

INSPECTION REPORT

St James CE Primary School

Haydock, St Helens

LEA area: St Helens

Unique reference number: 104820

Headteacher: Mrs N Holloway

Lead inspector: Susan Walker

Dates of inspection: 4th - 7th May 2004

Inspection number: 257682

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:	Lyme Street Haydock St Helens Merseyside
Postcode:	WA11 ONL
Telephone number:	01942 727863
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend R Middleton
Date of previous inspection:	5 th May 1998

CHARACTERISTICS OF THE SCHOOL

St James CE Primary School is a voluntary aided school. There are 180 pupils on roll and this is smaller than other primary schools nationally. The area where pupils live is very varied, but most children come from three local council estates. The area in which the pupils live is well below average in socio-economic terms, because local heavy industry has closed down and parents are mostly working in unskilled or part-time jobs. Pupils are predominantly of white British ethnic origin. There are five pupils from other ethnic groups, three of whom are at an early stage of learning English. Thirty five per cent of pupils are on the register of special educational needs with seven pupils having a Statement of Special Educational Need. This is higher than most schools nationally. The highest proportion of pupils is in Years 4 and 6. Attainment on entry is varied, but children come into school at least below average. Twenty nine per cent of pupils are on free school meals and this is above the national average. The movement of pupils in and out of the school at other than the usual time is fairly average. The school has been awarded the Sport England Activemark, the Healthy Schools Award and the Early Years Kitemark.

Overall, this is a smaller school with a lower ability intake than at the time of the previous inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21678	Susan Walker	Lead inspector	English English as an additional language Information and communication technology Personal, social and health education and citizenship Music
19361	Keith Ross	Lay inspector	
20326	Peter Clarke	Team inspector	Special educational needs Mathematics Art and design Design and technology Physical education
27324	Daphne Crow	Team inspector	The Foundation Stage ¹ Science History Geography

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St James CE Primary School is a **fairly effective** school. Leadership is satisfactory, and the headteacher provides good pastoral care for staff and pupils. Management is unsatisfactory, but the school is taking good steps to improve senior staff's skills in this area. Teaching and learning are satisfactory, overall. Despite well-planned teaching, standards are well below the national average in Year 6. This is partly owing to the 40 per cent of pupils with special educational needs. Standards are above the national average in Year 2, where teaching is good. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are better than the national average in Years 1 and 2 and achievement is good.
- Despite well-planned teaching, standards in Year 6 are well below average in English and mathematics.
- Attendance is unsatisfactory because too many pupils take holidays in term time.
- Pupils' attitudes, values and personal qualities are good and pupils are looked after well.
- The curriculum is good in the reception class, but subjects and key skills could be taught more regularly in Years 3-6.
- The senior management team and the subject co-ordinators do not carry out their monitoring and evaluation role with sufficient rigour.
- Assessment procedures are satisfactory in English and mathematics, but are underdeveloped in other subjects. The use of certain aspects of assessment is unsatisfactory.

The school was last inspected on the 5th May 1998. It has made generally satisfactory progress in addressing those areas that it was asked to improve. It has developed schemes of work for all subjects, improved provision in information and communication technology (ICT), and set up satisfactory assessment procedures in English and mathematics. The school has put in place satisfactory systems to allow teachers to compare how well their pupils are doing in writing. Pupils' independence in science is now more evident, although improvement is limited in design and technology in Years 3-6.

STANDARDS ACHIEVED

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

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

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

Cohorts vary considerably from year-to-year. In the 2003 Year 6 national tests standards were above average in English and below average in mathematics and science when set against all schools nationally. When progress from age seven to age 11 was taken into account, standards were above average in English, well below average in mathematics and below average in science. Inspection findings show that, on a day-to-day basis, the current Year 6 are well below average in English and mathematics and below average in science. This class contains 40 per cent of pupils who are on the register of special educational needs, a significant minority of boys with challenging behaviour and a significant number of pupils who do not attend regularly enough. This affects their everyday learning. In the 2003 national tests for pupils aged seven, standards were below the national average in reading and writing and well below average in mathematics when compared with all schools nationally. The school did as well as schools in similar socio-economic circumstances in reading

and writing, but was well below average in mathematics. Inspection findings show that the current Year 2 pupils are above average in reading, writing and mathematics and average in science due to good teaching and few pupils with special educational needs. Most children in the reception class are in line to achieve the national standards by the time that they enter Year 1. Achievement is **satisfactory** overall, but it is good in the reception class and in Years 1 and 2 due to good teaching and the use of well-designed targets for future improvement. Pupils with special educational needs and the few at an early stage of learning English are well known to staff and receive the necessary support in order to make progress in their learning.

Pupils' personal qualities, including provision for spiritual, moral, social and cultural development are **good**. Pupils' attitudes are good and most pupils behave well, which aids their learning. However, there is a significant minority of pupils, often boys, who do not behave well. Attendance is unsatisfactory despite the school working hard to ensure that it improves. Too many pupils take holidays in term time.

QUALITY OF EDUCATION

The school continues to offer a **satisfactory** quality of education. The quality of teaching and learning is **satisfactory**, overall. Assessment procedures are satisfactory in English and mathematics, but at an early stage of development in other subjects. The school does not make sufficient use of the information that it possesses to inform future planning, to track individual pupils from year-to-year to see the impact of variable teaching, or to use targets effectively in Years 3-6. The curriculum for pupils in the reception class is good. All subjects are taught, but there are often big gaps between sessions and this does not aid pupils' achievement. Pupils are not given sufficient opportunities to write, measure, and use the computers in other subjects. Provision for pupils' personal, social and health education and citizenship is good. Pupils are well cared for. There are satisfactory links with parents and the community and good links with other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership is **satisfactory** and management is **unsatisfactory**. The leadership of the headteacher is satisfactory, with good care given to staff and pupils. The school has correctly recognised its areas for improvement. Management is unsatisfactory because both the senior management team and subject leaders are not sufficiently rigorous in monitoring teaching and learning to bring about improvement. The school is currently involved in extra training to improve such skills. The governance of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Evidence from interviews and parental questionnaires show that most parents are supportive of the school. A small minority of parents have concerns about their children being bullied, but appreciate that the school is doing all that it can to prevent this. Although a few feel that they are not receiving sufficient information, the inspection team considers that information for parents is satisfactory. Although parents' views are not sought formally, staff and governors are accessible and parents have opportunities to make their opinions known. Most pupils like school and are very sure that they have a trusted adult they can turn to for support. They take a realistic view of other pupils' behaviour.

IMPROVEMENTS NEEDED

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

- Raise standards, particularly in English and mathematics in Years 3–6*.
- Improve attendance, particularly the amount of holidays, which pupils take in term time*.
- Review the curriculum, so that subjects are taught more regularly and the use of literacy, numeracy and ICT skills are planned for in other lessons.
- Improve the role of the senior management team and subject co-ordinators in monitoring and bringing about future improvement*.
- Improve the use of assessment so that standards rise*.

Items marked with a * are in the current school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards reached by pupils in Year 6 are **well below average** in English, mathematics and below average in science. Standards are as expected for children in the reception class and are **above average** in Years 1 and 2. Achievement is **good** in the reception class and Years 1 and 2 and is **satisfactory** in Years 3-6.

Main strengths and weaknesses

- Standards are well below the national average in Year 6 in English and mathematics and below average in science.
- Standards are above the national average in reading, writing and mathematics at Year 2.
- Achievement in the core subjects is good in Years 1 and 2, due to the effective use of targets that are shared with pupils.
- Achievement is good in the reception class.
- The school has made good provision for its gifted and talented pupils.
- The school has taken good action to prepare Year 6 pupils for the 2004 national tests.

Commentary

1. The ability of pupils when joining the school varies significantly from year-to-year. Most children enter with below average skills and a significant number have poor language development. In some year groups there is a high proportion of children who are of well below average attainment. Most children join the school without the benefit of regular nursery attendance. Currently, numbers in the reception class are small and this is helping children to learn. Their achievement is good and most children are likely to attain the expected national levels by the time that they join Year 1.
2. Inspection findings show that pupils in Year 2 are achieving well and are currently working at above average levels in reading, writing and mathematics because teaching is consistently well planned and matched to their needs. Pupils have made good and sometimes very good progress since they left the reception class where only about half achieved the expected levels. A key aspect of their good achievement is the use of carefully designed targets, which are shared with Year 1 and 2 pupils so that they know what they have to do to improve. On the basis of limited sampling, standards are as expected in other subjects and achievement is satisfactory.
3. Despite well-planned teaching, inspection findings show that standards in Year 6 are well below average in English and mathematics and below average in science. This is the biggest class in the school with 35 pupils, 40 per cent of whom are on the register of special educational needs, including four pupils who have Statements of Special Educational Need. It also contains a significant number of pupils who have problems managing their behaviour. More boys than girls have joined this class over time and boys are now in the majority. The behaviour and attitudes of a significant minority of boys is a serious barrier to their own achievement and sometimes that of others on a daily basis. Some pupils have problems with attendance.
4. The school has taken effective action to prepare these pupils for the 2004 national tests. Practice books in English, mathematics and science have been purchased and used as homework. Pupils have been frequently reminded of the importance of concentration and positive attitudes and the need to apply what they have learnt throughout the year. They have experienced exam conditions and been given practice in exam techniques. As the class is so large, good plans are in hand for pupils to sit the national tests in smaller groups and with a

good level of adult supervision in order to improve concentration. The school's targets are below the national average for 2003 in English and mathematics.

5. The termly curriculum arrangements for history and geography and specific days for art and design and design and technology means that few lessons were seen in these subjects. On the basis of limited sampling of aspects of subjects, standards are satisfactory in history, drawing, singing, games and swimming.
6. Achievement is satisfactory overall in Years 3-6. Although pupils are set targets that are shared with their parents, they are not used in the successful way evident in Years 1 and 2 to bring about future improvement. Too many worksheets are used in all subjects in Years 3 and 4 to motivate pupils to strive harder to improve, to allow them to build up their writing stamina or independence in writing.

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

Standards in:	School results	National results
Reading	14.9 (14.7)	15.7 (15.8)
Writing	13.6 (13.1)	14.6 (14.4)
Mathematics	14.7 (14.9)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

7. In the 2003 national tests for pupils aged seven, standards were below the national average in reading and writing and well below average in mathematics. When teachers checked how well pupils had done in science, standards were also well below average. In 2003 the school did as well as schools in similar socio-economic circumstances in reading and writing, but was well below average in mathematics. The trend in standards over five years has been very variable and overall below the national average, but there is an improving trend at present.

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

Standards in:	School results	National results
English	27.6 (24.5)	26.8 (27.0)
Mathematics	25.6 (25.4)	26.8 (26.7)
Science	28.0 (28.1)	28.6 (28.3)

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

8. The school exceeded its targets in both English and mathematics in 2003. In the 2003 national tests for pupils aged 11, standards were above average in English and below average in mathematics and science. This was unusual as most years standards are well below average in all subjects when compared to all schools. When compared to schools in similar circumstances the school had a successful year – standards were well above the national average in English, and average in mathematics and science. When progress was measured from standards attained at age seven to those at age 11, it was above average in English, well below average in mathematics and below average in science. The school's trends are in line with the national picture.
9. Several classes have a higher ratio of boys to girls. The national tests results over three years show that boys perform better than girls do at Year 2. At Year 6 boys are ahead in English and science, but girls do better in mathematics. Inspection findings show that girls are treated equally in lessons and perform similarly well in most classes.

10. The school uses its assessment procedures satisfactorily to track groups of pupils from year-to-year in English and mathematics. It uses this information appropriately to sort out groups of pupils for extra provision, such as the government initiatives in literacy and numeracy. However, the senior management team do not measure the rate of progress each pupil makes as he/she moves from class-to-class in order to check where the most effective learning is taking place and to take appropriate action where it is not. Although pupils' targets are used effectively to promote learning in Years 1 and 2, this does not happen in the same way in Years 3-6 and this slows achievement.
11. The school has established a register of pupils who are gifted and talented. Older pupils have good opportunities to put their skills to good use as they measure and record the weather on a daily basis as part of a project with 'Powergen'. The school tries hard to meet the needs of the more able pupils. The headteacher takes groups of such pupils for extra tuition in English and mathematics.
12. Pupils with special educational needs achieve well, because their teachers know them well and they are given extra adult support wherever possible. This enables them to complete the tasks set and to develop their skills in line with targets on their individual educational plans.
13. Provision is satisfactory for the very small number of pupils who do not speak English as their first language, or who are at an early stage of speaking English. Such pupils are well known to staff and fellow pupils who offer assistance as necessary. The school has also taken advice from visiting teachers.
14. Parents feel that their children are making good progress. The difference in standards since the previous inspection can be explained by the variability in attainment of the groups of children when they start school and the characteristics of the current Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **good**. Pupils' behaviour is **good**. Provision for spiritual, moral and social and cultural development is **good** overall. Attendance is **unsatisfactory**. Punctuality is **satisfactory**.

Main strengths and weaknesses

- Attendance is unsatisfactory.
- The school is effective in promoting good relationships.
- Most pupils, including those with special educational needs show a good interest in school life and the range of activities provided.
- Most pupils behave well in lessons and about the school, but a small minority of pupils do not behave as well as they should do and have less positive attitudes to learning.
- There are weaknesses in some aspects of cultural development.

Commentary

15. Most parents feel that children like school and behave well and the pupils agree. The school takes care to ensure pupils from all ethnic groups are fully included in the life of the school and staff work hard to promote good relationships within and outside of classes. This results in most pupils working and playing happily together. Although some parents expressed concerns about bullying, none was observed during the inspection. Pupils have free access to staff outside lessons if they have any concerns. Behaviour is sometimes very good when the school comes together in assemblies. Pupils sit still and silently as they listen to music at the start of an assembly, which creates an appropriate peaceful and spiritual atmosphere. They recite prayers respectfully and join in with hymn singing with enthusiasm. However, a number of boys in Year 6 sometimes do not behave as well as they could in lessons and show less positive attitudes to learning. The school has implemented satisfactory strategies to improve

their behaviour, but these are not always successful. In these circumstances the learning of the well-behaved majority is adversely affected.

16. The behaviour, response, and attitudes of most pupils with special educational needs are good. Pupils with special educational needs, including those with Statements of Special Educational Need, are successfully integrated into the life of the school. Pupils whose levels of sustained concentration are not well established are helped to stay on track by the good guidance from classroom support staff. The majority of pupils with special educational needs display good attitudes to learning.
17. When lessons are lively and stimulating, pupils respond with real enthusiasm to their work. Consequently, they learn and achieve very well. This was observed in a science lesson in Year 5, where by the end of the lesson pupils were developing a clear understanding of how animals are adapted to their feeding habitats. There were many examples seen during the inspection of pupils co-operating well together when working in pairs or small groups. Discussion times, called 'Circle Times'² provide pupils with suitable opportunities to put forward their thoughts and feelings on a variety of issues and most pupils listen to and show respect for the views of others. The school effectively encourages pupils to take responsibility and develop caring attitudes towards others. For example, older pupils, as part of a Red Cross initiative, take part in a 'Dawn Patrol' to check on the well being of old people in the community as they walk to school. The development of a school council is helping pupils to become involved in the running of the school. The school provides a satisfactory range of purposeful activities outside of lesson times. These are well supported and appreciated by pupils. A visit to an outdoor pursuits centre helps pupils to develop their independence and self-reliance, as well as engendering team spirit.
18. The youngest children in the Foundation Stage class quickly learn to make choices from the range of activities on offer. They learn what is the right way to behave and to take turns and share. By the time they enter Year 1, most children will have achieved the expected goals in personal, social and emotional development.
19. The school has a strong relationship with the church and assembly themes help to provide pupils with a time for reflection and a sense of spiritual awareness. The good ethos of the school also helps to promote spiritual development. Provision for cultural development is satisfactory. Pupils are given the opportunity to visit places of cultural interest and to study the work of famous artists and musicians. They learn basic vocabulary in European languages. But, although pupils have a reasonable knowledge and understanding of other faiths that they have studied, they are not given sufficient opportunities to understand or explore the issues surrounding living in a multi-cultural society.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.5
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

20. Attendance is unsatisfactory. Despite the school's best efforts, attendance has been decreasing and is lower than at the time of the previous inspection. The main contributory factor to the unsatisfactory levels of attendance is the high incidence of holidays taken in term

² During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

time, particularly at the beginning of the autumn term. If pupils do not arrive at school the reason for their absence is checked promptly which is good practice. A small number of pupils regularly arrive late. The school is working with the Education Welfare Officer to support families and encourage better attendance and punctuality.

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	175	3	
Mixed – any other mixed background	2		
Black or Black British – African	2		
Chinese	1		

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

Exclusions

- There have been three fixed-term exclusions in the last academic year. The school views this as very much a last resort in dealing with challenging behaviour. It has sought specialist support from external agencies in managing pupils' behaviour so that the majority of challenging pupils remain in the school. It works in partnership with the local high school in providing for those pupils who are excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Overall, teaching and learning are **satisfactory**. Assessment is **unsatisfactory**. The curriculum is **satisfactory**. Provision for pupils' support, guidance, and welfare is **good**. Links with parents and the community are satisfactory and links with partnership schools and colleges are **good**.

Teaching and learning

Overall, teaching and learning are **satisfactory**, but they are good for pupils in the reception class and good and sometimes very good in Years 1 and 2. The school's system for assessment is **satisfactory** overall.

Main strengths and weaknesses

- Lessons for the youngest children are well thought out and lessons are well planned and sometimes very well delivered in Years 1 and 2.
- Support staff are used well to ensure that most pupils have a 'fair crack' at learning.
- Specialist teaching is effective in promoting learning.
- Marking is inconsistent.
- There are too many worksheets used in Years 3 and 4.
- Assessment in subjects other than English and mathematics is not sufficiently detailed.
- The use of pupils' targets in Years 3-6 is unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (12 %)	19(56 %)	11 (32 %)	0 (0 %)	0 (0 %)	0 (0%)

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

22. Two thirds of the lessons observed were good or better, but teaching and learning are satisfactory overall, because learning slows in Years 3 and 4 where teaching, although satisfactory, is less strong than in other areas of the school. Teaching in the school is underpinned by a recently revised teaching and learning policy, which if implemented in these classes, has the potential to address areas of weakness. The number of good and very good lessons seen has improved since the previous inspection.
23. At present, because teaching and learning are not monitored with sufficient rigour, inconsistencies have occurred. There are too many worksheets used in Years 3 and 4 to allow pupils to develop their skills of independence or sufficient writing stamina. The same lack of rigour has allowed lessons to become too long so that time is not always used to best effect, throughout the school.
24. Lessons for the children in the reception class are organised well. The numerous adults who help the children have a clear idea of what they have to do to support learning effectively. The focus on improving children's language skills and guiding children towards working and playing co-operatively ensures that effective learning takes place.
25. Good relationships underpin the good and sometimes very good teaching in Years 1 and 2. Building on the good start they made in the reception class, teachers extend pupils' basic skills in reading, writing and numeracy and so they start to become confident, independent learners. They work collaboratively to solve problems using the technique of becoming 'talking partners' who discuss the answers to issues before they share their conclusions with the larger group.
26. The school has improved the use of the number of adults in the classroom since the previous inspection. Classroom support staff³ are now included in planning together with the role they are to play in the lesson, for example, to support practical activities in science. The quality of teaching of pupils with special educational needs is good. This has a good impact on the achievement of these pupils in meeting their individual targets. Teachers assess pupils' progress regularly and the information is used effectively to provide targeted support in small group work. As a result these pupils learn as well as others in the class. The very small number of pupils who speak English as an additional language are similarly supported.
27. Specialist teaching is effective in helping pupils to learn at a faster rate because such teachers' have good subject knowledge. This is true in Year 6 where the co-ordinator takes science lessons. Similarly, the music co-ordinator teaches composing to all classes. The school has made good use of advisory teachers from the local education authority to support pupils' learning in English, mathematics, science and ICT.
28. Assessment remains a school priority and the school has an enthusiastic co-ordinator. Recent improvements in assessment procedures in English and mathematics have given the school a more accurate picture of strengths and weaknesses. The satisfactory assessment policy has

³ Nursery nurses, teaching assistants and teacher training and Trident students during the inspection.

recently been updated to give teachers a sense of purpose about assessment. The school uses statutory and optional assessment systems satisfactorily to find out what pupils can do and the national tests are now analysed to find where pupils struggled to answer questions. The school uses local education authority systems to begin to assess in subjects such as ICT and physical education, but other subjects have less detailed procedures in place.

29. Most teachers lack rigour and precision as to how they record pupils' achievements and how they can target improvement, for instance, in planning future lessons. Assessments are frequently undated, which does not help to track pupils' progress. The good quality pupil target setting observed in Year 1 and Year 2 is not in place in Years 3-6. In these classes targets are shared with parents and records are kept in school, but targets are not used as a focus to improve daily learning. For example, in discussions with pupils about mathematics, they are clearly not certain how they can improve their own learning in order to reach higher standards. There is a marking policy, but no one monitors its' impact and so the quality of marking varies from a cursory tick with few comments, to a clear judgement as to whether the pupils had understood the purpose of the lesson and good advice on improvement.

The curriculum

The curriculum for children in the Foundation Stage is **good**. The curriculum for pupils in Years 1 to 6 is **satisfactory**. Opportunities for enrichment are **satisfactory**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum provided for children in the Foundation Stage is good.
- There is no curriculum overview.
- The school employs a good number of support staff to assist pupils' learning.
- The provision for pupils with special educational needs is good.
- Information and communication technology is not used systematically to support learning in other subjects.
- Opportunities are not consistently planned for pupils to develop literacy and numeracy skills in other subjects.
- There are periods of time when some pupils do not receive teaching in history, geography, art and design and design and technology.

Commentary

30. The curriculum provided for children in the Foundation Stage is good. It is planned well to cover all six areas of learning and staff adapt it appropriately to meet the needs of the children. It prepares them well for transfer to Year 1.
31. The curriculum meets statutory requirements. This is an improvement since the previous inspection where all aspects of ICT were not taught. The school has maintained its provision to teach basic French conversational vocabulary to pupils in Year 5 and 6.
32. There are some weaknesses. There is no whole school curriculum overview. This would help to ensure greater continuity in provision for pupils' learning across the school. Because of the way the timetable is arranged, there are sometimes long gaps when some pupils do not receive any teaching at all in some of the foundation subjects. (This was evident in the number of subjects that the inspection team were able to see being taught). As a result pupils have difficulty remembering previously learnt skills, for example, as in geography. There are strengths in this approach, for example, in allowing pupils to complete a full project in one of the designated 'art and design' days. However, it can lead to a very bland daily timetable, which does not enthuse pupils.

33. The development of literacy and numeracy skills through other subjects is not sufficiently planned for, although some teachers provide these opportunities on an ad hoc basis. The provision for ICT and design and technology has improved since the previous inspection and now meets statutory requirements. However, whilst pupils are developing their skills appropriately through the school, there is insufficient use made of ICT to support pupils' learning in other subjects.
34. The provision for special educational needs is good and this helps pupils with special educational needs to achieve as well as their classmates. All pupils with special educational needs are given every opportunity to take part in all the school's activities. Specific literacy and numeracy needs of these pupils are well attended to due to the good quality support given.
35. Provision for extra-curricular activities is satisfactory. There is a caring ethos in the school and staff make sure that pupils, regardless of their differences or difficulties, are involved in a full range of activities. The school hosts sports such as judo, dance, golf and football on a 'paid for' basis. However, it has made good use of government funding to allow a greater number of pupils to participate in these activities.
36. The accommodation overall is satisfactory. The school is aware of its weaknesses, for instance in the limitations of space to teach small groups. The lack of sinks and working facilities in the junior classes has a direct impact on practical activities in art and design. Building work on an extension is on-going and on completion will provide a classroom, office space and a disabled entrance. Re-surfacing of the playground is due and the area is to be improved with the use of a sporting playgrounds grant and this should make the playground more attractive to pupils.
37. Overall, learning resources are sufficient to teach the planned curriculum. However, the resources in the library need a major overhaul if they are to support pupils' research skills more efficiently.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is **good**. The support, advice and guidance they receive are also **good**. The school is in the early stages of involving pupils in the work of the school and its development.

Main strengths and weaknesses

- Procedures for child protection and health and safety are good.
- Good induction arrangements give children an easy start into school.
- The work of the school nurse and outside agencies provide valuable support and guidance to both pupils and staff.
- Each pupil has a good and trusting relationship with one or more adults in school.
- The school actively promotes a healthy lifestyle for its pupils.

Commentary

38. There has been good improvement in procedures for monitoring pupils' progress and personal development and the school has maintained its good procedures for monitoring pupils' care, welfare, health and safety.
39. Parents support the view that children new to the school benefit from a welcoming induction package that ensures their smooth and secure settling in. Pupils soon develop a good, trusting relationship with at least one member of staff and know there is always someone to turn to.
40. There are good arrangements for health and safety. Staff make sure that pupils learn and play safely. There is good first aid coverage and staff know about any medical conditions pupils

may have. Regular safety checks are carried out, and equipment is regularly checked. Aspects of health education, including drugs' awareness, sex relationships and education, are appropriately included within the well-organised programme of personal, social and health education. The school's commitment to encouraging its pupils to develop a healthy and safe way of living has been rewarded by the Healthy School's Award and Sport England 'Active Mark' which recognises the quality of what the school is providing in physical education and sport. There is an Internet policy in place.

41. The school identifies pupils' care and welfare problems early and values the very good practical support given by the school nurse and other responsible agencies to address concerns. Child protection procedures are securely in place. Following a recent all staff review of policy, awareness has been raised and staff are fully mindful of their responsibilities and duties if they feel a child is at risk.
42. The school considers pupils' views as important and has recently set up a school council. This is in the early stages, but pupils have responded positively. The results of school questionnaires completed by pupils show that they feel they are listened to. This aspect is satisfactory.
43. Academic support and guidance is satisfactory in English and mathematics. Target setting is used well in Years 1 and 2.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents. There are **satisfactory** links with the community and **good** links with other schools and colleges.

Main strengths and weaknesses

- There are strong links between the school and the local church.
- Parents do not place the same priority as the school does on ensuring pupils attend regularly.
- Good links with other schools and colleges benefit pupils' learning.

Commentary

44. The school has worked hard to ensure that links with parents are satisfactory. Information from interviews and questionnaires show that parents generally find the school approachable. However, not all feel that their views are sufficiently taken into account, because the school does not regularly send out questionnaires to seek their opinions, but there are plenty of informal occasions for parents to make their views known to the school and to governors. While a few parents have concerns about bullying, they accept that the school is doing all it can to address such issues. For instance, the headteacher supervises the playground at lunchtime to ensure pupils play together well. Satisfactory information, including reports, newsletters and pupils' targets are sent to parents.
45. The school gives parents clear guidance about the importance of regular and punctual attendance. Nevertheless, parents take their children out of school too often in termtime for holidays and this disrupts their learning and leaves gaps in their skill development.
46. The school successfully supports regular teacher training placements and the pupils benefit from more adult support in classrooms.
47. There are many good links with the main feeder high school, which enrich the curriculum and smooth pupils' transition. For example, the use of the science laboratory and the high school sports co-ordinator team working with teachers to raise standards. The gifted and talented pupils have attended a designated 'puzzle day'.

48. The very good links established with the local church add an important dimension to the school's ethos, pupils' learning and enhancing their moral and spiritual development. Parents support the school's strong involvement with the church.

LEADERSHIP AND MANAGEMENT

Overall, the leadership of the school is **satisfactory** and management is **unsatisfactory**. The headteacher's leadership is **satisfactory**. The leadership of key staff is **satisfactory**. Management is **unsatisfactory**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher provides caring leadership.
- The school improvement plan gives a satisfactory focus to school improvement, but lacks costing or a longer term plan with clearly identified priorities.
- The senior management team and subject co-ordinators are not sufficiently rigorous in monitoring and evaluation.
- Special educational needs is led and managed well.

Commentary

49. The school benefits from the principled leadership of the headteacher who is deeply committed to the care and welfare of all pupils at the school. This has a beneficial effect on pupils' behaviour and their overall good attitudes to work. The strong Christian ethos in which the nature of each individual is emphasised underpins the values of mutual respect and trust that pervade the school. All those who lead and manage the school are strongly committed to inclusion and the provision of equal opportunities for all. The headteacher has firm ideas about the sort of school that she wants, and implementing these ideas is satisfactory.
50. The senior management team of the school has correctly identified that punctuality, attendance, the movement of pupils in and out of the school and the behaviour of a significant number of pupils, are barriers to raising standards and improving the rate of pupils' achievement.
51. Management is unsatisfactory. The school improvement plan includes relevant priorities over one year. However, it requires extending over a longer term to also include costings and an agreed corporate intent. There is a need to clearly prioritise individual key issues and, once agreed and discussed, these need to be tracked to completion. Key tasks require greater delegation and monitoring to ensure everyone knows the school's priorities and what is expected of them. The senior management team and subject co-ordinators are not sufficiently involved in monitoring teaching and learning through sampling of work and observing lessons. The school has placed a priority on giving teachers time away from their classes to carry out such roles, but has not matched this time to when subjects are being taught, so that the school gains good value from its expenditure.
52. The leadership team work well together and are committed to improvement. The leadership of subject co-ordinators is developing satisfactorily in conjunction with guidance from the local education authority, for example, by working alongside the subject leader to provide courses to improve teachers' skills or to introduce new forms of assessment.
53. Training opportunities for staff to develop their skills are good. The skills they gain and develop are used effectively in most lessons to aid better learning. The senior management team are receiving training to ensure that good skills in leadership and management are developed.
54. The governing body gives satisfactory support to the school and is ably led by the chair of governors who works well with the headteacher. An appropriate range of committees is in place. These committees carry out their responsibilities efficiently. Individual governors use

their expertise well for the benefit of the school, for example, the planning and organisation of the proposed extensions to the building. Some governors, for example, the governor responsible for special educational needs, are able to visit the school during term time and give good encouragement to staff about their work. Governors look at data and receive reports from the headteacher about curriculum development. However, their role in checking the work of the school is not sufficiently rigorous and their involvement in identifying its strategic direction requires further development. The principles of best value are soundly applied in regard to placing contracts and purchasing goods. However, insufficient use is made of comparisons with similar schools when comparing costs and efficiency.

55. At present the school gives satisfactory value for money. The team in school recognises this and knows that standards, chiefly in English and mathematics, must be higher especially in Years 3-6 and achievement consistently good for the school to show its mettle. The process of target setting is in its infancy and there are aspects of this for improvement, such as the development of assessment in some subjects. There is a need to ensure individual pupil's progress is systematically tracked to ensure that the good achievement recorded in Year 1 and Year 2 is maintained as pupils move upwards through the school.
56. The school benefits from a well informed teacher for pupils with special educational needs. She provides good leadership to all staff through her enthusiasm and dedication. Support staff have good relationships with special educational needs pupils. Most are suitably directed by the class teacher when the main body of the lesson gets under way.
57. Financial management is carried out soundly. The funds available to the school, including monies for special needs and additional government grants, are used appropriately. The high carry forward is linked to the imminent completion and refurbishment of the premises. Governors have a three-year financial plan to ensure that during a period of falling pupil numbers staffing levels are maintained. This has entailed some difficult cost saving decisions, but governors have responded well to the challenge.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	512,426	Balance from previous year	90,217
Total expenditure	521,285	Balance carried forward to the next	75,234
Expenditure per pupil	2,482		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

58. Provision for children in the Foundation Stage has improved since the previous inspection and is now good, overall. Most children enter school with attainment that is below average, and a significant number have poorly developed speech, language and communication skills. Staff concentrate on the development of language and social skills through all activities, and as a result children make good progress. Children learn and achieve well in relation to their attainment on entry. This is because teaching is good and children are provided with a wide range of challenging and stimulating activities that are well matched to their needs.
59. The Foundation Stage is well led and managed by the Foundation Stage co-ordinator. She has a good understanding of the needs of young children and of how best they learn. She acts as a good role model for others. The provision is organised well. Staff are clear about their roles and responsibilities and work well together as a team. The classroom support assistant is well informed and makes a good contribution to children's learning. Consistent practices are in place to assess what children can do and how well they are learning. Staff regularly collect and record information on children's experiences and achievements in the six areas of learning. This is used effectively to plan future work.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff have high expectations of how children should behave and they respond accordingly and achieve well.
- The good teaching and interesting activities provided ensure that children quickly develop good attitudes to learning.

Commentary

60. Teaching and learning are good and children achieve well. Staff ensure that the environment provided and their high expectations help children to learn early on, the right way to behave. Most children are likely to attain the expected goals by the time they enter Year 1. Children are given lots of praise and attention for behaving well but when needed, staff correct the children firmly but sensitively, thus supporting their self-esteem. They expect children to be responsible, taking every opportunity to encourage this, such as clearing away after activities. Many examples were seen during the inspection where children concentrated for periods of time, behaving sensibly and sharing resources. One child was engrossed for a long period of time very carefully painting a picture of Goldilocks, related to work in literacy. In the outdoor play area, two children co-operated well together with construction apparatus to make buildings. Staff ensure children with special educational needs are fully included in all activities and other children quickly learn to understand their difficulties and to respect their needs.
61. Activities are well planned to stimulate children's interest and curiosity and teaching is good. As a result even at this stage many children show good attitudes to learning. They maintain attention and sit quietly, and are confident to try new things.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher's good subject knowledge ensures that children are provided with many opportunities to develop their literacy skills.
- Staff take every opportunity, both formal and informal, to develop children's language and communication skills, as a result children make good progress.

Commentary

62. The majority of children will attain the expected goals in this area of learning by the end of the reception year. However, many children start school with below average speech and language skills. For example, they speak using single words or incomplete sentences. Children are given good opportunities to develop their speaking and listening skills through a variety of activities and role-play. The good number of adults in the Foundation Stage ensures that children have plenty of opportunities to share their ideas with an adult and to extend their vocabulary. In these situations they start to sustain attentive listening and to respond with relevant comments.
63. Staff plan effectively to cover all aspects of this area of learning. They have a clear understanding of how best young children learn and provide well-organised and purposeful activities that motivate children and help them to develop their skills. Teaching and learning are good and children are achieving well. From early on children learn to enjoy stories. The whole class shared reading of books such as 'Who's in the Shed?' help children to understand that words and pictures carry meaning and to develop reading strategies such as the use of picture and phonic clues. Most children know how to handle a book correctly and can recognise some familiar words. More able children can read simple books confidently. Children make good progress with developing their writing skills. They learn to form letters correctly and more able children can 'write' a number of simple sentences starting with a capital letter and ending with a full stop.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff provide a wide range of interesting activities to develop children's mathematical understanding and, as a result, children achieve well.
- Work is well planned to ensure children of varying abilities are learning at an appropriate level for their needs.

Commentary

64. Teaching and learning are good and most children are likely to attain the expected goals by the time they enter Year 1 and some more able children will exceed them. Although children enter the school with below average attainment they make good progress and achieve well. This is because suitable emphasis is placed on teaching mathematical skills through a wide range of practical activities, songs and games, which are relevant to children's needs. For example, groups of children were undertaking a shopping activity and in this way, they were developing a clear understanding of addition by combining two numbers together. The tasks set were well adapted to cater for children of differing abilities. This ensured children of all abilities achieved well. Staff are skilled at questioning children whilst they are engaged in games and activities in order to develop their mathematical understanding and mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

65. It was not possible to make an overall judgement of standards or provision. However, an analysis of teacher's planning shows that all aspects of this wide area of learning are well thought out. This provides children with suitable opportunities to develop their learning in order to achieve the expected goals by the time they enter Year 1. Staff ensure children have time to undertake simple investigations both formal and informal. During the inspection children were developing an understanding of some of the similarities and differences in materials through investigating them using their sense of touch. In the outside play area, a group of children were using a magnifying glass to find and investigate mini-beasts in the soil.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good opportunities are provided for children to develop their manipulative skills and children make good progress.
- The outside play area is under-developed as a resource for developing children's skills such as climbing and balancing.

Commentary

66. Staff are well aware of the need to improve children's fine manipulation and they provide them with good opportunities to develop their skills such as by handling small toys, a variety of tools and a range of construction materials both inside the classroom and in the outside play area. Although formal physical education sessions are planned for on one afternoon a week in the school hall, this was not observed during the inspection. Currently the outside play area has not been sufficiently developed as a resource for improving large physical skills by giving children the regular opportunities, for example, to travel around, under, over and through balancing and climbing equipment. This was an issue at the previous inspection and has not yet been fully addressed.
67. Overall, teaching and learning are satisfactory and children are making satisfactory progress towards the expected goals.

CREATIVE DEVELOPMENT

68. It was not possible to make an overall judgement of provision or standards in this area of learning. An examination of work on display and in their books shows that children are given suitable opportunities to experience a range of techniques and a variety of media. They enjoy singing and they know a number of songs and rhymes by heart. The singing of songs such as 'When Goldilocks Went to the House of the Bears' supports work in mathematics through developing children's understanding of mathematical language like 'huge', 'small' and 'tiny'. In the outside play area children were enthusiastically exploring the sounds of a range of simple musical instruments. Children are able to develop their imagination through participating in role-play. During the inspection linked to work in literacy, children were co-operating well acting out the story of Goldilocks in the house of the three bears.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Despite well planned provision standards are well below average in English at Year 6.
- Standards are good in reading and writing at Year 2 and pupils achieve well.
- Pupils' targets are used effectively to speed up learning in Years 1 and 2.
- Although there is some good practice, marking is inconsistent from class-to-class.
- There are too many worksheets used in Years 3 and 4.
- The library is unsatisfactory in quality and quantity.
- ICT is not used often enough to support pupils' learning.

Commentary

69. In the 2003 national tests for seven-year-olds, standards were below the national average in reading and writing. However, the current Year 2 pupils are above the national average in reading and writing and their achievement is good. This is because there are fewer pupils with special educational needs and booster initiatives have worked effectively. Pupils' listening skills are good and speaking skills are average. Good teaching has produced pupils who are confident writers. Basic skills such as including capital letters and full stops are well-established and handwriting is a strength. The teacher has chosen books carefully and ensured essential skills and vocabulary are well taught. The most able pupils read accurately and expressively, but all are fully conversant with the features of non-fiction books.
70. In the 2003 national tests for eleven-year-olds, standards were well above the national average. However, cohorts vary from year-to-year and the current Year 6 pupils are well below the national average. This is due to the make up of the cohort, which has 40 per cent of pupils with special educational needs, a large number with challenging behaviour, and in some cases poor attendance. Year 6 pupils are given good teaching from a range of adults, but their behaviour often prevents learning taking place at a fast enough pace to raise standards and to improve achievement. This is particularly true of their listening skills. Most of the class have not developed sufficient writing stamina to produce a reasonable amount of writing in 25 minutes and many pupils do not easily write in a neat joined up style. Apart from more able pupils, many do not read with sufficient expression and their lack of day-to-day vocabulary shows in their pronunciation of words.
71. Teaching and learning are satisfactory, overall, but they are good in Years 1, 2 and 6. Since the previous inspection, the introduction of the National Literacy Strategy has allowed teachers in Years 3-6 to plan lessons that match the national levels more consistently. Where teaching is most successful it is well-planned and fast paced and this motivates pupils to learn. The teachers of younger pupils make good use of 'talking partners' to ensure that pupils explore ideas with each other before they answer questions. Pupils with special educational needs are supported well by the adults who work in the classroom. The small number who are at an early stage of speaking English receive similar guidance. Marking can be effective, as in Year 5 where pupils are told how to improve their learning and whether they have met the purpose of the lesson, but this is not consistent practice in other years.
72. In Years 3 and 4 too many worksheets are used in lessons. Different worksheets are used for pupils of varying abilities, however, pupils are given too few opportunities to structure their own writing to show that they have understood the lesson. The Year 3 teacher continues to teach good handwriting skills, but in Year 4 handwriting deteriorates because the teacher does not provide a good model of handwriting for pupils to copy.

73. The previous inspection report said that the library needed updating in order to allow pupils to carry out independent research. This has not been done, although books are better organised and the school does borrow a range of better quality books to support learning in topics.
74. The school does not make sufficient routine use of ICT either to allow pupils to practice basic skills or to allow pupil to edit, redraft and present their work. At present, teachers' planning does not identify sufficient opportunities and the computer suite often remains unused during the morning.
75. The co-ordinator provides a good model for her colleagues. Leadership is satisfactory, given that the co-ordinator is relatively new to the post. She has a secure action plan and has bought a range of suitable resources. Management is unsatisfactory. Monitoring has not yet taken place in all classes to see where strengths and weaknesses occur. The policy needs updating to reflect recent initiatives. Assessment procedures are satisfactory, overall, but the quality of teachers' reading records varies. In Year 2 records clearly focus on pupils' skills and areas for development. The school has made good use of an advisory teacher from the local education authority to work alongside the subject leader to provide courses to improve teachers' skills, for instance, in guided reading and to analyse how well pupils have answered test questions. This has had a successful impact on standards in Years 1 and 2. Improvement since the previous inspection is satisfactory, but the position remains more positive in Years 1 and 2, where teaching and achievement are consistently good, than in Years 3-6 where the position is more variable than in the earlier years of the key stage.

Language and literacy across the curriculum

76. The school does not make sufficient plans to incorporate this aspect in other lessons. The lack of regular sessions of history and geography means that pupils do not have a real and regular reason to practise their skills in writing, for instance, in letters and diaries and reports in history sessions. Year 2 pupils used their literacy skills well to make topic books about science.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2. By direct contrast, standards are well below average by the end of Year 6.
- The quality of teaching is consistently good in Years 1 and 2 and consequently most pupils achieve well.
- Monitoring is not rigorous enough.
- Teachers do not use targets with Year 3-6 pupils well enough to accelerate their learning.
- Endings to lessons are often too rushed, and fail to consolidate learning in sufficient detail.
- There are missed opportunities for developing pupils' numeracy skills across other subjects.
- There is insufficient use of ICT to support pupils' learning in mathematics.

Commentary

77. Standards at the end of Year 2 were well below the national average in the 2003 national tests. They were below the national average at the end of Year 6. Inspection findings show that standards at the end of this year in Year 2 are above the national average. However, standards being achieved by the current Year 6 continue to be well below average. The standards attained are due to the make up of the two cohorts. Pupils' achievement in Years 1 and 2 is good with achievement for pupils in Year 6 being satisfactory.

78. Overall, provision in mathematics is satisfactory, currently meeting the needs of all pupils of all capabilities soundly. Pupils with special educational needs are well supported in the majority of lessons by additional adults and so these pupils achieve as well as their peers. Boys and girls are achieving similarly in most classes. There are very encouraging signs that standards being achieved in Years 1 and 2 are on an upward trend. This is a direct result of good teaching of well planned work that meets the needs of most pupils and the relatively small sizes of the class groups.
79. By direct contrast, the large number of pupils in the current Year 6, the 40 per cent of pupils requiring additional support for special needs (many of whom are boys who also display challenging behaviour patterns) coupled with an unacceptable number of pupils taking holidays during term time have a negative impact on the current standards being achieved.
80. The quality of teaching and learning is satisfactory, overall. Since the previous inspection, the introduction of national strategies to develop pupils' skills systematically has assisted teachers to plan more consistently. Relationships are good and as a result pupils are confident to contribute to lessons. The quality of teaching in Year 1 and Year 2 is good and sometimes very good. Consequently, most pupils achieve well in these classes. Teachers use questions effectively to challenge pupils in these better lessons. Teachers' good enthusiasm for the subject engages pupils' attention and the practical use of resources in small group and individual work keeps pupils interested and concentrated on the work.
81. While pockets of good teaching were observed during the inspection, scrutiny of pupils' work clearly indicates that learning is only satisfactory in Years 3-6. This reflects the inconsistent provision across the school. The overuse in Years 3 and 4 of identical photocopied sheets, which often require 'colouring in and completion of mundane tasks at a low level is unsatisfactory and for many pupils slows achievement. The quality of presentation in these classes results in work that is poorly laid out, making accurate working out of answers impossible. In other lessons, activities lack challenge, and learning depends on pupils listening for too long. Time is not always used effectively in some lessons. The final parts of some lessons are sometimes rushed and therefore do not provide teachers with enough opportunity to check pupils' understanding securely.
82. Assessment procedures are satisfactory, overall. However, the use of information gained from such assessment is not used consistently to plan work appropriate to most pupils' needs and is therefore unsatisfactory. Work in books is regularly marked for correctness, but often fails to suggest to pupils how they can improve.
83. Leadership is satisfactory. In recent years the hardworking subject manager has analysed national test results in depth, indicating the subject's strengths and areas of weakness. Management is unsatisfactory. Previous lesson observations have gone some way towards identifying strengths and weaknesses in teaching, but all fail to focus with enough rigour on standards achieved or the rate of progress of pupils of differing abilities. There some are satisfactory examples of pupils using computers to support learning in mathematics such as charts and graphs. However, this is rarely identified in teachers' planning. Although aware that insufficient use is made of ICT to support work in the subject, nothing has been undertaken so far to address this issue. The regular use of well planned homework activities at present lacks precision and regularity to enhance ongoing work in class. Displays throughout the school could be further enhanced by displaying a range of pupils' work relating to investigations undertaken during problem solving activities. At present, they fail to reflect the subject's presence. Improvement since the previous inspection is satisfactory.

Mathematics across the curriculum

84. Scrutiny of pupils' work in subjects other than mathematics reflects that pupils do use their mathematical skills to aid understanding. For example, in Year 5 during a geography investigation related to the closing of Church Road, graphs were used to reflect traffic flows

and types of vehicles. However, such opportunities tend to depend on the skills and interest of individual teachers rather than being planned systematically as part of ongoing whole school mathematical topics. Opportunities are not yet sufficiently planned and developed across the curriculum.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are satisfactory, overall.
- The monitoring of teaching and learning is not rigorous enough, which results in pupils' progress not being consistent across the school.
- Standards are below average by Year 6.
- Pupils' attitudes to the subject are good.
- Teachers do not always tell pupils what they have to do to improve their own work.
- The presentation of pupils' work in Years 3 and 4 is unsatisfactory because teachers' expectations are not high enough.
- Information and communication technology is not used sufficiently to support and develop work in science.

Commentary

85. Standards in science are average at the end of Year 2, but below average at the end of Year 6. This is because, although most pupils are likely to achieve average standards in the end of Key Stage 2 national tests, a below average number are likely to achieve the higher level. Most pupils enter school with below average knowledge and understanding. They make good progress and achieve well in relation to their prior attainment. Pupils in Year 2 and Year 6 have satisfactory knowledge and understanding of life processes and living things, materials and their properties and physical processes. Most teachers place a suitable emphasis on developing pupils' skills of scientific enquiry and this has a positive impact on their ability to experiment and investigate. Standards in this area are satisfactory.
86. Teaching and learning are satisfactory, overall. Most teachers' knowledge and understanding of the subject are secure and they provide pupils with a good range of activities across all aspects of science in lessons seen. This results in pupils generally making good progress and learning well. However, achievement across Years 3-6 is inconsistent. In the early part, it is not as good as it could be. The presentation of pupils' recorded work, in Years 3 and 4 is unsatisfactory, and this is recognised by the co-ordinator. This is because teachers do not have sufficiently high expectations or there is an over reliance on the use of commercial work sheets. The marking of pupils' work is inconsistent across the school. In some classes, insufficient emphasis is placed on showing pupils the ways in which they can improve their work and giving them their own targets to work towards. This would give them a better understanding of their own learning. However, a teacher with particular expertise in the subject raises standards in Year 5 and 6.
87. Classes are well managed and organised and teachers and pupils have good relationships with each other. Consequently, pupils show interest and generally concentrate well in lessons. They particularly enjoy the practical aspects of the subject. Pupils with special educational needs receive good support from classroom support assistants and make progress in line with their classmates. Sometimes, work in science is used well to support work in mathematics and literacy. For example, pupils in Year 2 use their literacy skills well to skim an information book and older pupils use charts, diagrams and graphs effectively to present their findings when undertaking investigations. However, throughout the school, links with other subjects where pupils can practise and refine their skills are not planned for on a regular basis. In addition, teachers do not use ICT sufficiently to support and develop pupils' learning in science.

In most classes pupils do not use computers sufficiently to record their findings or use CD-ROM's and the Internet to find things out.

88. Leadership is good, overall. The subject leader has very good knowledge and understanding and is a good role model for others. He has a clear sense of direction and is enthusiastic to develop the subject further. He has reviewed and updated the scheme of work and school policy in line with national guidance. However, management is unsatisfactory, as the monitoring of teaching and learning is not yet rigorous enough. This would ensure more consistency in pupils' progress across the school and have a positive impact on raising standards further. Assessment of pupils' learning is satisfactory, overall. However, information that results from assessments is not yet being fully utilised to ensure all pupils are consistently challenged. Improvement since the previous inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school makes effective use of the nearby Communication and Learning Centre (CLC) to extend teaching in ICT.
- Lessons are well matched to pupils' abilities in Year 2.
- Teachers make insufficient use of computers to support day-to-day learning across the curriculum.
- The layout of the suite makes it difficult for teachers and pupils to see each other.

Commentary

89. Improvement since the previous inspection when ICT was a key issue is satisfactory, although it remains a priority on the school improvement plan. The school now has a satisfactory computer room in terms of the number of computers, although this has taken time to set up. ICT hardware has generally improved, although some programs are awaiting installation. However, the layout of the suite does not permit all pupils to have clear sight lines to their teacher and the interactive whiteboard. This does not aid pupils' learning and class management. The full curriculum is taught and the issue regarding the control and modelling element of the curriculum has been successfully addressed.
90. Standards are broadly in line, although Year 6 pupils are still playing 'catch up' in some elements. Pupils' achievement is satisfactory, but is beginning to speed up, as teachers become accustomed to using the new suite. The school has used sessions at the nearby Communication and Learning Centre effectively to extend elements of the curriculum, as when for instance, Year 6 pupils wrote and filmed a play. For the moment until the building extension is complete Year 4 pupils do not have computers in their classroom. However, they use the suite first thing in the morning on a daily basis to compensate.
91. Teaching and learning are satisfactory from the full range of evidence collected. Teachers' confidence has benefited from government funded training and effective support from the local education authority. Teaching is good in Year 2 where pupils could explain forward and backwards movements of the floor turtle in relation to distances travelled.
92. Leadership and management are satisfactory. The co-ordinator provides a good role model for other staff, especially in his use of the interactive whiteboard to support pupils' learning. He has dealt satisfactorily with the practicalities of getting the suite set up. A new assessment procedure from the local education authority is just being introduced to track pupils' skills. There is a suitable programme for monitoring teaching and learning in the summer and autumn terms. An Internet policy is in place.

Information and communication technology across the curriculum

93. This aspect is unsatisfactory at present, because it is not explicit in teachers' planning and so the computer room is not routinely booked to support learning in other subjects. The work that pupils in Years 3-6 are carrying out in data bases supports learning in mathematics. There is some limited evidence of the Internet being used for research in history.

HUMANITIES

94. It was not possible to make an overall judgement of provision or standards in **geography** during the inspection because only one lesson was observed in Years 3-6 and none in Years 1 and 2. There was only a small amount of recorded work in pupils' geography books in all year groups, which was insufficient to make a judgement. The evidence available shows that, overall, subject planning for the teaching of geography through the school is satisfactory and takes appropriate account of national guidance. However, because of the arrangements of the timetable, there are sometimes long gaps when pupils do not receive any teaching in the subject at all and this affects their achievement. As a result, pupils in Year 6 had difficulty remembering previously learnt skills. There was very little evidence of ICT being used to support work in geography. No assessment of what pupils know and understand is in place, as at the time of the previous inspection.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils, attitudes to the subject are good.
- The presentation and marking of pupils' written work in Years 3 and 4 are unsatisfactory.

Commentary

95. Only two lessons were observed during the inspection. However, further evidence from an analysis of pupils' recorded work and discussion with pupils suggests that standards are in line with national expectations for pupils in Year 2 and Year 6. Achievement is satisfactory, although presentation is not.
96. Teaching and learning are satisfactory. Pupils in Year 2 have a satisfactory knowledge and understanding of major events and people they have studied, such as The Great Fire of London and Florence Nightingale. They are starting to recognise how things change over time, through their current study of seaside holidays in the past in comparison with the present. In the lessons observed relationships were good and pupils showed interest and were keen to answer questions. Pupils in Year 6 say that they enjoy history. They talk enthusiastically about their studies. They have a secure knowledge and understanding of their recent study of World War II and they have a sound factual knowledge of past periods and societies such as the Tudors, Romans, Egyptians and Ancient Greeks. They know that they are able to access information from a variety of sources, for example, books, videos, CD-ROMS and the Internet. On occasions, work in history is used effectively to support pupils' spiritual development, for example, pupils in Year 6 wrote sensitively about what they thought they would feel like as an evacuee during the war. Sometimes, teachers use history appropriately to support work in literacy. However, links with other subjects are not yet fully established. In Years 3 and 4, pupils do not take enough care with the presentation of their recorded work because teachers' expectations are not sufficiently high.
97. Overall, leadership is satisfactory. However, the monitoring of teaching and learning lacks sufficient rigor to raise standards further, Standards have been maintained since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

98. Due to time constraints and some subjects not being taught during the inspection period, no lesson observations were undertaken in art and design or design and technology. Two physical education lessons were observed. Only one lesson was seen in music and none were observed in Years 3-6. Consequently, no overall judgements on the quality of provision, (especially on teaching and learning), could be made in these subjects. Inspectors looked at pupils' work and teachers' planning, and talked to pupils in Year 6. Indications are that standards are average in physical education and art and design and singing and are below average in design and technology at the end of Year 6. These findings reflect a similar picture to the one found at the time of the previous inspection.
99. In **art and design** standards are as expected for all pupils in two-dimensional work and achievement is satisfactory. Whilst examples of clay and modelling demonstrated similar standards, insufficient work has been undertaken during this year in Year 5 and Year 6 to make a secure judgement on three-dimensional standards, overall. A feature of work in art and design is the good attention paid to basic drawing skills, especially in portraits and still life, for example, the pencil drawings undertaken by Year 6 depicting a bicycle. However, the regular use of pupils' sketchbooks in which they can try out ideas before beginning the final piece of work is inconsistent and therefore unsatisfactory. The lack of sinks and working facilities in the junior classes has a direct impact on practical activities.
100. The present arrangement of organising teaching time into designated 'art days' makes the progression and teaching of specific skills difficult. In discussion with pupils in Year 6 they clearly enjoyed work related to pencil sketching. Their only regret was that practical work failed to be a regular weekly lesson. The subject co-ordinator has written an appropriate action plan that clearly identifies the priorities for improvement. However, there has been limited time to evaluate the quality of teaching and learning and check that what has been agreed is taking place in lessons. Recently introduced assessment procedures at present lack rigour to inform planning intentions.
101. On the basis of evidence available in **design and technology**, pupils' skills of 'making' are average at the end of Year 2, for example, in making puppets and wheeled vehicles. Year 2 pupils' achievement is satisfactory. In Year 5, displayed pupils' work reflected the selection of appropriate materials by pupils to manufacture a musical instrument.
102. However, designated teaching time in design and technology means that new skills learnt and practised are often forgotten before the next event takes place and this affects pupils' continuity and progression in learning. The subject appears to be a low priority and as many opportunities are missed to link the subject with other curriculum areas. No examples of food technology activities were offered in the scrutiny of work. The subject action plan clearly identifies appropriate priorities for development. However, no direct observation of teaching and learning has been undertaken. Recently introduced assessment procedures are at a very early stage of use and as yet fail to inform future planning intentions. There has been limited improvement in design and technology.
103. On the basis of evidence available in **music**, standards in singing are average. Teachers who lead hymn practice provide good role models for pupils' singing. The teaching points they make improve pupils' performance and so pupils of all ages sing tunefully in assemblies. In the Year 2 lesson seen, pupils were given good opportunities to listen, reflect and respond to a well-chosen piece of music. They enjoyed the opportunity to use their imagination to produce abstract sounds to represent the weather. Pupils are given suitable opportunities to play musical instruments in out-of-school activities. Specialist teaching is used well to allow the co-ordinator to teach composition across the school.
104. Only a small number of lessons were observed in **physical education**. On the basis of the limited evidence, standards are as expected and achievement is satisfactory. All lessons seen

involved games activities. Skills were built upon soundly although the focus in this process could be stronger, especially in Year 6. The management of behaviour and the use of time are positive aspects in teaching in Year 1. By direct contrast, the Year 6 games lesson observed involved a large number of pupils working in a confined space resulting in them being split into two groups. Which meant that one group remained active while the other group became the watching audience. Consequently, not all pupils were engaged in the lesson and the resulting challenging behaviour had a direct effect on their sustained learning. The school has rightly identified the need to improve teachers' subject knowledge through further training, especially with a focus on improving pupils' dance and gymnastic capabilities. Taking part in competitive games contributes well to pupils' personal, social and moral development because of the emphasis on taking part and working collaboratively as a team. Pupils benefit from weekly swimming sessions and records show that most pupils are on track to meet the requirements to swim 25 metres by the end of Year 6. The introduction of lunchtime activities using a wide range of small games equipment and the positive encouragement of older pupils to play fairly with younger children has a direct effect on the development of good relationships.

105. Recent government awards, including the Healthy Schools initiatives and the Sports England 'Active Mark', have had a direct financial effect on improving the provision of resources, especially small games equipment. Enthusiastic and satisfactory leadership has yet to develop a systematic monitoring and evaluation of standards being achieved. Recently introduced systems to assess pupils' skills and development are at an early stage of development and as yet do not influence teachers' planning with sufficient precision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, and health education and citizenship (PHSCE) is **good**.

Main strengths and weaknesses

- The ethos of the school is underpinned by good provision for personal, social and health education.
- The time allocated to sessions is sometimes too long.
- Teaching is good in Years 1 and 2, where relationships underpin pupils' learning.
- The school nurse is used effectively to support key aspects.

Commentary

106. Discussion times ('Circle Times') give pupils throughout the school regular opportunities to discuss a wide range of issues in a sensitive way. Aspects of sex and drugs' education are being appropriately covered, through personal, social and health education and citizenship lessons and science. All staff deal with other aspects of pupils' personal development, such as worries and concerns they may have, for instance, about transition, in a caring and sympathetic way.
107. The school council is used appropriately to promote citizenship. The school nominates pupils for a 'Young Citizens' award each year. The 'Dawn Patrol' contributes effectively to pupils' growing sense of citizenship.
108. Good teaching and learning take place in Years 1 and 2, because teachers have established the skills of sharing and 'turn taking'. In Year 4 the school nurse was used effectively to discuss 'friendship,' to issue certificates and to make friendship bracelets with pupils.
109. In Years 3 and 4 sessions are too long and worksheets are used to often to finish the lesson. In these classes opportunities are missed to use 'talking partners' to explore issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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