

INSPECTION REPORT

Stower Provost Community School

Woodville Stour Provost

Gillingham

LEA area: Dorset

Unique reference number: 113674

Headteacher: Mr I Metcalfe

Lead inspector: Jeff Lemon

Dates of inspection: 2nd - 5th February 2004

Inspection number: 258049

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	142
School address:	Woodville Stour Provost Gillingham Dorset
Postcode:	SP8 5LX
Telephone number:	01747 838370
Fax number:	01747 838083
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Elizabeth Chilvers
Date of previous inspection:	14 th January 2002

CHARACTERISTICS OF THE SCHOOL

This small rural school is located in North Dorset. The school is rather isolated and serves a dispersed community of small villages. There are 142 pupils on roll, which is a drop from the previous inspection. There are about equal numbers of boys and girls. The school is arranged in five classes, but each morning and for part of two afternoons arrangements are made to have another class, which enables the Year 3 to 6 pupils to be taught in single age group classes. All pupils travel to school by bus or private car. There is a slightly above average turnover of pupils. There is evidence of some social deprivation but generally the socio-economic context of families served by the school is average.

The percentage of pupils who are eligible for free school meals is below average. The majority of pupils are from white British backgrounds, which is typical of the area served by the school. The number of pupils who speak English as an additional language, is lower than average. The percentage of pupils with special educational needs is above average. These pupils mostly have moderate learning difficulties, although some have more profound medical difficulties. A below average number of pupils have Statements of Special Educational Needs. Attainment on entry is wide and represents the full range, but is average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21116	Jeff Lemon	Lead inspector	English Art and design Design technology Physical education English as an additional language Special educational needs
11437	Tony Anderson	Lay inspector	
22398	Lynne Wright	Team inspector	Foundation Stage ¹ Science History Geography Religious education
11704	Peter Williman	Team inspector	Mathematics Information and communication technology Music Personal, social and health education and citizenship

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of the school is **unsatisfactory** and it gives unsatisfactory value for money. The school has serious weaknesses in leadership and management. However, pupils' achievement is satisfactory overall because the quality of teaching and learning is satisfactory.

The school's main strengths and weaknesses are:

- The leadership provided by the headteacher is ineffective and management is unsatisfactory.
- The pupils' behaviour is good and they have positive attitudes to work.
- Provision for Foundation Stage children is good.
- There are good links with parents, the community and other schools.
- Teachers' planning in Years 3 to 6 is not effective, as it does not identify activities matched to pupils' abilities.
- Information from tests is not used effectively to help pupils' learning.
- Standards in science, art and design, design and technology and religious education are below expectations in Key Stage 2.

Improvement since the last inspection is unsatisfactory. The school has addressed several of the issues arising from the last inspection satisfactorily, but leadership and management are still unsatisfactory and standards in some subjects at Key Stage 2 have dropped. Behaviour has improved significantly and so has the teaching of pupils in the Year 2 class, as a result standards have risen in Key Stage 1 and pupils now achieve well.

STANDARDS ACHIEVED

Achievement is **satisfactory**.

Year 6 results

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

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

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

Test results show there is some improvement in standards reached by 11 year olds when compared to all schools but that attainment in mathematics and science in 2003 fell behind that of schools whose pupils attained similarly at the end of Year 2. Achievement in the Foundation Stage is good and pupils meet or exceed the goals children are expected to reach by the end of the reception year in most areas of learning. In Years 1 and 2 pupils achieve well in reading, writing and mathematics and standards are above average. In Years 3 to 6 standards are average and achievement is satisfactory in English and mathematics. Pupils achieve satisfactorily in science, with a good use of investigations and although standards are currently below average there are signs that they are improving. Achievement in art and design, design and technology and religious education is unsatisfactory and the standards of work are below expectations.

Pupils' moral and social development is **good** and spiritual, and cultural development is **satisfactory** as more could be done to promote reflection and a good understanding of the multi-cultural nature of

our society. The behaviour and attitudes of pupils are good in lessons and around the school and this helps them to become confident learners. Attendance is satisfactory and pupils arrive punctually.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory** overall with good teaching in the Foundation Stage and in Years 1 and 2 which results in good gains in knowledge and understanding and helps learning to be successful. In Years 3 to 6 teaching is satisfactory. Teachers in these year groups have mostly good knowledge but planning does not always take account of pupils' capabilities and does not challenge pupils sufficiently.

The curriculum is satisfactory and provides good opportunities for learning outside of lessons. There is insufficient overall direction of the curriculum by the headteacher and subject co-ordinators do not have enough support to develop their subject. The care, guidance and support for pupils are good. Teaching and support staff have good relationships with the pupils. Partnerships with parents, other schools and the community are good and significantly help with pupils' personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory**.

The leadership of the headteacher is unsatisfactory and as a result the pace of improvement has been too slow. Subject co-ordinators are unclear about their roles and receive too little guidance to help them fulfil these roles.

Management is unsatisfactory. Policies and planning are not monitored effectively. Data from regular testing is carefully analysed but the outcomes are not yet consistently used by teachers to improve pupils' performance.

Governance is satisfactory. Governors have been very supportive of the school and are now committed to developing their role in order to secure the necessary improvements. They have received training in self-evaluation and started to set up procedures to monitor how well the school is doing.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents like the school. They are supportive of the aims of the school and believe that the school is very approachable and will deal with any problems which arise. Pupils enjoy school and are thoughtful about how things could be improved, although the lack of a school council no longer provides a formal means of expressing their views.

IMPROVEMENTS NEEDED

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

- Improve the leadership and management skills of the headteacher and subject co-ordinators.
- Raise standards in science, art and design, design and technology and religious education.
- Improve the effectiveness of teachers' planning.
- Improve the use of assessment data to set out clearly what pupils need to do to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **satisfactory** and standards are **average** overall. Achievement in the Foundation Stage is good. Standards in English and mathematics in Years 1 and 2 are **above average**

Main strengths and weaknesses

- Children in the Foundation Stage achieve well and meet or exceed the expected learning goals in personal development, literacy development, mathematical development and their knowledge and understanding of the world.
- In Years 1 and 2 pupils achieve well in English and mathematics and standards are above average.
- In Years 3 to 6 pupils do not achieve well enough in art and design, design and technology and religious education and standards in these subjects are below expectations.

Commentary

1. In the 2003 national tests for seven year olds, pupils attained standards, which were well above average in reading, writing and mathematics when compared to all schools and well above average standards in writing when compared to similar schools. Standards in reading and mathematics were above average when compared to similar schools. Performance has been improving and is above the national trend for the last three years, this is due to the improved quality of teaching in the Year 2 class. In the tests for 11 year olds, standards in English were average when compared to all schools and to similar schools. Standards in mathematics and science were well below average when compared to all schools and to similar schools. Performance at Key Stage 2 has been below the national trend for the last three years. There are signs, however, of some improvement and very challenging targets have been set for this year (2004). The value added measure for 2003 showed that by the end of Key Stage 2 pupils had made good progress and achieved well.
2. Pupils enter the school with a wide range of attainment but it is average overall. In the Foundation Stage children achieve well in their personal, social and emotional development, their communication, language and literacy development, their mathematical development and their knowledge and understanding of the world. Their achievement in creative and physical development is satisfactory. By the time they start in Year 1 many children attain beyond the Early Learning Goals². The good achievement and high attainment is due to good teaching which ensures that all children are offered challenging work that encourages them to work hard and with enjoyment.
3. In Years 1 and 2 pupils build on this achievement. Achievement is good in reading, writing and mathematics and the standards reached are above average. Pupils read accurately and with understanding and their writing is clear and well constructed. The high standards are due to the good quality of teaching, which challenges and engages pupils with interesting activities. In all other subjects achievement is satisfactory and standards are in line with expectations.

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

Key Stage 1

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

Standards in:	School results	National results
Reading	17.1 (16.4)	15.7 (15.8)
Writing	17.0 (14.3)	14.6 (14.4)
Mathematics	17.5 (18.1)	16.3 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year

- In Years 3 to 6 achievement in English, mathematics and science is satisfactory and standards are average, except for science where they are below average. However, expectations for pupils have improved in this subject and there are signs of improvement. Teachers do not always plan carefully for the differing needs of pupils so some pupils, especially those of higher attainment, do not achieve as well as they could in some lessons. Achievement is in line with expectations in other subjects and pupils achieve satisfactorily except in art and design, design and technology and religious education. Standards are below expectations in these subjects and achievement is unsatisfactory because there has been insufficient support for improvement from the leadership of the school and a lack of rigorous monitoring of the standards of work produced.

Key Stage 2

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

Standards in:	School results	National results
English	27.0 (27.4)	26.8 (27.0)
Mathematics	25.0 (26.7)	26.8 (26.7)
Science	27.0 (27.9)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

- Performance data suggests that at age 11 boys performed better than girls but the inspection evidence indicates no difference between the achievements of boys or girls at either key stage. The few pupils with English as an additional language are satisfactorily supported within lessons and the guidance given by external support is used suitably, as a result these pupils achieve as well as they could. Pupils with special educational needs mostly make satisfactory progress. They achieve satisfactorily because support is clearly focussed on the needs identified in their individual education plans.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to school and this is reflected in their **good** behaviour. Pupils' spiritual, moral, social and cultural development is **good**, overall. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Pupils enjoy school and are very confident learners.
- Children in the Foundation Stage settle well into school routines and learn and play together happily.
- Pupils get on well with each other and with adults.
- The school could do more to promote in pupils a strong desire to learn.

- Although pupils have a good understanding of their own culture and the cultures of other countries, not enough is done to promote a good understanding of the multi-cultural nature of our society.

Commentary

6. Children in the reception year settle happily to school life and quickly establish successful ways of learning. Teachers and support staff are well aware of the children's needs and provide the right sort of introduction to school that builds confidence and enjoyment in learning. As a result the children quickly become aware of how they should behave in all school situations, learn to listen carefully, to concentrate on what they are doing and to work hard.
7. Pupils are polite and courteous to all members of the school community. They take care in their responsibilities, irrespective of age, and support each other well at play and work. Pupils with special educational needs are helped beneficially by the school to do well and be successful. Good behaviour is maintained in all classes, even when lessons are not especially interesting or the pupils do not fully understand the task set them, and in formal and play situations. This is a marked improvement since the previous inspection, when behaviour was found to be unsatisfactory in one class. Behaviour systems are clearly understood by all pupils and are applied consistently and fairly, with positive effect. There have been no exclusions. The school is vigilant to ensure that bullying is dealt with quickly and firmly. The few instances recorded are monitored carefully and parents and school work together successfully to help those involved understand and change their behaviour. This is a clear reflection of the school's good provision for the pupils' moral and social development and for their overall personal development.
8. Pupils are thoughtful about what could be improved in school, although there is no formal way of gathering their views. Pupils are proud of their school and establish good attitudes to learning right from the start due to the good care and support of staff. Good relationships between teachers and pupils encourage pupils to tackle challenging work positively and with enjoyment. Teachers do their best to promote in pupils a desire to learn. However, this is not supported across the school by firm management to ensure more successful learning through the development of a vibrant and rich curriculum, a strong teaching and learning policy and rigorous monitoring.
9. Teachers help pupils to understand and tolerate others' viewpoints and they reflect deeply on complex issues such as why people become terrorists. Residential visits contribute strongly to moral, social and spiritual development. However, there are fewer planned occasions as pupils move up the school for the development of the spiritual dimension through a creative and exciting curriculum. Pupils have a good understanding of their own local culture but the school's geographical isolation makes it more difficult for pupils to understand and celebrate the culturally diverse nature of the wider society. Opportunities to develop spiritual and cultural development are identified in teaching plans, but there is no monitoring of whether this happens and so there has been no improvement in spiritual and cultural development since the previous inspection.
10. The overall attendance at the school is satisfactory and is slightly above the national average. The incidence of unauthorised absence is low and is well below the national average. Most pupils arrive on time although there have been some instances of occasional lateness.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.1
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

Exclusions There have been no exclusions during the year prior to the inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory** and the curriculum is **satisfactory** with good opportunities for its enrichment. The school provides **good** advice and guidance and **satisfactorily** involves pupils, but some of the provision for the care and safety of pupils is **unsatisfactory**.

Teaching and learning

Teaching and learning are **satisfactory** overall and are good for the pupils in the Foundation Stage and in Years 1 and 2. Assessment is **unsatisfactory**.

Main strengths and weaknesses

- Teaching in the Foundation Stage and in Years 1 and 2 is consistently good and pupils learn well.
- Teachers in Years 3 to 6 do not always plan effectively and do not challenge all pupils sufficiently.
- Assessment is good in the Foundation Stage and clear procedures are in place for assessing progress in English and mathematics but these are not effectively implemented.
- Assessment of non-core subjects is not yet established.

Commentary

11. Teaching and learning are satisfactory with about a third of lessons seen being good. Much of the teaching in the Foundation Stage and in Years 1 and 2 is good. Teachers use a lively stimulating approach and plan well for the different abilities in the classes. At the time of the inspection the permanent teacher for the youngest class in the school was absent but there is evidence that teaching in this class is of good quality because of the good gains pupils have made with their learning. Temporary staff were well supported by the teaching assistant and maintained this good quality of teaching. The quality of teaching in Years 1 and 2 has improved significantly since the time of the last inspection. This is due to the decisive action by the headteacher to support teachers and the appointment of an effective teacher.
12. In Key Stage 2 there is some good teaching when teachers show good knowledge and ask questions well to reinforce pupils' knowledge and to make them think about the next steps. The few pupils with English as an additional language and pupils with special educational needs are given satisfactory support in lessons, which takes account of the targets on their individual education plans. Teaching assistants keep very detailed records of the progress these pupils make which informs the regular reviews of progress. Teachers plan work conscientiously and set out what they wish pupils to learn. However, these intentions are not shared sufficiently with pupils who do not readily understand how much they have to do. As a result, some pupils' learning is slowed down. Planning does not take enough account of the different abilities of the pupils so some work does not challenge the higher attaining pupils and they do not achieve as

well as they could. Planning is collected by co-ordinators and the headteacher but there is little careful evaluation of its impact and feedback is not given to help teachers improve.

13. Assessment of the pupils in the Foundation Stage is good, careful observations are made and each child's progress is carefully monitored and then activities are set matched to the needs of the individual child. In Key Stage 1 and 2 there is satisfactory on going assessment through careful questioning and by summing up what pupils have learned at the end of lessons. This is appropriate to encourage the pupils to reflect on their learning and to determine what they need to focus on next. Marking is often good especially in English and mathematics with helpful comments and a good emphasis on redrafting and allowing time to make improvements. Regular assessments in reading, writing and mathematics take place and there is an agreed system for recording the levels reached and then setting the next level to be reached. However, teachers do not all complete these and the setting of specific targets for pupils in order to achieve the levels set is not carried out. The headteacher has not monitored this effectively and therefore there is little evidence that pupils will reach their targets. This is a concern as realistic but challenging targets have been set for this year's Year 6 pupils and this ineffective assessment will not help pupils to reach these targets.
14. The assessment of subjects other than English and mathematics has not been established. This means that teachers are not able to monitor progress and use assessment to determine what pupils need to learn next. As a result standards in art and design, design and technology and religious education are below expectation and pupils do not achieve satisfactorily.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	13(32%)	24(59 %)	4(9%)	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.

The curriculum

The school provides a **satisfactory** curriculum that includes **good** enrichment of opportunities for learning outside of lessons. The curriculum is supported by, **satisfactory** accommodation and resources for teaching and learning.

Main strengths and weaknesses

- There is insufficient oversight of the overall development of the curriculum.
- Subject coordinators have insufficient opportunity to develop their subject.
- The school maintains its good enrichment opportunities, which contribute to the self-confidence and wider knowledge of the world of pupils.
- Provision for information and communication technology has improved since the last inspection,

Commentary

15. The school provides a curriculum that covers all subjects, and is broadly relevant to the ages and interests of all its pupils. It fulfils the statutory requirements of the National Curriculum, collective worship, and for religious education. The improvement of curriculum planning has been a priority for the school but this is not well coordinated. The school has not made as much progress as would be expected in this aspect. Teachers are working hard to develop long term curriculum plans of good quality and there is some good practice. However, there is insufficient oversight to ensure that the best practice is actively promoted across the school and that the quality is monitored. Subject coordinators are frustrated by not having sufficient time to develop constructive and innovative improvements.

16. The creation and updating of a computer suite has strengthened the provision for information and communication technology. The integration of computer work between the suite and classrooms, in some cases, is insufficiently coordinated because of unsatisfactory timetabling and the difficulty of maintaining liaison because the computer suite cannot accommodate a whole class. Computers in the classroom are not effectively used.
17. The headteacher has maintained a policy of ensuring that the school's traditions of curriculum enrichment are maintained. Football, hockey and netball clubs give opportunities for boys and girls to develop their skills. The school encourages pupils to take advantage of the local education authority peripatetic music teaching service. Pupils benefit from the opportunities to spread their wings through camping on the school field, visits to Bristol and to France. Equally pupils happily recall the experience and knowledge they gained from local visits in history and geography. Similarly visitors, such as the lady who shared her knowledge of the traditions of India, light up learning with first hand information. The school is rightly proud of the fact that all children participate in concerts and productions.
18. The school makes generally effective use of its accommodation, which is mixed in the size and quality of rooms. Suitable space is available for teaching assistants to work independently in classes with groups and for withdrawal of groups for further support. An unsurfaced car park reception area spoils the benefits of an attractive school entrance. Curriculum provision benefits from the significant assets of a good sized hall, a large playing field with an environmental area, together with a swimming pool. Books and resources to support learning are satisfactory. There are sufficient well-qualified staff, including well-trained and effective teaching assistants, to meet the requirements of the curriculum.

Care, guidance and support

The procedures for child protection and general welfare are **good**, as are those for supporting, advising and guiding pupils through monitoring. The procedures for seeking and acting on pupils' views are **satisfactory**.

Main strengths and weaknesses

- Effective child protection procedures are in place.
- Teaching and support staff know their pupils well.
- Good risk assessments take place in advance of school trips.
- The school provides a high level of support and guidance as pupils' progress through the school.

Commentary

19. Child protection systems and procedures are in place and the designated person is known to all staff in the school. Relevant staff training in child protection matters has also taken place. The school teaching and support staff are well supported by a range of external agencies, and provide a high degree of welfare support to individual pupils. Pupils' academic performance and personal development is, monitored both formally and informally by the school. Suitable steps are taken to identify and take action to resolve any individual problems with a range of effective strategies, which may include the provision of individual education plans for some pupils.
20. In the classroom, teachers and support staff know their children well and they are quick to observe any personal difficulties exhibited by pupils and to take relevant action. The school operates a good first aid system for minor accidents and appropriate records are maintained. Regular fire drills are carried out and the school also maintains a record log.
21. Lessons in personal social and health education are used well to provide pupils with the opportunity to talk about themselves and to develop their self-esteem. The school council was

previously utilised to enhance this provision by providing every pupil with a voice in relation to how the school should evolve. It is very unfortunate that the school council is not functioning at the present time although it is acknowledged that the school is planning to reintroduce this facility in the near future.

22. The high level of child protection and welfare support pupils at the school receive, together with the good procedures for promoting pupils' personal development, has a positive impact on their learning and achievement.

Partnership with parents, other schools and the community

Partnership with parents is **good**. The schools links with the local community and other schools is **good**.

Main strengths and weaknesses

- Most parents and children like the school.
- Parents feel that the teaching is good and the school is approachable with any problems.
- The school uses the community and other schools well to support the curriculum.

Commentary

23. Most parents are very supportive of the school and of its aims and objectives. Parents say that their children like school and that they are making good progress. Parents also feel that the teachers are good and that the school is well led and managed. The pupil questionnaire was completed by the majority of children and their overall response was largely positive. Inspection evidence indicates that pupils do like school and there is some good teaching but that the school is not well led and managed.
24. The information provided by the school through the prospectus, annual governing body report to parents and via regular and well-designed newsletters is of a high standard. Newsletters and other school information are also now available via the school's own website. Annual academic reports to parents are of a good standard and they also include targets for pupils' further development. There are two parents' evenings each year during which parents have the opportunity to discuss their child's progress and these evenings are generally very well attended. The parent, teacher and friends association works very hard in supporting the school and in organising a range of fundraising events.
25. A few parents are frequent visitors to the school, both in terms of providing very welcome classroom support and in listening to children read. All parents have been invited to enter into a home/school agreement, which has improved communication between the school, parents and children. Parental attendance at school concerts, celebrations and sports days is very good.
26. Very close links are apparent with several local schools both at primary and secondary level. All children leaving for Gillingham Secondary School at the end of Year 6 take part in a 'bridging' project, which starts during Year 6 at Stower Provost and ends during Year 7 at Gillingham. In addition, teachers from Gillingham visit Stower Provost to take Year 6 for some lessons as part of the good transitional arrangements between both schools. The school has good sporting links with other 'cluster' primary schools and these include tag rugby, athletics and tennis.
27. The effectiveness of the school's links with parents, the community and other schools provides a strong contribution to pupils learning and personal development and it is a strength of the school.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **unsatisfactory**. The leadership and management of the headteacher are **unsatisfactory**. The quality of the work of governors is **satisfactory**.

Main strengths and weaknesses

- The leadership and management of the headteacher are unsatisfactory and this results in insufficient pace in the improvement of the school.
- Subject coordinators receive insufficient guidance and opportunity to fulfil their role in school improvement.
- The governing body has taken steps to develop and strengthen their role.

Commentary

28. The headteacher is highly committed to the welfare of pupils and the development of their self-esteem. The deputy headteacher was absent during the inspection so it was not possible to evaluate the effective joint leadership, which governors feel is a strong feature of the school. Despite the support of the governors, the local education authority and evaluation by HMI, the initial momentum of improvement in the leadership and management of the headteacher, which followed the last inspection has not been maintained. As a result, the pace of change in the school's development is unsatisfactory and the prospect for future improvement is insecure.
29. The governing body has been very supportive of the school and of the headteacher. The chairman and the chairs of committees provide constructive leadership. Finances are appropriately monitored and governors challenge decisions to achieve best value. The governors have begun a systematic process of self-evaluation to ensure they understand and fulfil their role fully. Consequently, they have formed a school improvement committee to monitor and to analyse pupil progress more closely and equally to look at the strategic issues of school development. Although the governors have received external reports, this has not alerted them to the weaknesses in school improvement.
30. Procedures to address the key issues of the previous inspection have been put in place. Teaching in Key Stage 1 is significantly better and standards in science in Year 2 have improved. Improvements have been achieved in writing. The teaching team has been refreshed by the appointment of teachers of quality and potential. There is a commitment to improvement. However, there is a lack of clarity in the leadership of the headteacher as to how such commitment translates into the detail of motivating, supporting, coordinating colleagues and focusing the teaching and learning to raise standards at an acceptable pace.
31. Planning for school development lacks a coherence and sharp focus. The recently completed three-year strategic plan outlines relevant priorities for the school's forward development. The more detailed interim planning which underpins the strategy, however, is not of good quality and does not outline the steps by which the priorities will be addressed. Consequently the links between the shorter-term action plans prepared by coordinators for the school development plan and the strategic plan are tenuous. The evidence by which success of objectives in the school development plan will be judged have not in many cases been sufficiently sharply focused to identify a link to pupil success. Further, sufficient attention has not been given to confirming the links between the performance management of staff, the school development plan and pupil attainment.
32. The strategy to develop teaching has not taken sufficient account of the need to develop and integrate the strengths of a team, which comprises a range of experience and knowledge of the primary years. There has been insufficient direct intervention in this process. Although some monitoring of teaching has been undertaken it is not sufficiently systematic. Records

seen during the inspection, together with interviews, demonstrate that observations are very supportive and highlight positive points, however they are not set in a context of school priorities on the one hand and the development of individual staff over time on the other. As a result, progress in teaching and learning is not promoted effectively.

33. The leadership and management of subject coordinators are unsatisfactory because they in turn are not appropriately managed. Their overall planning is not closely monitored and their generic job specifications are not adjusted to take account of individual subject priorities. Consequently, the development of the whole curriculum is not given due supervision. The work of coordinators is almost wholly restricted to resource issues, planning and the monitoring of the quality of colleagues' planning. Coordinators in mathematics, English and science are involved in creating whole school plans for their subject but have little opportunity to observe and evaluate the impact of planning on improvements in teaching and learning.
34. Teachers manage their teaching assistants well in the classroom. There is close liaison in planning and focussing the teaching. As a result, equal opportunities for pupils with special educational needs are strengthened.
35. The school's use of the information it gathers about pupils' progress is not used effectively to guide management decisions to improve teaching and learning. There are suitable systems for tracking the progress of pupils' learning as they progress through the school in mathematics and English. However, records are not always up to date and the analysis is not sufficiently detailed. While overall statistical targets may be set, good quality analysis is not subsequently linked to action plans for specific teaching or the setting of learning targets for groups and individual pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	363,527
Total expenditure	363,008
Expenditure per pupil	2,297.50

Balances (£)	
Balance from previous year	40,000
Balance carried forward to the next	14,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- Children in the reception year achieve well in their personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world because of good teaching.
- The children quickly become confident and successful learners because of very good induction arrangements.
- Teachers and support staff work well together.
- Detailed assessments are used well to track individual progress and to plan further learning.
- Children in the reception year benefit from working alongside older Year 1 pupils.

Commentary

36. At the time of the inspection there were ten children in the reception year, four of whom attended in the mornings only. The very good relationships that exist between parents, pre-school settings and the school help the children to settle quickly and happily so that they are ready to learn. The children share a class with 20 Year 1 pupils, but space and staffing allows for them to be taught separately for much of the time. Their attainment when they start school spans a wide range, and is average overall. By the time they enter Year 1, many children attain beyond the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. In these areas their achievement is good. They attain at expectations in creative and physical development and here their achievement is satisfactory.
37. The reception children benefit from working alongside the Year 1 pupils, who are good role models of behaviour and approaches to work. They benefit from whole class teaching as well as the many occasions when they are taught separately, either by the teacher or support assistant. Their lessons are well-planned and closely linked to the requirements of the Foundation Curriculum. The teacher and support staff use the flexible accommodation well to ensure that pupils benefit from well-structured play and independent activities. At the time of the inspection the regular teacher was absent and the class was taught by two supply teachers. The teaching seen was good overall and work in the children's books and their positive attitudes to learning suggest that this is the case with their permanent teacher, also. The good quality assessment processes enable careful monitoring of each child's progress so that the next stages of learning matches individual need. This ensures that all pupils are offered challenging work, which stimulates them to work hard and with enjoyment.
38. Leadership and management of the Foundation Stage are good and the regular teacher has worked hard to give the youngest children a good start to their school life. The good provision found at the previous inspection has been maintained with good improvement in teaching in communication, language and literacy and the use of the outdoor play area.
39. The children achieve well in their **personal, social and emotional development** due to good teaching. Pupils in Year 1 set a good example in a well-ordered working atmosphere and the reception children are quick to follow. Their learning is good. The children tackle new learning with confidence and enjoyment, making choices about their work quickly. They listen to each other and understand the need to take turns when speaking or sharing equipment. They are encouraged to develop an independent approach to learning and quickly understand that they are at school to learn and that this requires effort and concentration. As a result they are happy, confident learners.

40. Achievement is good in **communication, language and literacy**, as a consequence of good teaching and learning. The teacher has high expectations of the children's learning which they try hard to meet. Challenging work is set through well-planned formal reading and writing sessions and other activities such as role-play in, for example, the 'travel agents'. Staff take many opportunities in all areas of learning, and in informal conversation to extend the children's vocabulary and to establish extended language patterns. By the end of the reception year the children speak in sentences, describe events in detail and write their own stories in increasing length and recognisable form. Achievement in speaking and listening is good. They are confident writers, enjoy writing for different purposes and achieve well. Reading lessons promote an enjoyment in stories and reading. The children enjoy joining in familiar refrains of stories, which are excitingly read by the teacher. Regular opportunities to read individually from their own reading books, and parental support, help them to achieve well.
41. Achievement in **mathematical development** is good, because of clear, good quality teaching. By the time they enter Year 1 the children have a good knowledge of number, count to 20 and beyond reliably and have a good understanding of addition and subtraction. The adults' expectations are high and the children respond well, for example, by working out more than and less than a given number in their heads accurately. Children's learning is good. Even when the work is very challenging the children try hard, recognise when they have gone wrong and do their best to correct mistakes. The children are expected to explain their mathematical ideas, and most do so clearly and confidently. There are plenty of opportunities for the children to explore mathematical concepts through sand and water play and role-play, such as shopping. This helps them to relate the learning of mathematics to their own experiences and supports their learning well
42. The children have good **knowledge and understanding of the world** by the time they leave the reception year and their achievement is good. Teaching and learning are good, both when the children are taught as a separate year group and when they work alongside the Year 1 pupils. They have very wide general knowledge, often acquired as part of whole group history and geography lessons. They have a good understanding of a wide range of places, including their own locality and how the climate affects what we wear and do. They know that we travel to far away places by different kinds of transport. Religious education is a regular part of the timetable and the children have a good understanding of major Christian festivals. The children show a lively interest in the world around them.
43. Teaching and learning in **physical development** are satisfactory and pupils' achievement is also satisfactory. There is a reasonably sized all-weather outdoor play area where children can play on large wheeled toys or in the large chalet play house. Although reception children are taught alongside the Year 1 pupils, in physical education lessons they receive group teaching and support from either the teacher or the classroom assistant so that they are working at the appropriate level and not beyond their abilities. They move about a large space confidently and with good awareness of others. They try hard to do what they are asked but have yet to realise that physical activity requires the same levels of concentration as more academic activity. They move with some control but have some difficulty in controlling landings from jumps. In the lesson seen the pace and the teacher's demonstrations and evaluations of movement signalled less than high expectations, which did not promote better achievement. Children have satisfactory control of brushes and pencils when writing and painting.
44. In the area of **creative development** teaching and the children's achievement is satisfactory. Better achievement is prevented by a lack of a wide range of stimulating media and opportunities for free choice activities throughout the day. In the art and design lesson seen the adults were skilled at asking questions which extended the children's ideas and helped them to develop their pictures of light and dark, using charcoal, crayons and paint well. Children work co-operatively sharing tools and media. In music session pupils identified different simple rhythms and clapped correctly to different beats. Known nursery rhymes were used but the work did not present high enough challenge to promote better achievement. During the

inspection no spontaneous singing was heard, and singing was not used to support learning in other areas.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards at Key Stage 1 are above average and pupils achieve well.
- The quality of teaching and learning in Key Stage 1 has improved well since the last inspection.
- The leadership and management of the subject are unsatisfactory.
- Assessment data is not used effectively.
- Higher attaining pupils in Key Stage 2 do not achieve as well as they could.

Commentary

45. In the 2003 national tests for seven year olds standards in reading and writing were well above average when compared to all schools and to similar schools and this continued a trend of improvement, which was above the national trend. The evidence from the inspection shows that standards are above average, a slight variance due to lower prior attainment of this cohort, and that pupils achieve well. Pupils in Year 1 and Year 2 write clearly and their stories encourage the reader to read on. Spelling is usually correct and there is a good range of writing including poetry, instructions and recording the results of experiments or investigations. Handwriting is developing well because the teachers have high expectations that pupils from the start of school will develop a joined style. Pupils enjoy reading and read accurately and with understanding.
46. In the 2003 national tests for 11 year olds, pupils attained standards, which were in line with those attained by all schools nationally and those attained by similar schools. The results have been improving in line with other schools nationally and pupils made the expected progress. The inspection shows that most pupils are achieving satisfactorily, there is no difference in the achievement of boys or girls and that standards are average. There is evidence, however, that some higher attaining pupils are not sufficiently challenged and that they do not achieve as well as they could. Most pupils read fluently and accurately and are developing sound skills in comprehension. Their writing becomes more complex and there is good evidence of pupils' effectively redrafting their writing after good marking by teachers. Some targets are set based on the regular writing assessments but there is no consistency across the school and pupils do not really understand what they need to do to improve.
47. The good standards and achievement in Key Stage 1 are due to the good quality of teaching, which challenges pupils through a lively stimulating approach. What children are expected to learn is made clear and the teacher plans activities well for each of the groups of differing prior attainment. As a result higher attainers are challenged and their achievement is good. The quality of teaching and learning in Key Stage 1 is now good, which is a great improvement since the last inspection when some was unsatisfactory. The quality of teaching and learning in Key Stage 2 are satisfactory. Teachers have secure knowledge and use a range of strategies to engage pupils in their learning. Planning usually sets out clearly what it is pupils are expected to learn but this is not well communicated to the pupils and is not well related to pupils' different abilities. Teaching sometimes lacks imagination and fails to draw on the good skills pupils have and often the work is not challenging enough particularly for higher attaining pupils who do not therefore make as much progress as they are capable of. Pupils with special educational needs have clear individual education plans and receive satisfactory support from teaching assistants in lessons and when withdrawn for more focussed support, which enables them to achieve satisfactorily.

48. The leadership and management of the subject are unsatisfactory. The co-ordinator has sound knowledge and is committed and enthusiastic but lacks experience and has not been satisfactorily supported with training and clear expectation of her role. A system for tracking the progress of pupils has been established. This draws well on data from the national tests and other standardised tests and regular assessments of pupils' work. In theory this system then generates a target for each pupil each term and from this the teachers should determine what the pupils will need to do to reach this target. However, in practice, neither the co-ordinator nor the headteacher monitor this process rigorously and some teachers do not use it. As a result, the impact on achievement is not sufficient for pupils in Years 3 to -6. Improvement, overall, since the last inspection is satisfactory as writing standards at Key Stage 1 have improved but leadership remains in need of improvement.

Language and literacy across the curriculum

49. The skills taught in English are used satisfactorily in other subjects. Pupils produce suitable writing in history and geography, and record their observations in science. Teachers' marking work in other subjects gives suitable consideration to correcting spelling and grammar as well as the subject knowledge or skill, which is being taught. Information and communication technology is not used sufficiently to help pupils produce writing using their word-processing skills.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching in Year 2 and the older pupils in Key Stage 2 is good.
- There is insufficient monitoring and evaluation of teaching to identify and share good practice in order to raise standards further.

Commentary

50. Standards and achievement in mathematics are satisfactory overall. Standards of pupils aged seven in national assessments in 2003 were well above the national average as a result of the good teaching pupils receive over the key stage and particularly in Year 2. Observation during the inspection demonstrated pupils at age seven achieve well and attain standards above the national average. This is an improvement on the standards reported at the last inspection, which is due to the appointment of an effective teacher. Pupils aged 11 attained well below average in national assessments in 2003 but, comparison with their attainment at the age of seven, indicates they made broadly satisfactory progress and their achievement was satisfactory. Although analysis of the school's records of pupils' progress indicates that pupils in their last year are just below the national average, the good teaching they receive is enabling them to make good progress and they are likely to attain just above the national expectation by the time they leave the school. Improvement in Key stage 2 has been satisfactory since the last inspection. There is no evidence of achievement differing between boys and girls.
51. The quality of teaching and learning is satisfactory in both key stages. No unsatisfactory teaching was seen during the inspection. As a result pupils make sound progress across the strands of the curriculum. In lessons, pupils are on task, concentrate well and are engaged appropriately. Consequently, they achieve at least appropriately and in some classes, well, as the result of the good relationships they share with their teachers. The pace of learning is strengthened by well-structured activities, good progression in the challenge of questioning and the reinforcement of previous knowledge.
52. Teaching skills are not of a consistent standard across the school. Good teaching was seen in a Year 2 lesson where the teacher engaged pupils in a succession of activities to confirm the understanding of vocabulary for giving positions and directions. In Year 5, again with the help of

a well-briefed teaching assistant, a variety of tasks and visual aids ensured good attainment and achievement in understanding the value of decimals. In a Year 6 lesson, the focus of teaching challenged pupils to think constructively and diversely. Subsequently pupils used a wide range of calculations to equate answers to given numbers. A larger proportion of pupils than would be expected employed fractions, decimals and bracketed calculations successfully. In Year 3 and 4 questioning is sound but does not extend pupils fully and while activities ensure pupils work at appropriate levels for their age the challenge is insufficient for some pupils. As a result younger junior pupils have a good simple knowledge of the number system to assist their calculations but they are not as familiar and competent as would be expected with a range of methodologies such as doubling and halving.

53. Leadership and management are unsatisfactory. There is insufficient monitoring and evaluation of teaching and learning. Practice in planning, teaching and assessment is not consistent through the school. The subject coordinator, who is new to the school and to the post, has good subject knowledge for older pupils but he has insufficient opportunity to become acquainted with the standards of teaching and learning across the school. There is no detailed analysis of assessments that would identify strengths and weaknesses in the subject and guide improvement or from which specific objectives for groups and individuals could be derived to focus teaching. The coordinator is aware of the issues and has plans for more systematic systems, which will require further support from senior management.

Mathematics across the curriculum

54. Learning in mathematics is satisfactorily applied in other subjects such as geography and science. Information and communication technology lessons are carefully matched to extend pupils' understanding of coordinates, graphs and management of statistics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Greater use is now made of investigative work.
- Assessment processes are not yet fully established.
- There is good emphasis on the use of science terms and vocabulary.
- Pupils enjoy science and work hard in lessons.

Commentary

55. The 2003 statutory assessments at Key Stage 1 showed that the proportion of pupils attaining at the expected level was well above average, nationally and compared to similar schools, but that a well below average proportion attained the higher level. Standards in the current Year 2 show some improvement. They match the national average, with more pupils reaching the higher level. At Key Stage 2, the 2003 tests showed performance to be well below the national average and that of similar schools because too few pupils reached the higher level. This attainment has also improved and standards are now below average, but with more pupils working at the higher level. Improvement in both cases is due to the support teachers have received from the science co-ordinator in giving the investigative approach to learning more emphasis, so that it is taught in a more structured way, and teachers' expectations have increased as a result.
56. At both key stages, pupils' learning and achievement are satisfactory, overall. Pupils with special educational needs achieve as well as their peers. Girls and boys achieve equally and the differences noted in the 2003 Key Stage 2 tests are not apparent in pupils' work in books or lessons. There are variations within this overall picture. At Year 3, where teaching is less confident and well-informed, standards are below average and achievement is unsatisfactory.

Teachers in Years 5 and 6 have consistently high expectations of their pupils' efforts and there is some good teaching.

57. Overall teaching and learning are satisfactory. In a good Year 5 lesson where the clear focus matched closely the pupils' previous learning and experiences, achievement was good. The teacher continually increased the challenge and pace and the pupils themselves asked relevant and searching questions. Many pupils were working above expectations, especially in collecting investigation data. Where teaching is not confident, teaching approaches fail to maintain the pupils' enthusiasm and interest, and their achievement is unsatisfactory. Teachers generally plan satisfactorily for the development of pupils' investigative skills and the pupils increasingly plan and organise their own investigations as they move through the school. They begin to relate conclusions to their initial hypotheses and give scientific explanations for their results. There is a good emphasis on key vocabulary in teaching plans, which ensures that pupils use scientific terms correctly, with understanding. Although the principles of good diagram drawing are taught formally, they are not reinforced enough and diagrams are not of a consistently satisfactory standard. The use of review sessions at the end of lessons is varied. In the better lessons the teachers use them effectively to check the pupils' understanding and extend their learning. On occasions they are rushed and do little to promote better achievement.
58. Leadership and management are satisfactory. The co-ordinator has worked hard, on her own initiative, to develop good support structures for teachers and this has brought about some improvement in teaching and standards. Her monitoring of teaching is of good quality. Although there are some examples of good practice in assessment in Year 6, procedures throughout the school are not established. She is prevented from being more effective in her leadership role by school management, which has deferred the planned development of science consistently but overall improvement since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The provision for ICT has been improved by more extensive use of the computer suite from the time of the last inspection.
- ICT is well built into curriculum planning.
- Some inappropriate timetabling arrangements limit the effectiveness of teaching and learning.
- Computers in the classrooms are underused.
- Good assessment arrangements are in place but as yet do not provide the basis for systematic evaluation of pupils' learning and attainment.

Commentary

59. Standards in ICT are in line with expectations for pupils at the end of Year 2 and Year 6 and pupils achieve satisfactorily. A well-structured curriculum ensures pupils develop their control and use of ICT applications systematically and as a result their achievement is satisfactory. For example, younger pupils develop their ideas and combine graphics and text with expected skills. Pupils aged 7 and 8 develop their keyboard skills to become more accurate and confident in managing word processing. Older pupils gain skills in the application of spreadsheets of increasing complexity to record data and calculate formula to demonstrate, for example, differences and averages of boys and girls gains in height.
60. Teaching is satisfactory overall and leads to satisfactory learning although this is sometimes slowed due to ineffective use of resources. The computer suite is too small to accommodate whole classes. This combined with its distance from classrooms creates significant problems. Teachers try hard to maintain continuity to pupils' learning. The teaching assistant technician gives good support in the computer suite. However, the management of the timetable leads

occasionally to some unsatisfactory learning as a result of pupils splitting their work between teacher-lead lessons in the classroom and application of those lessons with the technician in the computer suite.

61. The subject coordinator is enthusiastic, understands the subject and has clear priorities for further development. However, leadership and management are unsatisfactory because she has insufficient opportunity to monitor teaching and learning across the school and to develop the use of the subject further across the curriculum. Clear methods have been set up to regularly assess pupils' progress but these are at an early stage of implementation and do not yet enable teachers to plan what pupils need to do next.

Information and communication technology across the curriculum

62. Some teachers lack the confidence to use ICT skills sufficiently widely as a part of everyday teaching and learning and as a result computers in the classroom are often not used effectively for learning. This was a concern of the previous inspection. Where there is better practice in the classroom, computers are linked to projectors to teach the whole class, to teach skills for pupils to practice in the computer suite or for access to the Internet, but this facility is under-used generally to support the wider curriculum.

HUMANITIES

63. In humanities, work was sampled in **history** and **geography**, with one history lesson and two geography lessons seen. It is not possible to form overall judgements on provision in these subjects from this evidence.
64. Pupils' work indicates that standards in history and geography match expectations at both key stages, as they did at the previous inspection. In both subjects the curriculum meets statutory requirements. Local studies are used well to teach about the historical development of local settlements, using clues from buildings to build up a picture of life in earlier times. Consideration of land use in the locality complements the historical enquiry. Pupils at Key Stage 2 enjoy finding out about life in Chembakoli and how it differs from their own experiences. ICT and mathematical skills are used effectively to enable pupils to collect and interpret data, such as rainfall figures, in geography. In history, work on the ancient Egyptians enables pupils to write at length.
65. Assessment processes are unsatisfactory. Co-ordination is also unsatisfactory as no time has been given in school management plans to the development of the role and the co-ordinator is unable to bring about improvement without this support.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Unsatisfactory teachers' knowledge at Key Stage 2 limits pupils' achievement.
- Until very recently the curriculum for religious education has been taught in an unstructured way.
- There are no established assessment procedures and no monitoring of teaching and learning.
- The new co-ordinator has a good grasp of what needs to be done.

Commentary

66. Standards of attainment match expectations at Key Stage 1, but are below them at Key Stage 2. No religious education lessons were timetabled during the inspection, but a scrutiny of pupils' books and discussions with pupils in Year 2 and Year 6 indicate that teaching is satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. Learning and achievement are satisfactory at Key Stage 1. At Key Stage 2 both are unsatisfactory.
67. At Key Stage 1, enthusiastic, knowledgeable teaching and the co-ordinator's sound understanding of the requirements of the new locally agreed syllabus give pupils in Year 2 a good understanding of symbolism in Jewish and Christian festivals and customs and use the correct names for artefacts from both faiths. Although little work is recorded, discussions with pupils in Year 2 shows that they are very enthusiastic about the subject and keen to share what they know. They say that religious education lessons are fun and that they enjoy finding out. They have a sound understanding of some of the stories and beliefs of the Christian and Jewish faiths and enjoy considering how these influence their own actions and decision.
68. At Key Stage 2, teachers have insecure subject knowledge. The curriculum does not yet develop themes in a structured way, and has led to pupils muddling the stories and beliefs of the Christian and Hindu faiths. They are unsure of symbolism, such as some of the features in the local church. They have little knowledge of any aspects of the Jewish faith. Some pupils visit church, but not with the school. No other places of worship are visited, due to the school's isolated location.
69. Very little work is recorded in pupils' books or wall displays, and this makes it difficult for school managers, teachers and pupils to have any clear idea of standards or progress. Despite this, pupils in Year 6 have satisfactory attitudes to learning and say that they find religious education lesson interesting as 'you find out things you didn't know before', and 'you learn quite a lot from visitors'. Teaching is stronger where moral issues are discussed in relation to the pupils' own lives and experiences. For example, Year 6 pupils are beginning to discuss larger issues, such as the purpose of war, in a mature and thoughtful way.
70. Co-ordination is unsatisfactory, and there are no established processes of assessment. The co-ordinator has worked hard to put her own monitoring into place and she now has a clearer picture of what happens across the school. However, without planned time for monitoring work, and to share the findings, the pace of development is too slow and improvement since the previous inspection is unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Not enough work was seen to make a judgement about the overall provision in **art and design** or **music**.
72. In **art and design** one lesson was seen which was good. The teacher was skilled in asking pupils the right questions to extend their ideas and to experiment with different media. The work in pupils' sketch books was looked at and also the work on display in corridors and classrooms. Teachers' planning for the subject was scrutinised. It is evident that statutory requirements are met, work shows standards are in line with expectations at Key Stage 1 and pupils achieve satisfactorily but, that at Key Stage 2 standards are below expectations and pupils do not achieve as well as they could. There is evidence that pupils' sketching skills from observation are suitably developed judged by the work of the art club where they have drawn pots and balls. Sketch books are not used satisfactorily to teach different techniques or to evaluate pupils work or the work of other artists. The last inspection reported a lack of three-dimensional work and this has not been addressed. At present the subject is not satisfactorily led or managed. The role of the co-ordinator is not clear and there is no evidence of any monitoring of provision for the subject,
73. In **music**, planning, resources and the range of musical activity both within and beyond lessons suggest that the curriculum in music is at least satisfactory. The school's adopted commercial

scheme of work enriches multicultural education well. The quality and range of recently purchased percussion instruments to support the scheme are very good. The music coordinator was absent for the duration of the inspection. As a result, the impact of leadership and management could not be fairly judged. Suitable opportunities are available for pupils to specialise in wind and brass instruments through tuition from visiting specialists.

Design and technology

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

Main strengths and weaknesses

- Key Stage 2 pupils do not have a good understanding of the design process and complete too little work.
- Assessment is unsatisfactory and is not used to plan the next stage of pupils' work.
- The co-ordinator has not received sufficient support to guide the development of the subject and monitor standards.
- There are insufficient resources.

Commentary

74. In Key Stage 1 standards are in line with expectations and pupils' achievement is satisfactory. Pupils have positive attitudes and have good ideas, which they share well in lessons. The quality of teaching in Years 1 and 2 is good with carefully planned projects, for example, bread making, which give pupils opportunities to understand the processes of design. As a result, pupils' learning is good. They plan carefully, work out what they will need, carry out their work and then discuss and record what they liked or did not like about their product. This achievement is not developed satisfactorily through Years 3 to 6. Work in books indicates that too little work is produced, presentation is untidy and there is little to say how planning and evaluation has taken place. However the quality of teaching seen in lessons at Key Stage 2 was satisfactory and pupils learned satisfactorily how to produce effective working pneumatic and hinged mechanisms. Evidence from pupils' work and teachers' planning indicates that overall teaching and learning are unsatisfactory. Teachers' planning in this key stage lacks detail and the pupils were not all secure in describing what the purpose was for their designing. There are no procedures for assessing how well pupils' are progressing in design and technology and no agreed systems for recording achievement. As a result, teachers do not match work to pupils' skills and the achievement of all pupils is unsatisfactory and standards are below expectations.

75. The leadership and management of the subject are unsatisfactory. The co-ordinator is inexperienced and has not been given clear enough direction or the necessary support and training to enable her to have an impact on standards in the subject. Planning is collected but this only indicates intended coverage. The school has not yet determined how this subject can be used to develop and build on work in other subjects. As assessment is weak, the co-ordinator has no system for judging how high standards are. Resources are unsatisfactory as there are too few tools and pupils have to wait too long to be able to carry out simple tasks, for example, drilling a hole, which means they do not achieve as well as they could. There has been a decline in standards and achievement since the last inspection.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Teachers have good knowledge and expertise.
- The resources and accommodation are good.

Commentary

76. Standards are in line with expectations and achievement is satisfactory for all year groups. Pupils show increasing control and co-ordination of their jumping and landing and of balancing on different parts of their bodies. They develop satisfactory skills in throwing, catching and trapping a ball and are able to pass to each other with speed and accuracy. These developing skills are helped because teachers know the key features they are looking for and are confident to demonstrate, for example, when showing pupils how to land or balance in particular ways. Teaching and learning are satisfactory at both key stages. Teachers are well aware of the need for good safe practice and manage the setting out of apparatus taking due note of this but also allowing pupils to take responsibility for lifting and carrying this apparatus safely. Teachers do not always encourage pupils to evaluate their own performance or that of others in order to suggest ways of improvement.
77. The subject is well used to help pupils' personal development, for example, by working together in groups and emulating each other's performance less confident pupils grew in confidence and are able to achieve more successfully. Personal development is further enhanced through taking part in matches against other schools, which encourages a healthy approach to competition and an understanding of fair play. Occasionally teachers do not plan carefully enough for inclusion, for example, by choosing boys exclusively to demonstrate or show what they can do in games lessons.
78. Leadership and management are satisfactory. The co-ordinator teaches several year groups which enables him to monitor standards. The timetable is suitably managed to give pupils a satisfactory allocation of time, which helps to maintain standards. There is no formal assessment and recording of achievement so the school cannot be sure of how high standards are and what it needs to do to improve. The resources and accommodation are good with a suitably sized hall, extensive playing field and hard play area and an outdoor swimming pool, which are used satisfactorily to give plenty of opportunities to pupils to improve their skills. The school has improved satisfactorily since the last inspection by maintaining standards, increasing the range of clubs offered and developing resources.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Too little evidence was available to make secure judgements about overall provision for personal, social and health education. Only one circle time was seen and in this lesson teaching and learning were satisfactory. Requirements are satisfactorily met because of the practices, which have been adopted. Policy and guidance for a coordinated programme are not in place but are under review. Time is allocated suitably through the timetabled "Circle Time", which all classes undertake, and through the science curriculum. Good enrichment comes through the annual visit of the local education authority "Life Bus" which promotes healthy and safety.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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