behaviour management systems that are consistently used and reward the well behaved as well as discouraging the disobedient. The high turnover of teachers has meant that some pupils feel that they do not have a trusting and confident relationship with adults and would rather turn to friends for advice.

29. Pupils are involved well in the life of the school. The school councillors are proud of their role and speak enthusiastically of their recent cake sale and the disco that they are about to organise. Regular slots allow the councillors to communicate with their constituents. Pupils in Years 5 and 6 take on a range of useful jobs and the older pupils, whatever their faith, feel special when asked to be servers at the weekly Mass.

Partnership with parents, other schools and the community

The school has **good** links with other schools and with the local church and the community. There is a satisfactory partnership with parents.

Main strengths and weaknesses

- Parents appreciate the work of the staff and feel welcome in the school.
- The school does not provide enough information to parents about what their children are learning and the progress that they are making.
- The school has good links with the church to promote spiritual awareness.
- Pupils are supported well in their transfer to secondary school.

Commentary

30. Parents are made to feel welcome in school. At the beginning and end of the school day parents can easily have a word with the acting headteacher, class teachers or ask for advice from the secretary. In their questionnaire replies, the great majority of parents reported that they feel comfortable about approaching the school with suggestions or worries. Parents are keen to see their children achieve well and there is good attendance both at the parent teacher consultation meetings and at school performances. However, unlike most other schools, there is no parent teacher association and, other than to support their own child, it is rare to see parents helping in class. On the positive side, more than half the parents contribute voluntarily to the Diocesan fund to maintain the school buildings. Little by little, the acting head teacher is bringing parents “on board”, although the partnership with parents is not as good as it was at the last inspection.
31. Parents are not given enough details about what is being taught in their children’s classes. Parents are told about the topics being covered, but do not know enough about the content of each subject area. There have been no recent meetings or workshops to explain how subjects such as mathematics are taught. Pupils in Year 6 consistently use a home/school diary, but parents in other year groups would like better regular communication so they too can share in their children’s learning. Annual reports give satisfactory information on what each pupil has covered, but do not give a sufficiently clear message on how the pupil’s learning has progressed over the year in each subject. Although group targets are shared at parent teacher meetings, there is no indication to parents in the reports about what their child needs to do to improve. The school provides a good amount of general information to parents via the “*Stan and Fran*” newsletter, the web site and class letters. However, there are some legally required details missing from the school prospectus.
32. The school still maintains strong links with both its parish churches. The chairman of governors, as the priest, regularly takes Mass in the school and welcomes pupils to his church for frequent visits. Pupils enjoy the special trips to the church to celebrate Easter, Harvest Festival and Christmas. This reinforces the Christian faith for pupils who are regular churchgoers and introduces those of other faiths to the conventions of the Church of England. The link with the parishes benefits the promotion of spirituality for the pupils and highlights the importance of being part of a supportive community.
33. Pupils transfer to a wide range of different secondary schools. The Year 6 teachers have built up a good knowledge of the many secondary schools, both local and further afield, so are able to give useful and supportive advice to pupils and their parents. Links with other schools are

strong for music and sport. A mutually beneficial link with the local college of further education brings work experience students to help in school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory**. Although the acting headteacher is doing a good job in very difficult circumstances, there is no substantive headteacher and for most of the past three years the school has been unable to fill all its senior management posts. Governance is unsatisfactory. Although governors fulfil their statutory obligations appropriately, they have not been sufficiently involved in planning for the strategic direction of the school.

Main strengths and weaknesses

- The acting headteacher has successfully identified what needs to be improved
- The school has not been successful in recruiting and retaining staff and this has led to pupils making unsatisfactory progress
- There are too few key staff to ensure that each subject is led effectively
- Governors are very supportive of the school, but have not, until recently, had a long term plan to support the work of the school

Commentary

34. The acting headteacher is doing a good job in difficult and challenging circumstances. The turnover of staff has been very high and this has resulted in many classes having a succession of teachers and teaching and learning being unsatisfactory. The acting headteacher has put in place many strategies for improving the work of the school, including tracking the progress that each pupil makes, monitoring teaching and having systematic staff meetings to discuss issues. However, these have been too recent to impact on standards and the quality of teaching. The high staff turnover has meant that on several occasions, a teacher has been trained in an aspect of the work of the school but has moved on soon after. This results in inconsistent practice and some poor teaching when new, temporary teachers take over.
35. There are too few key staff to lead the curriculum effectively. At least two posts for senior managers of the school have been vacant for most of the last three years. This has resulted in some staff taking on multiple roles, which limits their effectiveness. Some subjects are still without a subject leader. Because staff have come and gone so rapidly, the school has not been able to build effective teaching teams with leaders who can oversee what is happening. There are far fewer teaching assistants than are normally seen in primary schools of this size and with this level of need. This results in teachers new to the school having little support as they get to know their class, and in the pupils having insufficient support in lessons. This particularly impacts on those pupils who are learning English as an additional language and those with special educational needs. The lack of support staff means that some pupils do not make enough progress in lessons. Because there is so little time given to the management of special educational needs, setting measurable targets, monitoring and assessing pupils' progress is not precise enough. The school has links with a range of agencies to support the specific needs of pupils with special educational needs. However, at the time of the inspection some of this help was unavailable, again because of gaps in staffing.
36. The governors are very supportive of the school but governance, though improved since the last inspection, remains unsatisfactory. Governors have been unsuccessful in recruiting and retaining staff, despite offering incentives, such as accommodation in the locality. Although they fulfil their statutory responsibilities satisfactorily, they have not held the school to account for the fact that there has been no improvement plan until quite recently. This shortcoming has impacted on the work of the school, as there has been no clear view of where the school needed to focus in order to improve. Since the last inspection, standards of achievement and the quality of education provided by the school have declined. Legal reporting requirements on attendance and school and national test results are not fully met in the school prospectus.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,078,693
Total expenditure	1,058,687
Expenditure per pupil	2,904

Balances (£)	
Balance from previous year	53,729
Balance carried forward to the next	73,733

37. The school's underspend is largely attributable to the vacancies being carried in the senior management team. The school's dependence on temporary and overseas staff recruited through employment agencies has meant quite large sums have had to be spent on agency fees. High vacancy levels and the difficulties in recruiting staff has also resulted in the school having to spend quite large sums on recruitment advertising. Spending on these elements has inevitably reduced the funds available to spend directly on support for pupils' learning.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Children enter the nursery part-time in the September after their third birthday and transfer to the reception classes in the September after their fourth birthday. They enter the nursery from a wide variety of backgrounds, with many at an early stage in their ability to communicate in English, and as result their speaking and language skills vary quite widely. A significant number of children enter the nursery with very limited social skills. From this low starting point, children achieve well in all areas of learning, and they achieve very well in their personal, social and emotional development. However, children are unlikely to attain all the Early Learning Goals by the end of the reception year.
39. In the last inspection, the quality of education provided in the nursery was identified as a key issue for action. Since then there have been considerable changes to the provision and significant improvement has been made to the planning, use of space and assessment procedures. The curriculum for children in the nursery and reception years is now satisfactory overall because it provides a sound range of relevant experiences that meets children's needs. This, together with the good teaching for all of the areas of learning, helps the children to achieve well. Staff get to know the children well and ensure that activities are well matched to their individual needs. This is especially significant in ensuring the good progress for children with special educational needs and those learning English as an additional language. The accommodation and resources for children in the nursery and reception years is satisfactory overall. The school has created a spacious outdoor area for children in the nursery that is suitably equipped and resourced. Although children in reception classes do not currently have the same facilities, this has been identified as a major project for development. The co-ordinator provides good leadership for teachers and nursery nurses, who work together effectively as a team. The improvement since the last inspection has been good.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- Children achieve very well in the nursery class.
- Children are not always given enough independence in the reception classes.

Commentary

40. This area of learning is given a high priority when children start in the nursery and the children achieve very well. They make rapid progress and, by the time they reach the end of the reception year, many children have reached the early learning goals. The children feel confident and secure and are usually engrossed in their activities and sustain concentration well. There are good routines in the nursery to promote children's independence, such as collecting and reading a name card as they enter and then choosing an activity. In the reception classes, however, there are times when activities are too directed and as a result, the children's ability to initiate ideas for themselves is hampered. Throughout the nursery and reception years, staff take prompt action to address any unacceptable behaviour. As a result, children's behaviour is good, and even those who were quite anti-social at first have a clear sense of what is right and wrong. All adults encourage the development of social skills in a variety of ways. Children with special educational needs and those learning English as additional language are very well integrated and receive good support. They, and others, are helped to maintain concentration by the nature of the activities offered. As a result, many children sit quietly, listen attentively and are confident to try new things.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop children's language skills.
- Children at an early stage of learning English are helped to achieve well.

Commentary

41. Few children are on course to attain this early learning goal by the end of the reception year. This is because many children start school with poorly developed language skills, for example, speaking single words or using body language to communicate. Achievement is good even though standards are below average overall. Although the most confident English speakers express their own ideas well, many children have insufficient language to express themselves clearly by the end of the reception year. The majority still talk alongside others, rather than with them, but they are given many opportunities to share their ideas and news with an adult. In this situation, they are starting to sustain attentive listening and respond with relevant comments. Children who are at the early stages of learning to speak English also achieve well as they become increasingly confident to communicate with familiar simple words and gestures.
42. High priority is given to promoting language skills in the nursery and the good teaching ensures children make good progress. Children make a good start to reading in the nursery. Activities, such as looking at pictures, are carefully planned to develop children's language skills. Most children listen well to stories and understand that pictures carry meaning. In the reception classes, the development of reading skills has a high priority and many children have a good understanding of letter sounds. The children enjoy making the appropriate actions as they say each sound and this helps to reinforce learning. Most children remember the sounds, but only a small minority link these initial sounds with the written letters.

Mathematical Development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well.
- Children find it difficult to explain their mathematical ideas.

Commentary

43. Children's mathematical abilities are very varied when they start in the nursery, and many have difficulties in using and understanding the vocabulary associated with practical mathematics. Consequently, few children are likely to attain the standards expected by the time they end the reception year, although they achieve well. Children have gained sufficient knowledge to count and add two numbers. Good teaching in the nursery and reception classes helps all children to extend their knowledge and understanding and achieve well. Adults take every opportunity to develop the children's mathematical skills and, particularly, the development of mathematical language. Children in the nursery are provided with a wide range of practical experiences, such as sand and water play, fitting shapes together and sorting teddy bears according to size. Staff use good clear questioning and correct mathematical vocabulary when teaching the children. However, the children are better at counting than they are at aspects of mathematics that demand more language, for example in using words to describe quantity or position. Most find using language such as *more* or *less* to compare two numbers more challenging.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Computers are used well.
- The celebration of different festivals helps to raise children's awareness of their own and other cultures.

Commentary

44. It was not possible to make an overall judgement of standards in this wide area of learning, but the planning, displays and photographs seen of the children at work showed that they were given a wide range of opportunities to investigate, explore and observe real life. Activities are planned which encourage children to give verbal responses to questions and also to extend their vocabulary. The play areas are changed regularly to keep children's interest. For example, in the recent focus on transport in the reception classes, a play area has been converted to an airport lounge where children have to enter a "passport office" before reaching "customs". Nursery children learn about bears and make models of brown, black and polar bears. All children have the opportunity to observe real life and the work of reception children show that they are aware that plants need sun and rain to help them grow. A particular strength is the children's use of computers. Children as young as three, for instance, were seen to be using the mouse confidently to select items to make things happen and many were already learning to log off independently. Children's awareness of religious and cultural traditions is successfully enhanced through special events such as the celebration of festivals. The wide cultural backgrounds of children are an additional advantage in the school's promotion of cultural and racial awareness.

Physical Development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for children to develop their manual dexterity.
- There is no outdoor play area for children in the reception classes and this hinders their physical development.

Commentary

45. In terms of their physical development overall, the children achieve satisfactorily. However, the children's attainment and achievement in the reception classes are hampered by the lack of access to a designated play area where they can play with large pieces of apparatus and equipment. They do, however, have physical education lessons in the school hall and outside. These were not observed during the inspection. There is a safe outside play area attached to the nursery which provides children with a suitable range of opportunities to enable them to gain confidence and extend their skills in running, climbing and in using wheeled toys. The time outdoors is timetabled and, in general, the planned opportunities support the physical development of children well. Most children were seen to move with suitable control and increasing confidence as they clambered over the equipment.
46. Good opportunities are provided for children to develop their manual dexterity in the nursery and reception classes. For example, by handling dough, filling containers in the water tray and completing simple jigsaws. They are provided with an appropriate range of pencils for drawing and different tools for painting and printing. As a result, by the end of reception, the children

demonstrate increasing skill and control in the use of scissors, construction sets and puzzles, although standards remain below average.

Creative Development

The overall provision is **satisfactory**.

Main strength and weaknesses

- Pupils are taught basic skills and techniques well.
- The organisation of play activities in the reception classes inhibits independence.

Commentary

47. In the nursery, children develop creativity through painting, collage work, modelling and printing. Resources are organised well, enabling children to select activities. The children need a lot of help to learn basic skills when they first start school. Therefore, the direct teaching of specific skills is the focus of many activities along with the opportunities for play. Children are taught practical skills well. Although there are many opportunities for imaginative play, the children do need encouragement to participate and, usually, they play alongside rather than co-operatively with other children. The organisation in the reception classes enables all children to experience the activities on offer. However, they are timed and often just as the children get into an activity such as role-play, they have to leave and are moved onto the next activity. Children, including the many whose first language is not English, are slowly building up a good repertoire of favourite songs and rhymes.

SUBJECTS IN KEY STAGES 1 & 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- The high standards in last year's tests for pupils in Year 6 were not reflected in the work seen during the inspection.
- There are too many lessons where pupils do not learn enough.
- Pupils write for a range of purposes, but skills learnt in English lessons are not always promoted in other subjects.

Commentary

48. Results in national tests last year, for pupils at the end of Year 2, were well below average in both reading and writing. These standards were reflected in the work seen during the inspection. More able pupils write for a variety of purposes, including news and some stories, but they do not always use punctuation correctly, nor do they use a wide variety of vocabulary that would mean they reach higher standards. Pupils who are of average and lower ability do not always form their letters correctly, nor do they consistently join their writing.
49. Although test results were above average for pupils in Year 6 last year, these standards were not reflected in the work seen. The school were surprised at the high standards in the tests and attributes these to a variety of factors, including that this group of pupils had not suffered the disruption that had been experienced by other cohorts through changes of teacher. The pupils had also had the benefit of extra English lessons throughout their time in Year 6 and these contributed to the standards being higher than expected. Current work in Year 6 is well below average. Reading standards are well below average. Pupils are keen to read aloud, but do not

do so fluently and with expression. When speaking, many pupils, including those learning English as an additional language, are quiet and lack the confidence to speak out in a large group. Many pupils, throughout the school, have difficulty listening for a sustained length of time and become fidgety and lose interest. The school has identified this as an area for development and promote speaking and listening skills in subjects other than English.

50. Achievement for all pupils is unsatisfactory. There are too many lessons where pupils do not learn enough because introductions are too long, teachers talk too much and pupils lose interest and misbehave. This inappropriate behaviour is not always well managed and interrupts the learning of others. There has been a history of a high turnover of staff and this has led to inconsistencies in teaching and marking. Some work is well marked with comments given to the pupils that help them understand what they need to do to improve their work. However, this is not the same throughout the school. Much work is not marked at all, and some just has encouraging remarks. Some lessons are good and make appropriate links with other subjects. For example, a Year 2 lesson included some geographical knowledge as the pupils explored a story about a Scottish island. This was an interesting lesson for the pupils and they paid attention and worked hard. Work in this lesson was continued in ICT and pupils enjoyed what they were doing. In some English lessons, pupils learning English as an additional language and those with special educational needs, are supported effectively so that they can make satisfactory progress. However, there are too many other lessons where these pupils do not receive any extra support at all, and they do not make enough progress. There are too few teaching assistants in the school to effectively support the many pupils who need help. There is an insufficient number of good and satisfactory lessons and teaching, overall, is unsatisfactory.
51. The management of English in the school is unsatisfactory. Weaknesses in the subject have been identified, but the school lacks the support staff and the stability in the teaching staff to implement effective strategies to tackle the issues. This results in standards being well below average overall and pupils not achieving enough. There has been unsatisfactory improvement since the last inspection.

Language and literacy across the curriculum

52. The promotion of language and literacy skills in subjects other than English is unsatisfactory. Although speaking and listening skills are promoted adequately, many pupils do not behave well enough to listen to others, and pupils are not always confident to speak out clearly in class. The writing skills that are learnt in English lessons are not developed appropriately in other subjects. Although pupils write in history and science, for example, much of the work is copied and there is far less than is normally seen in other schools.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- The quality of teaching is too variable. There is much that is good, particularly in the older classes, but too much of the teaching in the younger classes is unsatisfactory.
- Standards are below average in Year 6 but pupils are now achieving satisfactorily in lessons
- The subject has been without a permanent co-ordinator for the past three years.

Commentary

53. The results of national tests at the end of Year 2 have fallen since the last inspection. In 2003, they were well below the national average. Work in the lessons seen and in the pupils' books indicate that present standards are well below those expected for pupils of this age and they are not achieving as well as they could. By the end of Year 6, although standards remain below the national average, they are now improving and are in line with similar schools. Achievement

is satisfactory in lessons in the older classes because, although there has been a very high turnover of staff, the implementation of the *National Numeracy Strategy* has meant that there has been greater uniformity of teaching. From the work completed this year, pupils have covered a good amount in all areas of mathematics. They learn the basic facts, but because much work is practised from textbooks, there are few opportunities for pupils to develop their own strategies or to try out their ideas when solving problems. Pupils with special educational needs achieve satisfactorily because, in most lessons, they receive support. However, their books show that, where they do the same work as the rest of the class, it frequently remains unfinished.

54. The quality of teaching is unsatisfactory overall because of the high proportion of lessons in Years 1 and 2 where pupils do not learn enough. There is a marked difference between teaching in Years 1 and 2 and that in Years 3 to 6. Teachers plan with good reference to what pupils have learnt before and the well-prepared resources mean lessons start well. However, younger pupils have to sit and listen for too long which means they get restless and behaviour deteriorates. As a consequence, they have little time to complete individual work. In other lessons, explanations are unclear; the pupils are confused and find the work difficult. In lessons where pupils with behaviour problems are taught outside the classroom, the rest of the class make good progress. In Years 3 to 6, mental starters are challenging and often fun. Pupils respond well and are keen to answer. These are particularly effective where they develop the skills that pupils will need in the rest of the lesson. Lessons are developed systematically and frequent changes of activities keep the pupils on their toes. Marking is not consistent. The best marking has constructive comments, mistakes are corrected and praise is used appropriately. Although all work is marked, some marking simply indicates what is and is not right and offers insufficient guidance to pupils on how to improve their work. While some pupils know the targets they are aiming for, others do not.
55. Leadership of the subject has been poor as there has been no permanent co-ordinator for the past three years, although the subject is now being managed by the acting headteacher. As a result of analysing test results, she has put various improvements in place, such as learning support for three year groups. These have contributed to the good recent improvements in the subject, although improvement since the last inspection has been unsatisfactory.

Mathematics across the curriculum

56. There are satisfactory links between mathematics and other subjects. For example, pupils apply their knowledge of data handling in science and geography, constructing and interpreting graphs and tables. Careful measuring contributes to good quality models in design and technology. Mathematics is further developed through ICT, both in lessons and supplementing work in the classroom.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a strong emphasis on developing pupils' investigative skills.
- There is not always enough challenge for able pupils.
- Pupils are encouraged to use correct scientific vocabulary.
- Most marking gives pupils little guidance on how to improve their work.
- Too little use is made of ICT to support science.

Commentary

57. Standards in science are below average by the end of Years 2 and 6. This is similar to the findings of the last inspection. The 2003 test results for pupils in Year 6 showed that attainment was well below the national average, but when compared to similar schools it was average. Achievement in Years 3 to 6 is therefore satisfactory. The many difficulties faced by the school through the recruitment and retention of staff have led to inconsistencies in the teaching of science, although teaching is satisfactory, overall. Throughout the school, there has been a good improvement in experimental and investigational work. Pupils are being given well-planned opportunities to carry out their own experiments and learn the correct scientific vocabulary during practical activities. This is particularly helpful in promoting the learning of those pupils learning English as an additional language.
58. No lessons were observed in Year 1 or Year 2 but the analysis of their work indicates that pupils have a suitable range of opportunities to learn through practical activities. However, the analysis also shows that writing skills are not being used well enough in science. Most of the work is presented in books mixed in with a wide variety of other subjects, which makes it difficult for pupils to see how their work is progressing. Much of the work set is the same for all pupils and does not challenge the more able because assessment information is not always used well to match work to the pupils' needs.
59. Teaching seen in Years 3 to 6 ranged from unsatisfactory to good. It was satisfactory, overall. In a good lesson for pupils in Year 6, the teacher demonstrated clearly what happens to the lungs of a smoker. The pupils gasped as they saw the cotton wool in a plastic bottle rapidly turn brown after a lit cigarette was attached to a tube and inserted into the bottle, which the teacher then squeezed to recreate the inhalation of tobacco smoke. This lesson linked well with the work done by pupils in their personal, social and health education. There is good emphasis in lessons on the correct use of specific vocabulary, which ensures that all pupils fully understand scientific terms. Pupils are provided with a useful science prompt sheet that helps them to carry out their investigations in a methodical way. Where teaching is weaker, too much time is lost in managing the behaviour of a few pupils and, as a result, others become too unsettled to learn. Throughout the school, marking offers pupils little guidance on how they can improve their work. Not enough support is provided for pupils with special educational needs although, when it is given, it is effective.
60. Leadership is satisfactory. The subject co-ordinator has revised curriculum planning to ensure that all elements of the subject are taught. The improvement since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The resources are good and the ICT suite is used well to support pupils' learning.
- Computers are not used effectively in lessons outside the computer suite.
- Pupils are interested in ICT lessons and behave well.

Commentary

61. Pupils in Years 2 and 6 reach standards in ICT that are below average because pupils are not confident using a whole range of programs such as emailing and the internet. When talking to pupils in class they report that they use the ICT suite regularly, but do not do all of the things that are expected of pupils by the end of Year 6. However, all pupils achieve satisfactorily, particularly taking account of the fact that many do not have access to a computer at home.
62. Teaching and learning are satisfactory. Teachers plan interesting lessons for their classes and use the new interactive whiteboard well for demonstrating work to the whole class. Lessons

objectives are clear and shared with the pupils at the beginning of each session. Pupils settle quickly to tasks and usually work together well in pairs, sharing the computers and helping each other. However, there are times when the teacher talks too much at the beginning of the session and pupils do not get enough time to finish their work. This contributes to the below average standards as pupils do not always get enough done in lessons and the pace of learning is too slow.

63. The subject is led satisfactorily. Resources are good and are used well to help pupils learn. The modern equipment in the computer suite means that pupils have easy access to a good range of programs and that the computers are reliable. However, computers in the classroom and around the school are not used effectively and stand idle for much of the time. Classroom computers were very rarely seen in use during the inspection. Overall, there has been satisfactory improvement since the last inspection.

Information and communication technology across the curriculum

64. The promotion of ICT skills across the curriculum is satisfactory. Pupils use computers to research topics such as the Aztecs and space, and compile small books based on this work. They produce graphs in science to record their findings and use mathematical skills appropriately to draw up a spreadsheet on organising the finances of a fictitious shop.

HUMANITIES

Geography and history were sampled. Religious education was not inspected because it is the subject of a separate report.

65. Inspectors saw just one **geography** lesson and only two **history** lessons. This was not enough to make overall judgements on teaching and learning or on provision in either of these subjects. The standard of work in both subjects is well below average, with little written work and some classes depending heavily on the use of worksheets. The use, in some classes, of topic books which combine pupils' work in geography, history, religious education and science makes it difficult for pupils to get a sense of development of their geographic or historical enquiry skills.
66. In the geography lesson seen, teaching and learning were good because the teacher made effective use of a video on coastal erosion and work was well matched to pupils' different abilities. In one of the history lessons, teaching was poor because the pupils spent so long sitting on the carpet listening to the teacher that they lost interest and learnt very little. A more successful lesson involved pupils in looking at recent and old pictures of seaside scenes. Although pupils made satisfactory progress, the task they were set did not encourage them to use or develop skills in historical deduction, as the pictures were all prominently labelled with their dates.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in full and is reported below. Physical education and design and technology were sampled. No report is made on art and design.

67. Only two **design and technology** lessons were seen. This was not enough to make an overall judgement on teaching and learning or on provision. There has been no co-ordinator for 18 months, so very little has been done in developing design and technology, although the co-ordinator who has just taken the subject on is very enthusiastic. Standards of work are below average for Years 2 and 6. In Year 2, there is little formally recorded work and the work that is produced is included in pupils' topic books. This in general is undated or not labelled leading to some confusion about what the pieces of work represent. In the lesson observed, pupils made little progress in their 'making' skills, as they were all provided with identical boxes on which to make an axle holder, directed by the class teacher. Examination of work completed by pupils in

Year 6 indicates that pupils' construction skills, for example in cutting wood for bird boxes, are satisfactory but they have less skill in designing and evaluating their products.

68. Only one lesson was seen in **physical education** and no overall judgement can be made about standards, teaching or provision. There is a good range of out-of-school activities, with a number of clubs including netball, football, athletics and dance. Pupils participate in a range of competitions with other schools and have recently won the netball league. From discussions with teachers and pupils, it is evident that all strands of the subject, including outdoor and adventurous activities, are taught at various times during the year. Pupils in Year 5 have swimming lessons and almost all achieve the nationally expected standard.

Music

Provision for music is **very good**.

Main strengths and weaknesses

- Consistently good music teaching leads to above average standards and very good achievement.
- The specialist music teacher has very good subject knowledge.
- Pupils enjoy music lessons and participate enthusiastically.
- There is good provision for pupils to learn to play a musical instrument.

Commentary

69. Standards in singing are above national expectations and have been maintained since the last inspection. Pupils sing tunefully, with awareness of breathing, diction and dynamics. They obviously enjoy singing. Pupils achieve very well because they respond to the high standards expected of them. They make very good progress as they move through the school because they are all taught by a music specialist who systematically builds up their musical understanding. Pupils experience a good range of activities that are designed to develop their musical skills in other areas, such as listening to music and describing the changing mood it conveys. By Year 6, pupils perform their own arrangements to a simple song.
70. As at the time of the last inspection, teaching remains consistently good. The pupils benefit from the very good subject knowledge and dedication of the teacher. Lessons are very well planned, taking account of what the pupils have learnt previously. Pupils are all keen to participate, work well together and listen to each other. They respond to the teacher's high expectations and challenge. For example, in one lesson, a few boys were initially reluctant to take part but through the teacher's enthusiasm and encouragement they were fully involved and really enjoying themselves by the end.
71. The subject is very well managed and pupils benefit from a very wide range of experiences. All pupils are involved in school productions and are given the opportunity to perform at a number of different prestigious venues, including the Royal Albert Hall and the Festival Hall. The curriculum is enriched by a number of workshops and visiting specialists. A large number of pupils sing in the choir and Year 3 pupils have the opportunity to join a lunchtime keyboard club. Well-organised musical tuition, which is subsidised by the school, allows individual pupils to learn the recorder, brass instruments, cello, violin, flute, fife and guitar. Music makes a considerable contribution to the spiritual, cultural and social development of the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was inspected in full and is reported below. Citizenship is not taught as a separate subject, although elements of citizenship are included in the personal, social and health education lessons for older pupils.

Personal, social and health education

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

Main strengths and weaknesses

- The school places a high level of importance on pupils' personal development.
- The assessment of pupils' skills and understanding is not planned well enough.

Commentary

72. There is very little work to be seen in pupils' books. In the lessons seen, pupils achieved satisfactorily and made sound progress in the topics they were studying, for example on healthy activities and healthy eating in Year 2. Teaching and learning are satisfactory. Pupils are encouraged to express their feelings and give their own opinions. They sometimes have activities that require sharing, teamwork and collaboration. By the time pupils are in Years 5 and 6, they are beginning to consider aspects of citizenship. They study the rights of children in the world and how to use money wisely.
73. The quality of teaching and learning in the lessons seen was satisfactory. In a Year 5 lesson, the teacher used a variety of effective methods to encourage pupils to listen and concentrate. As a result, most pupils took the opportunity to voice their thoughts about when they felt listened to or not listened to and openly expressed their feelings. They listened to one another's contributions with respect. In a lesson observed in Year 4, however, pupils found a similar task more difficult and were heard to make unrelated comments and laugh and giggle as others gave their examples of responsibility, showing a lack of respect. In Year 6, pupils were confidently expressing their views about what they would do if someone tried to tempt them into smoking. While they discussed their ideas in groups, the teacher moved round, picking up on their thoughts and encouraging the group to come to a common agreement. They learned to co-operate well. The teacher listened carefully to their points of view when they came together and prompted a good level of discussion, which made a lively end to the lesson.
74. The subject co-ordinator is very new to the post and has not had time to establish her leadership role.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	4
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	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	6
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
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	5
The governance of the school	5
The leadership of the headteacher	0
The leadership of other key staff	5
The effectiveness of management	5

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