

# INSPECTION REPORT

## **STICKLEPATH PRIMARY SCHOOL**

Barnstaple

LEA area: Devon

Unique reference number: 113169

Headteacher: Mrs Toni Carter

Lead inspector: David Westall

Dates of inspection: 3<sup>rd</sup> – 6<sup>th</sup> November 2003

Inspection number: 258030

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 306

School address: Woodville Estate  
Sticklepath  
Barnstaple  
Devon  
Postcode: EX31 2HH

Telephone number: (01271) 342455  
Fax number: (01271) 234649

Appropriate authority: The governing body  
Name of chair of governors: Mr John Wilkin

Date of previous inspection: 1<sup>st</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

There are 306 pupils on roll, aged between four and 11 years and they are taught in 12 classes. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average, but the percentage identified as having special educational needs is above average. Eleven pupils have statements of special educational needs, which is unusually high. No pupils are known to be from minority ethnic backgrounds. The nature of the school's catchment area has changed in recent years; there is an upward trend in the percentage of pupils known to be eligible for free school meals and an increase in the numbers of pupils who start with very low standards.

The headteacher took up her appointment two years ago. After a long period when the school had no deputy headteacher, the post was filled from the beginning of the autumn term 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2414	David Westall	Lead inspector	Science, art and design, design and technology, music
1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English, history, personal, social and health education
2420	Brian McCutcheon	Team inspector	Mathematics, information and communication technology, geography, physical education
19302	Chris Perrett	Team inspector	The Foundation Stage, religious education

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Sticklepath Primary is a satisfactory school which provides an acceptable standard of education for its pupils but has serious weaknesses in relation to the quality of teaching and learning in Years 3 to 6.** Strengths in the school include its good provision for pupils' personal development and for pupils with special educational needs. The very good leadership skills and strong commitment of the headteacher are also key strengths but there are weaknesses in the leadership and management work of some co-ordinators. Overall, the school provides satisfactory value for money.

The school's main strengths and weaknesses are listed below:

- The headteacher has very good leadership skills and school governance is good.
- Good provision is made for pupils with special educational needs and they progress well.
- Teaching and learning are unsatisfactory in mathematics and science in Years 3 to 6.
- The teaching is good in Year 2.
- Standards in art and design are well above average in Year 2 and are above average in Year 6.
- Good provision is made for pupils' moral, social and cultural development.
- The school is a caring community where pupils' welfare is a high priority.
- Assessment procedures are unsatisfactory in most subjects.
- Leadership and management are unsatisfactory in science, design and technology, history and geography.
- The school's partnership with parents and the community is good.
- The attendance rate is too low.
- Statutory requirements are not fully met.

Overall, the school has made unsatisfactory progress since its last inspection in 1999. The quality of teaching has not improved and, while the leadership and management of English are now more effective, there are still weaknesses in the co-ordination of a significant number of subjects. The school's test results in Year 6 in 1999 were well below the national average in English, mathematics and science and the most recent results only show an improvement in English. On the positive side, the current headteacher is providing the school with the sense of direction it lacked in 1999, opportunities for staff training have been improved and the discipline policy is now implemented more consistently.

### STANDARDS ACHIEVED

**Overall, standards are below average in Years 2 and 6.**

The table below shows that the results of the standard assessment tests (SATs) in 2003 were below the national average and the average results of similar schools in English, well below the national average and the results of similar schools in mathematics and in the lowest five per cent nationally and very low compared with the results of similar schools in science. Only in English were these results an improvement on the low results achieved in 2002.

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

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

Although current standards are below average in reading, writing, mathematics and science in Year 2, they represent satisfactory achievement, given pupils' low starting points on entry to the school. Overall, pupils' achievement in Years 3 to 6 is unsatisfactory. Although pupils' progress in English is generally sound, they underachieve in mathematics and science. As a consequence, inspection findings broadly reflect the SATs results in 2003 and show that standards in Year 6 are below average in English but are well below average in mathematics and science. Standards are average in information and communication technology and religious education in Years 2 and 6 and are also average in design and technology in Year 2. Pupils do well in art and design and standards are well above average in Year 2 and above average in Year 6. Across the school, pupils with special educational needs achieve well as a result of good support.

Pupils' attitudes to learning are satisfactory and relationships between pupils and between pupils and adults are good. Behaviour is satisfactory. Although most pupils behave well, a small minority do not. Provision for pupils' moral, social and cultural development is good and provision for their spiritual development is satisfactory.

## **QUALITY OF EDUCATION**

**Overall, the quality of education provided is acceptable but has serious weaknesses.** Curriculum provision is satisfactory and pupils with special educational needs are well supported. Overall, satisfactory teaching enables pupils to make sound progress in Reception and across Years 1 and 2. Reception children benefit from effective provision for the development of their language skills and teaching in Year 2 is good. In Years 3 to 6, the quality of teaching is unsatisfactory overall and is a serious weakness. While teaching is satisfactory in English, it is unsatisfactory in mathematics and science. Assessment procedures are unsatisfactory except in English and mathematics and for pupils with special educational needs. A daily act of collective worship is not provided for all pupils, so statutory requirements are not met.

## **LEADERSHIP AND MANAGEMENT**

**Overall, the leadership and management of the school are satisfactory.** The headteacher, who took up her post two years ago, has very good leadership skills and provides the school with a clear sense of direction. However, the leadership contribution made by other key staff is variable and is just adequate, overall. The headteacher's management skills are sound and she monitors and evaluates the school's achievements carefully. The co-ordinators for English and special educational needs fulfil their roles particularly well while those for science, design and technology, geography and history do not lead and manage their subjects well enough. Governance is good, and the governors play a key role in shaping the school's work. However, the governors have yet to complete the school's race equality policy.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**Pupils' views of the school are positive and parents' views are very positive.** In particular, parents value the approachability of the staff and believe the headteacher is a strength of the school.

## **IMPROVEMENTS NEEDED**

The most important things the school needs to do are listed below.

- Improve the quality of teaching in Years 3 to 6 in mathematics and science in order to raise pupils' achievements in these subjects.
- Improve assessment procedures in most subjects.
- Improve the leadership and management of science, design and technology, history and geography.
- Increase pupils' attendance rate.
- Meet statutory requirements by ensuring that there is a daily act of worship for all pupils and the school's race equality policy is completed.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Although standards are below average at the end of the Reception period and in Year 2, they represent satisfactory achievement, given pupils' low starting points on entry to the school. Overall, standards are too low in Year 6 and represent underachievement.

#### Main strengths and weaknesses

##### Strengths

- Pupils with special educational needs achieve well in relation to their prior attainment.
- Standards in art and design are well above average in Year 2 and above average in Year 6.
- Children in the Reception classes achieve well in their personal, social and emotional development.

##### Weaknesses

- Pupils should do better in mathematics and science in Years 3 to 6.
- A significant minority of average and lower attaining pupils are underachieving in writing in Years 5 and 6.

#### Commentary

##### *Standards on entry to the school*

1. On entry to Reception, children's overall standards are below average and they are mainly well below average in relation to their communication, language and literacy skills. Standards were average on entry when the school was last inspected. However, significant changes in the intake now mean that many more children start with low attainment.

##### *The school's results in national tests (SATs)*

2. When the school's results in the Year 2 standard assessment tests (SATs) are considered over the last five years, they are below the national average. The results in 2002 were a high point, being above the national average in reading, average in mathematics and below average in writing. However, the results in 2003 were particularly low, being well below the national average in reading, writing and mathematics. These results were below the average results of similar schools in reading and writing, and well below the results of similar schools in mathematics. The results of the statutory teacher assessments in Year 2 in 2003 were well below the national average. The school attributes the reduction in 2003 to the unusually high proportion of pupils with special educational needs in the Year 2 classes in the last academic year. The table below shows the school's recent results in Year 2.

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

Standards in:	School results	National results
reading	14.5 (16.8)	15.9 (15.8)
writing	13.5 (13.4)	14.8 (14.4)
mathematics	14.2 (16.6)	16.4 (16.5)

*There were 46 pupils in the year group. Figures in brackets are for the last reporting year.*

3. Overall, the profile of the school's results in Year 6 over the last five years is weaker than in Year 2 and results have generally been well below the national average. In 2002, the results were well below the national average in English, mathematics and science and the 2003 results only showed significant improvement in English. The 2003 results in English in Year 6 were below the national average and below the average results of similar schools. In



mathematics, the 2003 results were well below the national average and well below the average results of similar schools; and in science, the results were in the lowest five per cent nationally and were very low when compared with the average results of similar schools. The school's statutory targets for results in 2003 were exceeded in English but not achieved in mathematics. In summary, while there are signs of improvement in the school's results in English, standards in mathematics and science are remaining very low. The table below shows the school's recent results in Year 6.

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

Standards in:	School results	National results
English	26 (24.8)	27.0 (27.0)
mathematics	25 (24.3)	27.0 (26.7)
science	23 (25.8)	28.8 (28.3)

*There were 44 pupils in the year group. Figures in brackets are for the last reporting year.*

*Standards at the time of the last inspection*

- When the school was last inspected, in 1999, the inspection team judged that standards were average in Year 6 in English, mathematics and science. However, in the national tests, which were taken a few months after the inspection, the school's results were well below the national average in these subjects.

*Inspection findings*

*The Foundation Stage (Reception classes)*

- Overall, children's achievement is satisfactory in Reception.** Children's personal, social and emotional development is fostered well and their standards are average in this important element of their learning. They make good progress from their very low starting points in communication, language and literacy and make sound overall progress in other key areas of learning. However, overall standards are below average and this is reflected in pupils' attainment in reading, writing, mathematics and science when they start in Year 1.

*Years 1 and 2*

- Overall, pupils' achievement is satisfactory** in these year groups. In the core subjects of English, mathematics and science, pupils make sound progress. However, their low starting points at the beginning of Year 1 mean that standards are still below national expectations in these subjects in Year 2. In information and communication technology (ICT) and design and technology, standards are average in Year 2 and represent satisfactory achievement. Pupils' achievements are also satisfactory in religious education and standards in Year 2 match those expected in the locally agreed syllabus. Pupils' achievement is very good in art and design and standards are well above average in the subject in Year 2. Insufficient evidence was available to make judgements about pupils' standards and their achievements in other subjects.

*Years 3 to 6*

- Overall, pupils' achievement in these year groups is unsatisfactory.** Pupils are underachieving in mathematics and science and a significant minority should do better in writing.
- In English, inspection findings broadly reflect the school's SATs results in 2003. They confirm that standards are slowly rising and that pupils are making sound progress, over time, in speaking, listening and reading. Most pupils also make satisfactory progress in writing. However, a significant minority of pupils in Years 5 and 6 are underachieving in this aspect of English, mainly because basic weaknesses were not addressed adequately in previous years. Overall, standards in English are below average in Year 6.
- In mathematics and science, pupils are not doing well enough in Years 3 to 6 and standards are well below average in Year 6. The school's own monitoring shows that, in the last

academic year, pupils in Years 3 and 4 made very limited progress in these subjects, and this is reflected in current standards. In science, pupils covered too little ground in Years 5 and 6 in the spring and summer terms in 2003, and this also contributed to their underachievement. In mathematics, weaknesses in pupils' work in Year 6 include underdeveloped problem solving skills and difficulties with multiplication and division calculations. In science, pupils' scientific knowledge and investigation skills are well below average. Their grasp of the principle of fair testing is insecure and few are able to draw pertinent conclusions from their enquiries.

- Standards in Year 6 are average in ICT and are in line with the expectations of the locally agreed syllabus in religious education. In these subjects, pupils' achievements are sound. In art and design, pupils do well and their standards are above average in Year 6. Insufficient evidence was available to judge pupils' standards and achievements in other subjects.

#### *The achievement of different groups*

- Across the school, pupils with special educational needs achieve well, and make good progress in relation to the targets in their individual education plans. The achievement of the most capable pupils is satisfactory overall. However, in common with most of their peers, these pupils underachieve in mathematics and science in Years 3 to 6. There are no significant differences between the standards demonstrated by boys and girls.

### **Pupils' attitudes, values and other personal qualities**

**Overall, pupils' attitudes, values and other personal qualities are satisfactory. Most pupils like school, form good relationships and have positive attitudes to learning. Their behaviour is satisfactory overall. Most behave well but a few do not. Provision for pupils' moral, social and cultural development is good and sound provision is made for their spiritual development. Attendance is below average and this is unsatisfactory.**

### **Main strengths and weaknesses**

#### **Strengths**

- Relationships between pupils and between pupils and staff are generally good.
- Good provision is made for pupils' moral, social and cultural development.
- Children in the Foundation Stage have positive attitudes and behave well.

#### **Weaknesses**

- The number of exclusions is high due to the poor behaviour of a small minority of boys.
- The attendance rate is unsatisfactory.

### **Commentary**

#### *Attitudes and behaviour*

- Most children in the Reception classes are keen to learn and behave well. The vast majority of pupils in Years 1 to 6 enjoy school, although many express preferences for activities other than lessons and relatively few delight in academic learning for its own sake. Nevertheless, most pupils try to do their best, even when they find the work hard. Most have very positive attitudes to art and design and to reading, even though, for some, reading has been a hard-won skill.
- The vast majority of pupils form good relationships with staff and with their peers. They are friendly, helpful and co-operative and they work and play together well in all circumstances. Most pupils with special educational needs work hard to overcome their difficulties and to conform to the school's expectations of them in regard to behaviour and performance. At times, when teaching is unsatisfactory and when work is not well matched to their needs, a few pupils whose special needs are associated with emotional and behavioural difficulties –

most often boys – behave in an immature way. For example, they call out in lessons and disturb others. In most lessons, teachers’ management skills are secure and such incidents do not arise or are dealt with very quickly. There are also several pupils – again mainly boys – who do not always respect the feelings of others and whose behaviour, language and sometimes racist attitudes are of concern to parents, teachers and pupils. Through its behaviour policy, through systems of rewards and sanctions, through personal, social and health education lessons and through counselling and support, the school is making strenuous efforts to improve the attitudes and behaviour of the few who cause concern and to give appropriate guidance and support to all pupils. Exclusion is always viewed as a last resort. Nevertheless, the incidence of exclusions was high during the last academic year with 19 fixed-term and one permanent exclusion, all involving boys.

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
No ethnic group recorded

**Exclusions in the last school year**

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
323	19	1
1	0	0

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

**Attendance**

14. The school regularly reminds parents about the importance of regular attendance and tells them about SATs weeks and holiday dates well in advance. Nearly all absence from school now relates to parents taking pupils on holiday in term time. While accepting that many parents have seasonal employment which precludes them from taking leave during the summer, the disruption to pupils’ education has a detrimental effect on the standards they can achieve.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.1
National data	5.4	National data	0.4

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

**Spiritual, moral, social and cultural development**

15. Inspection findings show that the school makes good overall provision for pupils’ moral and social development. Responding to a key issue concerning inconsistency in the implementation of the discipline policy at the time of the last inspection, the school has worked hard to implement a new behaviour policy and to set in place numerous other measures to support pupils’ moral and social development. These include:

- debates and discussions to promote moral and social themes;
- personal, social and health education lessons; and
- nurture groups for some older pupils, with counselling and guidance in anger management.

16. Provision for pupils’ cultural development is also good. Displays around the school show evidence of a rich art curriculum and of exciting work involving visiting artists, dancers and musicians. For example, pupils have worked with artists to produce banners and to paint murals. They have learned African dances, songs and drumming techniques and they have participated in various drama productions and musical performances and festivals in school and in the local area. Arts weeks, theatre visits, book weeks and visits to meet authors are regular features in the school year and it is of events such as these that pupils talk with the greatest enthusiasm. Through a French club, through meeting people from other countries and through the arts in particular, pupils are made well aware of the multicultural dimension of British society and of the world in which they live.

17. Provision for pupils' spiritual development is satisfactory. Through assemblies and through personal, social and health education lessons and circle time, pupils are made aware of the spiritual dimension in their own lives and in the lives of others. Contributions to charities, such as 'Love in a Box', provide practical demonstrations of ways in which those moved by the love of God reach out to help others. Pupils are taught to respect the feelings of others and to support those who need help, for example when they feel sad or 'apart'. Many teachers plan work designed to promote awe and wonder in response to the beauty of the natural world and some of this works well. Sadly, however, the lack of respect shown by a few pupils can sometimes detract from the spirituality of such experiences. Suitable opportunities for prayer and reflection are provided in most assemblies. However, a daily act of worship is not consistently provided for all pupils, so statutory requirements are not met.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**Overall, the quality of education provided is acceptable but has serious weaknesses.** Curriculum provision is satisfactory and pupils with special educational needs are well supported. Overall, satisfactory teaching enables pupils to make sound progress in Reception and across Years 1 and 2. In Years 3 to 6, the quality of teaching is unsatisfactory, overall and is a serious weakness. A daily act of collective worship is not provided for all pupils, so statutory requirements are not met.

### **Teaching and learning**

**The quality of teaching and learning is satisfactory in Reception. Taken as a whole, the teaching across Years 1 and 2 is satisfactory, but good teaching is strongly evident in Year 2. The quality of teaching in Years 3 to 6 is unsatisfactory.** While it is satisfactory in English, it is unsatisfactory in mathematics and science. As a consequence, pupils' progress in learning is too slow in mathematics and science. Assessment procedures are unsatisfactory, except in English and mathematics and for pupils with special educational needs.

### **Main strengths and weaknesses**

#### **Strengths**

- Teaching is good in Year 2.
- The teaching ensures pupils progress well in their learning in art and design.
- Pupils with special educational needs are taught well, including by teaching assistants.
- Assessment procedures are good in English and for pupils with special educational needs.

#### **Weaknesses**

- The teaching is unsatisfactory in Years 3 to 6 in mathematics and science and leads to pupils' underachievement.
- Assessment procedures are unsatisfactory in all subjects except English and mathematics.

### **Commentary**

18. The table overleaf indicates the quality of teaching in the lessons observed during the inspection. The lessons seen were mainly in English, mathematics and science. Approximately one in every five lessons was unsatisfactory in Years 3 to 6, and four out of the five unsatisfactory lessons which were observed were in these year groups. A similar percentage of unsatisfactory lessons were seen when the school was last inspected.

### Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (17%)	13 (32%)	16 (39%)	5 (12%)	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.

19. The most effective lessons are generally in Year 2. The recently appointed deputy headteacher is also providing a good role model for her colleagues through her skilful teaching of one of the three mixed Years 5 and 6 classes. The best teaching is characterised by astute assessments of pupils' learning needs and tasks that are carefully selected to stimulate and challenge pupils so they are working at the edge of their capabilities. Skilful use of questions is made in these lessons and teachers know just when to intervene with advice and when to stand back and let pupils work things out for themselves.
20. In the Reception classes, teachers have established very positive relationships with the children and help them to feel secure and to develop independence. They promote personal development well and use good skills to develop children's language skills. As a consequence, children progress well in their personal and language development. In other areas of learning, sound teaching enables children to make satisfactory progress in Reception.
21. In English, the teaching is satisfactory, overall, across Years 1 to 6 and includes very good practice in Year 2. In Years 5 and 6, teachers are soundly addressing weaknesses in the writing of some pupils that should have been rectified in earlier years, and standards are gradually rising.
22. In mathematics and science, the overall quality of teaching is satisfactory across Years 1 and 2. In common with the situation in English, good teaching is strongly evident in Year 2 through teachers' secure subject knowledge, very clear explanations and effective use of time. Pupils know exactly what they are expected to achieve in lessons in Year 2 and the teaching motivates them strongly to do their best. Overall, the teaching enables pupils to make sound progress in mathematics and science in Years 1 and 2. In Years 3 to 6, however, teaching in both subjects is too variable and is unsatisfactory overall. Consequently pupils make insufficient progress in their learning. The key weaknesses evident in unsatisfactory teaching include:
  - ineffective use of questions to probe pupils' understanding and to identify the next steps in learning;
  - a failure to engage all pupils;
  - a slow pace in lessons;
  - weaknesses in teachers' knowledge; and
  - deficiencies in planning which result in activities being poorly matched to pupils' learning needs, especially of the most capable pupils, and led to pupils in Years 5 and 6 covering too little ground in science in the last academic year.
23. Too few lessons were observed to judge the quality of teaching in other subjects, except in religious education where it is satisfactory. However, an analysis of pupils' completed work shows the teaching enables pupils to make satisfactory progress in their learning in ICT and to do well in art and design. Indeed, the high quality of some art and design work shows pupils have benefited from some particularly effective teaching in the subject.
24. In the vast majority of lessons, pupils listen attentively to their teachers and show satisfactory concentration and perseverance when working on the tasks set.

25. Teachers treat all pupils fairly and they ensure that pupils with special educational needs have equality of opportunity. Varied teaching arrangements ensure that most pupils with special educational needs achieve well. Trained teaching assistants support pupils effectively in mainstream lessons in literacy and numeracy and some pupils also benefit from working for short periods with teaching assistants in small groups where they are able to consolidate basic skills. When teaching assistants are not available to help, teachers generally plan work that is matched satisfactorily to pupils' stages of development and capabilities. However, provision is more effective, overall, in Years 1 and 2 than in the older classes and is best in Year 2 where teaching is good. The Reading Recovery programme taught by the special needs co-ordinator (SENCO) is particularly effective in helping young pupils who are struggling with the early stages of reading.

#### *Assessing pupils' progress*

26. In Reception, assessment is thorough and teachers have a clear picture of the progress and standards of each child. Assessments appropriately inform the next stage of learning for these children. In Years 1 to 6, assessment procedures are good in English and are beginning to have a beneficial impact on pupils' achievement. In mathematics, assessment procedures are satisfactory but weaknesses in the teaching in Years 3 to 6 are restricting their effect. In both subjects, an evaluation is made of all statutory and non-statutory test results in order to track pupils' progress. The information gained assists with the grouping of pupils according to their needs, identifies those who require intervention programmes and helps the co-ordinators to see areas for improvement. Assessment also enables teachers to set sensible targets for pupils in English and mathematics. Assessment is particularly effective for pupils with special educational needs and ensures that they benefit from carefully focused support. In subjects other than English and mathematics, assessment procedures are underdeveloped and are unsatisfactory, overall. Pupils' progress and standards are not assessed with sufficient rigour in these subjects. Consequently, teachers are in weak positions to identify and target pupils' learning needs. The school recognises that improvements are necessary and has begun to take steps to rectify the situation.
27. Teachers' marking is satisfactory overall and is best in English where pupils often benefit from helpful feedback. In science, the marking is too variable in Years 3 to 6 and pupils often need clearer guidance to show them how to improve.

### **The curriculum**

**The breadth of the curriculum is satisfactory** and statutory requirements are met apart from those relating to provision for collective worship. A good range of curriculum enrichment opportunities are provided.

### **Main strengths and weaknesses**

#### **Strengths**

- Provision for pupils with special educational needs is good.
- Good use is made of visits, visitors and events to enliven the curriculum and there is a wide range of extra-curricular clubs and activities.
- Teaching assistants are well deployed and provide good support.

#### **Weaknesses**

- Provision for collective worship does not meet statutory requirements.
- Overall, the accommodation is a weakness.

## Commentary

28. The curriculum for the Foundation Stage is sound. It is appropriately planned to meet the goals in the recommended areas of learning, with a well-judged balance between structured play and formal teaching. Although there is a main focus for each lesson, current planning shows that there is an emphasis on an integrated approach where all opportunities are sensibly used to enhance areas of learning alongside each other. The curriculum is enriched by a variety of visitors to the school and children go to a range of places of interest which enhances their knowledge and understanding of the world about them.
29. In Years 1 to 6, the curriculum provides a satisfactory basis for pupils' learning. Statutory requirements are met except in relation to the provision of a daily collective act of worship for all pupils. There is an appropriate emphasis on literacy and numeracy across the school and the national strategies are sensibly used as the basis for planning in English and mathematics. Overall, the promotion of literacy and numeracy skills across the curriculum is just adequate, but there is scope for improvement, especially in literacy. For example, there are limited opportunities for pupils to undertake extended writing in subjects other than English; in mathematics, pupils are not always sufficiently encouraged to talk about their methods of calculation or to explain their thinking; and in science pupils sometimes need to be encouraged more strongly to use scientific vocabulary. The science curriculum is satisfactorily planned but weaknesses in the teaching in Years 3 to 6 mean its implementation is variable.
30. Planning for geography needs improvement so that pupils' key skills and knowledge are developed progressively. Pupils benefit from a rich curriculum in art and design; and provision in other subjects is sound.
31. The curriculum caters fairly for most pupils. There are particular strengths in the provision for pupils with special educational needs but the most capable pupils often need more challenging work in mathematics and science in Years 3 to 6. Pupils with special educational needs have access to the same curriculum as their peers. Every effort is made to ensure that these pupils play a full part in lessons and in the many other activities provided. For example, pupils with physical disabilities are helped to participate in residential visits which involve out of doors and adventurous pursuits.
32. Overall, the school provides a good range of extra-curricular activities; and there is a good range of visitors, visits and opportunities for pupils to participate in local events. School clubs include French, football, netball, tag rugby, keep fit, dance, cross country running, recorders, athletics, cooking and crafts. Sound arrangements are in place to prepare pupils for the next stage of learning through discussions and visits by both staff and pupils; and through the transfer of assessment information and pupils' work. The school takes care to provide for pupils' personal, social and health education including sex and relationships education and attention to alcohol and drug misuse.
33. There are sufficient teaching and support staff and they are sensibly deployed. While there are strengths in teachers' knowledge, for example, about English and art and design, evidence suggests they need to raise their expectations and to increase their knowledge in mathematics and science where there are important weaknesses in provision. Teachers receive good support from teaching assistants, who are an integral part of the teaching team and make an important contribution to pupils' learning. The newly qualified teachers are receiving good support from their mentors and the senior management team.
34. The school's accommodation is a weakness and includes a number of temporary classrooms which are in poor condition. For wheelchair users, access is only satisfactory in the main building. The exterior condition of the temporary classrooms is poor and the paint and rendering on parts of the main building require urgent attention. Staff work hard to overcome the limitations of the old buildings and have enlivened classrooms and corridors

with attractive displays of pupils' work. However, the overall appearance of the buildings does not promote either staff or pupil morale. Classrooms are of satisfactory size and a spacious ICT suite has been created. However, there is no library and, as a consequence, book collections are fragmented, thus creating difficulties with access. In addition, the space for Reception children is cramped and they do not have ready access to a secure outside play area. The school site is large and includes good-sized playgrounds and a very large playing field.

35. Overall, learning resources are satisfactory and the school benefits from good resources in ICT. However, resources to support children's physical development through outdoor activities need to be improved in Reception.

### **Care, guidance and support**

**Pupils benefit from good care, support and guidance.** As a result, they have good relationships with staff and this helps them to develop the confidence to cope with school life and to seek support when necessary. The School Council provides a sound forum for seeking pupils' views. Health and safety is appropriately monitored and pupils are encouraged to develop a healthy lifestyle.

### **Main strengths and weaknesses**

#### **Strengths**

- All adults in the school provide sensitive pastoral care.
- Child protection issues are well handled.

#### **Commentary**

36. Good pastoral care is seen as essential to form the foundation for pupils' learning. From their earliest contact with the school, parents are encouraged to share any concerns or problems with staff and many make good use of the opportunity to speak to the class teacher before school starts. Parents are confident that the school will keep them informed if their children are having any problems. Teachers know their pupils as individuals and treat them with kindness and respect. Teaching assistants and lunchtime supervisors are appropriately briefed to provide support for particular pupils during the day. Some assistants are especially valued by pupils as sympathetic listeners when they feel they need to talk about their personal problems.
37. Every effort is made to welcome and help pupils who may have changed schools because of difficulties fitting in at other schools. Anger management sessions have been wisely provided to help pupils find strategies to cope with their emotions. Arrangements for the recording and administration of medicines are clear and thorough. Helpful indications of pupils' needs are included in the front of each class register so that supply teachers are well briefed.
38. All staff are well acquainted with child protection awareness and procedures for raising concerns. The headteacher and special needs coordinator are unstinting in the time they give to attending case conferences and have established positive working relations with the local child protection committee. Appropriate regard is given to monitoring the welfare of children in public care.



## **Partnership with parents, other schools and the community**

**The school's partnership with parents and the community is good. Links with other schools are satisfactory.**

### **Main strengths and weaknesses**

#### **Strengths**

- The school provides a good range of information about the curriculum.
- Parents are kept well informed about how their children are doing.
- Community links and external agencies are used well.
- The school provides learning opportunities for parents.

#### **Weaknesses**

- Some parents are not providing enough support for their children's learning.

### **Commentary**

39. The headteacher and staff have built up a strong partnership with parents which encourages a shared involvement in pupils' learning. Parents feel that the staff are easy to talk to and that their concerns and problems are appropriately addressed. Parents' questionnaire returns and their comments at the pre-inspection meeting show they hold the headteacher in high regard. They believe the school has become more welcoming to parents since her appointment.
40. Parents are provided with well-written and informative booklets covering most aspects of children's learning. The induction pack and meeting for new parents set the school's expectations about the importance of the parental role. Useful guidance is also available about hearing children read and explanations are provided about support for pupils with special educational needs. Curriculum workshops are well attended and most of the very attractive weekly newsletters also include a section relating to an aspect of learning which is a current focus in the school.
41. Academic and parenting courses run by the school have proved popular and make a significant contribution to raising parents' confidence and aspirations. Parents are also welcomed to weekly assemblies and many take up this opportunity to share in these celebrations of good work. This open and welcoming approach gives parents a sense of ownership of the school. The very supportive 'Parents and Friends Association' successfully raises funds to improve the school's resources and environment.
42. The school keeps parents well informed about the progress of their children. Targets for pupils in English and mathematics are shared with parents in the autumn term and a detailed report on their progress and attainment is discussed towards the end of the spring term. Parents feel confident in asking for more information at any time and know the school will respond positively.
43. Parents of pupils with special educational needs are kept fully informed from the time their child's needs are first identified and at each stage of the Code of Practice. Most parents accept invitations to attend reviews of their child's progress, are involved appropriately in setting targets for improvement and value the school's efforts on their behalf. The SENCO has established effective links with pre-school providers and also with the two main secondary schools to which pupils transfer at the age of 11. As a result, pupils with special educational needs are prepared well for transition and their parents are made fully aware of any significant changes involved.

44. The community is seen as a rich source for curriculum enrichment. Visitors from the ambulance and police service are invited in to support themes in personal, health and social education; and musicians and dance troupes help to widen pupils' knowledge of other cultures. Local artists have shared their expertise in arts weeks and helped pupils to produce exciting multimedia creations. Visits to local businesses provide pupils with a wider understanding of society. Overall, links with partner schools and pre-school groups are sound.
45. Although many parents support their children's learning, a significant number should do more. For example, some are not hearing reading at home and take their children on holiday during term time. This has a negative impact on the progress that their children make.

## LEADERSHIP AND MANAGEMENT

**Overall, the leadership and management of the school are satisfactory.** The headteacher has very good leadership skills and provides the school with a clear sense of direction. However, the leadership contribution made by other key staff is variable and is just adequate, overall. The headteacher's management skills are sound and she monitors and evaluates the school's achievements carefully. The co-ordinators for English and special educational needs fulfil their roles particularly well while those for science, design and technology, geography and history do not lead and manage their subjects well enough. Governance is good and the governors play a key role in shaping the school's work.

### Main strengths and weaknesses

#### Strengths

- The headteacher's leadership skills are very good.
- The governors are well informed and play a key role in shaping the school's work.
- The co-ordinators for literacy and special educational needs fulfil their roles well.
- The recently appointed deputy headteacher has made a good start, provides a very positive role model for her colleagues and is working hard to secure school improvement.

#### Weaknesses

- Leadership and management are unsatisfactory in science, design and technology, history and geography.
- Until very recently, the role of the senior management team has been underdeveloped.
- Some statutory requirements are not met.

### Commentary

#### *Leadership*

46. **The headteacher provides very good leadership.** The last inspection, in 1999, found the school did not have a sufficiently clear sense of direction and all available evidence suggests this was still the case when the current headteacher took up her post in 2001. Indeed, the school was identified by the local education authority as a cause for concern in autumn 2000. From the outset, the headteacher has communicated her vision for the school very effectively to staff, governors, pupils and parents. She leads by example and provides a highly positive role model through her tenacious work to secure school improvement. She has a clear view of the strengths and weaknesses in the school and knows what needs to be done to make it more effective. The headteacher has very good interpersonal skills and is quick to recognise and praise good achievement. She has also helped staff to be reflective and self-critical so they are facing up to the weaknesses in the school which still need to be addressed.
47. The headteacher has worked effectively with governors and staff to create a school improvement plan which reflects and promotes the school's ambitions and goals. She has ensured that all staff are fully aware of the current priorities in the plan and know how they

can contribute towards the planned improvements. The headteacher's motivational skills are key strengths and she promotes a positive school ethos through a well judged balance between support and challenge. The headteacher is held in high regard by staff, governors, pupils and parents.

48. **Overall, the leadership provided by other key staff is adequate**, but is not well established. Until the beginning of the autumn term 2003, the school has had no deputy headteacher and the work of the senior management team provided limited support. This meant that the burden of responsibility for bringing about change rested very heavily on the work of the headteacher and restricted what has been achieved in her two years in post. There are clear signs of improvement in the work of the senior management team this term, particularly through the good start made by the new deputy headteacher who is providing a good role model for her colleagues and has already forged a constructive partnership with the headteacher. There are particular strengths in the leadership provided by the co-ordinators for special educational needs, literacy and ICT. However, these strengths are counteracted by weaknesses in the leadership in science, design and technology, history and geography. In these subjects, a clear sense of direction is not established.

#### *Management*

49. **Overall, the management of the school is satisfactory.** The headteacher analyses the results of statutory and non-statutory testing carefully and ensures that staff have a realistic view of the school's performance. As a consequence, teachers' expectations have been appropriately raised and they understand that the results need to improve. The headteacher has a sound overview of the quality of teachers' planning and regularly observes lessons across the school. She provides teachers with well-focused feedback which has a beneficial effect on their professional development. Evidence from the headteacher's evaluations, confirmed by the local education authority, show the teaching in Years 3 to 6 has improved from the very low starting point when she took up her post. Her work is clearly having a beneficial effect but there is still much to be done, especially to address weaknesses in provision in mathematics and science.
50. The monitoring and evaluation work by the co-ordinators for special educational needs and literacy is particularly strong and effective support from the local education authority has enabled the numeracy co-ordinator to fulfil her management role soundly. However, the quality of provision is not evaluated with sufficient precision in science, design and technology, history and geography and these subjects are not managed well enough. In addition, the school is not adequately monitoring the provision of acts of collective worship.
51. The school's policy for the performance management of staff is being soundly implemented and staff are able to attend a range of training courses to develop their knowledge and skills. This is an improvement since the last inspection when provision for staff development and training was unsatisfactory. Procedures for the induction of newly qualified teachers are good and reflect the caring and supportive ethos of the school.
52. **Financial planning is sound.** Careful planning has enabled the school to cope with an overspend in the financial year before the headteacher took up her post and to operate within its financial resources. A prudent reduction in staffing costs, together with additional funds from the local education authority, have had a beneficial effect. The recent appointment of a deputy headteacher is a sign of the school's improved financial position; previously the governors had judged that this appointment could not be afforded. The school improvement plan is carefully costed and the headteacher and governors ensure that the principles of best value are soundly applied when funding is allocated.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	754,506	Balance from previous year	8,599
Total expenditure	751,044	Balance carried forward to the next	12,061
Expenditure per pupil	2,235		

*Aids and barriers to raising achievement*

53. The leadership skills and determination of the headteacher, together with her developing partnership with the new deputy headteacher, are key forces for improvement in the school. The most significant barriers are weaknesses in the teaching in Years 3 to 6, particularly in mathematics and science.

*Governance*

54. **Governance is a strength in the school** and has improved since the last inspection when it was satisfactory. The governors are highly committed and make a valuable contribution to the leadership and management of the school. The results of statutory testing are debated very thoroughly and some governors are particularly skilled at data analysis so that little misses their attention. An appropriate range of committees is established and all fulfil their roles well. The governors with specific responsibility for mathematics and special educational needs are taking a particularly keen interest in provision in these important areas and the governing body helps to guide the school's work through strategic planning which focuses on key areas for improvement. The chair of governors visits regularly to discuss provision with the headteacher, is highly conscientious and ensures that governors' meetings are well organised. The governors are astute, have a good grasp of the most significant strengths and weaknesses in the school, and are able to ask informed and challenging questions. As a consequence, while being very supportive, they also act as an effective critical friend to the school.
55. Statutory requirements are not fully met because the race equality policy has yet to be finalised and the school is not providing a daily act of collective worship for all pupils. All other statutory requirements are met.

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

### **FOUNDATION STAGE**

56. **Provision for children in the Foundation Stage (Reception classes) is sound overall.** There are two intakes of children into Reception each year. The oldest children, born between September and January, enter in September and the remainder enter in January before they are five. At the time of the inspection only the oldest children were in school. The nature of the catchment area has changed substantially since the last inspection, when children's standards on entry were average. They are now below average overall, and are well below average in relation to children's communication, language and literacy skills.
57. Children's achievement in Reception is sound in relation to their starting points and the curriculum is appropriately planned to provide a wide range of interesting and relevant activities, which are well matched to their needs. All adults set excellent role models for the children and manage them well. Reception staff work very well as a cohesive team, carefully monitoring children's progress. The teaching assistants are particularly valued and have a very positive impact on the quality of teaching in both classes. The leadership and management of the Foundation Stage are sound and teachers are aware of strengths and areas for improvement in the provision. The accommodation is cramped and the children do not have ready access to a secure outside area. The resources for outdoor activities are unsatisfactory.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

##### **Strengths**

- Children achieve well because of the good teaching and the high expectations set by staff.
- Every opportunity is taken to enhance children's development and children are in line to reach the expected goals by the end of the year.
- Supportive relationships are being established and so children feel confident and happy.

##### **Commentary**

58. Even at this early stage in the school year, the clear boundaries and the consistent role models set by the adults in the Reception, ensure that the children know what is expected of them. Consequently, they quickly learn the correct way to behave. Children already know the routines, settle to tasks with a minimum of fuss and behave well. The very good teamwork of the adults in both classes gives the children superb role models for co-operation and a calm and rigorous approach to work. The majority of children show interest in what they are doing, concentrate well, even when not directly supervised and are eager to learn. The supportive relationships ensure that children are happy and feel confident. Their independence is developed well when they are given opportunities to make their own choices. They make these sensibly and cover a range of appropriate activities as a result. Children are encouraged to share, be polite and consider the feelings of others. This results in good 'turn-taking' and a willingness to always help each other, for example when undressing for physical education or doing up aprons. Teachers and their assistants reinforce rules sensitively but firmly and treat the children with courtesy and respect. This has a beneficial effect on children's learning. Children's achievement is good, so that by the end of the year the vast majority will have achieved the recommended goals for this area of learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

#### **Strength**

- Teachers and support staff take every opportunity to develop the children's language skills, and teaching is good.

#### **Commentary**

59. Children enter school with language skills that are mainly well below those expected nationally. Although the majority of children will not reach the nationally expected goals by the end of the Reception year, they achieve well as a result of the good teaching and the many opportunities they are given to talk and listen. All staff take every opportunity to develop the children's vocabulary through probing questioning and consistent insistence that children listen to the contributions of others. Very good relationships mean that children have the confidence to talk and all adults are genuinely interested in what the children have to say. Great emphasis is placed on learning to read and children take home books each night to share at home. Children enjoy books and handle them with care, appreciating that text is read from left to right. There is a good emphasis on the recognition of sounds to help children learn to read and write. Most children can write their first names and are beginning to write other letters. The most able children are beginning to write a sentence and to recognise that there has to be a capital letter at the start and a full stop at the end. Good emphasis is placed on the correct formation of letters.

## **MATHEMATICAL DEVELOPMENT**

**Provision in mathematical development is satisfactory.**

### **Main strengths and weaknesses**

#### **Strength**

- Teachers plan a wide range of activities to support learning and these include practical tasks so that children learn through experience.

#### **Weakness**

- There are missed opportunities to use specific mathematical language.

#### **Commentary**

60. Teaching and learning are sound and children's achievement is satisfactory. Teachers plan a range of interesting activities to promote mathematical understanding. Most children are working at levels below those expected for their age and indications are that only a few children will attain the early learning goals in this area by the end of the year. Children are beginning to count to five and adults use a variety of number rhymes and songs to help them count. Children use a range of cuboids to make models and tour the school identifying cuboids. The most able children recognise that cuboids have six faces and eight corners. There are missed opportunities to encourage children to use the correct mathematical vocabulary so that they become familiar with the language at an early age.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

#### **Strengths**

- The ICT suite is used well to promote children's knowledge and understanding of computers.
- Good use is made of a range of visits and visitors to school to enhance the children's experiences.

#### **Commentary**

61. Teaching and learning are satisfactory and children make sound progress. Children enter the Reception with limited experiences of the world around them. Although a wide range of appropriate interesting activities is planned to stimulate children's curiosity and enhance their understanding, the majority of children will not attain the expected standards by the end of the year. Effective use is made of visits, for example to the zoo, a local farm and the supermarket to enhance children's knowledge and understanding of the world. In one good lesson, role-play was used well when children used 'walkie talkies' to simulate an emergency situation after the visit of a paramedic and his ambulance. Children's speaking and listening skills were improved in this lesson, as well as their knowledge and understanding of the world. Children use the computer suite regularly, where they learn to control the mouse and click and drag icons around the screen. This resource enhances the opportunities for children to have sustained and regular use of computers. Pupils' scientific knowledge and understanding are soundly promoted. Overall, however, their knowledge and understanding of the world are below average and this is reflected in pupils' standards when they start in Year 1.

## **PHYSICAL DEVELOPMENT**

**Provision in physical development is satisfactory.**

### **Main strengths and weaknesses**

#### **Weaknesses**

- Children do not have ready access to an outside play area, so opportunities for development are limited.
- When outside sessions take place, they are not planned with enough rigour and this restricts children's progress.

#### **Commentary**

62. One hall session was observed during the inspection and teaching and learning were satisfactory in this lesson. Children were also observed in the playground and all available evidence suggests that children are in line to meet the expected goals by the end of the year. Children are learning to move with increasing control and awareness of the space around them and their achievement is sound. Children have limited opportunities for physical activities outside, as they do not have ready access to an outdoor area. This is unsatisfactory but there are appropriate plans to rectify this weakness. Resources for outside play restrict opportunities for physical development. When children were observed, their outdoor play lacked focus. The session was for children to let off steam and was a missed opportunity for teachers to promote children's skills. Children develop their manipulative skills well by handling dough, scissors and brushes and manipulate small construction equipment with reasonable dexterity.

## CREATIVE DEVELOPMENT

63. **It was not possible to make an overall judgement of provision or standards.** However, the work on display suggests that standards in art are broadly average. Children use a range of different media to make colourful representations of animals and themselves and learn to mix paint. No musical activities were observed.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

**Provision in English is satisfactory.** Overall, the teaching and the work planned are satisfactory. As a result, pupils make sound progress over time in speaking, listening and reading. Most pupils also make satisfactory progress in writing. However, evidence shows that a significant minority of pupils in Years 5 and 6 are currently underachieving in this aspect of English, mainly because basic weaknesses in their work were not addressed adequately in previous years. Overall standards in English are below average in Year 6.

### Main strengths and weaknesses

#### Strengths

- Teaching is very good in Year 2.
- Pupils with special educational needs are supported well and make good progress.
- The literacy co-ordinator's leadership and management of the subject are good.
- Assessment procedures are thorough. The information obtained is used well to help teachers plan and to show pupils how to improve.

#### Weaknesses

- Overall standards in writing are lower than they should be in Years 5 and 6.
- The development and the use of language need to be strengthened in subjects other than English.

### Commentary

64. On entry to Year 1, the language and literacy skills of most pupils are below the standards expected. Overall, pupils are making sound progress in relation to their capabilities. Pupils in Years 1 and 2 build steadily but surely on their earlier language experience and are given a very secure foundation in a broad range of literacy skills. Nevertheless, in Year 2, standards remain below average overall in speaking, listening, reading and writing, due to pupils' low starting points at the beginning of Year 1. In Year 6, standards are also below average overall. They are below average in speaking, listening and reading and well below average in writing. Evidence from lessons and from samples of work shows that, while pupils with special educational needs do well and the most able pupils make sound progress in writing between the ages of seven and 11, a significant number of average and lower attaining pupils could do better.
65. The results of the SATs in 2003, in Year 2, were well below the national average and were below the results of similar schools. These results were considerably lower than those achieved in 2002, due to the unusually high percentage of pupils with special educational needs in the year group. Current standards in Year 2 are higher than in the last academic year. Although below average, they represent satisfactory achievement. The results of the SATs in 2003, in Year 6, were an improvement on those reached in 2002, being below rather than well below the national average and the results of similar schools. Inspection findings generally confirm the gradual improvement in pupils' standards in Year 6, although some pupils should do better in writing.



66. When the school was last inspected, standards were judged to be in line with national expectations in Years 2 and 6. However, pupils' performance in the SATs, a few months after the inspection, was well below the national average in Year 6.
67. In literacy lessons, most pupils listen well and take an interest in what their teachers and their peers have to say. Even the youngest pupils try hard to answer questions by speaking in complete sentences. At the age of 11, the highest attaining pupils are very articulate. However, there are many pupils in Year 6 who struggle to express their ideas clearly.
68. Inspection evidence shows that pupils' achievements in reading are sound. For example, most pupils in Year 2 apply their knowledge of phonics to work out unfamiliar words and also use other appropriate methods which enable them to 'read for meaning'. Most pupils in Year 6 read and understand texts suitable for their age. However, relatively few pupils demonstrate more advanced reading skills. Pupils particularly enjoy fiction, favouring the work of many of the best-known modern authors/writers and declaring preferences for particular kinds of writing such as horror stories, adventures and poetry. Evidence from work in other subjects shows that most pupils aged 11 also understand worksheets and information about history topics found on the Internet. Overall, however, pupils' skills in information retrieval are underdeveloped; there is little evidence to show that they collate information from a variety of sources and present it in new formats.
69. It is in writing, overall, that pupils' performance is weakest. In Years 1 and 2, pupils make sound overall progress in writing. In Years 3 to 6, the highest attaining pupils produce writing of a standard that is above average for their age: the style and format suit their intended purposes and audiences, the language and the ideas are well organised, and technical aspects such as sentence structure, spelling, grammar, punctuation and handwriting are generally accurate. In contrast, the work of average and lower attaining pupils has significant weaknesses, particularly in Years 5 and 6. Too often, writing is badly organised, spelling, punctuation and grammar are weak and sentence structure is poor. Many weaknesses could and should, have been addressed earlier. As a consequence, teachers in Years 5 and 6 are helping many pupils to master basic skills as well as to cope with the intellectual demands of the work designed for pupils of their age. Pupils with special educational needs are well supported throughout the school and make good progress in relation to the targets in their individual education plans. There are no significant differences between the standards demonstrated by boys and girls.
70. **The quality of teaching is satisfactory overall** and includes very good practice in Year 2. No unsatisfactory teaching of English was seen. Lessons are generally planned well and pupils are made aware of what they are intended to learn. Teaching assistants are well informed and have a positive impact on the progress and achievements of the pupils with whom they work. The best teaching builds effectively on what pupils already know, challenges all pupils appropriately and includes varied tasks to meet pupils' differing needs. Weaker teaching lacks pace and challenge and does not adequately involve pupils of all abilities.
71. **Overall, the promotion of pupils' language and literacy skills in work across the curriculum is just adequate** and there is scope for improvement. Pupils are taught the technical terms they need to understand their work in English and they also have appropriate opportunities to engage in discussion about their work, for example in religious education lessons and in personal, social and health education lessons. However, they are not always encouraged to explain their methods adequately in mathematics and they would also benefit from increased opportunities to develop their skills as writers by recording what they have learned in other subjects.
72. The school has benefited from intensive literacy support provided by local education authority staff and the literacy coordinator has also worked hard to train and support staff. Much has been done to develop resources, to set in place rigorous assessment procedures

and to improve teaching and learning. Assessment is thorough. The information gleaned from assessment is used to good effect to monitor pupils' progress and to help teachers plan work. Pupils are shown how to improve their performance, through helpful marking, feedback in lessons and personal 'targets'. 'Success ladders' which define the desirable features and qualities of particular kinds of writing are proving particularly helpful to older pupils and standards are rising. The literacy co-ordinator provides good leadership and management of the subject. She has a good overview of provision and has rightly identified the particular elements of writing which need to be improved. She has provided useful written guidance for her colleagues on various aspects of English teaching and has also worked hard to involve parents more closely with their children's progress, most notably through a home-school reading partnership. Statutory requirements for English are met.

## **MATHEMATICS**

**The quality of provision is unsatisfactory, overall. It is satisfactory in Years 1 and 2 but is unsatisfactory for older pupils.**

### **Main strengths and weaknesses**

#### **Strengths**

- Teaching is good in Year 2.

#### **Weaknesses**

- Pupils do not achieve as well as they should in Years 3 to 6.
- The quality of teaching is too variable in Years 3 to 6 and is unsatisfactory overall.
- Pupils have too few opportunities to talk about their methods and to generate and solve problems of their own.

### **Commentary**

73. Trends over time show that standards at the end of Year 6 have been below or well below the national average since 1998. In 2003, the results of the statutory tests in Year 6 were well below the national average and the results of similar schools. Only half of the pupils reached the standard expected and very few achieved a higher level. These results show that pupils made unsatisfactory progress in improving their standards from Year 2. When the school was last inspected, standards were judged to be broadly average in Years 2 and 6. However, the SATs, which were taken a few months after the inspection, showed that the mathematics results in Year 6 were well below the national average, reflecting the 1998 results.
74. On entry to Year 1, pupils' attainment in mathematics is below the level expected for their ages. In 2003, the school's Year 2 results were well below the national average and the results of similar schools. These results were lower than in 2002, due to the unusually high percentage of pupils with special educational needs in the year group. Inspection findings show that Year 1 pupils make satisfactory overall progress, while those in Year 2 make good progress and demonstrate satisfactory achievement over time. Overall standards in Year 2 are below average because of the low starting point of a significant proportion of pupils. Most pupils reach the expected level but relatively few exceed this standard. In Years 3 to 6, pupils make uneven and mainly unsatisfactory progress. Standards in Year 6 are well below average and show that pupils are underachieving. The school's own monitoring shows that, in the last academic year, pupils in Years 3 and 4 made very limited progress and this is reflected in their current standards. Weaknesses include pupils' skills in solving problems and in multiplication and division calculations. Appropriate strategies have been introduced to improve provision but these have yet to make a significant impact.

75. Across the school, pupils with special educational needs achieve well in relation to their starting points but higher attaining pupils often mark time in Years 3 to 6. Test analysis shows that boys do a little better than girls in mathematics but there was no evidence of significant differences in their work during the inspection.
76. **Satisfactory use is made of numeracy across the curriculum**, although pupils need to be taught to measure more accurately in science. Satisfactory use is made of ICT to support pupils' learning in mathematics. Pupils need more opportunities to develop their oracy skills in lessons in Years 3 to 6, where they need to explain their mathematical ideas more clearly.
77. The overall quality of teaching and learning in Year 1 is satisfactory, while Year 2 pupils benefit from good teaching. In Years 3 to 6, the teaching is unsatisfactory overall. Although some effective teaching was observed, the proportion of unsatisfactory lessons was too high. A greater consistency is needed in the quality of teaching so that it matches the best practice. In one very good lesson in Years 5/6, for example, the recently appointed deputy headteacher used ongoing assessment effectively to challenge pupils and raise their expectations. New learning was introduced through a range of well-selected and stimulating individual, pair and whole class activities. More able pupils clearly developed confidence in managing larger numbers while focused teaching carefully supported the needs of the lower attainers. Time was used very productively and classroom assistants provided good support. As a consequence, pupils made good progress in developing their understanding of place value, which is a current school priority.
78. The characteristics of less effective lessons include:
- weaknesses in classroom management;
  - a slow pace, especially during the introduction to lessons;
  - a failure to ensure that all pupils are fully engaged in all parts of the lesson;
  - too few opportunities for pupils to make suggestions or explain their strategies;
  - activities that are not well matched to pupils' learning needs, especially those of the higher attaining pupils; and
  - unsatisfactory conclusions to lessons.
79. Assessment arrangements are broadly satisfactory and all teachers set and review targets for mathematics. Pupils' work is regularly marked and teachers provide helpful and encouraging feedback. Regular team meetings have been introduced to help to establish a more consistent approach across parallel classes.
80. The leadership and management of the subject are satisfactory, and have been enhanced by regular support from the local education authority (LEA). Staff training has taken place, a sound action plan for the subject has been formulated and joint lesson observations, involving the school's co-ordinator and the LEA numeracy consultant, have been undertaken. An analysis of SATs results has been carried out and this has helped to identify and prioritise areas for improvement. Overall, the school knows what needs to be done. However, it needs to address weaknesses in teaching in Years 3 to 6 with more rigour.

## SCIENCE

**The quality of provision is unsatisfactory, overall. It is satisfactory in Years 1 and 2 but is unsatisfactory for older pupils.**

### Main strengths and weaknesses

#### Strengths

- Science teaching is good in Year 2.

## Weaknesses

- Overall, science teaching is unsatisfactory in Years 3 to 6 and leads to pupils' underachievement.
- The leadership and management of the subject are unsatisfactory.
- Assessment procedures require improvement.

## Commentary

81. On entry to Year 1, pupils' scientific knowledge and understanding are below the levels expected for their ages. This is a change since the last inspection when pupils' overall standards were average on entry. Pupils make satisfactory progress in Year 1 and good progress in Year 2. Current standards in Year 2 are below average but represent satisfactory achievement, given pupils' starting points at the beginning of Year 1. Most pupils are demonstrating average standards but few are doing better. When the school was last inspected, in 1999, pupils' overall progress was also satisfactory in Years 1 and 2 but standards were average in Year 2. The lower standards which are currently evident in Year 2 stem from a reduction in pupils' standards on entry to the school, rather than from a reduction in the quality of provision in Years 1 and 2. The results of the statutory teacher assessments for Year 2 pupils, in the last academic year, were well below the national average.
82. In Year 3 to 6, pupils' progress is too spasmodic and their overall achievement is unsatisfactory. The same situation existed when the school was last inspected. Current standards in Year 6 are well below average and broadly reflect the school's SATs results in 2003, which were in the lowest five per cent nationally and were very low when compared with the average results of similar schools. In Year 6, both pupils' scientific knowledge and their investigation skills are underdeveloped. Their grasp of the principle of fair testing is insecure and few are able to draw pertinent conclusions from their enquiries.
83. The achievement of higher attaining pupils is satisfactory in the younger classes but is unsatisfactory in Years 3 to 6. Pupils with special educational needs do well in Years 1 and 2 and make adequate progress in the older classes. There are no significant differences between the standards achieved by boys and girls.
84. The quality of teaching is satisfactory in Year 1 and is good in Year 2. Good teaching is evident when teachers have secure subject knowledge, explain tasks clearly and capture pupils' interest well. In these lessons, teachers ensure that scientific vocabulary is introduced and reinforced and provide well-judged guidance to help pupils to learn effectively.
85. The quality of teaching is unsatisfactory, overall, in Years 3 to 6. Although some satisfactory teaching was observed, the proportion of unsatisfactory lessons was too high. Overall, the teaching is not enabling pupils to achieve as well as they should. Only those with special educational needs are making broadly satisfactory progress, due to the good support they often receive from teaching assistants during science lessons. Unsatisfactory teaching is characterised by weaknesses in planning, which mean the most capable pupils are not sufficiently challenged; by lessons which move at a slow pace; by teachers' explanations which lack clarity and do not engage pupils properly; and by the ineffective use of questions to probe pupils' understanding. Pupils in Years 5 and 6 have covered too little ground in science in the spring and summer terms in 2003 and the headteacher's analysis of standards shows pupils made unsatisfactory progress in Years 3 and 4 in the last academic year. Some teachers in Years 3 to 6 would benefit from well-focused in-service training to increase their knowledge and to raise their expectations of pupils' potential achievement in science.
86. The promotion of pupils' literacy and numeracy skills in work in science is broadly satisfactory but has scope for improvement. Pupils in Years 3 to 6 often need to be taught to use more carefully chosen language, including scientific vocabulary, when writing up their

work. They are encouraged to use graphs to show their results but often need to measure with more precision. Pupils' ICT skills are satisfactorily promoted in science.

87. During staff meetings, teachers have usefully examined examples of pupils' work in science to agree common interpretations of National Curriculum levels. However, there is no coherent system to support the use of assessment in science, practice is inconsistent and the tracking of pupils' progress is weak.
88. The leadership and management of the subject are unsatisfactory. The co-ordinator has not checked planning in Years 3 and 4, where problems are known to exist and her own planning for pupils in Years 5 and 6 has left significant gaps when pupils have recorded no science work. The results of the SATs have not been analysed with sufficient rigour and work sampling has not been used to identify strengths and weaknesses in pupils' achievement. As a result of deficiencies in the monitoring and evaluation of teaching, learning and pupils' standards, the co-ordinator is in a weak position to identify and target areas for improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

**Overall provision for ICT is satisfactory.**

### **Main strengths and weaknesses**

#### **Strengths**

- The ICT suite provides a good learning environment with very good resources.
- The leadership and management of the subject are good.

#### **Weaknesses**

- Assessment procedures are unsatisfactory.

### **Commentary**

89. Standards in ICT are in line with national expectations in Years 2 and 6, as they were at the time of the last inspection. All pupils, including those with special educational needs, have regular access to the school's computers and make sound overall progress as they move through the school. Pupils use ICT for word processing, graphics, data handling, modelling, measuring and controlling and are learning to use the Internet. **The use of ICT to support and enhance work in other subjects is broadly satisfactory.**
90. Insufficient lessons were observed to make a secure overall judgement about the quality of teaching. In the three lessons seen, the teaching was good. However, evidence from pupils' completed work shows the teaching enables pupils to make satisfactory, rather than better, progress over time. In Year 2, pupils consolidate their keyboard skills as they use the space bar and 'return' and 'shift' keys to make selections from an appropriate word bank and insert pictures from 'clip art'. Year 2 pupils have also created designs based on the work of Mondrian and used a simple data handling program to record their favourite animals. In Years 3/4, pupils made good progress as they created interesting pictures by repeating designs, while those in Years 5/6 extended their understanding of spreadsheets. In Years 3/4, pupils have word processed accounts and imported pictures to describe the visit of a clown and have effectively used a digital camera to identify 'relationships' for their work in personal, social and health education. In Years 5/6, pupils have recorded some of their experiments in science and, in art and design, have used advanced tools to recreate Matisse's L'Escargot and to draw their own animals.
91. Since the last inspection, resources for the subject have been significantly improved through the installation of 18 new computers in the ICT suite and cable connections to some

classrooms. Internet access is now available in most classrooms and there is also an additional 'mini-suite' of three networked computers. The school appropriately employs a part-time technician to maintain equipment and he has created an interesting and informative school website. Staff confidence and expertise are satisfactory, overall and teachers are benefiting from access to the school's seven laptop computers.

92. The leadership and management of the subject are good. The deputy headteacher has recently taken on responsibility for the subject, which was previously co-ordinated by the headteacher. She has very good subject knowledge and is enthusiastic about the development of ICT across the school. A detailed three year action plan has been formulated, including to improve assessment procedures, which are underdeveloped.

## HUMANITIES

### GEOGRAPHY

**There is insufficient evidence to make an overall judgement about the quality of provision in geography.** No lessons were seen and only a small amount of pupils' completed work was available for examination. However, an analysis of planning and discussions with the headteacher mean that some judgements can be made about current provision.

#### Main strengths and weaknesses

##### Weaknesses

- The leadership and management of the subject are unsatisfactory.
- Assessment procedures are unsatisfactory.

##### Commentary

93. The leadership and management of the subject are unsatisfactory. The co-ordinator is currently absent through illness and the subject now has a temporary co-ordinator. The new co-ordinator has no evidence of previous monitoring or evaluation in the subject and has had insufficient time to make a start herself. Consequently, the school is in a weak position to identify strengths and areas for improvement. Assessment procedures are unsatisfactory and there are no plans to rectify this situation.

## HISTORY

Due to timetabling arrangements, **insufficient evidence was available to make an overall judgement about the quality of provision in history.** However, an analysis of planning and discussions with the headteacher mean that some key judgements can be made.

#### Main strengths and weaknesses

##### Weaknesses

- The leadership and management of the subject are unsatisfactory.
- Assessment procedures are unsatisfactory.

##### Commentary

94. At present the co-ordinator is absent through illness. There is no evidence of monitoring and evaluation having been carried out in the subject and leadership and management are unsatisfactory. There is also very little evidence to suggest that history contributes to the development of pupils' skills in information retrieval, although some information downloaded from the Internet has been used in its unedited form. The planning for history is loosely

based on guidance provided by the Schools' Qualifications and Assessment Authority. In its present format, the planning does not provide either the detail or the continuity to ensure that pupils build progressively on their previous knowledge or that key skills are developed systematically. Assessment procedures are unsatisfactory.

## **RELIGIOUS EDUCATION**

**Overall the provision is satisfactory and work is planned appropriately to meet the requirements of the Locally Agreed Syllabus.**

### **Main strengths and weaknesses**

#### **Strengths**

- There are good opportunities for pupils to discuss religious events and relate these to everyday life.

#### **Weaknesses**

- There are no assessment procedures and no monitoring of teaching and learning.
- There are limited opportunities for pupils to extend their writing skills.

### **Commentary**

95. There was little written evidence to make a judgement about pupils' completed work, since much of the work covered in religious education lessons centres around discussions. However, in the lessons observed standards were sound and achievement is satisfactory throughout the school. Standards were also satisfactory at the time of the last inspection. Discussions with pupils revealed that they have a sound knowledge and understanding of the Christian religion, but understanding of other world faiths is more superficial.
96. In the lessons seen, teaching and learning were satisfactory overall. Pupils are gaining a sound understanding of Christianity and good use is made of discussion, including to help pupils think about the meaning of faith and truth. Older pupils are beginning to link religious teaching with everyday life, such as knowing that the Ten Commandments give us rules for life. As a result, pupils are being given opportunities to discover the meaning behind religions as well as facts. However, there are limited opportunities for pupils to extend their writing skills, as the majority of time is spent in discussion.
97. The co-ordinator keeps a watchful eye on how the curriculum is delivered to ensure the correct coverage of topics. However, she is very new to the post and has had no opportunities to monitor teaching and learning in the subject. There are no assessment procedures to guide teachers' planning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **ART AND DESIGN**

**The quality of provision in art and design is good.**

### **Main strengths and weaknesses**

#### **Strengths**

- Standards are well above average in Year 2 and are above average in Year 6.
- The co-ordinator is creative, has high expectations and helps pupils to do well.
- The curriculum is enriched by visiting artists and by pupils' regular visits to exhibitions.

## Weaknesses

- Systematic procedures are not established for assessment and to monitor the quality of teaching and learning in the subject.

## Commentary

98. Provision has improved considerably since the last inspection, when standards were average across the school. Current standards are well above average in Year 2 and represent very good achievement. Pupils' achievements are good, overall, in Year 3 to 6 and standards are above average in Year 6. There are some examples of work of exceptionally high quality, particularly in Year 2. All pupils, including those with special educational needs, do well in art and design.
99. All classes have visited the nearby sculpture park and pupils in Years 1 and 2 have made their own interesting sculptures, using driftwood and other seashore finds. These large sculptures have been created with considerable care, are imaginatively designed and represent very good achievement. Year 2 pupils have studied the school environment, including by using card viewfinders and digital cameras and have used pencil and pastel very effectively to create interpretations of the scenes. These pictures are of unusually high quality for such young pupils. Their pencil drawings of faces and their bold use of pastels to interpret collections of vegetables are also well above average. Year 2 pupils have made effective use of ICT to make their own geometric pictures which reflect their discussions about the work of Mondrian.
100. In Years 3 and 4, pupils have achieved well when making large sculptures from chicken wire and plaster, as well as smaller works which reflect the style of Giacometti. Their self-portraits are drawn and painted well and they have used pastels skilfully to create interpretations of pebbles. In Years 5 and 6, pupils' drawings of leaves and flowers are above average and they have achieved well when using fabrics and threads to interpret scenes from a Greek myth. Visiting artists have enabled pupils in Years 5 and 6 to create large felt pictures of high quality, and have helped pupils in Years 3 and 4 to paint colourful, well executed murals of Barnstaple on the corridor walls.
101. Due to timetabling arrangements, it was not possible to observe art and design lessons during the inspection, so no overall judgement can be made about the quality of teaching. However, a careful analysis of pupils' completed work provides secure evidence that the teaching enables pupils to make very good progress in Years 1 and 2 and good progress in Years 3 to 6. While teachers' confidence in the subject varies across the school, effective use is made of the co-ordinator's time to enrich provision where it is necessary and the regular visits from practising artists also have a beneficial effect on pupils' learning. In addition, the voluntary work of a retired teacher makes an important contribution to pupils' achievements in Years 3 and 4 and well-informed guidance from a teaching assistant in Years 1 and 2 also makes a positive difference to the standards achieved.
102. The co-ordinator is enthusiastic, has good expertise and has a creative approach which benefits pupils' learning. She encourages challenging and adventurous work and readily provides her colleagues with advice when it is sought. She is making a very significant contribution to pupils' achievement. However, systematic procedures for monitoring teaching and learning are not established and there are no coherent assessment procedures.



## DESIGN AND TECHNOLOGY

The quality of provision in design and technology is satisfactory in Years 1 and 2. Insufficient evidence is available to judge provision in Years 3 to 6.

### Main strengths and weaknesses

#### Weaknesses

- The leadership and management of the subject are unsatisfactory.
- There are no agreed methods for assessing pupils' achievements.

#### Commentary

103. An analysis of pupils' completed work in Years 1 and 2 shows that pupils' standards are average and represent satisfactory achievement. This reflects the situation when the school was last inspected.
104. In Year 1, pupils have achieved sound standards when creating moving pictures which incorporate a simple lever or slider and have learned to use junior hacksaws to make frames for their colourful kites. In Year 2, pupils have evaluated a range of containers and have made sound use of ICT to design simple containers to hold books. Their designs are satisfactory for their ages and their partially completed containers show they are developing sound skills when learning simple sewing and weaving techniques. In Years 3 to 6, pupils are not focusing on design and technology this term and the school has retained no examples of pupils' completed work from the previous academic year. Consequently, it is not possible to judge pupils' standards or achievement.
105. No lessons were observed so no judgements can be made about the quality of teaching. However, pupils' completed work provides secure evidence that the teaching enables pupils to make satisfactory progress in the subject in Years 1 and 2. Conscientious and enthusiastic teaching assistants run an after school craft club for Year 4 pupils. These pupils were doing well when learning to make biscuits in the session briefly observed during the inspection.
106. Overall, the leadership and management of the subject are unsatisfactory. The co-ordinator has ensured that resources have improved since the last inspection and has introduced a sound scheme of work. However, she does not monitor the quality of planning or pupils' standards and achievement in the subject. There is no action plan to develop provision, and the co-ordinator is in a weak position to formulate a plan since she does not have a clear view about what needs to be done.

## MUSIC

107. **There is insufficient evidence to make an overall judgement about the quality of provision in music**, since no lessons were observed. The quality of singing heard in assemblies was satisfactory for pupils' ages. However, when pupils accompany the singing with drumming, their skills in maintaining a rhythm and varying the dynamics of their drumming are above average. Pupils have clearly enjoyed and benefited from tuition in drumming from musicians who have visited the school and teachers appear to have built effectively on this work.

## PHYSICAL EDUCATION

**There is insufficient evidence to make an overall judgement about the quality of provision in physical education**, since no lessons were observed. However, an analysis of planning and other documentation, together with discussions with the co-ordinator mean that some judgements can be made.

### Main strengths and weaknesses

#### Strengths

- The school is involved in the School Sport Co-ordinator Programme.
- There is a good range of extra-curricular clubs and events, including competitive sports.

#### Weakness

- The monitoring of teaching and learning and assessment arrangements, are unsatisfactory.

### Commentary

108. The last report praised the programme of extra-curricular clubs and events, including competitive sports, which were judged to enhance the physical education curriculum. This is still the case, with opportunities for pupils to take part in football, tag rugby, netball, keep fit/aerobics, tennis cricket and cross country running. In addition, all pupils benefit from the school's 'five minutes a day' exercise activities and from access to games equipment during lunchtimes.
109. The co-ordinator assumed responsibility for the subject earlier this year. She is conscientious and the school has benefited from her involvement in the School Sport Co-ordinator Programme. This provides network arrangements with other local schools and the opportunity for the co-ordinator to attend training and to work alongside colleagues. Teachers have benefited from observing demonstration lessons provided as part of the programme and have also attended training in gymnastics, netball and athletics.
110. The time allocated to physical education has recently been increased so that all pupils now have two sessions of physical education a week and the co-ordinator has formulated a sound long-term plan to ensure that best use is made of this time. She has also been active in securing grants for the school in order to improve resources. Although resources are satisfactory, overall, some of the mats for gymnastics are worn and should be replaced.
111. There have been no opportunities for the co-ordinator to observe teaching and learning, in order to identify strengths and areas for development across the school, but she is keen to establish a programme of monitoring as soon as possible. The school has yet to develop a rigorous system for assessing pupils' progress in physical education.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

**Insufficient evidence was available to make an overall judgement about the quality of provision** in personal, social and health education and citizenship. Only two personal, social and health education lessons were seen, both in mixed classes of Year 5 and 6 pupils. Discussions were also held with the co-ordinator.

### Commentary

112. Lessons and other activities are planned to promote a sound range of elements and experiences. For example, a 'Healthy Living' programme is well established in Years 1 and 2 and 'healthy eating' is promoted successfully in all year groups. Personal, social and health

education lessons are timetabled for each year group. The best lesson seen made a strong contribution to pupils' awareness of others' feelings and helped some pupils to confront and overcome their own sadness about events and experiences in their lives. A nurture group, recently set up to support a few pupils with emotional and behavioural needs is working well. The recent introduction of 'Golden Time' with its associated rewards and sanctions is having a generally beneficial impact on pupils' motivation and behaviour. The School Council involves pupils appropriately in contributing ideas for school development and is valued by all pupils for its work, for example for having improved playground equipment. The leadership and management of the subject are sound and the co-ordinator is conscientious.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
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	5
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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