

# INSPECTION REPORT

## **WINDERMERE PRIMARY SCHOOL**

St Albans

LEA area: Hertfordshire

Unique reference number: 117217

Headteacher: Mrs A Langridge

Lead inspector: Mrs A M Grainger

Dates of inspection: 26<sup>th</sup> - 29<sup>th</sup> April 2004

Inspection number: 258450

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:	173
School address:	Windermere Avenue St Albans Hertfordshire
Postcode:	AL1 5QP
Telephone number:	(01727) 853 360
Fax number:	(01727) 858 878
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Cox
Date of previous inspection:	27 <sup>th</sup> - 30 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Windermere Primary School is situated on the eastern outskirts of St Albans. With 79 girls and 94 boys on roll, the school is below average in size. Most pupils are from the immediate area and from a broad range of social and economic backgrounds. Ten per cent of pupils are from the travelling community, some of whom are settled and live on a static site in London Colney. Twenty-one per cent of pupils are known to be eligible for free school meals, which is broadly average.

Most pupils are white and British, although there are quite a few pupils from a range of minority ethnic backgrounds. Six pupils, in the Reception Year to Year 2, are at an early stage of learning English. There are also other pupils who have English as an additional language but who are fluent English speakers. The main first languages of these pupils are Bengali, Urdu and Panjabi. Twenty-six per cent of pupils have special educational needs, which is above average. Most pupils with special educational needs have moderate learning difficulties. Some also have speech and communication or emotional and behavioural difficulties.

Some year groups of pupils have changed a good deal as they have moved up through the school, with pupils either leaving or joining other than at the usual time. In last year's Year 6, for example, only 52 per cent of pupils had attended Windermere Primary School from the start of their primary education. The present Year 6 has also changed significantly as it has moved up through the school, although not quite as much as last year's Year 6. The movement of pupils in and out of the school is less of an issue lower down the school. Taking the intake as a whole, children's attainment on entry to the Reception Year is as expected nationally for their age, although there is a weakness in spoken language.

There have been significant changes since the school's last inspection in 1998. All the teaching staff have changed and there has also been an almost complete change in the governing body. In the years since the last inspection there has been a considerable turnover of teachers and the school has had considerable difficulty in recruiting and retaining staff because of the cost of housing.

The school has gained the Healthy Schools Award this year. The Investors in People Award was achieved in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20782	Mrs A M Grainger	Lead inspector	English Art and design Music Physical education
1112	Mr P Oldfield	Lay inspector	
1189	Mrs S Brown	Team inspector	Mathematics Information and communication technology Design and technology Geography History Special educational needs English as an additional language
23385	Ms S Gerred	Team inspector	Areas of learning in the Foundation Stage Science Religious education

The inspection contractor was:

Tribal PPI  
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Windermere Primary School provides its pupils with an acceptable standard of education but it nevertheless has serious weaknesses.** These weaknesses result in pupils not doing as well as they should, particularly in English and religious education in Years 1 to 6 and across a wider range of subjects in Years 1 and 2. Teaching and learning are satisfactory overall, but require improvement. An unsatisfactory curriculum significantly restricts the effectiveness of both the teaching and the pupils' learning. Leadership and management are satisfactory overall, but some important aspects are underdeveloped. The school gives unsatisfactory value for money.

#### The school's main strengths and weaknesses are:

- Unsatisfactory teaching and learning opportunities in Years 1 to 6 in English and religious education, and also in mathematics, science and information and communication technology (ICT) in Years 1 and 2, resulting in underachievement and standards that are below the level expected.
- Weaknesses in the curriculum that limit the effectiveness of teaching and result in underachievement in art and design, design and technology, geography and history.
- Too little use of computers to support pupils' learning across the subjects.
- Unclearly defined and underdeveloped leadership and management roles of some key staff, particularly the deputy headteacher.
- Good standards in pupils' attitudes, behaviour and relationships.
- Good pastoral care and attention to pupils' personal wellbeing.
- The wide range of activities additional to lessons, particularly lunchtime and after school clubs.

#### Improvement since the school was last inspected in April 1998 has been just adequate.

Acceptable progress has been made in the areas identified as requiring development, although further work is needed. The resources for ICT have improved, particularly over the last year and teachers' expertise in this area is better. The provision in ICT now covers all the aspects required by the National Curriculum, but some coverage is still superficial. Teachers' daily lesson planning has improved and is satisfactory, although the use of assessment in planning work to match pupils' needs requires further development. Systems have been put in place to strengthen the roles of subject leaders and involve most of them in checking the provision in their subjects. However, this is not sufficiently effective in many subjects.

There have been many changes in staff and governors since the last inspection and many teachers are new to the school. Difficulties in the recruitment and retention of staff, particularly recently, have made sustained improvement difficult. The headteacher and the local education authority are working well together to develop the school and to rectify the present serious weaknesses.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is unsatisfactory.** The above table shows a significant drop in the National Curriculum test results of pupils at the end of Year 6 in 2003. These results were also much lower than in 1998, with the trend over the last five years having been below that found nationally. The lower results were partly a reflection of the natural variations in ability found in year groups of pupils. However, they also represent underachievement resulting from the very unsettled time these pupils had in their final year because of several changes of teacher. Standards are better now in Year 6 in mathematics and science and are at the level expected nationally and pupils' achievement is satisfactory in these two key subjects. However, in English, achievement is unsatisfactory and standards are below the level expected nationally because of weaknesses in provision.

Pupils' results in the end of Year 2 National Curriculum tests also dipped in 2003 to well below the national average in reading, writing and mathematics. They were also well below average compared with the results achieved by other schools with pupils from similar backgrounds. Teachers assessed pupils' performance in science as well below average. Standards now are a little better and are below, rather than well below, average, but the achievement of pupils in Years 1 and 2 is unsatisfactory. Pupils in Years 2 and 6 are underachieving across almost all other subjects, including ICT and religious education and standards are lower than expected.

Children in the Reception class achieve satisfactorily across all the areas of learning. Almost all are on course to reach the nationally expected standards at the end of the school year and a few are likely to exceed these standards. Throughout the school, pupils with special educational needs make satisfactory progress towards the targets set for them. Pupils learning English as an additional language make satisfactory progress in English language acquisition.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall.** Pupils have good attitudes to learning, behave well and form good relationships with each other and with the adults in school. Pupils are helped to grow in confidence and to develop independence and willingness to take responsibility. However, the development of pupils' spiritual and cultural awareness is unsatisfactory. Although most pupils attend well, the attendance level is below the national average because of the frequent absences of a few pupils. The school tries hard to get all pupils to attend.

## **QUALITY OF EDUCATION**

**The quality of education, including the teaching provided by the school, is just acceptable overall** but there are some serious weaknesses. Although the provision for mathematics, science and ICT is satisfactory in Years 3 to 6, teaching and the range of learning opportunities across the curriculum are unsatisfactory in Years 1 and 2. There are weaknesses in the provision in English and religious education throughout Years 1 to 6 and also shortcomings in the coverage of several other subjects. Pupils' ICT skills are not well enough used in other subjects. Not enough is done in other subjects to promote literacy and numeracy. Additional opportunities are provided through a good range of activities additional to lessons, particularly lunchtime and after school clubs.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory** but the underdeveloped role of the senior leadership team, particularly the responsibilities of the deputy, is a serious weakness. The headteacher provides a satisfactory educational direction. Some important positive developments have started to take place this school year. Governance has improved recently to a just acceptable level. Except for the information that is provided for parents, the governors ensure that the school meets statutory requirements.

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

Pupils like school and feel well cared for. Parents are satisfied with the school and many feel that there have been recent improvements in communication.

## **IMPROVEMENTS NEEDED**

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

- Improve the teaching and learning opportunities in English and religious education in Years 1 to 6 and in mathematics, science and ICT in Years 1 and 2 to eradicate underachievement and raise standards.
- Rectify weaknesses in the curriculum so that teaching and pupils' achievement are improved in art and design, design and technology, geography and history.
- Increase the use of computers to support pupils' learning across the subjects.
- Clearly define and develop the leadership and management roles of key staff, particularly the deputy headteacher.

**and, to meet statutory requirements:**

- Ensure that all necessary information to parents is provided.



## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils' achievement is unsatisfactory overall, although progress is satisfactory in Years 3 to 6 in mathematics, science and information and communication technology (ICT). Standards presently in Year 6 are at the nationally expected level in mathematics and science, but are below the expected level in many subjects including English and ICT.

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

- Throughout Years 1 to 6 pupils are underachieving in English and religious education and standards are below the expected level in Years 2 and 6.
- Standards are below the nationally expected level in ICT, although pupils are making satisfactory progress this school year in Years 3 to 6 because of improvements in provision.
- Pupils in Years 1 and 2 are not doing well enough in mathematics, science and ICT.
- There are gaps in pupils' knowledge, understanding and skills in art and design, design and technology, geography and history.

#### **Commentary**

1. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were in the lowest five per cent of schools nationally in English and well below the national average in mathematics and science. Compared with the performance of other schools whose pupils had similar attainment at the end of Year 2, the results were well below average in all three subjects. These results are considerably lower than at the last inspection and also lower than in all the intervening years. The trend in the school's results over the last five years has been below that found nationally. The school fell well short of its targets in English and mathematics in 2003.
2. To some extent the lower results in Year 6 in 2003 are attributable to the natural variations in ability found in year groups of pupils. However, even allowing for this, this year group did not do as well as it should have done. Whilst in Year 6, the pupils had a very disrupted time with several changes of teacher. The school recognises that this adversely affected their performance. Standards now in Year 6 are at the level expected nationally in mathematics and science and pupils' achievement in these two key subjects is satisfactory. However, in English, the present standards are below the nationally expected level and pupils' achievement is unsatisfactory. The underachievement in English is a direct result of weaknesses in teaching and in the range of learning opportunities.
3. There was also a dip in the National Curriculum test results at the end of Year 2 in 2003. The results fell to well below the national average in reading, writing and mathematics. They were also well below average when compared with the results achieved by schools with pupils from similar backgrounds. Although these results were not significantly lower than at the last inspection, they were lower than in some of the intervening years. The five-year trend in the end of Year 2 results has been broadly in line with that found nationally. The effect of variations in ability in year groups is more evident here, with half the pupils in the year group that took the tests in 2003 having special educational needs. In science, teachers assessed pupils' performance as well below the national average.
4. Although an explanation can be found for the fall in the Year 2 pupils' test results, the present situation in Year 2 is a significant concern. Standards now are at the level expected nationally in reading, but are below this level in writing, mathematics and science. Like last year's Year 6, the present Year 2 has had a very disrupted time in terms of teaching following the retirement

in December 2003 of a long-serving teacher. It is possible to track the decline in pupils' progress since then which has led to many pupils now working below their capabilities. There are also weaknesses in the teaching in Year 1 that contribute to underachievement in Year 2.

5. ICT standards are below the level expected nationally in Years 2 and 6. Although improvements in resources and in the teaching of basic ICT skills are ensuring that pupils are making satisfactory progress this school year in Years 3 to 6, pupils are still working below their capabilities. This is because they have not sufficiently developed their knowledge, understanding and skills over time. In Years 1 and 2, pupils' present rate of progress is unsatisfactory and they are not sufficiently making up lost ground because there are weaknesses in teaching.
6. Standards of speaking and listening are at the level expected nationally in all year groups, both in English lessons and in other subjects. However, literacy, numeracy and ICT skills are not as good as they should be when used in other subjects. This is because too little attention is given to the use and development of these key skills across the curriculum.
7. Religious education standards are lower than the expectations set by the locally agreed syllabus and also lower than at the last inspection. Pupils are not doing well enough because the coverage of the curriculum is too thin and teachers do not ensure that pupils' knowledge and understanding are sufficiently developed as they move up through the school. Similarly, knowledge, understanding and skills are not built well enough in art and design, design and technology, geography and history. Pupils' achievement is unsatisfactory in all these subjects and standards are below the level expected nationally in Years 2 and 6. In all these areas, standards and pupils' achievements are not as good as at the last inspection. In the limited aspects of physical education seen, pupils' performance is satisfactory. Not enough evidence was gathered to make secure judgements in music.
8. Children in the Reception class achieve satisfactorily and almost all are on course to reach the nationally expected goals at the end of the school year. A few are likely to exceed these goals. Throughout the school, pupils with special educational needs make satisfactory progress towards the targets set for them because they have appropriate individual and group support. However, standards in English remain well below average in Year 3 (the year group that took the end of Year 2 tests in 2003). Pupils at an early stage of learning English make satisfactory progress because of the specialist support they are given. However, in the wider aspects of their class work, their overall achievement is unsatisfactory along with that of their classmates.

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

Standards in:	School results	National results
reading	13.3 (16.0)	15.7 (15.8)
writing	11.8 (14.0)	14.6 (14.4)
mathematics	14.2 (15.7)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	23.0 (27.4)	26.8 (27.0)
mathematics	23.4 (26.6)	26.8 (26.7)
science	25.9 (28.6)	28.6 (28.3)

*There were 28 pupils in the year group. Figures in brackets are for the previous year.*

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

Pupils' attitudes and behaviour are good. Their personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. Attendance is below the national average.

### **Main strengths and weaknesses**

- Pupils' attitudes to learning are good. They have a good understanding of what is expected of them and they behave well.
- There are harmonious relationships between pupils, who show good respect for each other's feelings, values and beliefs.
- Pupils' spiritual and cultural development is unsatisfactory because the school does not plan enough opportunities to develop these aspects.
- Pupils are confident and well able to take on responsibility.
- The poor attendance of a few pupils lowers the school's attendance level.

### **Commentary**

9. Pupils throughout the school have positive attitudes to learning. Almost all listen attentively, are keen to answer questions and settle to work with good levels of concentration. This is because teachers have high expectations of pupils' attitudes and have established effective working routines. However, pupils' attention and concentration sometimes wane when work is not matched well enough to their needs. When pupils lose involvement, it has a detrimental effect on their learning.
10. The care for pupils' personal wellbeing and the supportive ethos of the school, including the clear setting of moral standards, result in pupils knowing right from wrong. All staff are good role models for behaviour towards others. Standards of behaviour are good throughout the school. Pupils are fully aware of the school rules and of the high standards expected by the staff. The behaviour of pupils in the playground, especially those in Years 3 to 6, has improved since the last inspection. This is because all staff now use the same, effective system of rewards and sanctions. Almost all pupils respond positively to this consistent approach to behaviour management both within and outside classrooms.
11. A very small number of pupils whose behaviour continues to be challenging are managed effectively through close liaison with external support services. Pupils say that should bullying occur it is dealt with quickly and that it is not a significant problem. No signs of aggressive behaviour were seen during the inspection. No pupil was excluded from school during the last full school year.
12. The school is effective in promoting mutual respect and consideration for others and is a racially harmonious community. This means that boys and girls from a range of cultural backgrounds, including the travelling community, play harmoniously together and work well together in lessons. This is because all the staff give a positive lead in the development of relationships. They provide many opportunities for pupils of different ages to join in activities together both inside and outside the school day. Good examples are the lunchtime and after school clubs and the Friday afternoon creative lessons.
13. The provision for the development of pupils' spiritual and cultural awareness is unsatisfactory. There has been too little improvement in these aspects of pupils' personal development since the last inspection. There are some limited opportunities within religious education and assemblies for pupils to experience a range of spiritual and cultural traditions. However, there are too few planned opportunities, for example through art and design, music and literature, for pupils to develop an appreciation of the intangible such as beauty, mystery, love and goodness. There are not enough activities designed to help pupils understand about the wide range of cultures throughout the world or what it means to live in a multicultural society.

14. The positive and supportive climate within the school helps pupils to develop good social skills. Pupils grow in confidence during their time in school and are eager to take on responsibility. From the Reception class upwards children are encouraged to become independent. As they move up through the school, pupils conscientiously take on the responsibilities of living in the school community. Representatives from all classes put forward the views of their classmates to the school council and each class has a particular responsibility within the school. Year 6 pupils, for instance, show good levels of maturity as they handle money in running the 'tuck' and stationery shops.
15. Attendance was below the national average last school year and it has not picked up this year. The school monitors individual pupils' attendance well but a small number from the travelling community are frequently away and this reduces the overall attendance figures. The school liaises well with the education welfare services to tackle this concern and takes good action overall to promote regular attendance. Punctuality is satisfactory.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.6
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is just satisfactory. There are serious weaknesses in the curriculum that affect teaching and learning which, although satisfactory overall, are unsatisfactory in Years 1 and 2.

### Teaching and learning

Teaching, pupils' learning and assessment are satisfactory overall, but there are some significant weaknesses and no significant strengths.

### Main strengths and weaknesses

- Teaching and learning are unsatisfactory in Years 1 and 2 resulting in pupils underachieving.
- Teaching and learning are unsatisfactory in English and religious education throughout Years 1 to 6.
- Weaknesses in the curriculum planning for art and design, design and technology, geography and history mean that teaching does not meet pupils' needs well enough in these subjects.

## Commentary

### *Summary of teaching observed during the inspection in 36 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	0 (0%)	11 (31%)	20 (55%)	4 (11%)	1 (3%)	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.*

16. Although teaching and learning are of an acceptable quality in the school overall, they are not as good as at the last inspection and are unsatisfactory in Years 1 and 2. Almost all the instances of less than satisfactory teaching observed during the inspection were in these two year groups, mainly in Year 1. Teaching and learning are also unsatisfactory in English and religious education throughout Years 1 to 6.
17. Teaching and learning are securely satisfactory in the Reception class. Adequate use is made of assessment to match work to children's differing needs. This helps them to achieve satisfactorily and maintains their attainment at the level expected for their age. Satisfactory attention is given to the development of children's basic skills. A range of suitable activities promotes children's development of reading and writing skills when there is direct teaching and also at other times such as in imaginative role-play. Successful use of games and practical activities makes learning fun in mathematics, developing understanding across all aspects of this area of learning. Children's confidence and skills in using computers are developed satisfactorily.
18. Although there are many positive features to the development of basic skills in the Reception class, expectations of children's competence in speaking are not always high enough. Adults too readily accept short or single word answers. As a result, not enough is done to compensate for the weaknesses in spoken language in children's attainment on entry. Whilst children and activities are managed well across the areas of learning in the Reception class, there are occasions when children play without sufficient purpose. This is because they are given too much free choice and activities that they select for themselves from a range provided are not always well enough structured. At these times, the pace of learning slows.
19. The satisfactory start in the Reception class is not built on adequately in Year 1. There are too many lessons in which the use of time is unsatisfactory and in which activities are not well enough based on an assessment of pupils' differing needs. Sometimes the attention given to what pupils are expected to do does not extend adequately to a consideration of why they are doing it and what they are to learn from it.
20. The quality of teaching and learning in Year 2 this school year has been very patchy and inconsistent because of changes in teacher. There are examples of good teaching and learning in lessons taken by the recently retired teacher who returned to the school this term on a temporary and part-time basis. However, the variations in the quality of teaching and in how well assessment is used to meet pupils' needs can be tracked clearly in pupils' workbooks. Overall this school year teaching has not met the needs of pupils in Year 2 well enough and this is a significant reason for the present underachievement.
21. Throughout Years 1 to 6 in English and religious education, expectations of the standards that all pupils are capable of attaining are not high enough. Information from assessment is not used well enough to match work to pupils' needs. In English, teachers do not ensure that skills in writing for different purposes, using language to describe and create atmosphere and reading to discover deeper levels of meaning are developed adequately over time. In religious education, teachers do not make enough use of the clear guidance in the locally agreed syllabus to pitch work at the right level for different year groups. A similar situation exists in art and design, design and technology, geography and history. In these subjects, the effectiveness of teaching is also reduced by teachers not setting work at the right level and also covering topics too superficially.
22. Some good teaching occurs in Years 4 to 6, for example in mathematics, science and ICT, and this promotes effective learning. It engages pupils' interest and makes them keen to find out more and develop their skills. This is achieved, for instance, through effective questioning in mathematics and fun practical activities in science. In mathematics, science and ICT in Years 3 to 6 overall, work is satisfactorily matched to pupils' needs. In mathematics and science, the teaching caters for the needs of higher attaining pupils, but this is not the case in ICT. Nevertheless, there has been an improvement in teachers' subject knowledge in ICT.

Teachers in Years 3 to 6 are making satisfactory use of improved resources this school year to ensure that pupils are now making satisfactory progress in basic skills in ICT. In Years 4 and 6, where the teachers have responsibility for the development of ICT in the school, there is some good demonstration of programs to promote effective learning and skills are taught systematically.

23. In many lessons throughout the school, the purpose of activities is communicated clearly to pupils. As a result, pupils understand what is expected of them and why tasks have been set. Improvements in assessment systems this school year mean that there are now satisfactory arrangements for evaluating pupils' progress and identifying the areas in which individuals most need to improve. However, marking does not give pupils enough insight into how well they are getting on because it does not tell them clearly what they need to do next to improve. In English and mathematics, marking is not linked well enough to the recently introduced procedures for setting targets for individual pupils.
24. In all year groups, there is satisfactory support for pupils with special educational needs. Younger pupils at an early stage of learning English as an additional language are also given adequate support. However, along with other pupils in their classes, the pupils with English as an additional language also underachieve in subjects and classes where there are weaknesses in teaching.

### **The curriculum**

The range of learning opportunities is unsatisfactory overall, although it is satisfactory in the Reception class. There is good enrichment of the curriculum through activities additional to everyday lessons. The accommodation and resources give satisfactory support for the curriculum.

### **Main strengths and weaknesses**

- There are weaknesses in the way that many subjects are planned. This adversely affects the teaching and leads to unsatisfactory achievement.
- Too little work is covered in religious education, history and geography.
- A good range of lunchtime and after school activities enriches the learning opportunities.

### **Commentary**

25. The range of learning opportunities in the Reception class is satisfactory and is planned adequately to cover all the recommended areas of learning, as it was at the last inspection. This enables children to make satisfactory progress and, together with satisfactory teaching, maintains standards at the level expected nationally for children of this age. A relative weakness, however, is that the purpose of the activities set out for children to select for themselves is not always clear enough. As a result, children do not always work on these activities purposefully enough or learn as well as they should.
26. Throughout Years 1 to 6, statutory requirements are now met for the teaching of the National Curriculum and religious education. In Years 3 to 6, pupils' needs are met satisfactorily in mathematics and science and also in specific ICT lessons and this results in satisfactory achievement. There are, however, weaknesses in learning opportunities that lead to underachievement and standards below the level expected in English, religious education, history, geography, art and design and design and technology throughout Years 1 to 6 and in mathematics and science in Years 1 to 2.
27. In religious education, history and geography, coverage of the curriculum is patchy and often superficial. There are too few opportunities for pupils to record their knowledge and understanding in written form. Teachers are often unclear about the level at which the content should be taught in each year group and, as a result, do not systematically develop pupils'

knowledge, understanding and skills as they move up through the school. This means that the depth of pupils' knowledge and understanding and their achievement is unsatisfactory.

28. In science in Years 1 to 2, there is barely adequate coverage of some topics resulting in underachievement. In mathematics, the learning opportunities in these two year groups do not sufficiently challenge pupils capable of higher attainment. There is not enough attention to developing skills in problem solving and practical mathematics. In design and technology, not enough attention is given to the planning and, in particular, the evaluation stages of the design process. In art and design, skills such as drawing are not built up over time as pupils move up through the school.
29. There are weaknesses in the school's curriculum for English in Years 1 to 6. Not enough is done to develop pupils' skills in story writing throughout Years 1 to 6 and in writing for different purposes and audiences in Years 3 to 6. The learning opportunities do not help pupils well enough to use language to describe and create atmosphere. In Years 3 to 6, there is not enough focus on developing pupils' basic reading skills to build on what they achieve in Years 1 and 2. Pupils' competence in reading texts to discover deeper layers of meaning is not developed as it should be.
30. Satisfactory action has been taken to improve the learning opportunities for ICT, which were unsatisfactory at the last inspection. The recent purchase of laptop computers means that there are now adequate opportunities for pupils to develop ICT skills in designated lessons. However, there is inconsistency in the use made of computers to further develop ICT skills and enhance the learning opportunities in other subjects. This prevents better than satisfactory development of pupils' competence in basic ICT skills and results in missed opportunities to deepen pupils' knowledge and understanding in other subjects. There is also too little development of literacy and numeracy skills across the subjects.
31. Provision for pupils with special educational needs is satisfactory. Individual education plans have sufficient focus and appropriate targets. Work matched to these plans helps pupils to achieve satisfactorily. There is also satisfactory support for pupils at an early stage of learning English as an additional language to help them to develop confidence and competence in English language.
32. There is good extra-curricular enrichment of the curriculum, some of which is organised by members of staff and some of which is led by professional coaches or parents. This maintains a strength found at the last inspection. Pupils have opportunities to attend after-school and lunchtime clubs in a range of areas, including various sports and musical activities. There is also a chance for pupils to learn French. These activities are well attended by pupils including those from Years 1 and 2. They motivate and interest the pupils and help develop positive attitudes to school and to learning. Visits to places of interest, including a residential trip and visitors to the school support the curriculum, particularly in history and geography.
33. The accommodation gives satisfactory support for the curriculum. The extensive, well maintained grounds enhance provision and contribute to work in subjects such as science as well as in physical education. Reception children have continuous access to outside facilities. Resources are sufficient for the demands of the curriculum and support learning adequately. Resources for ICT have improved significantly since the last inspection.

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

The school makes good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with satisfactory support and guidance and involves them satisfactorily in the work of the school.

### **Main strengths and weaknesses**

- Health, safety and child protection matters are given good priority.
- There is good personal support and pastoral care for pupils.
- The guidance to pupils based on the monitoring of their academic progress does not do enough to help them to improve academically.

## **Commentary**

34. The school's procedures for ensuring the safety and personal wellbeing of pupils are good, and the strengths found in this area at the last inspection have been maintained. There are sufficient staff with appropriate first aid qualifications. Minor injuries are dealt with well and are carefully recorded. Equipment is regularly tested to ensure that it is safe and risk assessments are carefully undertaken for any off-site visits. Appropriate safety checks are made on the school site at regular intervals. Child protection procedures are well understood by the staff, who are aware of their responsibility to be vigilant. The headteacher has had recent specific training and carries out these important duties very well. All staff have received appropriate training in these procedures.
35. Satisfactory arrangements are in place to help children entering the Reception class to settle into school. There is also satisfactory support for pupils who enter the school in other year groups at various points in their primary education. Year 6 pupils are well prepared for their transfer to secondary education, spending two 'taster' days at the secondary school of their choice before transfer.
36. Teachers and teaching assistants know the pupils well and provide effective pastoral care. Any unusual incidents are recorded so that the headteacher is aware of these. There is satisfactory personal support for pupils with special educational needs and those who are at an early stage of learning English as an additional language. Teachers keep a careful eye on pupils' personal development. The school continues to work well with outside agencies to support pupils with specific needs, in areas such as learning difficulties, attendance or behaviour. Strong links with the on-site specific learning difficulties base enhance the support offered by the school for some individual pupils.
37. The advice and guidance to pupils based on the monitoring of their academic progress is not as good as it should be and has not developed sufficiently since the last inspection. Progress has been made this school year in developing procedures and individual target setting has been introduced in English and mathematics. The problem is that feedback to pupils through teachers' marking does not link closely enough with individual targets or tell pupils clearly how they can improve. However, there is satisfactory involvement of pupils with special educational needs in setting their targets, which are clear to them and easily understood.
38. Pupils' views are welcomed through the school council. Class representatives consult their classmates and bring ideas to council meetings to be fully debated. The school gives good encouragement to pupils to express their views in this way, so that even the younger children are appointed representatives and have a voice. For example, the school council recently had the opportunity to indicate 'likes' and 'dislikes' to a senior representative of the catering contractors.

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

Links with parents, the community and other schools are satisfactory.

## **Main strengths and weaknesses**

- The headteacher and governors are successfully improving the links with parents, including the information provided for them.
- The parent teacher association gives good support to the work of the school.



## Commentary

39. The headteacher and governing body are working hard to develop the school's relationship with parents and to address any concerns they have, particularly about how well they are kept informed. The school is responsive to parents' views and has, for example, shared with parents the recently set individual targets for their children in English and mathematics. Many parents now feel that their concerns about the quality of communication are being addressed, although some would like further information on their children's progress and knowledge, for example, of class timetables.
40. The overall quality of information for parents is satisfactory. There is an appropriate range of meetings for parents, including consultation meetings on their children's progress and specific meetings such as on starting school. The school provides a 'Starting School' information pack to supplement the prospectus for the parents of new entrants. Good weekly newsletters keep parents up to date with events in the school. Pupils' annual reports of progress are clear with attainment and effort graded and targets set for improvement. Homework books and diaries encourage parental support for their children's learning. Although the prospectus is an accessible and informative document, it has some omissions and so does not provide parents with all the information to which they are entitled. There are also several omissions in the governors' annual report to parents.
41. A very active parent teacher association provides generous support to the school and offers a programme of social and fund raising events. Parents support their events very well and the association has developed well since the last inspection. The overall contribution of parents to their children's learning at home and at school is satisfactory. Many parents make a good contribution to their children's early reading development by hearing them read regularly at home. The support of volunteer helpers in hearing children in Years 1 and 2 read also contributes well to the progress children make in the accuracy of their reading and to their confidence as readers. Parents give good support for school events such as productions and special assemblies. Parents of pupils with special educational needs are involved appropriately in the review of their children's individual education plans and targets.
42. The links with other schools are satisfactory. A regular meeting of the 'cluster' of local schools provides opportunities for teachers to share ideas and think of ways of improving provision. Sporting links are maintained with other primary schools and the school takes part in the Small Schools' Athletics Day in the summer term. Work placement students from other schools and colleges contribute to pupils' learning by providing additional support in lessons.
43. Links with the community are satisfactory. Links with a local church and a mosque contribute satisfactorily to pupils' learning. The school is used for a variety of lettings, including a holiday club for the disabled. A luncheon club for elderly residents not only provides a valuable 'drop in' facility but also gives opportunities to pupils to mix with senior citizens and to benefit from this experience.

## LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall, although there are some significant weaknesses.

### Main strengths and weaknesses

- The headteacher has high expectations of staff and is working well with the local education authority to improve the quality of education.
- The roles and responsibilities of the senior leadership team, particularly those of the deputy, are unclear and underdeveloped.
- The arrangements for the leadership and management of several subjects, particularly English and religious education, are unsatisfactory and ineffective.

## Commentary

44. The school has been through many changes in staffing and in leadership, management and governance since the last inspection. Of the school staff, there is only one learning support assistant and no teachers who were employed in the school at the last inspection. Only one governor from the last inspection remains. The senior leadership team is very new. The present headteacher has been in post for a year, having been acting headteacher for a term before this. The deputy has been in post for two terms and a third member of staff joined the senior leadership team from within the school at the start of last term. The special educational needs co-ordinator is the only member of the senior leadership team who is a long-serving member of staff with established responsibilities. The continual changes in personnel have made recent sustained improvement difficult, although the present headteacher has brought about some recent positive improvements.
45. The headteacher provides satisfactory leadership and recognises that a good deal needs to be done to eradicate the serious weaknesses in the school. She has welcomed the support that the local education authority has provided over the last term since the school was identified as causing concern. She worked swiftly with the local education authority to deal with the unsatisfactory teaching in a particular year group in which there had been staffing changes last term. She has also ensured that satisfactory arrangements are in place to support staff new to the school, which is particularly important when there is a high turnover of teachers. The success of this is evident in the Reception class where there are two teachers job sharing who started at the school in September. There has also been a clear focus over the last year on some other important areas needing improvement, such as the provision for ICT and this is improving both the teaching and the pupils' progress.
46. A serious weakness in the leadership and management is that the roles and responsibilities of the leadership team are unclear and underdeveloped, even allowing for the newness of the key staff. The role of the deputy is unsatisfactory and involves little more than some routine aspects of day-to-day management. The deputy has no leadership responsibilities. The role of another member of the leadership team who joined in September is also inadequate and at a very early stage of development. However, the post holder has started to look at the curriculum coverage in the school, a key area requiring improvement. The present checking of the quality of teaching and the curriculum is only just adequate, with too much responsibility for this resting with the headteacher.
47. The systems to support the leadership and management of subjects, including the checking of provision, have improved satisfactorily since the last inspection although further work is required. The movement of teachers in and out of the school has reduced the effectiveness of subject leadership because post holders are frequently changing. Presently, the leadership of mathematics, science and ICT is satisfactory, ensuring adequate provision in Years 3 to 6. Appropriate action is being taken to improve provision generally in these subjects. There is clear evidence of developments taking effect, for example in the progress this year in using the new resources in ICT and in the increased attention to experimental and investigative science. The arrangements for the leadership and management of English, religious education, geography and history are unsatisfactory. The headteacher is looking after all these subjects temporarily whilst also tackling whole-school issues and co-ordinating the development of assessment. There are also weaknesses in the leadership of art and design and design and technology.
48. Recent improvements in the effectiveness of the present governing body have brought governance up to an acceptable level. The headteacher has worked closely with governors to improve the effectiveness of their procedures for checking the school's provision. Governors recognise that further development of their roles is necessary if they are to play a full part in rectifying the school's serious weaknesses. Presently, they work satisfactorily with the headteacher to ensure that statutory requirements are met, but they are better at supporting

the school than at questioning its effectiveness and challenging it to do better. They also rely too much on the headteacher, even for example to ensure that health and safety checks are carried out. Except for some shortcomings in the provision of information for parents, the governors ensure that the school meets statutory requirements.

49. In recent years the school has accumulated an unacceptably high financial reserve. This has been to fund anticipated developments, for instance in accommodation and to ensure that the school retains single year group classes. It is unsatisfactory that the funding available to the school has not so far been spent on the pupils. The headteacher and present governing body has recognised the need to improve resources to support learning. A start has been made on reducing the surplus funds through development of the ICT resources with further developments planned. The present financial planning is just satisfactory and focused on school improvement.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	690,086
Total expenditure	716,940
Expenditure per pupil	4,120

Balances (£)	
Balance from previous year	126,213
Balance carried forward to the next	99,358

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

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Children enter the Reception Class in the September or January preceding their fifth birthday. Many children have had pre-school education before starting at Windermere Primary School. Overall attainment on entry is as expected nationally at this age, although children have a wide range of individual needs. Of the 25 children in the Reception class, three have been identified as having special educational needs. Seven children come from homes where English is not the first language, although only one child is at an early stage of learning English.

Teaching and the range of learning opportunities are satisfactorily matched to children's differing needs. As a result, children's achievement is satisfactory. Teachers' planning is adequate overall but lacks sharpness at times because it does not identify clearly enough the small steps that children are expected to make towards the broader end of year learning goals. There are satisfactory and improved procedures for checking and recording children's progress and teachers use these satisfactorily to provide work at the right level. Children have continuous access to an attractive and secure outside area, which supports their learning adequately and this is an improvement since the last inspection. There is now better deployment of support staff to assist children's learning. The overall quality of provision and the standards attained by children are much the same as at the last inspection.

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

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

### **Main strengths and weaknesses**

- Children are happy and settled in school and their attitudes and behaviour are good.
- Children gain confidence and learn to be independent.
- Some activities that children select for themselves are not challenging enough.

### **Commentary**

50. Children's achievement is satisfactory. Almost all are on course to reach the standards expected nationally by the end of the Reception Year and a small number are likely to exceed them. The quality of teaching and learning is satisfactory overall with some good features. Teachers and support staff ensure that children are made to feel welcome and offer good levels of individual care and support. This is especially beneficial to the small number of children with special educational needs and those with English as an additional language. It successfully helps to build all children's confidence and self-esteem.
51. Teachers have high expectations of children's behaviour. As a result, children quickly learn what is expected of them and respond well. Almost all behave sensibly in their classroom, in the outdoor area and when moving around the school. A very small number of children, whose behaviour continues to be challenging, are managed satisfactorily on a day-to-day basis and there is good additional support from external agencies. This helps them to develop social skills, and to work as part of a group or class.
52. Children are confident to make choices because they are given many opportunities to do so. A wide range of play activities is provided for them. Such activities encourage co-operation and collaborative play as well as engaging their imagination. As a result, children are friendly towards one another, share and take turns. Teachers expect children to develop independence, which is an improvement since the last inspection and provide situations in which they can do so. For example, they are taught to clear up after themselves and they now

take responsibility well for tidying up both indoors and outside. They dress and undress competently for physical education in the hall, changing into shorts and T-shirts and back into school uniform.

53. When planning learning opportunities, teachers do not sufficiently structure some of the activities that they put out for children to select for themselves and participate in without direct adult involvement. This means that children are not always challenged as effectively as they should be especially those capable of higher attainment. This is a weakness in teaching that reduces the overall effectiveness of the provision in this area.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teachers do not do enough to develop children's speaking skills, although appropriate attention is given to early reading and writing.

### **Commentary**

54. Children's achievement is satisfactory overall. Almost all children are on course to reach the goals expected nationally at the end of the Reception Year in reading and writing and a small number are likely to exceed them. The quality of teaching and learning is satisfactory. Children with English as an additional language and those with special educational needs, are given the necessary support to achieve as well as others.
55. The regular activities of sharing news or a 'big book', such as 'The Train Ride', together as a class provide a satisfactory opportunity for speaking and listening. Children enjoy these activities and respond with interest. They listen carefully to teachers and to each other and are gaining confidence in speaking to the whole class. However, teachers and support staff do not challenge children enough to use longer phrases or sentences. By accepting short and often one-word answers, speaking skills are not always developed as well as they could be.
56. Almost all children confidently name and sound the letters of the alphabet. This is because teachers often begin lessons with games and actions that reinforce this basic skill. Appropriate activities successfully develop children's competence in linking sounds to letters and develop their interest in books. As a result, all but the lowest attaining children are beginning to develop skills in reading simple texts. The labels, captions, words and phrases displayed around the classroom successfully promote children's understanding that print conveys meaning.
57. Writing skills are developed satisfactorily because teachers provide adequate opportunities for children to write in imaginative contexts as well as in formal situations. For example, children 'write' tickets in the role-play area set up as a station or write letters, lists or little books at the writing table. They learn to form letters carefully because they are given good examples to follow. Almost all children write their names independently and attempt writing for different purposes. A small number of higher attaining children are helped to write simple sentences on their own.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Topic work and a wide range of games and practical activities are used successfully to develop children's mathematical knowledge and understanding.
- Weaknesses in organisation result in occasions when learning is slowed and children do not do as well as they should.

### **Commentary**

58. Almost all children are likely to reach the end of Reception Year goals in mathematics. Children's achievement is satisfactory because the quality of teaching and learning is satisfactory. Games and practical activities are used successfully to make learning fun and so encourage children to practise mathematical skills. Topic work, such as about transport, is used well to develop children's knowledge of coins and their values. For example, as children role-play buying tickets for a train ride in 'the station' they learn to recognise the different shapes and values.
59. Teachers plan an adequate balance of practical activities that cover the full range of mathematics including number, shapes and measures. These help children to name and recognise two-dimensional shapes, to use cubes to measure hand and foot spans and to become familiar with positional words and phrases such as, 'behind', 'on top', 'under' and 'next to'. Suitable activities are given to higher attaining children to develop their understanding of written addition and subtraction facts.
60. There are times when children are reluctant to engage in adult led activities because they prefer to play independently. This is because the planning and organisation of activities occasionally gives children too much freedom of choice. There is not always enough rigour and sense of urgency when children are expected to work with an adult. This means that the pace of learning is slowed and children do not always achieve as well as they should.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Adults demonstrate movements effectively so that children respond well in music and movement activities.
- The management of a small number of children is not as effective as it could be, which means they do not achieve as well as they should.

### **Commentary**

61. Teaching and learning are satisfactory overall and lead to satisfactory achievement. Almost all children are on course to reach the nationally expected goals at the end of the Reception Year and a small number to exceed them. In music and movement lessons in the hall, teachers and support staff demonstrate movements clearly and set a realistic level of challenge to help children to respond to music. As a result almost all children move with confidence and safety. They move their bodies with the expected control and co-ordination. They work hard and with enjoyment in such activities.

62. A weakness in teaching is that there is inconsistency in the management of a small number of children with special educational needs. Whilst the support provided by the local education authority behaviour support service is unobtrusive and effective in helping children to participate in lessons, some other support provided by the school is less helpful and results in children being withdrawn from parts of lessons. This is because instructions and reinforcement of teaching points are given too loudly. This draws attention to these children and detracts from the teaching.
63. Appropriate use of the outside area supports some aspects of physical development. Although children do not have daily access to climbing and balancing apparatus, the school satisfactorily compensates for this through the use of two lessons each week in the hall and the occasional use of the playground and climbing apparatus normally used by pupils in Years 1 and 2.
64. A suitable range of activities helps children to successfully use a wide range of equipment and tools with the control expected at this age. These include scissors, glue sticks and paintbrushes as well as jigsaws, construction materials, large and small models. All adults sensitively support and encourage children so that they work carefully and safely.

## **OTHER AREAS OF LEARNING**

65. Provision in **knowledge and understanding of the world** and **creative development** was sampled. Whilst not enough evidence was gathered to make secure judgements on overall provision, in the aspects for which evidence was collected provision is satisfactory.
66. An appropriate range of learning experiences is provided both indoors and outside that develops children's knowledge and understanding of the world. ICT skills are developed satisfactorily as children use computers to play games and to support their work in other areas of learning. Clear and effective demonstrations by adults help children learn to program and control a small robot by pressing arrow keys and start buttons. Teaching includes a suitable range of activities to cover early understanding of religious education, such as how religious festivals are celebrated. This helps children to begin to know about their own culture and beliefs and those of other people.
67. There is satisfactory provision of musical activities. Some of these, however, are too tightly directed and do not leave enough room for exploration and investigation. This results in children's achievement being only just adequate. Good experiences develop children's competence in using paint and other materials to make pictures. Children achieve well in exploring a range of techniques and materials such as in observational paintings, printing and collage. The role-play area is used successfully and better than at the last inspection to promote independent play. This supports children in acting out imaginary situations.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **unsatisfactory**.

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

- Pupils' achievement is unsatisfactory. Standards are below the level expected nationally in writing in Years 2 and 6 and in reading in Year 6.
- The overall quality of teaching and the range of learning opportunities are unsatisfactory in writing in Years 1 to 6 and in reading in Years 3 to 6.
- The arrangements for leading and managing English are inadequate and ineffective.

#### **Commentary**

68. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were in the lowest five per cent of schools nationally. They were well below average when compared with the results achieved by other schools whose pupils had attained similarly at the end of Year 2. These results are much lower than at the last inspection. They were also lower than in the intervening years when they were maintained at a level consistently close to the national average. In part, the lower results in 2003 reflect the natural variations in ability found in year groups of pupils but staff changes also adversely affected pupils' performance and resulted in underachievement. Although standards in the present Year 6 are better, they are still below the level expected nationally and pupils are underachieving.
69. Pupils' results in the end of Year 2 National Curriculum tests in 2003 were well below the national average in reading and writing. They were also well below average when compared with the results achieved by other schools with pupils from similar backgrounds. These results are similar to those at the last inspection, although they are a bit lower now in writing. However, there have been occasions in the intervening years when the results have been close to the national average. As in Year 6, the Year 2 results dipped significantly in 2003. This was mainly, but not entirely, because of the variations in ability between year groups of pupils. Half of the pupils in this particular year group have special educational needs.
70. In the present Year 2, reading standards are much better and are securely at the level expected nationally. However, writing standards are below the nationally expected level and pupils are underachieving in this aspect of English. In part, pupils in Year 2 now are underachieving because, like last year's Year 2 and 6, changes in teacher have disrupted their education and affected their performance. However, there are also weaknesses in the provision in Year 1 that contribute to underachievement.
71. Even though it is possible to identify variations in year groups that affect standards and to track the effects of frequent changes of teacher on pupils' work, there are significant shortcomings in the provision for English that prevent pupils from doing better. The overall quality of teaching and learning and the curriculum are unsatisfactory. This represents a serious weakness in the quality of education provided by the school and a decline since the last inspection.
72. Throughout Years 1 to 6, teachers do not provide pupils with the opportunities necessary to successfully develop their confidence and competence as writers. Furthermore, teachers' expectations of the standards all pupils are capable of attaining are too low. Although pupils in Years 1 and 2 have opportunities to write for an adequate range of purposes, they do not develop the skills expected at this age in writing stories or in using language to describe and create atmosphere. This continues to be a weakness in Years 3 to 6 where pupils do not develop enough awareness of how to structure stories or how to develop and sustain ideas within their writing. Not enough is done in Years 3 to 6 to develop pupils' understanding of how the style and form of writing varies according to its purpose and intended audience.
73. The weaknesses in writing in Years 3 to 6 relate also to some of the shortcomings in the teaching of reading. Pupils do not have enough opportunities to analyse different texts to see how the authors achieve their intentions. Although pupils in Years 1 and 2 develop a good range of strategies for reading unfamiliar words and many approach reading with confidence, these skills are not built on well enough in Years 3 to 6. Hence, many pupils are more hesitant than they should be in reading when they reach Year 6. Pupils are not as competent as they should be in Year 6 in looking beneath the surface of a text to identify deeper levels of meaning. The help of parents at home and the good amount of one-to-one reading with an adult in Years 1 and 2 contribute well to the securely satisfactory progress that the pupils in these year groups make in reading.
74. Although progress in speaking and listening is satisfactory as pupils move up through the school, there are missed opportunities to challenge the older pupils through critical discussion and debate. There is satisfactory support for pupils with special educational needs that helps them to make adequate progress towards the targets set for them. Nevertheless, there has



been little improvement in the standards in Year 3 (the year group whose performance was well below average in the end of Year 2 tests last year). Pupils who receive specific support because they are at an early stage of learning English as an additional language make satisfactory progress. However, other pupils with English as an additional language, along with many others in their classes, are not achieving well enough.

75. The arrangements for the leadership and management of English are unsatisfactory. Following several recent changes in the leadership of the subject, the headteacher has been looking after it since January 2004. Because the headteacher has so many other significant responsibilities and is also looking after three other subjects, the weaknesses are not being tackled with the necessary urgency. The senior leadership team was aware that the teaching of writing needed improvement at the start of the school year but has done too little about it. This is most unsatisfactory.

### **Language and literacy across the curriculum**

76. There are satisfactory opportunities for speaking and listening in other subjects. However, there is not enough attention given to using and developing pupils' reading and writing skills across subjects. In religious education, science, geography and history, the quality of pupils' work is restricted by weaknesses in their literacy skills.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** overall, but there are some significant weaknesses.

### **Main strengths and weaknesses**

- Standards in Year 2 are below the level expected nationally and pupils' achievement is unsatisfactory in Years 1 and 2 because of weaknesses in teaching.
- Most teachers in Years 3 to 6 use questioning effectively to reinforce pupils' understanding and give good attention to the development of pupils' mathematical vocabulary.
- Opportunities for investigative mathematics are too limited in some classes.
- Teachers' marking does not always give pupils enough guidance about how they can improve.

### **Commentary**

77. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were well below the national average. They were also well below average when compared with the results achieved by other schools whose pupils had attained similarly at the end of Year 2. These results are significantly lower than when the school was last inspected in 1998 and are also lower than in all the intervening years in which the results never fell below the national average. Factors such as higher numbers of pupils with special educational needs and staffing changes contributed to the dip in results in 2003.
78. This year, standards in Year 6 are better than those shown by the tests in 2003 and are at the level expected nationally. This represents satisfactory progress in relation to pupils' end of Year 2 National Curriculum test results. Pupils now in Year 3 to 6 are making satisfactory progress as a result of satisfactory teaching and sound coverage of most aspects of the mathematics curriculum.
79. In the National Curriculum tests at the end of Year 2 in 2003, pupils' results were also well below the national average and well below average when compared with the results achieved by other schools with pupils from similar backgrounds. These results are similar to those achieved by the school in 1998 although there has been some variation in the results in the intervening years. Standards presently in Year 2 are below those expected nationally and the slight improvement now in standards compared with 2003 is only because of variations in

ability in year groups of pupils. Pupils' achievement is unsatisfactory in Years 1 and 2 because teaching is unsatisfactory.

80. Teaching, the use of assessment and the curriculum are satisfactory overall in Years 3 to 6. Issues related to the time allocated to mathematics and the use of assessment information to support teachers' planning and resources, which were unsatisfactory at the last inspection, have been rectified. Pupils' learning is satisfactory in Years 3 to 6 because work is matched adequately to their differing needs. Teachers ensure that there is satisfactory challenge for higher attaining pupils as well as making sure that there is support for pupils with special educational needs.
81. Good use of questioning by many teachers reinforces learning and understanding in Years 3 to 6. In a Year 6 lesson, for example, effective questioning about angles increased pupils' confidence to explain the meaning of terms such as 'acute' and 'obtuse' and how a shape might be reflected in a mirror line. Pupils acquire a good mathematical vocabulary because most teachers in Years 3 to 6 take care to use and reinforce key terms in lessons. In the best practice, in Years 4 to 6, pupils are encouraged to develop their own strategies for problem solving and to articulate their thinking.
82. Opportunities for pupils to use and apply mathematics are inconsistent across the school. In Years 1 and 2 in particular, there are not enough opportunities for pupils to carry out purposeful investigations and engage in practical problem solving. In Year 1, there is not enough challenge for higher attaining pupils. Although the procedures for assessing pupils' attainment and progress are satisfactory, in Year 1 not enough use is made of the information gained to match work to pupils' needs. The performance of Year 2 pupils this year has been adversely affected by several changes of teacher.
83. Although most teachers throughout the school mark pupils' work regularly, they do not give enough advice to pupils about how they might improve. The recently introduced target setting for individual pupils is not linked sufficiently to marking. This reduces the effectiveness of teaching in Years 3 to 6 as well as in Years 1 and 2.
84. Mathematics is led and managed satisfactorily. Some checking of teaching through lesson observations has been undertaken. This, together with analysis of assessment information, has highlighted where there are strengths and also where improvement and support are needed. The co-ordinator is also aware that the use of ICT is not consistent in all classes and requires further development to extend the good practice established in Years 4 and 6. However, the checking of teaching and learning and how it contributes to standards needs to be more rigorous to raise achievement and standards further and to rectify the shortcomings in provision in some year groups. There is a significant amount that the co-ordinator needs to do to support the headteacher in developing the effectiveness of the provision.

### **Mathematics across the curriculum**

85. The use of mathematics to support learning in other subjects such as science and design and technology is unsatisfactory. There are too few opportunities for pupils to apply their mathematical knowledge and skills in other subjects, for example, by making accurate drawings and measuring materials carefully as part of their work in design and technology.

### **SCIENCE**

Provision in science is **satisfactory** but there are some significant weaknesses.

### **Main strengths and weaknesses**

- Standards in Year 2 are below the level expected nationally and pupils are underachieving.
- The quality of teaching in Years 1 and 2 is inconsistent, patchy and unsatisfactory overall.

- A recently increased emphasis on practical and investigative work is helping to raise standards in scientific enquiry throughout the school.

## Commentary

86. Pupils' results in the end of Year 6 National Curriculum tests in 2003 were well below the national average. They were also well below average when compared with the results achieved by other schools whose pupils had attained similarly at the end of Year 2. These results were lower than at the last inspection and in all the intervening years. The dip in the results in 2003 was largely a result of variations in ability in year groups of pupils. It was also a result of the many changes of teacher that last year's Year 6 experienced during their final year in the school. Standards in the present Year 6 are better than indicated by the 2003 results and are at the level expected nationally. The achievement of pupils in Years 3 to 6 is satisfactory.
87. Teachers assessed pupils' standards at the end of Year 2 in 2003 as well below the national average and as considerably lower than at the last inspection. Standards now are slightly better and are below the level expected, rather than well below, but only because of variations in year groups of pupils. At the time of the 2003 assessments, half the pupils in Year 2 had been identified as having special educational needs. The overall progress of pupils now in Years 1 and 2 is unsatisfactory and they are underachieving.
88. Pupils in Year 6 have the expected depth of knowledge and understanding of life processes, materials and their properties and physical phenomena. Skills in scientific enquiry are just below the level expected nationally. This is because pupils have not developed these skills sufficiently as they have moved up through the school. However, currently in Years 3 to 6 pupils are now making satisfactory progress in practical and investigative work as teachers give more emphasis to enquiry skills.
89. Presently in Year 2, pupils do not have the expected depth of knowledge and understanding of the aspects of science required by the National Curriculum. Few, but the highest attaining pupils, are able to record at the expected level what they know and understand of the topics studied. Lower attaining pupils and those with special educational needs in particular, are hampered by their poor writing skills, which have a detrimental effect on standards and achievement.
90. The curriculum is satisfactory overall, as is teaching and learning in Years 3 to 6, but this is not as good as the picture found at the last inspection. In these year groups, work is adequately matched to pupils' needs, including those of higher attaining pupils. Work for lower attaining pupils and those with special educational needs is suitably adapted and pupils are supported satisfactorily so that they are motivated and not discouraged. Pupils understand what they are expected to learn in lessons because teachers explain this clearly at the outset. In a lesson in Year 6 in which teaching and learning were good, pupils engaged enthusiastically in the practical activities and had fun in learning about shadow formation because the teaching methods were imaginative and varied.
91. In Years 1 and 2, teaching and learning are unsatisfactory, as is the curriculum and this is a decline since the last inspection. Pupils make a satisfactory start but teachers' expectations are not always high enough and once they reach a particular level, the highest attaining pupils are not pushed on enough. In both years, coverage of the curriculum is thin and is barely adequate at times. There are breaks of up to a month at a time when pupils do not record work in their books. This means that pupils do not develop recording skills, as they should. In Year 2, changes of teacher have resulted in an inconsistent quality of learning so far over the school year. For example, pupils' progress dipped significantly in the spring term, but it is picking up again with good teaching by an experienced teacher who is now with the class on a part-time and temporary basis.

92. Science is satisfactorily led and managed. The checking of teaching through lesson observations has started this school year. It has identified some strengths and weaknesses in teaching and the need for better use of assessment, especially in Years 1 and 2. The co-ordinator is also aware that the use of ICT to support learning in science still requires improvement, as it is currently inconsistent. Teaching and learning opportunities are not yet closely enough monitored to improve the overall quality of pupils' learning, to raise standards and eradicate the shortcomings in some year groups, especially in Years 1 to 2. However, the developments in the teaching of practical and investigative science are a good step forward.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** but there are some significant weaknesses.

### Main strengths and weaknesses

- Standards are below the level expected nationally in Years 2 and 6.
- Teaching and learning are unsatisfactory in Years 1 and 2.
- Throughout the school, there are some aspects of the subject that are not covered in enough depth.
- Too little use is made of computers to support teaching and learning in other subjects.
- Standards are improving in Years 3 to 6 because of developments in resources and teachers' expertise.

### Commentary

93. The standard of pupils' work in ICT is below the level expected nationally in Years 2 and 6. Although the present standards in Year 6 are better than at the last inspection, when they were well below the level expected, pupils' achievement is still unsatisfactory. Pupils in Year 6 are working below their capabilities because they have not developed their skills adequately over time. However, recent improvements in the resources and in staff expertise mean that pupils in Years 3 to 6 are making satisfactory progress this school year. In Years 1 and 2, pupils' progress is still unsatisfactory because of weaknesses in teaching.
94. Pupils in Year 2 have some basic skills but these are not as well developed as they should be. They are developing their awareness of the keyboard and different tools. They demonstrate early word-processing skills as they make a simple sentence. Using the shape and fill tools they produce pictures in the style of Mondrian. They use 'copy' and 'paste' functions to design a repeating pattern. Too many pupils, however, have only limited control when using the line tool and are unable to create a repeating pattern with much success because they lack the necessary understanding of how to do this. With support, pupils produce simple block graphs. Overall, pupils are not as independent as they should be at this age in using computers.
95. In Year 6, higher attaining pupils locate different sites on the Internet and understand how to search and download information and pictures. Working in groups with adult support they create simple multi-media presentations, having researched a chosen topic studied in class. They use adequate word-processing skills, for example, to produce poems and reports on a visit to the theatre. They do not, however, have the expected skill in working with spreadsheets. Pupils' skills in and understanding of, control technology are below the expected level.
96. Teaching and learning are satisfactory overall in Years 3 to 6, with good features in Years 4 and 6, but there are weaknesses in teaching in Year 1. In Years 4 and 6, where the two co-ordinators teach, a computer projector is used to good effect. For example pupils are helped to create wrapping paper designs using repeating patterns and their understanding of how a spreadsheet can be used to store, analyse and present data in different forms is developed.

Pupils used this knowledge to generate and present their own information. In Years 4 and 6 learning is good because the class teachers have good subject knowledge, demonstrate the tasks well and teach skills systematically. However, throughout Years 3 to 6 activities are not always sufficiently adapted to meet pupils' differing needs and are no more demanding for higher attaining pupils than for others. This holds back the achievement of pupils with potential for higher attainment in particular.

97. The teaching of ICT in Year 2 this year has been patchy and inconsistent because of several changes of teacher. As a result, pupils have not developed the skills they should have and they have not had enough experience over the year so far in using computers. In a lesson in Year 1, the teacher had not prepared the computers before the lesson and a significant amount of time was lost as she set up the activities. The result was that little learning took place. Throughout the school, work is not always marked and this is unsatisfactory.
98. Pupils' key skills have not been built upon from one year to the next. There is still no formal systematic assessment of pupils' progress to check on how well skills and understanding are now being developed. Pupils have had very little opportunity to use ICT systems to control events or gather physical data. Some aspects of a significant number of pupils' attainment in ICT are hampered by weaknesses in their literacy skills. Nevertheless, pupils enjoy working with computers, are eager to learn and apply themselves well to the tasks set.
99. The leadership and management of ICT are satisfactory and shared by two co-ordinators. Both are knowledgeable and use their expertise well to support other staff. As a result of their checking of provision and the support that they are already giving to staff, they are aware of the areas for development in ICT, including the skills and knowledge of some teachers. However, the checking of teaching and learning opportunities is not rigorous or structured enough to ensure a satisfactory level of competence and confidence in all teachers.

### **Information and communication technology across the curriculum**

100. The use of ICT to support learning in other subjects such as English, mathematics and history is unsatisfactory. Because pupils do not use ICT enough to support work in other subjects there are also missed opportunities for them to consolidate and develop their ICT skills. This aspect of provision has not moved on well enough since the last inspection.

### **HUMANITIES**

Provision in geography and history was sampled through an analysis of pupils' work and teachers' planning and discussions with teachers and pupils. One geography lesson was observed but no history lessons were seen. Not enough evidence was gathered to make secure judgements on the overall provision in these subjects.

#### **Geography**

101. The standard of pupils' work is below that expected nationally in Years 2 and 6 and lower than at the last inspection. Pupils' achievement is unsatisfactory. This is largely because too little work is covered. Pupils in Year 2 have been introduced to maps and successfully use simple co-ordinates to locate landmarks on an island. They also, for example, plan their route to school and create a map of the route taken by Little Red Riding Hood using symbols. Skills in making and using simple maps are developed satisfactorily. However, pupils' wider geographical knowledge and understanding is more superficial than it should be at this age and enquiry skills are underdeveloped.
102. By Year 6, pupils have satisfactorily extended their knowledge and understanding of maps and many accurately locate major cities on a map of the British Isles. They are familiar with atlases and globes and are becoming aware of patterns on maps. They know, for example, that it is hotter the nearer a place is to the equator. They know the points of a compass and

can say, for example, in which direction places are located in relation to Coventry. However, as in Year 2, other aspects of geographical knowledge and understanding are superficial and pupils do not have the expected competence in asking or responding to geographical questions.

103. The big problem is that teaching and learning are restricted by weaknesses in the curriculum. As at the last inspection, the school's curriculum plan does not clearly set out the level and depth at which work should be covered. The result is that teachers do not sufficiently develop pupils' geographical knowledge, understanding and skills as they move up through the school and much of the curriculum is covered only thinly. Furthermore, teachers do not match work to pupils' differing needs well enough and do not provide additional challenge for pupils capable of higher attainment. Since the retirement at Christmas of the member of staff responsible for geography, the headteacher has looked after this subject. Because the subject has not been a recent priority, provision has not been checked and the weaknesses have not been identified. As a result, the school is not taking action to rectify them.

## **History**

104. The standard of pupils' work in history is below the level expected nationally in Years 2 and 6 and lower than at the last inspection. Pupils' achievement is unsatisfactory. As in geography, this is mainly because pupils do not cover enough work during the year. Historical enquiry skills are not well enough developed and coverage of some aspects of the curriculum is superficial. In particular, the work does not ensure that pupils capable of higher attainment are moved on adequately. There are also examples of work left unfinished by lower attaining pupils and those with special educational needs because the activities are too difficult and not well enough adapted to their needs.
105. Pupils in Year 2 are developing an awareness of chronology and know of some famous people in history such as Guy Fawkes and Florence Nightingale. They know some facts about events such as the Great Fire of London, but they do not develop their understanding sufficiently, for example through opportunities to write at length. Not enough is done to help pupils to develop empathy with people in the past. Pupils' ability to record their work is often hampered by weaknesses in their literacy skills such as problems with spellings and sentence structure.
106. Pupils in Year 6 have some awareness of the life of children in Victorian Britain and during World War II, but this is not as well developed as it should be. The use of time lines in these topics extends pupils' awareness of chronology satisfactorily. However, there are too few opportunities for pupils to write at length and, as in Year 2, weaknesses in literacy skills restrict many pupils' ability to record satisfactorily. Pupils do not sufficiently engage in research or ask historical questions for which they then seek an answer.
107. Often work is marked with positive comments but pupils are not given adequate advice about how to improve their work. National guidance is used to support the teaching of history. However, there are weaknesses in its implementation because teachers are unclear about the depth at which topics should be covered and the level at which knowledge, understanding and skills should be developed. A positive feature is the good programme of visits and visitors to support the history curriculum, retaining a strength found at the last inspection. For example, pupils visit St Alban's Abbey and Stevenage Roman Museum.
108. Since the retirement at Christmas of the member of staff responsible for history, the headteacher has looked after this subject. The subject has not been a recent priority in the school and the checking of teaching and learning is still only informal. This restricts the extent to which aspects requiring improvement can be identified in order to raise standards and improve pupils' achievement, which is unsatisfactory.

## **Religious education**

Provision in religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Weaknesses in teaching and the curriculum lead to underachievement and standards below the expectations set by the locally agreed syllabus.
- There is too little recorded work in pupils' books.
- ICT is not used well enough to support pupils' learning.
- Leadership and management are unsatisfactory.

### **Commentary**

109. Standards in Years 2 and 6 are below the expectations set by the locally agreed syllabus and lower than at the last inspection. Pupils in Years 2 and 6 have a basic knowledge about the key beliefs of Christianity and of some festivals such as Easter. Pupils in Year 6 talk enthusiastically about a visit to a Mosque and some of the rituals associated with prayer. However, they do not have the expected depth of knowledge and understanding about Christianity or about the other major faiths studied.
110. Teaching and the learning opportunities are unsatisfactory. Discussion provides a suitable opportunity for pupils to respond to religious stories, such as those about creation in Year 3. This leads pupils satisfactorily to think about some of the questions to which there are no universally agreed answers. However, there is very little recorded work, particularly in Years 2 and 6 and its quality is inconsistent across the school. It is most unsatisfactory that pupils do not have enough opportunities to deepen their knowledge and understanding of religion and to express ideas through writing. This also results in missed opportunities for the development of reading and writing skills through the subject. In all year groups, there is too little use of ICT, for example, to draft and present work or for researching information.
111. On the limited occasions when pupils are required to record their knowledge and understanding, tasks are too often undemanding. In most classes, all pupils are given the same activities. Many of these require pupils to colour in pictures or complete simple worksheets. There is little checking of pupils' progress towards the year-by-year targets as set out in the locally agreed syllabus and, as a result, teachers do not sufficiently challenge pupils, particularly those who are capable of higher levels of achievement. Because teachers have not identified that standards are lower than they should be and cover topics at a level that is not high enough, pupils are unable to make satisfactory progress and they underachieve.
112. Although the school has a suitable curriculum outline based on the locally agreed syllabus, there is not enough progression and development of skills as pupils move up through the school. Insufficient attention is given to ensuring that new learning builds on what pupils already know and can do to take their knowledge and understanding to higher levels as they move from year to year. Much of the coverage of topics is superficial. This means that the depth of pupils' knowledge and understanding is unsatisfactory.
113. Leadership and management of religious education are unsatisfactory. There are no established systems for checking the quality of teaching and the learning opportunities. This means that weaknesses in provision have not been identified and action is not being taken to rectify them. The subject has not developed well enough since the last inspection.

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

Provision in the creative, practical and aesthetic subjects was sampled through lesson observations, an analysis of pupils' recorded work and a scrutiny of teachers' planning. Not enough evidence was gathered to make a secure overall judgement on the quality of provision in each subject.

## **Art and design**

114. There are weaknesses in the curriculum planning that adversely affect the quality of teaching and learning. The result is that standards are below the level expected nationally in Years 2 and 6 and pupils' achievement is unsatisfactory.
115. Topics allocated for study in each year group are based on national guidance but there are significant shortcomings in the school's implementation of this guidance. The topics are taken in isolation and are not adapted to fit into an overall view of how pupils' knowledge, understanding and skills should develop as they move up through the school. Because the topics do not fit into a long-term plan within the school, teachers do not have clear guidance on either the depth at which topics should be covered or the level at which the work should be pitched in different year groups. The result is that pupils do not systematically develop their knowledge, understanding and skills to the level expected nationally. This is evident, for example, in the unsatisfactory development of pupils' drawing skills.
116. Pupils do not have enough opportunities to express thoughts and feelings in art and design as an aspect of spiritual development. There is not enough attention to developing a secure awareness of the work of famous artists and designers. As at the last inspection, work in art and design does not sufficiently help pupils to gain an awareness of a range of different cultures. Although some systems and procedures have been put in place for subject leadership since the last inspection, these have not been effective in ensuring that pupils experience an adequate range of learning opportunities in art and design.

## **Design and technology**

117. The small sample of work scrutinised in design and technology indicates that standards are below the level expected nationally in Years 2 and 6 and that pupils are underachieving. This suggests that provision is not as good as at the last inspection.
118. Pupils have too little understanding of the design process and their drawings often lack accuracy. For example, in Year 3, designs for a box are poorly drawn and labelled. Poor literacy skills in this year group hamper the labelling of diagrams and recording of work. However, there are some examples of designs and products that are of an adequate standard. In Year 4, pupils complete designs for a money container to a satisfactory standard including, in some cases labelling and listing materials to be used. Most pupils complete the process of making a product satisfactorily, such as the shelters made in Year 6, but there are weaknesses in the evaluation of the products in most year groups. This is because pupils are not taught how to evaluate their work and to identify how they might improve their finished products. The amount of work covered in many year groups is insufficient.
119. The leadership and management of design and technology are unsatisfactory. The co-ordinator does not have the necessary subject expertise and lacks sufficient knowledge of the level at which work should be set in Years 3 to 6 in particular. The checking of teaching and learning is not properly established. As a result, the co-ordinator's capacity to develop the subject and identify weaknesses in provision is inadequate.

## **Music**

120. There is a satisfactory planned range of music activities, which are taught by a part-time specialist teacher. These are supplemented by musical performances and opportunities for pupils to learn to play a musical instrument, including recorder lessons which are provided free of charge. A small group of girls practising their recorder playing during a lunchtime session played to a good standard. Singing in assemblies is satisfactory. However, in a small section of a Year 4 music lesson in which pupils performed clapping games and started to learn a new song, the standards were lower than they should be at this age. Satisfactory arrangements are in place for the leadership and management of music.



## **Physical education**

121. A satisfactory range of learning opportunities is planned for physical education including swimming lessons for pupils in Years 3 and 4. Activities in lessons are supplemented well by clubs that take place in the lunchtimes and after school and participation in local sports tournaments.
122. Although standards are not as high as at the last inspection, they are at the level expected nationally in Year 6 in games. Pupils have the expected competency for their age in controlling a hockey ball with a stick as, for example, they dribble around a series of markers. Pupils in Year 4 also work at the level expected for their age in dance. For example, they show the expected precision, flow and control when performing a sequence of movements to represent machines.
123. In lessons observed in Years 4 and 6 teachers managed pupils and activities well and were clear about what they wanted pupils to learn. In the Year 4 dance lesson, in which teaching and learning were good, the teacher showed considerable expertise as she demonstrated movements and actions. This set clear and appropriately high expectations for pupils, although there were missed opportunities for pupils to evaluate their work. In the Year 6 lesson, teaching and learning were satisfactory. Activities built appropriately on each other helping pupils to practise skills at the right level. Satisfactory arrangements are in place for the leadership and management of physical education.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

124. Provision in this area was sampled. No specific lessons were seen and not enough evidence was gathered to make a secure judgement about provision. The emphasis given to the care for pupils' personal wellbeing supports their personal development well. The range of the programme for pupils' personal, social and health education is satisfactory. It includes work on diet, health, sex and relationships education and the dangers of drugs misuse, as well as personal safety. This programme helps pupils to develop a safe and healthy life-style, gain confidence and develop good relationships. Pupils' involvement with the school council provides a good opportunity for them to experience democracy at first hand and helps them to feel valued as school citizens.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

<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	4
How well the curriculum meets pupils' needs	5
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	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
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).*