

INSPECTION REPORT

LONGVERNAL PRIMARY SCHOOL

Midsomer Norton

LEA area: Bath and North East Somerset

Unique reference number: 109107

Headteacher: Mrs Sylvia Hailstone

Lead inspector: Dr John Collings

Dates of inspection: 12th – 15th January 2004

Inspection number: 260491

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 years
Gender of pupils:	Mixed
Number on roll:	132
School address:	Clapton Road Midsomer Norton Radstock
Postcode:	BA3 2LP
Telephone number:	01761 412777
Fax number:	01761 419883
Appropriate authority:	Governing body
Name of chair of governors:	Mr Mike Johns-Turner
Date of previous inspection:	27 th September 1999

CHARACTERISTICS OF THE SCHOOL

The school has 131 pupils and is smaller than most primary schools. The school's socio-economic status is well below average and overall pupils' attainment on entry is well below average. The ethnic background of the vast majority of pupils is White-British. The school has 30 pupils (23 per cent) who have special educational needs, which is higher than most schools. Of these seven (five per cent) have Statements of Special Educational Needs, which is well above the national average. In the current Year 6, 11 pupils (55 per cent) have special educational needs of which two (9.5 per cent) have Statements of Special Educational Needs. In the last year nine pupils joined, and six pupils left other than at the usual time of admission, leaving or transfer. This is higher than most schools of this size. Only 11 pupils (52 per cent) in the current Year 6 were in the school when there were in Year 2. The school was awarded Schools Achievement Awards in 2000 and 2001. The school provides after school play scheme daily and in school holidays and the school's play park is available for community use.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20752	John Collings	Lead inspector	Mathematics, Science, Information and communication technology, Art and design, Design and technology, Music, Physical education
9837	Roy Walsh	Lay inspector	
12997	Chris Cheong	Team inspector	Foundation Stage, Special educational needs, English, Geography, History, Religious education

The inspection contractor was:

Parkman Ltd in association with *PkR*
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Pupils' achievement is **good** in Years 3 to 6, **unsatisfactory** in the Foundation Stage and Years 1 and 2 and **satisfactory** overall. The headteacher provides **good** leadership, and leadership and management in the school overall is **satisfactory**. Teaching is **good** in Years 3 to 6 and **unsatisfactory** in the Foundation Stage and Years 1 and 2. Overall the school gives **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Standards, pupils' achievement and teaching are unsatisfactory in the Foundation Stage and Years 1 and 2.
- Provision for special educational needs is good and pupils with special educational needs make good progress overall.
- Pupils' achievement and teaching are good in Years 3 to 6.
- Standards at the end of Year 6 improved significantly from 2002 to 2003.
- The leadership of the headteacher and the school's commitment to including all pupils is good.
- Pupils' attitudes are very good and their behaviour is good.
- The enrichment of the curriculum is good and the care and support of pupils is very good.
- Links with the community, parents and other schools are good.

The effectiveness of the school has improved in Key Stage 2 since the last inspection. Pupils' achieve well in Years 3 to 6, however, the school has **serious weaknesses** in the provision for pupils in the Foundation Stage and Key Stage 1 and as a consequence overall improvement since the last inspection is **unsatisfactory**. However, the issues in Key Stage 2 teaching in the last inspection report have been well addressed and it is now good overall. The headteacher and the governing body are addressing the weaknesses rigorously.

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	E	D	D
Mathematics	D	E	C	C
Science	E	E	C	C

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

Although wide ranging children's overall attainment on entering the Foundation Stage is **well below** average. Pupils' achievement is **satisfactory** overall with pupils leaving at the end of Year 6 broadly meeting expectations. Standards and achievement in the Foundation Stage are **below average** and are unlikely to meet the Early Learning Goals (the goals children are expected to reach by the end of reception) and in Years 1 and 2 standards in reading, writing and mathematics are **well below** average and achievement in these areas is **unsatisfactory**. While it is usual for most pupils to leave the school broadly achieving standards expected for their age, the current Year 6 has 55 per cent of pupils with special educational needs and as a result, while **achieving well**, standards in English and mathematics are **below average**.

The development of pupils' attitudes and personal qualities are **good** and they behave **very well**. Attendance has improved since the last inspection and is now **satisfactory**. Provision for spiritual, moral, social and cultural development is **good** overall.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. The overall quality of teaching is **satisfactory**. Teaching is **unsatisfactory** in the Foundation Stage and in Years 1 and 2 but **good** in Years 3 to 6. Assessment is **satisfactory** overall. It is **good** in English and mathematics where it is well used, particularly in Key Stage 2, to monitor pupils' attainment against their expected progress and to set pupils realistic targets. Such monitoring has identified the need for 'booster' classes for higher attaining pupils in English and mathematics in Years 3 to 6 to ensure all pupils make the best possible progress. Monitoring has also identified a need to ensure assessments at the end of Key Stage 1 are more accurate by comparison to other graded work. The school focus has rightly been on English and mathematics but this has resulted in others subjects, such as science, being less well monitored. The headteacher and the governing body are aware of the issues raised and are pursuing a resolution as rigorously as possible. Some changes have already taken effect.

The curriculum overall is satisfactory, but is unsatisfactory in the Foundation Stage and Year 1 and 2 because teachers are not interpreting standards in the curriculum rigorously enough. In Years 3 to 6 the curriculum is **good**. Teachers interpret it imaginatively to meet the needs of the pupils in their care and good use is made of specialist weeks to focus on various subjects such as art and science. Teaching time is below the national average. Enrichment of the curriculum including out-of-school activities is good and accommodation and resources are satisfactory overall. The development of an adventure playground, also used by the community, and the range of mosaics and sculptures in the areas around the school building greatly enhance pupils' involvement in learning. The support, advice and guidance given to pupils are **good** and pupils are **very well** cared for. Links with parents, the community and other schools are **good**. The school seeks the views of pupils **well** through the school council.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall. The leadership of the headteacher is **good**. Leadership of key staff is **satisfactory**, management is **satisfactory** and governance of the school is **satisfactory**.

The governing body is supportive and understands the strengths and weaknesses of the school. They review curricular and other policies regularly to ensure they fulfil their statutory duties fully. Finance is well directed and managed well over time to ensure school improvements are adequately funded. The headteacher is enthusiastic and passionate about wanting all pupils to achieve as well as they can and 'making a difference in their lives by raising their self esteem'. She has created a good Key Stage 2 team, which is making a significant difference in raising standards and she provides a good example to other staff by teaching music throughout the school. She currently has no deputy headteacher to support her. She is aware of the weaknesses in the Foundation Stage and Key Stage 1 and is pursuing ways to improve the provision in these areas rigorously.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has created a strong partnership with its parents and uses a range of methods to canvass their views. Parents have positive views of most aspects of the school's work and like the fact that the headteacher and staff are welcoming and accessible. Parents are welcome to help out in school and a small number do. A small number of parents feel that the school does not provide enough extra-curricular activities, however, this is not borne out by inspection evidence. Overall, pupils are happy with the school and feel they have to work hard, are listened to and teachers are caring and supportive.

IMPROVEMENTS NEEDED

- Raise standards in English, mathematics and science in Years 1 and 2.
- Raise standards in the Foundation Stage.
- Improve teaching and the curriculum in the Foundation Stage and Years 1 and 2.
- Continue the raising of standards in Years 3 to 6.
- And to meet national recommendations increase teaching time in Years 3 to 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is satisfactory. It is unsatisfactory in the Foundation Stage and Years 1 and 2 but good in Years 3 to 6. This is reflected in overall standards, which are **below average** in the Foundation Stage, **well below average** in English, mathematics and science in Year 2 and, in the current Year 6 with over 50 per cent of pupils with special educational needs, **below average** in English, mathematics and science.

Main strengths and weaknesses

- Unsatisfactory achievement in the Foundation Stage and Years 1 and 2.
- Below average standards at the end of the Foundation Stage and standards well below average at the end of Key Stage 1.
- Good achievement in Years 3 to 6.
- Pupils with special educational needs achieve well as a result of good support.

Commentary

1. The school is smaller than most primary school so the significance of changes from one year to the next or differences in performance of different groups of pupils such as boys and girls need to be treated with care.
2. Achievement is unsatisfactory for the children in the reception class. Children start school with poor standards in all areas of the curriculum. By the time they start Year 1 they have not attained the goals children are expected to reach at this stage in any of the six areas of learning for this age-group. They achieve satisfactorily in personal, social and emotional development.
3. Standards at Year 2 have varied over recent years. Pupils' average point scores¹ for the 2003 national tests show that standards of pupils in Year 2 were well below average in reading and writing and average in mathematics. However, only one boy and seven girls took the reading and writing tests so any interpretation of these results is unreliable. Five boys and ten girls took the mathematics test. The improvement in mathematics from well below average in 2002 to average in 2003 is due to a concerted focus by the school on mathematics during 2002 to 2003.
4. Inspection evidence shows that pupils are below average in the Foundation Stage and well below average in Years 1 and 2 and their achievement is unsatisfactory. This is largely due to unsatisfactory teaching and lack of a challenging interpretation of the curriculum.

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

Standards in:	School results	National results
Reading	12.9 (13.2)	15.7 (15.8)
Writing	12.7 (11.8)	14.6 (14.4)
Mathematics	16.3 (15.0)	16.3 (16.5)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

¹ All levels of the National Curriculum are awarded a point score. The expected average points at age seven are 15 and at age 11 27. The national average score for all pupils taking the tests are then used as a comparison to grade reading, writing and mathematics at Key Stage 1 and English, mathematics and science at Key Stage 2, in individual schools each year. Tables are adjusted to reflect the national averages before grades are given. The grades are shown in the summary report.

5. Standards in Year 6 have also varied over past years but improved from 2002 to 2003. Standards rose in English from well below average to below average, in mathematics and science from well below average to average. Although achievement is good results in 2004 are likely to be below average overall because of the large number of pupils (55 per cent) with special educational needs in the current Year 6 class.
6. The average point scores for national tests for pupils in Year 6 in 2003 show standards were below average in English, average in mathematics and science and average overall. Compared with their prior attainment when these pupils were in Year 2, standards show they were below average in English, average in mathematics and above average in science. When compared with schools with a similar number of pupils with free school meals, standards were average in English, above average in mathematics, well above average in science and above average overall.
7. When compared nationally the number of pupils achieving the higher Level 5 was below average in English and mathematics and average in science. When compared to all other schools the value added progress Year 6 pupils in 2003 made from their previous national tests, was just below average. When compared with schools with a similar number of pupils with free school meals the value added progress was average.
8. Inspection evidence shows that the overall standards of the current cohort of pupils in Year 6 are below average in English, mathematics and science because there are few pupils likely to achieve the higher Level 5 in these subjects. Analysis of the predicted value added progress the pupils are likely to make by the time they leave school shows this to be at least satisfactory in spite of the high mobility in the class and 55 per cent of the pupils having special educational needs. This is also a small class, which makes comparisons unreliable. Pupils with special educational needs are well supported and make good progress overall.

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

Standards in:	School results	National results
English	26.2 (25.4)	26.8 (27.0)
Mathematics	26.8 (24.8)	26.8 (26.7)
Science	29.3 (25.9)	28.6 (28.3)

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

9. Pupils' achievement in reading is satisfactory. In recent years pupils' attainment in reading has been declining at aged seven and improving at age 11. In Years 1 and 2 opportunities are being missed daily to study a text as a whole class and books provided in the class are sometimes not sufficiently challenging for the pupils with the ability to learn more quickly.
10. Writing has been an area of weakness in recent years and it remains a key area for improvement. Grammar and punctuation are being taught satisfactorily at Key Stage 2 and unsatisfactorily in Years 1 and 2. Handwriting is in line with national expectations in Years 3 to 6 but lower down the school standards are well below what they should be for their age and many Year 2 pupils struggle to write clearly and accurately unaided.
11. Standards in mathematics in Year 2 are unsatisfactory. This is largely due to unsatisfactory teaching with low expectations and lack of sufficient challenge. In Year 6 teachers have higher expectations and plan very carefully to ensure all groups of pupils are challenged appropriately and achieve well. This is due to the emphasis in the previous year on raising standards in mathematics.
12. Pupils' standards in science are well below expectations for pupils in Year 2 due largely to low expectations and lack of challenging work. In Year 6 there are higher expectations and pupils are confident to discuss how to design an investigation to make it fair.

- Standards in information and communication technology are below expectations in both key stages and in religious education there was insufficient evidence to make a judgement on standards in Key Stage 1 but in Key Stage 2 standards are in line with the locally agreed syllabus. Insufficient evidence was seen to make a secure judgement on standards the creative subjects of; art and design, music, design and technology and physical education, or in humanities; geography and history.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are **very good** and they display **good** behaviour both in and outside of lessons. Pupils' moral, social and cultural development are **good**, and their spiritual development is **satisfactory**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils are keen to learn and behaviour is good throughout the school.
- Pupils react with willingness and enthusiasm to the responsibilities given to them.
- Pupils respect each other's views and cultural beliefs.

Commentary

- Pupils understand what they are expected to learn and enjoy being at school but some younger children feel that lessons are too easy. They take an active part in classroom discussions and also co-operate well when working in groups. They share help and equipment when required and pupils of all abilities are fully integrated into the school community. Where teaching is of good quality, pupils approach their lessons with enthusiasm and concentrate well on their learning. Break-times are positive social occasions, where friendships and confidence are developed.
- Behaviour throughout the school is good and staff use well-thought-out strategies to reward good work and conduct. One of the successful strategies involves older pupils being given the responsibility to look after younger pupils at breaks and lunchtimes. This not only contributes to pupils' personal development but also produces positive behaviour from all. Behaviour has improved since the last inspection. There were no forms of bullying or harassment witnessed during the inspection, and the school has effective ways to deal promptly with any incidents should they arise.
- The school provides very well for pupils' moral, social and cultural development. All pupils, including those from a young age, are taught the difference between right and wrong, and to take responsibilities for their own actions. An effective system of rewards and sanctions is consistently applied in the school, and this supports pupils as they learn to make decisions that are socially and morally acceptable to all.
- Pupils' understanding and awareness of living in a culturally diverse society is enriched by the study of different festivals and religions. Longvernal has also developed a link with a school in St Lucia (Piaye Combined School) and pupils exchange work and information. This provides a very good platform for pupils' understanding of other cultures.
- Pupils enthusiastically take on responsibilities to help with the smooth running of the school. Members of the established school council are proud of their role and pupils feel that the school takes their views seriously. The playground pairing system has not only improved behaviour but has also increased confidence and self-esteem.

Attendance

- The school has worked hard to improve attendance with merits and rewards for 100 per cent attendance. These efforts have raised attendance to a satisfactory level and broadly in line

with the national average. Despite the school's best efforts, the major cause of poor attendance is parents taking their children on holidays during term time, which has a detrimental effect on their learning. There have been no exclusions during the last school year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.2
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 quality of education provided by the school is **satisfactory** overall.

Teaching and learning

Teaching is unsatisfactory in the Foundation Stage and in Years 1 to 2 but good in Years 3 to 6 and **satisfactory** overall. Assessment is **satisfactory** overall.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	7	9	4	1	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

Main strengths and weaknesses

- In Years 1 to 2 there are low expectations and lack of challenge.
- In Years 3 to 6 there are high expectations and work is challenging.
- In the Foundation Stage teaching lacks appropriate planning, aims, methods and expectations.
- Overall, there is insistence on high standards of behaviour.
- Overall, there are good relationships between teachers and pupils.
- In Years 3 to 6 well-adapted teaching methods and pace ensure pupils are fully engaged, encouraged to work hard and achieve well.
- Teaching assistants make a significant contribution to pupils' achievement across the school.
- Pupils in Years 3 to 6 work hard, are productive and work well independently or collaboratively as required.
- Good use of interactive white boards to support learning.
- There are good assessment procedures in English and mathematics which are used well to set realistic targets for pupils.
- Assessment in subjects other than English and mathematics is not well used to plan work based on pupils' prior attainment.
- Marking is generally supportive but does not systematically inform pupils how they could improve.

Commentary

20. Overall the strengths in teaching outweigh the weaknesses, as the weaknesses, although significant, are in particular sections of the provision and not overall. The weak areas are the Foundation Stage and Years 1 to 2 where a significant number of lessons were judged unsatisfactory.

21. Teaching is monitored by the headteacher. The issues in Key Stage 2 teaching in the last inspection report have been well addressed and it is now good overall. The areas of weakness in the Foundation Stage and Key Stage 1 are known and procedures are in place to address them but there was insufficient time for these to impact at the time of the inspection.

In Year 1/2 there are low expectations and lack of challenge.

22. The majority of lessons seen in Year 1/2 were unsatisfactory because expectations were low and different expectations for the wide range of abilities in the class were not explicit. This resulted in a significant number of pupils carrying out insufficiently demanding tasks. For example, in a Year 2 mathematics lesson a group of Year 2 pupils were required to carry out a number sequencing task well below their ability. This was demonstrated later in the lesson when they could sequence numbers in 1000s rather than the 100s asked. Time was also wasted in a low level cutting and pasting activity. In an English lesson the teacher's lack of showing an example to clarify expectations meant pupils were frequently off task and made limited progress. A review of pupils' work also demonstrated low expectations and challenge in English, mathematics and science.

In Years 3 to 6 there are high expectations; work is challenging.

23. The unsatisfactory teaching in Year 6 identified at the last inspection has been fully addressed. Teaching in Key Stage 2 is good. There are many good examples of high expectations and challenging work in Years 3 to 6. In a very good Year 6 mathematics lesson good questioning, continually adapted to meet individual pupil needs, meant all pupils made good progress. The teacher's very good knowledge and understanding also challenged pupils to use their previous understanding and the information learnt in the lesson to devise their 2.4 times table by using halving, doubling and multiplying by 10 and 100. Challenging work was also seen in a very good Year 3 - 4 English lesson where pupils were reminded of their targets and encouraged to revise and improve text.

In the Foundation Stage teaching currently lacks appropriate planning, aims, methods and expectations.

24. The quality of the teaching for the Foundation Stage is unsatisfactory. Some satisfactory teaching was seen for personal, social and emotional development and physical development, but overall, teaching lacks appropriate planning, aims, methods and expectations. There is a lack of understanding of the importance of play and choice. Suitable resources are not used enough and too little account is taken of the Early Learning Goals (the government recommend curriculum for this age group and the small steps of development within the goals).

Overall there is insistence on high standards of behaviour.

25. In the vast majority of lessons pupils behave well. Behaviour is less good in unsatisfactory lessons largely because pupils are unclear about what is expected or the work is insufficiently challenging to maintain their interest. However, in spite of this pupils behave in a satisfactory way. In the better lessons teachers have high expectations of behaviour. Work is challenging in these lessons and, when combined with good pace and clear expectations of what is to be done, pupils are fully engaged and do not misbehave.

Overall there are good relationships between teachers and pupils.

26. There are generally good relationships between pupils, and pupils and teachers. This results in pupils wanting to learn and to please their teachers. This applied to all year groups. Pupils in the Year 1/2 class for example, tried very hard in an art lesson to create larger than life pictures of flowers in the style of Giorgio O'Keefe. The good relationships between the teacher and pupils in a good Year 6 literacy lesson meant pupils were confident to try to increase the complexity of sentences to include greater 'colour'. For example, they developed

the description of an alien from "The alien is green to "The alien is a slime dripping dark green covered in a thick blanket of frizzy hair". The school rewards systems is also used well to encourage good behaviour even to curb pupils' excitement in a very good Year 3 art lesson.

In Years 3 to 6 well-adapted teaching methods and pace ensures pupils are fully engaged and encouraged to work hard and achieve well.

27. The school uses the national strategies for literacy and numeracy but have adapted these well to meet the needs of their pupils. Generally pupils enter the school well below average and their concentration is often limited. Most of the teachers, particularly in Years 3 to 6, are aware of this. Their lessons have pace because they give clear time limits, change approaches and adapt to the pupils' needs at the time. For example, in a very good Year 6 mathematics lesson small, well planned incremental challenges and reinforcement, ensured all pupils were fully engaged in learning. Teachers are encouraging, for example, in a good Year 3/4 mathematics lesson pupils were encouraged to share the good computational strategies they had developed with others in the class.

Teaching assistants make a significant contribution to pupils' achievement across the school.

28. The impact of teaching assistants is greatest in Years 3 to 6 because their contribution is well planned by the class teachers. In the Foundation Stage and Years 1/2, although at least satisfactory, their contribution is less directed and therefore less effective. Good examples of their contributions were seen in the Years 3/4 mathematics lesson where the teaching assistant supported lower attaining pupils and pupils with special educational needs. In a Year 6 mathematics lesson the teaching assistant made a significant contribution to supporting a group of lower attaining pupils in understanding place value and in a Years 3/4 English lesson the contribution ensured all pupils were fully involved and able to use information and communication technology support effectively.

Pupils in Years 3 to 6 work hard, are productive and work independently or collaboratively as required.

29. Pupils in Years 3 to 6 work hard because of teachers' high expectations. They are given a good range of opportunities to work co-operatively and independently, for example, in a Year 5 science lesson. Pupils were given the opportunity of working together to create an hypothesis and method to investigate the force of friction of different materials. They were able to identify what to change and what to measure as a result. Pupils worked independently in a Year 3/4 art lesson where they compared the simplicity of LS Lowry's matchstick figures with the simplicity of Edwina Bridgeman's figurative sculptures.

Good use of interactive white boards to support learning.

30. The school have recently introduced interactive white boards in the Year 3 to 6 classes. Teachers have adopted this new technology well and a number of lessons were seen where the use of which made a significant contribution to the pace and clarity of the teachers' presentations. For example, in a Year 6 English lesson the ease of modification of descriptions of aliens while maintaining lesson objectives and previous work during class discussion greatly enhanced pupils' understanding of how the text could be improved which then enabled them to improve their own work. An interactive white board was also used well in a Year 5 mathematics lesson where a calculator was displayed to develop pupils' understanding of how to calculate using brackets.

There are good assessment procedures in English and mathematics which are used well to set realistic targets for pupils.

31. The school has good assessment procedures in English and mathematics. These are used particularly well from Years 2 to 6. The school has recently introduced a system to predict the year on year gain from Year 2 to 6 and then use non-statutory assessments to check on

pupils' progress. The school uses the information gained to plan more effectively to meet pupils' needs. For example, the school has identified that the progress of higher attaining pupils in English and mathematics is not as good as it should be and has introduced booster classes throughout the Key Stage 2 to address the issue.

Assessment in subjects other than English and mathematics is not well used to plan work based on pupils' prior attainment.

32. Assessment and record keeping in the Foundation Stage are satisfactory and teachers and teaching assistants observe and question children and record their findings. However, these are not being well used to guide lesson planning and cater for the needs of individuals.
33. While pupils' attainment in others subjects is assessed and pupils' progress monitored these assessments are not systematically used to plan work to meet all pupils' needs. Work follows the nationally approved schemes of work and is matched to pupils' age and ability but planning is not firmly based on pupils' prior attainment to ensure they make the best possible progress.

Marking

34. Marking is done systematically and while it is generally supportive of pupils' efforts overall there is insufficient information given to pupils about how they can improve their work. Targets for mathematics and English are explicit, however marking does not identify how pupils are to proceed and they are unclear what to do to improve to meet their targets.

The curriculum

Overall the curriculum is **satisfactory**. The curriculum is **good** for Key Stage 2 and **unsatisfactory** for the Foundation Stage and Key Stage 1.

Main strengths and weaknesses

- There is inadequate coverage of the curriculum in Years 1 and 2, especially in English, mathematics and science, and of all areas of learning in the Foundation Stage.
- The curriculum time for Key stage 2 is too low.
- The curriculum for Key Stage 2 is good and the school enriches the curriculum very well.
- Equality of access is good.
- Provision for personal, social and health education is good across the school.
- The provision for pupils identified as having special educational needs is good throughout the school.
- The school prepares pupils for the next stages of education well.

Commentary

35. The curriculum for Key Stage 1 and the Foundation Stage is inadequate. It does not provide the best opportunities for learning and coverage is weak. Not enough time is given to teaching lessons in Key Stage 2. It is an hour a week less than the than the national recommendation.
36. The curriculum provided by the school is good in Key Stage 2. The school meets requirements of the National Curriculum and correctly includes personal, health and sex education and religious education. It is broad and well balanced. The National Strategies for teaching literacy and numeracy are having a good impact and helping to raise standards for pupils aged seven to 11. Teachers interpret the curriculum imaginatively to meet the needs of the pupils and in English and mathematics create booster classes to meet the needs of higher attaining pupils.

37. The school provides very good enrichment for the curriculum. It provides a good number of specialist weeks throughout the year including science, arts and topic weeks. During these weeks visitors help enliven the curriculum and extend and enthuse pupils. There are a large number of after-school arts and sports clubs, such as Judo and Scrabble. Pupils participate in suitable educational visits and there is a residential experience for the oldest pupils. Many visitors come into the school. The school also provides French and musical instrument lessons and has musical groups visiting the school three times a year.
38. Across the school provision for pupils identified as having special educational needs, including those with statements, is good. Documentation is clearly written and vigorously maintained by the teacher in charge. Good quality targets are clearly identified on individual education plans for pupils with specific learning needs and evaluated termly by staff. These pupils are well supported by teachers and teaching assistants in both in lessons and in small groups.

Care, guidance and support

The provision for pupils' care and welfare are **very good**. Staff provide **very good** support and pupils' own involvement in the work of the school is **good**.

Main strengths and weaknesses

- The school provides a high level of care within a secure environment, which encourages pupils to do their best.
- Personal development is carefully fostered so that pupils' confidence is improved.
- The school council allows pupils' views to be heard.
- Good links exist with the nursery that is located on the school site.
- Car parking at the school remains a safety hazard, although the school has tried hard to overcome the problem.

Commentary

39. The very good level of care and welfare provided for all pupils is a strength of the school. Arrangements for supporting pupils' personal development are very good with staff providing good role models for pupils to emulate. Teaching assistants give particular help in special daily sessions to those pupils with specific learning needs, helping to raise their confidence and self esteem. Break and lunchtimes are well supervised and any problems are handled consistently well. Staff are well acquainted with pupils and their families and are therefore able to provide individual pupils with very good support. Parents value and appreciate the very good pastoral care their children receive.
40. Child protection procedures are very effective and all staff, including those in administration, have undertaken awareness training. Thorough maintenance by the site manager ensures that the school environment is safe, attractive and welcoming. The car-parking problem highlighted in the last inspection report still exists. However, the school has conducted a risk analysis, which has led to a car safety programme involving parents, pupils, governors and the local police. New parking procedures have been implemented and are now being enforced by school personnel.
41. Pupils report they have very good relationships with their class teachers and teaching assistants and they find it easy to discuss any problems with them. From reception onwards, pupils are keen to get involved in the life of the school. They gladly offer assistance and are very willing helpers in carrying out tasks for the benefit of the school. The school council, elected to represent the views of all pupils, is very effective and has recently been instrumental in improving the play equipment for use in wet weather. They have also devised a rota system to stop overcrowding on the play park equipment.

42. Induction arrangements for new pupils are comprehensive. Good links have been forged with the nursery, which shares the same site as the school. Residential activities extend the learning horizons of Year 6; visits to Great Wood Pursuits Centre are very much enjoyed and assist in building greater confidence and independence.

Partnership with parents, other schools and the community

Links with parents, other schools and the community are **good**.

Main strengths and weaknesses

- The school works closely with parents keeping them well informed about their children's progress.
- Strong links with partner institutions contribute well to pupils' achievements.
- Positive action has been taken to develop close links with the local community.

Commentary

43. The school has created a strong partnership with its parents. The school uses questionnaires, formal evenings and informal chats, to canvass parents' views. School and inspection evidence shows that parents have positive views of most aspects of the school's work. Parents like the fact that the headteacher and staff are welcoming and accessible. They appreciate the regular newsletters and the support their children receive both academic and personal. The pupils' annual progress reports are well written and informative and clearly state their children's targets for future improvement. Parents of pupils with special educational needs are consulted on their children's individual educational plans and are kept informed of progress towards their targets. Parents are welcome to help out in school and a small number do, which not only benefits the pupils' learning but also adds to the sense of community. A small number of parents feel that the school does not provide enough extra-curricular activities. This is not borne out, however, by inspection evidence. The school runs a wide range of after-school clubs as well as organising a number of visits including a residential activity for Year 6 pupils.
44. The school works hard to encourage parents to become more involved with the life of the school and to provide support for their children's education at home. Many parents become involved with raising extra funds, and help with homework. A few help in lessons. The school recognises however that it needs to look for innovative ways to motivate greater numbers to become more involved with their children's education.
45. The school has developed good links with its partner high schools; seconded coaches help pupils' gain sporting success and other teachers provide skills in art and graphics work. A joint schools English, mathematics and science project for the current Year 6 will continue into Year 7. The school has also developed links with a school in St Lucia and this is impacting on pupils' understanding of the wider world.
46. Links with the local community are good, with visits from local religious leaders, and support for local volunteers looking for work experience. The daily after-school-club takes children from other local schools and the recently constructed play-park is open to all local children. The school is in the process of organising free evening adult education courses on school premises.
47. The school's links with parents of reception children's are good. Parents feel happy to talk to staff when they deliver and collect children and the good systems in place encourage this to happen. Parents receive good information when their children start school about how to help their learning at home. Many parents help with reading at home.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is **satisfactory** overall. The governing body provides **satisfactory** governance for the school. The leadership of the headteacher is **good** and of key staff **satisfactory**. Management is also **satisfactory**.

Main strengths and weaknesses

- The headteacher has a clear vision and is committed to raising standards and ensuring all pupils do as well as they can.
- The headteacher has improved teaching and raised standards in Years 3 to 6 and is well aware of the strengths and weaknesses in the school and is taking appropriate action to address the weaknesses.
- The links between performance management, assessment information and staff development are good.
- The governing body has a sound understanding of the school's strengths and weaknesses.
- Because of recent staff changes leadership of other key staff, although satisfactory, needs development.

Commentary

48. The temporary leadership of the Foundation Stage is unsatisfactory, but its overall management is satisfactory. The co-ordinator manages the day-to-day running of the department soundly. There is satisfactory leadership of the team of teaching assistants to support children's learning.
49. Since her appointment the headteacher has provided good leadership. Pupils come into the school well below average and she has a clear vision that is shared by the governing body that the school should 'make a difference to pupils lives by raising their self esteem to give them the best chance in life possible'. She is passionate about wanting all pupils to achieve as well as they can through a full curriculum. As a result, staff are generally enthusiastic, keen and work hard to improve the quality of provision. She has created a good team in Years 3 to 6, who are working hard to improve standards.
50. The headteacher provides a good example of teaching by taking all music lessons and, by including the staff, provides good staff training to enable them to gain expertise and confidence to teach their own classes. By teaching all pupils so she knows them well and is very aware of the issues and problems her staff face.
51. There have been recent and significant staff changes which have created some instability in the lower part of the school. Through systematic monitoring of teaching and learning the weaknesses in the current Foundation Stage provision and Key Stage 1 are known and are being addressed rigorously.
52. Overall, managers provide effective leadership and are clear about developments in their areas. The management of mathematics is being undertaken currently by the headteacher because of very recent staff changes. The new management of science already has a clear idea of issues needed to improve the subject. The leadership and management of literacy are satisfactory but too little monitoring of pupils' books is undertaken. Leadership in information and communication technology is satisfactory with a clear action plan to develop the subject further, including new assessment procedures to ensure pupils make progress based on their prior achievement. The leadership of special educational needs is good. There is clear monitoring of pupils' progress against their targets and teaching assistants are well briefed and used effectively to support pupils' learning.
53. The school development plan is well focused. The emphasis is rightly focused on raising standards in English and mathematics and information and communication technology is a

developing area. The emphasis on improving behaviour through 'golden time' and the greater involvement of the school council to improve pupils' self esteem are reflected in the good behaviour of pupils across the school. The school improvement plan also includes the need to address the issues identified by the monitoring of teaching and learning. However, how this is to be done is not sufficiently explicit.

54. The governing body ensures the school fulfils its statutory duties. There is an ongoing review of policies to ensure that statutory requirements are met. The supportive relationship between staff and the governing body means governors are informed about the strengths and weaknesses of the school. This enables them to challenge the senior management to improve the standards of education in the school.
55. The governing body is aware of the 'best value' principles of challenge, comparison, consultation and competition and applies these in decision-making in such areas as setting targets, planning for improvement and allocating resources to priorities. The school's most recent audit report shows that finances are well managed. The school gives satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	405,686
Total expenditure	407,193
Expenditure per pupil	2,950

Balances (£)	
Balance from previous year	33,104
Balance carried forward to the next	31,597

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

57. Current provision for children in the Foundation Stage is **unsatisfactory** and has declined since the last inspection. Children are well cared for. The school has good arrangements to give children a happy start to school life and similarly to transfer them to the next stage of education. Provision for children with special educational needs is good. Children start school with standards much lower than expected nationally. Achievement is unsatisfactory. When they move to Year 1 the vast majority of children, including those with special educational needs, will not have made the gains expected and will not have achieved the Early Learning Goals, the targets for children nationally for the end of their reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children lack opportunities to make choices about their play activities.
- Most children behave well.

Commentary

58. Teaching is satisfactory. Standards are below those expected. Staff see the personal, social and emotional development of children as a priority. They place a suitably high emphasis on good behaviour. Children's achievement is satisfactory. Children are taught satisfactorily about sitting together, answering the adults' questions and adapting their behaviour to different events and situations. Too few opportunities are given to children to make choices and persist with their self-chosen task or to work freely with others.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **unsatisfactory**. Too little is being done to provide children with the skills for speaking and listening, reading, writing, handwriting and spelling of key words, and the understanding of phonics.

Main strengths and weaknesses

- Teaching and learning is unsatisfactory.
- Children's achievement is unsatisfactory over time.
- Standards, by the time these children move to Year 1, are likely to be well below average in reading, speaking, listening and writing.

Commentary

59. Currently achievement is unsatisfactory because of unsatisfactory teaching. As a result standards are poor. Too little is done to ensure that children do not finish the year unable to interact with others, negotiate and plan activities, and confidently co-operate and converse with others. Stories are regularly read to the children, which is good, but opportunities are missed to extend their vocabulary or provide equipment for them to act out the story. Some work is undertaken on initial letter sounds but the classroom lacks displays and equipment to reinforce sounds covered or to teach key words or even to read each others names. Too little opportunity is provided for children to write for themselves for different purposes.

Mathematical development

Provision in Mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- When they move to Year 1 few children will achieve the standard expected nationally.
- Teaching is unsatisfactory.

Commentary

60. Children enter the school with very low standards of mathematical understanding. By the time they enter Year 1 they will not have gained the standard nationally expected. Staff provide some suitable experiences such as encouraging children to count out loud, but expectations are too low and opportunities limited, and resources are not used sufficiently. Children are starting to show an interest in shapes and are happy to join in early counting activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

61. No judgement was made for this area of development as too little learning and provision were observed. Children are given a little experience at building with a variety of construction kits. No natural objects were displayed for children to examine closely or touch. No computers were observed in use.

PHYSICAL DEVELOPMENT

Provision for physical development is **unsatisfactory**. Standards are below that expected.

Main strengths and weaknesses

- Children have a satisfactory control of their bodies.
- Too few, and too narrow a range of experiences are given to children to aid their fine manipulation skills.
- Too little use is made of the small, secure, freely-available outdoor space.

Commentary

62. The teaching of physical development is unsatisfactory. Standards in running and moving are similar to most children. They are able to adjust their speed or change direction to avoid obstacles and when given time and space, such as in the courtyard, can experiment with different ways of moving. Children are encouraged to join in the writing of letters in the air and to hold a pencil correctly but too few other experiences are planned or tasks freely available for children to use simple tools or small toys and equipment. Therefore standards of children's ability to make small fine movements is below that expected.

CREATIVE DEVELOPMENT

No overall judgement was possible for this area of learning as too little provision was observed or planning in place. Too few opportunities are provided for children to use their imagination or to play co-operatively with others.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory** overall.

Main strengths and weaknesses

- Attainment is below the national average for Year 6 and well below average for Year 2.
- Pupils' achievement is satisfactory/good at Key Stage 2 and unsatisfactory at Key Stage 1.
- The quality of provision in Key Stage 1 is lower than at the time of the last inspection.
- The standard of work in Years 1 and 2 is unsatisfactory.
- In Years 3 to 6 high levels of teacher expectation and challenge coupled with effective teaching methods and an insistence on high standards of behaviour are leading to a gradual improvement in results.
- Teaching for Years 1 and 2 is unsatisfactory with pupils' progress restricted by very ineffective teaching methods, a poor level of teacher expectation and a lack of pupils' engagement in their learning.
- The tracking of cohorts of pupils is working well.
- Target setting with individual pupils is helping raise standards in Key Stage 2 but not in Key Stage 1.
- The recently improved library is a good resource.
- Teaching assistants support pupils' learning well.
- Good use is made of information and communication technology to support the learning in English.
- Marking does not always give pupils a clear picture of how well they are doing or what they need to do to improve.
- The subject leader undertakes too little monitoring.

Commentary

63. The school's recent strong emphasis on raising standard in English is having a steady impact on results at the top of the school. This is evident in the improvement in national test results last summer, though the results this coming summer are likely to be lower because of the very large number of pupils with special educational needs in the year group. In Year 2 it is likely that standards in reading and writing will be well below national expectations. This is due to the largely unsatisfactory teaching they receive.
64. A key issue for action from the last inspection was to improve speaking and listening. The school has addressed this to a certain extent. Listening and speaking activities are routinely included in some lessons but more still needs to be done, however, as a result of the opportunities they do receive, older pupils are gaining satisfactory skills, many are self-confident conversationalists and pupils of all abilities are happy to talk to visitors and express their views. In classes for seven to 11 year olds technical vocabulary such as 'adjectives' are well taught. However, many pupils have difficulty remembering from day to day and, throughout the school many pupils struggle to select the word to express their ideas precisely. The vocabulary associated with a particular piece of learning is not always written up and repeated enough. In Years 1 and 2 expressive vocabulary is not taught well.
65. Pupils' achievement in reading is satisfactory. In recent years pupils' attainment in reading has been declining at aged seven and improving at age 11. Group reading sessions are helping pupils learn. These groups are often led by teaching assistants, who are making a good contribution to pupils' learning of reading and writing. In Years 1 and 2 opportunities are being missed to daily study a text as a whole class, with the rich reading experience that this brings. Also in Years 1 and 2, books given to the pupils are sometimes not sufficiently challenging for the pupils with the ability to learn more quickly and some have the same book too long. Pupils are encouraged to take books home regularly and parents and carers are rightly encouraged to help with reading and record their comments. Library skills are well developed by Year 6. Here most pupils can explain clearly how the library is organised and know how to locate relevant books in the school library and find information quickly by using contents and index pages. The recently improved library is a good resource and the school has good resources for group reading.

66. Writing has been an area of weakness in recent years and it remains a key area for improvement. At Key Stage 2 some appropriate measures are being taken to improve standards. Grammar and punctuation are being taught satisfactorily at Key Stage 2 and unsatisfactorily at Key Stage 1. Handwriting is taught regularly; consequently; pupils in the seven to 11 year old classes have handwriting in line with national expectations but lower down the school standards are well below what they should be for their age. Also in Years 3 to 6, teachers give pupils good and sometimes very good instruction in writing. The methods and chosen texts are lively. The range of writing tasks is very good. For example, in the Year 3 and 4 class the teacher encourages the use of a cat as the metaphor to describe a storm at sea with the result that one Year 3 author is able to write, "He howled with pleasure as he pounced on the biggest boat". In Years 1 and 2 the teaching of writing is poor. As a result, many Year 2 pupils struggle to write clearly accurately and unaided.
67. The school has good records of pupils' standards and can plot their progress well. These records are being used well to set individual targets with pupils in the top half of the school. Lower down, pupils find reading their targets difficult and too few can remember them so that when asked to take them into account in their writing they are unable to do so.
68. The quality of teaching is satisfactory overall. In Key Stage 2 there are elements of good and very good teaching. Teaching seen in the Year 3 and 4 class was very good. Key Stage 2 teachers have high expectations of pupils, employ good lively methods and choose good text for pupils to study. In Key Stage 1 this is not the case. Here the teachers' expectations in terms of quality and quantity of words produced and the pace and challenge are not high enough. The marking of pupils' work is inconsistent. It does not always give pupils a clear picture of how well they are doing or what they need to do to improve and work is not always marked against the learning aim for the lesson.
69. The leadership and management of literacy are satisfactory. The subject leader has a clear picture of pupils' difficulties and has put in place suitable actions to improve standards but too little monitoring of pupils' books is undertaken. Resources are satisfactory.

Language and literacy across the curriculum

70. Provision for the development of speaking, listening, reading and writing across the curriculum is satisfactory. Pupils are given good opportunities to practise their information and communication technology skills in writing. In religious education older pupils recount Bible stories and read challenging text accurately.

MATHEMATICS

Provision for Mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Standards are below the national average for Year 6 and well below average for Year 2.
- Pupils' achievement is good in Year 3 to 6 and unsatisfactory in Year 1 and 2 but overall progress is satisfactory.
- The quality of provision is good in Years 3 to 6 and unsatisfactory in Years 1 to 2 but satisfactory overall.
- As a result of challenging work and high expectations pupils make good progress in Years 3 to 6.
- As a result of low expectations and unsatisfactory teaching pupils' progress in Years 1 and 2 are unsatisfactory.
- Pupils' progress is well tracked from the end of Year 2 to Year 6 to ensure pupils make the progress expected.
- Pupils are well supported by learning support assistants and teaching assistants.

- There is limited application of the knowledge, understanding and skills learnt in information and communication technology to support mathematics.
- Marking does not always give pupils a clear picture of how well they are doing or what they need to do to improve.

Commentary

71. Pupils' achievement in Years 3 to 6 are good and the issues identified in Key Stage 2 for improvement in the last inspection report have been addressed. In the national tests last summer pupils in Year 6 were average against all schools, above average for schools with a similar number of pupils with free school meals. From the work seen during the inspection it is likely that standards will be below average in national tests this year. However, this is due to the large number of pupils in the class who have special educational needs. In the 2003 national tests Year 2 pupils were average overall and standards maintained since the last inspection. However, current evidence is that pupils are well below average. This is because expectations are not high enough and pupils are not challenged sufficiently and, as a result, pupils' achievement in Years 1 and 2 are unsatisfactory.
72. Good teaching and challenging work results in pupils in Years 3 to 6 making good progress and they achieve well. In the best lessons work is well matched to pupils' needs and teachers have high expectations of pupils' work and behaviour. For example, in a very good Year 6 lesson the class teacher used her good knowledge and understanding to plan in small incremental steps combined with good assessment to check understanding. Good pace with clear time limits and challenge all combined to produce good learning.
73. Good learning was also apparent in a Year 3/4 lesson where good planning was used to meet the wide range of differing needs. This lesson also exemplified pupils' good attitudes to learning in Years 3 to 6 through their ability to work hard, responsibly and independently. Pupils are able to discuss their work, explain strategies and present work logically, as in their work on probability. Work on mathematical investigations however lacks the independence expected. Teaching assistants are well briefed by teachers and make a significant contribution to pupils' learning through well-directed support and challenging questioning.
74. Unsatisfactory teaching of pupils' in Years 1 and 2 results in unsatisfactory achievement. Expectations are too low and insufficiently matched to pupils' needs, particularly of the Year 2 pupils in the Year 1/2 class. Work over time shows lack of challenge with activities making little contribution to learning. Pace is slow and pupils make insufficient progress in aspects of mathematics such as shape and space. Pupils' ability to discuss their work and their use of mathematical vocabulary are very limited.
75. The use of assessment to support learning is good in Years 3 to 6 where it is used to create targets based on predicted achievement. These are used to monitor whether pupils are making the expected progress. The lack of use of any assessment to create appropriate expectations for groups of pupils in Years 1 and 2 is a weakness and is unsatisfactory. Marking overall is often supportive and complementary but does not give pupils clear targets for self-improvement.
76. Leadership of mathematics is currently being overseen by the headteacher because of maternity leave and staff changes since September. The weaknesses in Years 1 and 2 have been identified and are in the process of being addressed.

Mathematics across the curriculum

77. Pupils have reasonable opportunities to use mathematics in other subjects such as science, art and design and technology. This extends their mathematical understanding and helps them apply mathematical knowledge and skills. Information and communication technology is being used increasingly, for example, pupils in Year 6 graph the class likes and dislikes and

use spread sheets to model simple costings. Opportunities tend, however, to occur coincidentally rather than as part of systematic planning.

SCIENCE

Provision for science is **satisfactory** overall.

Main strengths and weaknesses

- Standards are below the national average for Year 6 and well below average for Year 2.
- Pupils' achievement are good in Year 3 to 6 and unsatisfactory in Year 1 and 2.
- The quality of provision is good in Years 3 to 6 and unsatisfactory in Year 1 to 2 but satisfactory overall.
- As a result of well-matched work pupils make good progress in Years 3 to 6.
- As a result of low expectations and unsatisfactory teaching in Years 1 and 2 pupils make unsatisfactory progress.
- Pupils' progress is recorded but assessments are not used systematically to set targets.
- There is limited application of the knowledge, understanding and skills learnt in information and communication technology to support science.
- Marking does not always give pupils a clear picture of how well they are doing or what they need to do to improve.

Commentary

78. Pupils achieve well in Years 3 to 6 and in the 2003 national tests were average but well above average when compared with schools with a similar number of free school meals and made better than average progress over their standards at the end of Key Stage 1. The current Year 6 has a significant number of pupils with special educational needs and it is therefore unlikely that this group of pupils will reach national expectations in the national tests this year. Taking this into consideration and the standards in the national tests in 2003, standards by the end of Year 6 have been maintained since the last inspection.
79. In the teacher assessed tests in 2003 pupils in Year 2 were graded in the top 5% in the country. Current evidence for these pupils who are now in Year 3 does not support this. Pupils who are now in Year 2 are currently well below average. This is due to low expectations and lack of challenging work that matches pupils' age and ability. Based on current standards, standards by the end of Year 2 in science have declined since the last inspection.
80. Due to timetabling restrictions it was only possible to see one lesson in each key stage. The judgements are based on the lessons seen, interviews with pupils, a review of their work and interviews with staff including the subject leader. Pupils achieve well in Year 3 to 6 because work is matched to pupils' age and ability and there is a good range of practical work to enable pupils to apply and consolidate learning. Teaching in Key Stage 2 is good overall with pupils enthusiastic about the subject and able to relate what they know confidently. For example, when questioned, Year 6 pupils can devise a simple investigation and are very clear about what needs to be changed and what is measured to enable them to make valid deductions from the data. In a Year 5 lesson good questioning and checking of understanding by the teacher developed pupils' good understanding of friction as a force. They are able to hypothesise about to which material had the greatest friction before embarking on an investigation to test it.
81. The low standards in Years 1 and 2 are due to unsatisfactory teaching, which results in unsatisfactory achievement. Work is not adequately matched to pupils' age and ability, resulting in inappropriate work that lacks sufficient challenge. Since September the amount of pupils' work is very limited, there is lack of clarity of lesson objectives in planning and expectations are not high enough, particularly for the Year 2 pupils. The use of any scientific

vocabulary is very limited. Pupils find difficulty in relating what they have done in science and have little idea of what is meant by a fair test.

82. The use of assessment to support learning is unsatisfactory. There is lack of knowledge and understanding of the expectations in science needed to award the different levels to Year 2 pupils. This has been recently identified by the school and is being addressed. There are plans to transfer the good practice in English and mathematics to science but this is not currently in place. Marking overall is often supportive and complementary but does not inform pupils sufficiently on how they could improve.
83. The use of information and communication technology in science is limited. Pupils use a computer to plot graphs of pulse rates and planning identifies the use of 'datalogging' to monitor, for example, the drop in temperature during the cooling of a liquid. Few opportunities however are planned to extend information and communication technology skills, for example, in word processing opportunities to report on investigations, in the use of spreadsheets to record data and plot graphs or in the use of digital cameras to record and present findings from an investigation.
84. The leadership of science is satisfactory. At the time of the inspection the subject leader had been in the role for only a few weeks. In this time she has identified weaknesses and is in the process of devising strategies to address them. There are good links with the local secondary school, which offers opportunities for Longvernal Primary School pupils to use laboratories as an after school club and by all pupils before transfer from Year 6 to 7.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory** overall.

Main strengths and weaknesses

- Standards are below expectations for Year 6 and Year 2.
- Pupils' achievement is satisfactory throughout the school.
- Pupils' progress is recorded but assessments are not used systematically to set targets.
- There is limited application of the knowledge, understanding and skills learnt in information and communication technology to other subjects.
- New assessment procedures are not yet guiding planning to ensure work is based on pupils' prior attainment.

Commentary

85. Pupils' achievement is satisfactory overall. The majority of pupils come into school with limited skills and by the time they reach Year 2, although below the standards expected, they have made satisfactory progress. This is maintained through Years 3 to 6.
86. The current Year 6 has a significant number of pupils with special educational needs and it is therefore unlikely that this group of pupils will reach national expectations by the end of Year 6. This suggests that standards have declined since the last inspection, however, expectations in information and communication technology have risen significantly since then.
87. Due to timetabling restrictions it was only possible to see one lesson in each key stage. The judgements are based on the lessons seen, interviews with pupils, a review of their work and interviews with staff including the subject leader.
88. In a sound Year 2 lesson pupils with the support of a teaching assistant made satisfactory progress in 'dragging and dropping' text from one place to another to create new words. The lesson was well planned and pupils made sound progress with some higher attaining pupils

able to drag and drop words to construct sentences. This was a good example of where literacy was supported by information and communication technology.

89. In a good Year 6 lesson of mainly lower attaining pupils they made good progress in extending their knowledge of rows and columns in a spreadsheet to calculate the areas of a rectangle. This was extended to copying and pasting the 'formulae' cell so that multiple calculations could be made. Pupils enjoyed this and were enthusiastic to continue. This was a good example of where numeracy was supported by information and communication technology.
90. Scrutiny of school planning and a review of pupils' work shows that the school broadly follows the nationally approved scheme of work. Pupils are given opportunities to explore the use of information and communication technology across the curriculum, for example, creating posters to explore 'sharing with friends', creating instructions for 'to make a toastie' in design and technology and using a word processor to explain their work in art.
91. The school recognised that their assessment procedures were insufficiently rigorous to enable them to plan future work based firmly on pupils' prior attainment. A new, more comprehensive system has been introduced since the beginning of the year but it has not been in place long enough to have a significant effect on standards.
92. The leadership of information and communication technology is satisfactory. The subject leader has a clear improvement plan to introduce the new assessment procedures in order to use these to improve standards.

Information and communication technology across the curriculum

93. There are some good examples of the use of information and communication technology across the curriculum, for example, those cited above, however these tend to be where teachers have made good use of opportunities rather than being systematically planned across the whole school.

HUMANITIES

94. It was not possible to see any lessons in history or geography. Discussion about the subjects indicates that both are being regularly taught using government recommended schemes, which the school has added to and adjusted well for the mixed-age classes. Work displayed on the wall is of a satisfactory standard. Leadership and management are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

95. There was not enough evidence to report on art and music. Insufficient teaching and pupils' work was seen to make firm judgements on provision. However, work was sampled and discussions were held with staff. Design and technology was not inspected.

Art and Design

96. Two lessons were seen in art. In the satisfactory Year 1/2 lesson some pupils were able to produce work of good standard following in the style of Geogio O'Keefe by drawing flowers 'larger than life'. In the very good Year 3/4 lesson pupils describe the work of artists such as Lowry and Bridgeman with understanding. A sample of work and displays show a good range of materials used, for example, pastel, oil pastels, pencil, collage, and polystyrene printing. Pupils investigated repeated patterns using information and communication technology and made rubbings, and three-dimensional work in clay. Work included evidence of other cultures such as the Komodo dragons in Year 2. There are good links with the local secondary school where there is an 'arts co-ordinator' who has supported pupils in Longvernal Primary School to develop animated video sequences.

Music

97. Music across the school is taken by the headteacher, supported by the class teachers. She uses this well to help develop the musical expertise of staff. In the lesson seen pupils had good attitudes to the subject and were very involved, co-operating very well in groups to create their own compositions. These Year 4 pupils understood vocabulary such as pitch, pulse, chord and compose. Pupils used instruments such as chime bars to implement their compositions. Pupils in Year 5 use information and communication technology to create their own compositions, varying the rhythm and melody and using a range of 'instruments' to create chords. Currently, there is no choir or orchestra but a choir and wind band are planned as is a recorder club supported by the parent teacher association. Pupils are offered tuition in voice, violin, guitar, and keyboard lessons are available at the local secondary school.

Physical education

98. No lessons were seen in physical education. The school's scheme of work shows all areas of the curriculum are appropriately covered and school records show that the vast majority of pupils are able to swim 25 metres before leaving the school. The subject leader has a very clear understanding of the strengths and weaknesses of the subject and is currently reviewing assessment procedures to ensure progression of knowledge, understanding and skills from year to year.
99. The school offers a well-supported range of extra-curricular activities, which include boys and girls' football, dance, gymnastics, cycling, rugby, fitness and athletics. There are good links with the local secondary school, which in turn has links with Oldfield Sports College in Bath. This enables the local secondary school to support Longvernal Primary School with coaches and 6th form pupils to develop skills in a range of sports, such as hockey, rugby, football, dance and 'Get Set' cycling.

Religious education

Provision for religious education is **satisfactory**.

Three lessons were seen at Key Stage 2 and none at Key Stage 1. Therefore it is possible only to make judgement on learning and teaching for the seven to 11 year old pupils. The last inspection found standards to be as expected and this is still the case for this age group. Current planning is satisfactory, as are teaching and learning.

Main strengths and weaknesses

- Long-term planning is good for both key stages. It takes good account of the locally agreed syllabus. The school's policy on the teaching of religious education is good.
- Teaching seen used good methods to make the subject interesting and understandable for pupils.

Commentary

100. The limited evidence available indicates that standards are in line with the locally agreed syllabus for 11-year-olds. This is the same as the last inspection. The quality of teaching seen was good. Teachers used teaching aids such as interactive white boards well to enable pupils to learn and understand and to hold their attention. In a good lesson seen in the Year 3 and 4 class the teacher used it to show pupils different artist images of Jesus and the differing objects depicted with him as part of a lesson on symbolism. In Year 6 the whiteboard was used well to illustrate a Bible story and record vocabulary while retelling a story from the Old Testament. Teachers differentiate the work well, so that all abilities of pupils, including those with special educational needs, are able to take part fully and learn equally from the lesson.

No lessons were seen in the classes containing pupils in Years 1 and 2 and as little is recorded in books no judgements can be made about Key Stage 1.

101. All areas of the locally agreed syllabus are covered. Work on other faiths and cultures supports pupils' cultural development well. Teachers' long-term planning for the mixed-age classes has been well prepared but other elements of the leadership and management of the subject are lacking and leadership and management is unsatisfactory overall. Very little monitoring takes place. Assessment is undertaken only at the end of Year 2 and Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **good**.

Main strengths and weaknesses

- Provision is well planned into the curriculum.

Commentary

102. The school sees pupils' personal and social development as a priority. Pupils are given regular weekly opportunities to talk about personal and social aspects of school life as a class. Each class has devised and assembled its own rules, enforced in Key Stage 2 by teachers using the school's reward system well. Pupils who are school council members provide a 'buddy' system in the playground and are easily identified by the cap that they wear. Older pupils also take part in citizenship lessons though none was observed during the inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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