

INSPECTION REPORT

**EAST CROMPTON ST GEORGE'S C of E (VA) PRIMARY
SCHOOL**

Shaw

LEA area: Oldham

Unique reference number: 105717

Head teacher: Mr K Ridgway

Lead inspector: Krishan Sharma

Dates of inspection: 8 - 11 March 2004

Inspection number: 260552

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	268
School address:	George Street Shaw Oldham Lancashire
Postcode:	OL2 8HG
Telephone number:	01706 847502
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Geoff Brewer
Date of previous inspection:	13 September 1999

CHARACTERISTICS OF THE SCHOOL

St George's is the same size as an average primary school nationally and forms part of the Parish of St James' East Crompton. At the time of the inspection it had 268 pupils on roll and the number has remained steady over the last few years. Most of the pupils come from privately-owned properties, with a few coming from nearby local authority-owned properties. No pupil is at early stages of learning English and most come from a white, British background. The number of pupils eligible for free school meals is below the national average and the percentage has remained stable at least for the last five years. The number of pupils identified as having special education needs is average for the first time in five years; previously it used to be below the national average. The main needs are in the areas of moderate learning and emotional and behavioural difficulties. There are three pupils with Statements of Special Educational Needs. The overall pupil mobility rate is about average but the rate at which pupils join the school other than at the usual time of first admission is below average. Most children attend a pre-school early years' setting before joining the reception class and the attainment on entry remains broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school is failing to provide its pupils with an acceptable standard of education. Pupils' achievement is unsatisfactory as are the quality of teaching and governance of the school. The leadership and management are poor and are at the heart of the school's unsatisfactory performance. As a result of these weaknesses, the school provides **unsatisfactory value for money**.

The school's main strengths and weaknesses are:

- standards are below average in English, mathematics and information and communication technology (ICT) and pupils' achievement falls short of expectations;
- teaching is unsatisfactory overall, in Years 5 and 6 some of it is poor;
- the leadership and management provided by the headteacher are poor; that provided by key staff is unsatisfactory and the governance is unsatisfactory;
- the behaviour and attitudes of a significant number of pupils are unsatisfactory and often poor, and inhibit achievement and standards in the school;
- parents as well as pupils have some deep concerns about the work of the school;
- attendance is good;
- achievement in the reception classes is good.

Improvement since the last inspection is at best **unsatisfactory**. Achievement and standards have declined in English, mathematics and ICT. The quality of teaching and leadership and management have also declined. The progress made against the key issues is unsatisfactory overall.

In accordance with section 13 (7) of the School Inspections Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

STANDARDS ACHIEVED

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

Pupils' achievement **falls short of expectations** across the school, with the exception of the reception classes where children are consistently making good progress towards goals they are expected to reach by the end of reception. The observations of lessons and an examination of pupils' past and current work indicate that in Years 1 and 2 standards in writing and mathematics are below average but they are broadly average in reading. Pupils in Years 3 to 6 are also not reaching the expected standards, particularly in English and mathematics. Standards of the current Year 6 pupils were above the national average in reading and well above average in writing and mathematics when they were seven. The evidence collected during the inspection indicates that they are unlikely to reach this potential in the 2004 national tests in both subjects. Standards in science are about average. In ICT achievement is unsatisfactory across the school because pupils have limited access to computers. As a result, ICT is not contributing to their achievement in other subjects as much as it should do. Many higher attaining pupils and those with special educational needs do less well than expected.

Pupils' attitudes and behaviour are **unsatisfactory and often poor** and the school's provision for their **spiritual, moral and social and cultural development is unsatisfactory**. Many pupils do not concentrate in lessons and a significant number are badly behaved. Attendance is **good**.

QUALITY OF EDUCATION

The quality of education provided by the school is **unsatisfactory**. The quality of the curriculum is unsatisfactory except in the reception classes where the children are provided with an interesting and stimulating range of activities. Pupils' limited access to computers means that the school is not in a position to cover in full the Programmes of Study for ICT; therefore, it is not meeting the statutory requirements. **Teaching is unsatisfactory**, with a high proportion of unsatisfactory or poor lessons in Years 3 to 6, and this contributes to inadequate learning in lessons and pupils' achievement over a longer period of time. The care and welfare of pupils are unsatisfactory. The school's partnership with parents is unsatisfactory overall.

LEADERSHIP AND MANAGEMENT

Leadership and management are poor. The leadership provided by the headteacher is poor and that provided by key staff is unsatisfactory. The school lacks skills in monitoring and evaluation. As a result, it is not able to look at itself rigorously enough to find out what it is doing well and where it needs to improve. Despite the governing body's recent support to the school, its work has been unsatisfactory. It has not held the headteacher and staff to account for the school's performance, including its failure to provide the statutory requirements of the ICT curriculum to each pupil. The governing body has supported the school but has not challenged it enough.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A significant number of parents are deeply concerned about the pupils' behaviour, the quality of teaching and the leadership and management of the school. Pupils have also expressed similar views on behaviour in the school. Both parents and pupils are well satisfied with the extra-curricular activities the school offers to enrich the curriculum. The inspection evidence confirms most of the concerns expressed by parents and pupils.

IMPROVEMENTS NEEDED

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

- improving the leadership and management of the headteacher and key staff;
- raising the quality of teaching to good overall;
- improving standards in English and mathematics;
- strengthening teachers' behaviour management skills;
- bringing rigour to the role of the governing body;

and, to meet statutory requirements:

- by teaching the full Programmes of Study in ICT across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the reception classes but in Years 1 to 6 it mostly falls short of expectations. Standards in English and mathematics are below average and in science they are adequate. The higher attaining pupils often do not perform as well as can be expected of them. Standards have declined since the last inspection.

Main strengths and weaknesses

- Children in the reception achieve well in all six areas of learning.
- The achievement of pupils from Years 1 to 6 is unsatisfactory overall; it is worse in Years 3 to 6 than in Years 1 and 2.
- Standards in English, mathematics, and in ICT are below average.
- Standards are broadly average in science, design and technology, history and geography.
- The higher attaining pupils do not achieve as well as they could.
- The school's results show a downward trend, particularly in Year 2 and the performance of the current Year 6 pupils indicates that the results are likely to dip in 2004.

Commentary

1. Children's attainment on entry to reception is broadly average, with a sizeable intake of children having special educational needs. As children achieve well, the attainment of a large majority is securely average for their age by the time they leave the reception classes. The effective teaching ensures that children achieve well across all the areas of learning as shown in the table below:

Standards at the end of the Foundation Stage

Standards in relation to the Early Learning Goals by the end of Reception in:	
Personal, social and emotional development	Good
Communication, language and literacy	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

2. The analysis of the latest national test results below shows that standards in Year 2 are below average in reading and writing. In writing they are below for the second year running. In mathematics, standards remain above the national average for the second consecutive year. In comparison with similar schools, the school's 2003 results compare very favourably in mathematics, but are below average in reading and writing.

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

Standards in:	School results	National results
Reading	15.2 (16.3)	15.7 (15.8)
Writing	14.3 (13.9)	14.6 (14.4)
Mathematics	17.3 (17.4)	16.3 (16.5)

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

3. During the inspection pupils in Years 1 and 2 achieved less well than expected and the standards they achieved were also below average. In lessons in English, pupils' achievement was unsatisfactory or poor in just over half; in mathematics, again in half of the lessons pupils'

achievement was inadequate. The scrutiny of pupils' written work in English in Year 2 confirmed this trend, particularly for the higher attaining pupils. In mathematics there was insufficient written work to fully confirm the unsatisfactory achievement seen in lessons but, in the lessons observed, many pupils were not able to demonstrate their understanding of the number work in which they were engaged.

- The analysis of Year 6 national results in 2003 shown below indicates that the standards have remained below the national average in English, show some improvement in mathematics from below average to average, and remain average in science, as in the previous year. In comparison with similar schools and those schools whose pupils attained similarly at the end of Year 2 in 1999, the Year 6 pupils performed below the national average in English.

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

Standards in:	School results	National results
English	26.4 (26.5)	26.8 (27.0)
Mathematics	27.2 (26.2)	26.8 (26.7)
Science	28.5(28.8)	28.6 (28.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year.

- During the inspection pupils' written work in Year 6 confirmed that standards are below average in English and broadly average in science, but in mathematics they were also found to be below average, rather than average as shown in tests. The higher attaining and the below average ability pupils are not achieving as well as they should. It proved difficult to gauge standards and achievement in Year 6 lessons as pupils were taught by two supply teachers whose main task turned out to be dealing with a significant number of badly behaved pupils in the class. The achievement of pupils in Years 3 to 5 fell well short of expectations in just over two-thirds of lessons in English. In a quarter of mathematics lessons pupils' achievement was inadequate.
- Standards in ICT are at best below average across the school. Pupils' access to computers is limited and the current provision is inadequate for ensuring that pupils cover the Programmes of Study in the subject. As a result, ICT is not making the contribution it should to pupils' learning across the curriculum. Above all, it means that the school is not meeting statutory requirements in the subject. However, in science, design and technology, history and geography across the school, pupils are doing as well as can be expected.
- Achievement varies in the school. Pupils in Years 1 and 2 are doing relatively better than those in Years 3 to 6 as, on balance, the quality of teaching is better for younger pupils. In Years 5 and 6, pupils' attitudes and behaviour play a significant role in the less than expected achievement they make. The higher attaining pupils throughout the school and across the curriculum are capable of achieving more. Pupils with special educational needs do as well as they can in many lessons in the foundation subjects and science, but their achievement in English and mathematics could be better because often the work given to them does not meet their needs; it is either too hard, or too easy. Overall the school is performing less well in English and mathematics than in many foundation subjects.
- The trend in the school's attainment, based on averages of National Curriculum points, is below the national trend at Year 2. At Year 6, the trend is broadly in line with the national trend. The inspection evidence confirms the trend detected within the performance data at Year 2 and points to a similar downward trend emerging at Year 6. Currently the leadership and management of the school are not strong enough to arrest the declining standards and pupils' achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **generally unsatisfactory** and **often poor** across the school except in the two reception classes where they are **good**. The provision for pupils' spiritual, moral, social and cultural development is **unsatisfactory** and the school's current performance represents a significant decline from the standards reported in the last inspection. Attendance is **good** and is being successfully maintained at its previous high levels.

Main strengths and weaknesses

- Attendance is good.
- Children in the reception classes display positive attitudes and behaviour.
- A significant number of pupils behave badly, particularly in Years 5 and 6, and in and around the school.
- Bullying is continuing to be perceived to be a significant concern by some pupils and their parents.
- Relationships are not constructive enough.
- Provision for pupils' spiritual, moral, social and cultural development is unsatisfactory.

Commentary

9. Attendance levels, as indicated in the table below, are high in comparison with other schools nationally. The school's procedures for promoting attendance are good and are systematically followed. These have seen further improvement since the last inspection. Overall, pupils are punctual for the beginning of sessions and lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	0.6	School data	0.0
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.

10. Children's attitudes and behaviour are good in the two reception classes. They enjoy the activities provided for them and mostly make good progress. In Years 1 to 6, however, pupils' attitudes and behaviour are unsatisfactory and often poor. As a result, some of them are unable to form meaningful relationships with others. In a significant number of lessons pupils do not sustain interest and concentration and disruptions are frequent. This leads to the pace of the lesson slowing and the scope for learning is lessened. Often this occurs where the work is not sufficiently well matched to the pupils' needs and the teaching is uninspiring. The school's actions to remedy the situation are proving largely ineffective due to some teachers' inadequate management of behaviour and the ineffective leadership and management that fails to provide a clear way forward. Many parents and pupils believe that the unacceptable behaviour is having a significant negative impact in some lessons and on the learning of the majority. The inspection evidence supports their views.
11. The school excluded a small number of pupils last year as shown in the table following. Appropriate procedures are in place, including the right of appeal against any such decision. Bullying is seen to be taking place and is a matter of concern for pupils of all ages and for parents. Action to deal with bullying is seen to be largely ineffective by some parents. The school has a small number of pupils from the minority ethnic groups; no cases of racism were seen during the inspection.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed - White and Black Caribbean
Mixed - White and Asian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
263	4	0
4	0	0
1	0	0

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

12. Pupils' **personal development** including the provision for spiritual, moral, social and cultural development is **unsatisfactory**. The high levels of unsatisfactory or worse teaching in Years 1 to 6 contributes to pupils' lacklustre attitudes towards work in the classroom. The absence of a coordinated programme of personal, social and health education to promote pupils' personal development also contributes to this unsatisfactory provision.
13. Most children in the reception classes are on course to achieve the Early Learning Goals in personal, social and emotional development. They enjoy warm relationships with other children and adults. They are given confidence to take some responsibility for their work. Opportunities for them to work independently and in small groups are common.
14. Provision for pupils' **spiritual development** is **unsatisfactory**. Pupils often do not get sufficient opportunities to reflect and learn from reflection. As a result of the heavily controlled teaching in many lessons there is little scope for giving pupils space for their own thinking. A number of pupils lack understanding of others' feelings.
15. The school seeks to teach the difference between right and wrong within its Christian environment, but a significant number of pupils are unaware and unconcerned about the impact of their behaviour on others. The poor behaviour seen both in lessons, and in and around the school, demonstrates that many pupils have developed little understanding of the consequences of their actions for others, strongly indicating that the provision for **moral development** is **unsatisfactory**. During the inspection some pupils responded inappropriately to teachers, both their class teachers and particularly the supply teachers. On a number of occasions little respect was shown for the views and the needs of others.
16. The school's provision for pupils' **social development** is **unsatisfactory**. While the school encourages pupils' social development through older pupils acting as helpers, a range of extracurricular activities and participation in local community events, their impact has been limited because of the fundamental difficulties with the ethos of the school. Sometimes relationships are tense between pupils and between some pupils and adults. Opportunities for pupils to work together in lessons are infrequent. As a result, they are not able to learn and practise relevant social and personal skills necessary to work within a group. During the inspection only occasionally were pupils seen to be working independently or taking initiative in their work.
17. The school promotes pupils' appreciation of their own culture through the curriculum and daily assemblies. Generally, the provision for pupils' **cultural development** is **unsatisfactory** because their exposure to cultural diversity is limited. Consequently, they are not in a good position to appreciate the diversity present in modern day Britain and the interdependence of cultures in the world around them.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **unsatisfactory**. Teaching and learning are **unsatisfactory** and sometimes **poor**. The curriculum provided by the school is **unsatisfactory** because the school does not fully meet the requirements for ICT.

Teaching and learning

Teaching and learning are **good** in the Foundation Stage but are **unsatisfactory overall**. The quality of teaching has declined since the last inspection because the number of less than satisfactory lessons has increased and there are fewer good or better lessons. The quality of assessment of pupils' work is **unsatisfactory**.

Main strengths and weaknesses

In the reception classes

- Good opportunities are provided to develop children's independence.
- Careful day-to-day assessment helps regular monitoring of children's progress.

In Years 1 to 6

- Teachers recap what pupils learnt previously.
- The management of pupils' behaviour is unsatisfactory in a number of classes, particularly in Years 5 and 6 where it is often poor.
- Subject knowledge is insecure, particularly in the core subjects of mathematics and science, and ICT.
- Long introductions and expositions often leave little time for pupils to work on their own.
- Higher attaining pupils are insufficiently challenged in lessons.
- Pupils are not sufficiently skilled to form a view of their own performance.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	0 (0%)	18 (40%)	16 (36%)	5 (11%)	5 (11 %)	1 (2 %)

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.

18. The quality of teaching and learning is unsatisfactory overall but it varies across the school. Teaching and learning in the reception are good; in Years 1 and 2 a significant amount of teaching is unsatisfactory. In Years 3 to 6, the level of unsatisfactory or poor teaching is high. This means the quality of teaching has deteriorated since the last inspection. Parents are also concerned about the teaching in the school. In Years 1 to 6 the high level of unsatisfactory teaching often contributes to restlessness and unacceptable behaviour, inadequate achievement and standards that are below expectations. Essentially, the senior leadership of the school has been ineffective in rigorously monitoring and developing teaching.
19. The good quality of teaching and learning in the reception classes ensures that children achieve well. The adults relate well to children and provide good role models for them. Teachers and the teaching assistant are highly skilled in observing children at work and carefully and regularly assess the needs of all children and monitor their progress. Parents are kept informed and they are well satisfied with their children's progress. Staff in reception ensure that children successfully engage in daily activities that develop their independence.
20. At the start of lessons teachers often check what pupils already know. In the satisfactory or better lessons teachers successfully make suitable links with what pupils have grasped already and the new ideas for the lesson.

21. The attitudes and standards of behaviour of a significant number of pupils, particularly in Years 5 and 6 are poor. This lack of discipline has a direct impact on these pupils' and some others' achievement in lessons, and over time on standards. Teachers apply the school's agreed behaviour management agreement too rigidly and often this results in considerable waste of time and energy. In some lessons, the pupils are generally compliant but restless. Often this is because the work given does not engage them. The over-reliance on worksheets and lack of challenge in work for some pupils, particularly the higher attaining pupils, do not hold their attention for long periods of time. Given that there is a considerable amount of unsatisfactory and poor teaching; teachers need to examine how they teach as well as what they teach.
22. Some teachers have insecure expertise in mathematics and ICT; in science it is basically satisfactory rather than good. In lessons this is evident when teachers are not able to probe pupils' thinking or provide challenge through persistent questioning. As a result, some pupils, particularly the higher attaining, do not achieve as much as they are capable of. Occasionally, pupils' misconceptions remain unexplored, particularly in mathematics, which again has negative consequences for their achievement.
23. Across the school teachers spend far too long on introducing their lessons and explaining the tasks to be completed. This often results in pupils becoming inattentive and restless and some even misbehaving. Long introductions and expositions also restrict the time for pupils to work on their own or collaborate with their peers. This also means that lessons remain heavily teacher-directed with little scope for pupils to take responsibility for their own learning.
24. Marking is regularly undertaken but its quality varies. Often comments written by teachers are encouraging but they do not convey clearly enough the extent of pupils' gains in knowledge and understanding of the subject and what they have to do to improve their work. Similarly the quality of teachers' comments on pupils' work during lessons also varies. Pupils themselves are not aware of how well they are doing in lessons because they are not trained to assess their own work and what they can do to improve it. Occasionally, for example in physical education, pupils are asked to appraise the work of others, but they need clear advice on benchmarks to use in assessing their own or others' work.

The curriculum

Overall, curriculum provision is **unsatisfactory**.

Main strengths and weaknesses

- The curriculum does not meet the statutory requirements for ICT; its balance is skewed heavily towards the core subjects in some classes and the provision for personal, social and health education (PSHE) is irregular.
- The management of provision for special educational needs is unsatisfactory.
- The school provides a range of interesting activities to extend pupils' learning.
- Resources for learning are diminishing and need upgrading; particularly those needed to improve pupils' reference skills, but the reception classes are adequately resourced.
- The school follows national guidance on planning to create consistency.
- The curriculum is insufficiently evaluated and sometime the environment for working is untidy.
- The provision for design and technology is a relative strength.

Commentary

25. All National Curriculum subjects are present on the timetable but the allocation of time to different subjects is inconsistent and this has not been detected due to lack of its monitoring. In some classes time given to literacy and numeracy is considerable and is at the cost of the other subjects. In ICT the school's provision does not meet the statutory requirements because of the limited access to computers and the time allocated to the subject are insufficient to provide the required coverage and improve pupils' capabilities across the full Programmes of Study.

Additionally, the use of ICT in the other subjects across the curriculum is very minimal and as a result it does not contribute enough to raising standards and pupils' achievement. The ICT suite is an uninviting and inadequate space for pupils to work in and teachers to teach. During the inspection the use of ICT was virtually invisible and one Year 6 pupil could not recall the last time she used a computer at school. The school is aware of the need to improve access and standards in ICT, but progress has been too slow.

26. The school rightly recognises the need to plan for PSHE, but up to now it is left to individual teachers to decide the extent to which PSHE is taught and when it is taught. This has led to an uncoordinated provision. Given the high incidence of poor behaviour, the school would benefit from the systematic teaching and learning of PSHE either as a discrete area of learning or linked to other subjects.
27. The management of the provision for special educational needs is unsatisfactory. Currently the school has a part-time coordinator for special educational needs (SENCO); this arrangement is proving to be insufficient for such a key area of the school's curriculum work. The time allocated for coordination is grossly inadequate for guiding and supporting class teachers and teaching assistants to prepare adequately for the needs of identified pupils to raise their achievement. This also means the monitoring of the effectiveness of the whole-school provision for special educational needs is not as rigorous as it needs to be.
28. The provision for additional activities to supplement pupils' learning at school is good. The school has an on-going tradition of participating in inter-schools sporting events in which a high number of its pupils eagerly take part. The school's brass band enthusiastically plays for pupils in the school and for parents and the community. Residential and other educational visits, including to an art gallery and a farm, and visitors to school who bring a range of artistic expertise, offer pupils interesting opportunities beyond the classroom and add to their skills and knowledge.
29. Resources for learning are becoming inadequate, particularly those needed for promoting pupils' research skills. Reference books in history and geography are in short supply. In some classes the number of dictionaries to promote checking of spellings by pupils themselves is limited and is a disincentive in encouraging pupils to be responsible for their own learning. The library is not used by many pupils, as many of the books are unattractive and outdated. The reading material available in classrooms is also inadequate.
30. The site manager and her assistants work hard to maintain a clean environment for working but often in the classes of older pupils the classroom floors are dirty. This is because pupils bring mud into the classrooms after playtimes and lunch break, and then handle books and other materials with muddy hands.
31. Planning for the curriculum, for the most part, is guided by the national advice from the Qualifications and Curriculum Authority (QCA). The coordinators sensibly use it to plan the content in manageable cycles. These arrangements are sufficient to ensure an adequate coverage in many of the foundation subjects but do not always produce effective learning, because the teaching is unsatisfactory overall. Monitoring and evaluation are key weaknesses of the school and, as a result, the evaluation of the effectiveness of the curriculum as it is implemented in classrooms does not receive the attention it should. Design and technology is one of the relative successes of the school as it has greater clarity of purpose and pupils are enthused by the practical activities that the subject offers to them.

Care, guidance and support

The provision for pupils' care, guidance and support is **unsatisfactory**. Pupils are supported well in the reception classes and the induction arrangements for pupils new to the school are **good**. The school has **good** health and safety arrangements. The support, advice and guidance given to pupils as a result of monitoring of pupils' achievements are **unsatisfactory**.

Main strengths and weaknesses

- Induction arrangements for pupils are good.
- Children in the reception classes are well cared for.
- Health and safety arrangements are managed well.
- Uneasy relationships mean that some pupils do not have a secure and trusting relationship with at least one adult.
- The monitoring of pupils' all-round progress is unsatisfactory.
- Pupils are consulted but many have concerns with some aspects of the school's work.

Commentary

32. The careful arrangements made for the youngest children when they first start school ensure that they settle quickly and begin to join in all the activities on offer. They benefit from their well-planned lessons and, as a result, make satisfactory and often better progress. Induction arrangements for pupils who join during the year are also good and are appreciated by parents.
33. Procedures for health and safety and the school's security arrangements are satisfactory. Staff are aware of child protection procedures and the school has a designated, appropriately trained person in charge.
34. The incidence of unacceptable behaviour in lessons is considerable, particularly in Years 5 and 6, and at lunch times. The inconsistent management of behaviour across the school creates an environment in which many pupils' achievement and their social development, including mutually trusting relationships with adults, suffer. Despite the assurance of the headteacher and governors to the contrary, some pupils still maintain that they face bullying on a regular basis and the school has not been able to stop it.
35. Support arrangements for raising achievement for all groups are unsatisfactory. The higher attaining pupils are particularly missing out in some lessons and in some others the work often lacks challenge for many other pupils. The needs of pupils with special educational needs are also not being adequately met in some lessons. The assessment arrangements are developing but they have made little impact on pupils' performance so far. Setting of targets for individual pupils has good potential for improving standards but there is some lack of clarity about their purpose and inconsistency in implementation. The impact of setting targets on pupils' achievement and standards is yet to be systematically monitored. The school has been unable to arrest the decline in standards in English because the emphasis on and support for literacy skills across the curriculum have been inconsistent and have not been subjected to regular monitoring.
36. Pupils are consulted through questionnaires and at the school council, which has representation from all year groups. The school believes that the feedback it has received from these sources is positive. However, this is not confirmed in the questionnaires completed by pupils for the inspection. A significant number of pupils expressed concerns with other pupils' behaviour, lack of teachers' advice and guidance on how their work could be made better, the help that they get in the school when they are stuck, and the number of lessons that they find as interesting and fun. The inspection evidence substantially confirms these concerns.

Partnership with parents, other schools and the community

Overall the partnership with parents is **unsatisfactory**. Links with other schools and the wider community are **satisfactory** and have some **good** features.

Main strengths and weaknesses

- Elements of written communication with parents, including the annual reports on pupils' progress, are good.

- Parents provide generous support for the school.
- Links with secondary schools are good.
- A significant number of parents are critical of many aspects of the school's work, which is supported by the inspection evidence.
- The inconsistency in the use of homework means that many parents are unable to support their children's work at school as much as they would like to.

Commentary

37. The school has a good range of written communication with parents including its prospectus and the governors' annual written report. Similarly, teachers helpfully communicate with parents about the work to be covered termly. Written reports on pupils' progress are well designed and many contain very clear statements of what pupils can now do and the precise improvements pupils have made. These, when linked to a clear programme of meetings with parents, are intended to provide them with a clear view of the progress their children are making. However, information sent to parents is not consistent across the school and has not been picked up by the headteacher. Justifiably a significant number of parents feel that they are insufficiently informed about how well their children are doing at school.
38. Parents support the school through a Parent Teacher Association (PTA) which provides much needed additional funding to boost resources for learning. Many parents help their children with homework, but due to the inconsistent setting of homework in the school and the use of homework diaries, the system is not achieving its full potential in raising pupils' achievement. The school provides a club before and after school, which is valued by many parents.
39. Many parents are deeply concerned about various aspects of the school's work. These include: pupils' behaviour at school, including bullying, the quality of teaching, the leadership and management of the school, the extent to which the school seeks their views and clarity about homework. However, they are well pleased that their children like school and that the school successfully helps new pupils settle in smoothly and the range of interesting activities the school offers. A significant number of parents are incensed with the number of supply teachers who work in the school and believe that the disruption that this has caused has contributed to bad behaviour. The inspection evidence supports most of the parents' concerns.
40. Clearly, the school's partnership with parents has seriously declined since the last inspection and the lack of confidence in the headteacher's leadership and management is apparent. The school's own exercise in seeking parents' views through discussions and questionnaires received much more positive response which could not be confirmed during the inspection. The design of the school's own questionnaire was skewed towards prompting a positive response from parents; for example, it offered the choice of two positive responses to one negative, with no room for a neutral response. This means the leadership and management of the school did not have an accurate picture of the parents' view of the school.
41. The school has productive links with neighbouring secondary schools, thus enabling parents and pupils to obtain clear information about the choice they will have to make at the next stage of their education. These links help smooth transition. The school has equally good links with the pre-school settings from where most of its reception children come. Staff from secondary schools visit the school and in some cases pass on their expert knowledge. For example, a secondary teacher teaches science to Year 6 and effectively contributes to pupils' achievement in the subject. These visits also enable mutual familiarity between pupils and teachers in their next school.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are **poor**. The headteacher provides **poor** leadership and the leadership provided by other key staff is **unsatisfactory**. The management of

the school is **ineffective**. The governance of the school is **unsatisfactory**. Overall, this represents a clear decline since the last inspection and poses serious consequences for the school.

Main strengths and weaknesses

- The reception classes are well led and managed.
- The headteacher does not give clear enough direction and lacks key leadership and management skills.
- The senior leadership team has not yet made an effective contribution to the work of the school.
- Subject coordinators have paid insufficient attention to teaching, learning and pupils' achievement in the subjects they lead.
- The governing body has not challenged the senior managers of the school enough to hold them accountable for the work of the school.
- Management of the school is insecure and unaware of the impact of the school's policies and decisions.

Commentary

42. At the time of inspection, one of the two reception classes was taught by a supply teacher due to the long-term absence of the coordinator for the Foundation Stage. The 'acting' coordinator has successfully led and managed the unit by establishing shared understandings within the team and by maintaining a clear focus on children's achievement in all areas of learning. The Foundation Stage has a strong sense of purpose and a clear direction for further development.
43. Leadership and management of the school have deteriorated since the last inspection. The headteacher's monitoring and evaluation of the work of the school are minimal and do not consist of any serious scrutiny of the strategically important areas of teaching and learning and their impact on standards and behaviour in the classrooms. As a result, the headteacher does not fully know the extent of the challenges the school is facing and is not able to give it a direction. The school's vision and aims are clearly stated and reflect commendable ambitions, but they still do not demonstrate a commitment to improving achievement and raising standards, a point also raised in the previous inspection. The school generally lacks the skills in translating intentions into practical actions which could be easily verified.
44. Priorities for improvement are appropriate but need to be further clarified. The current school development plan (SDP) is unwieldy and lacks some of the essential ingredients to make it an effective management tool for improving standards and the quality of teaching and learning. The monitoring arrangements are not fully spelt out and neither is the distinction between monitoring and evaluation explicit. Above all, the success criteria against which the school could monitor the progress of the SDP are not clearly stated. This means the school is not in a strong position to monitor the implementation of the SDP as effectively as it needs to. It also means the school has not substantially met one of the key issues identified in the previous inspection.
45. Leadership of the senior leadership team and of other key staff is unsatisfactory. The senior team consisting of the deputy headteacher and two key stage coordinators has not yet made its mark on the life of the school. Its purpose and how its members are to work as a team are unclear. Many of the subject coordinators are not monitoring their areas of responsibilities effectively, because opportunities for them to do so are not provided and they are not fully prepared for this task. This means their contribution to raising standards and pupils' achievement in the subjects they lead is limited.
46. Despite the good support provided by the governing body to the school, the governance is unsatisfactory. This means that since the last inspection the school has made insufficient progress against one of the key issues relating to improving the governors' role. Governors have received some training and feel more confident to undertake their responsibilities. The governing body will need to learn to hold the head teacher and staff to account for the performance of the school, including its failure to meet fully statutory requirements in the ICT

curriculum for each pupil. Declining achievement, pupils' challenging behaviour and deep parental concerns about many aspects of the school's work are areas where the governing body could have provided more challenge.

47. The management of the school is ineffective. The arrangements for self-evaluation are not systematic and rigorous enough. As a result, the school is not in a strong position to know precisely how well it is doing and where it needs to make improvements. Until recently the headteacher's monitoring of teaching and learning was limited to classroom visits associated with the performance management of teachers. The school collects a range of performance data, but there is little evidence that the messages from its analysis have been followed through and that it has made a difference.
48. The school's management of its financial resources is reasonable. It has overspent its budget in the recent past and has now brought this under control. As indicated in the table below, the budget remains tight. This will have consequences for spending on resources for learning, such as reference books and the support for the continuing professional development of teachers. The school's application of best value principles is weak. This is because the senior managers do not question all key management activities and analyse the school's performance in comparison with other schools with sufficient rigour.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	575,604
Total expenditure	578,733
Expenditure per pupil	2,148

Balances (£)	
Balance from previous year	3,686
Balance carried forward to the next	557

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

49. Provision for children in the Foundation Stage is **good** and is a major strength of the school. It has improved since the last inspection and is now consistently good. Children enter the two reception classes at the beginning of the autumn term. Their attainment is at the lower end of average on entry, as this year, for the first time, there is a sizeable intake of children with special educational needs. Most children have attended nursery settings in the locality before starting school. By the end of the reception year, a high proportion of children are on course to achieve the Early Learning Goals in all areas of learning. The provision for outdoor play has improved since the last inspection.
50. Teaching is always good. The children, including those with special educational needs, achieve well because their individual needs are carefully assessed, progress is monitored and next steps for learning are clearly identified. Induction arrangements are effective because the school clearly shares with parents its views on how young children learn and involves them early on in their children's work at school. Parents are well satisfied with their children's early experiences at school. The early years' co-ordinator has been absent this school year. In her absence, the unit has been well led by an able and enthusiastic teacher in the team, who has continued the development of the unit. The early years' team, consisting of a supply teacher and teaching assistant, has arrived at a shared understanding of the unit's purpose and what counts as quality in learning and teaching; these are critical factors in the unit's success.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults in the reception classes focus on children's personal development and set suitable targets for individual children.
- Numerous opportunities are provided for pupils to develop independence.
- Children acquire high levels of co-operation and collaboration.

Commentary

51. Children achieve well and by the end of reception most are on course to reach the expected Early Learning Goals. They are clear about their personal targets because adults make them known and all children work hard towards achieving them. This high level of awareness of what they have to do has a positive impact on children's progress. They are also aware of what is expected of them, as adults set boundaries of acceptable behaviour. Teachers and teaching assistants give children constructive feedback on their work and behaviour. Above all, the adults' caring and assuring manner provides positive role models for the children.
52. As a result of effective teaching children respond confidently and enthusiastically to the opportunities planned for them. They learn to be independent by taking on some responsibilities, such as being monitors, making decisions about which tasks they will do and tidying equipment away carefully. Children get excited about their work and are keen to share their excitement with adults and other children. Most work well with others, indoors and outdoors, as well as when working in small and large groups across all six areas of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults in the unit encourage children to speak confidently and listen attentively to others.
- Children successfully acquire early reading and writing skills.
- Both boys and girls are keen to write independently and often choose to do so.

Commentary

53. Children do well in this area of learning and many are at least in line to reach the expected levels before they enter Year 1. The adults encourage children to speak in whole class, group and individual situations, which they do confidently, taking turns to speak. They listen carefully and give relevant responses. Children learn new vocabulary and are keen to use it.
54. Most children are starting to read and understand the instructions displayed in the outdoor play area. Working with adults in a reading session, children demonstrated that they can track print accurately. In this session they also used picture cues, sight vocabulary and phonic knowledge, when it was appropriate, and talked with interest about the text. Adults in the unit help children to develop early writing. As a result, they begin to learn about simple conventions of writing. The regular teaching of early phonics enables children make plausible attempts at spelling new words; often they are able to spell a number of key words for themselves. Many children, both boys and girls, often choose to write independently because the adults have given them confidence to do so.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's basic numeracy skills are developing well.
- Throughout the day children are involved in a range of activities that help them to learn mathematics in real situations.

Commentary

55. Most children are on course to achieve the Early Learning Goal by the time they leave reception and many make better than expected progress. They can reliably count towards and backwards from ten and are confident in counting on from a chosen number. The reception staff use the outdoor play area effectively to reinforce children's recognition of number and their matching skills, which they demonstrate when parking their vehicles against a given number. Adults successfully encourage them to talk about what they are doing in these and other outdoor activities. Many children are beginning to understand the number sentences which accompany the partitioning of numbers to ten. Their growing knowledge of number is used over the course of the day, for example, when working with sand and water, block play, computer programs and in designated role play areas. Often this happens because the adults sensitively intervene to advance children's mathematical development at every possible opportunity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children explore, investigate and extend their knowledge and understanding of the environment around them.
- The placing of one computer in each reception class allows children to become familiar with ICT.

Commentary

56. Most children are in line to reach the expected standards by the time they reach Year 1. Teaching is good and, as a result, children are very interested in their work in this area of learning. Children gain their knowledge and understanding of the world around them through practical activities and imaginative play, for example, when participating in role play in the 'garden centre' and about life at a farm. They now know a lot about their current topic on spring and growth. Observing the seeds that they have planted excites them and they are keen to predict what they think will happen in their investigation of growth. Their geographical vocabulary is developing well because the adults explain new words clearly and promote its use by children. Children are keen to use the only computer in their rooms and the staff are aware of the need to increase the provision.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Ample opportunities are on offer for children to develop their physical skills.
- The outdoor play area is now secure and better equipped, but the lack of direct access to it restricts children's freedom to choose it as an option.

Commentary

57. Most children are in line to reach the expected levels by the time they leave reception because they get an extensive range of opportunities for practising and refining their physical skills. Children move in a controlled way and their awareness of space is growing. As a result, they are becoming more alert to the presence of others around them and the need to move safely in physical education lessons. The outdoor play area is well marked out and offers ample space for a range of regular physical activities and challenges.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are offered an interesting range of activities in which they can think imaginatively and respond creatively.
- Varied opportunities are provided for children to explore colour, shape and texture and to communicate their ideas.

Commentary

58. Most children are in line to reach the required levels by Year 1. They use many of their senses when exploring a range of media and materials, including texture and shape. All children enjoy mixing colour and many are aware that mixing one colour with another produces a new colour. They recognise simple sound patterns and can move rhythmically to music. Adults provide time and space for children so they can absorb themselves in creative activities, such as painting on their own initiative, imaginative play with models and in the designated role play area, and intricate building with blocks. Children like taking part in these activities and often respond with their own ideas.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Teaching is unsatisfactory.
- Pupils' progress in speaking and listening is unsatisfactory.
- Pupils' progress in writing is unsatisfactory; the quality of pupils' writing is inconsistent.
- The subject leader has a clear understanding of the improvements needed; however leadership and management have yet to make an impact on standards and achievement.

Commentary

59. Standards in English have fallen since the last inspection. The 2003 results show that in Year 2 standards in reading and writing are below average in comparison with similar schools nationally. The performance of higher attaining pupils declined notably in 2003. Standards in Year 6 are similarly below average in comparison with similar schools nationally, with girls outperforming boys. Over the last two years there has been a gap between what the school aspires to achieve in the targets it sets for its pupils and the actual test results. The inspection evidence indicates that the current Year 6 cohort is unlikely to meet the statutory targets set for 2004, because there has been a high degree of unsatisfactory teaching over time reflected in the pupils' written work. The unacceptable behaviour of a significant number of pupils is also a factor in declining standards and achievement.

60. In Years 1 and 2 pupils of average ability are achieving as well as they can but the higher attaining pupils and pupils with special educational needs are achieving less well than they should. In Years 3 to 6, pupils' achievement falls short of expectations. Teaching is often unsatisfactory in literacy lessons. During the inspection, 50 per cent of teaching seen was at best unsatisfactory with some teaching that was poor. Unsatisfactory teaching is characterised by an over-reliance on teacher exposition with little opportunity for pupils to speak at length. Teachers do not always have a clear idea of their expectations of pupils and the definitive features that they need to see in pupils' work. As a consequence, pupils are often not as productive as they could be and do not have a clear understanding of what they should demonstrate in their work. Pupils have a superficial understanding of individual and group targets which are intended to provide the next steps for their learning and they do not refer back to them often enough to improve their work. Time given to the teaching of literacy varies significantly between some year groups because there is no agreement on its allocation.

61. The 2003 Year 2 results show that standards in reading are below average overall in comparison with similar schools nationally, with higher attaining pupils performing well below the national average. During the inspection, standards in reading in Year 2 were found to be broadly average, as they were for Year 6. The teaching of guided reading is well planned and systematic and this helps to advance pupils' skills. Parents support their children at home; however, there is little communication from school to guide parents how they could help their children take next steps in developing their reading skills. Overall, provision for reading is unsatisfactory because there is still room for further improvement in the achievement of higher attaining pupils. There is a poor environment to support literacy for pupils, both in classrooms and in the school library. The range of reading materials available for pupils to choose from is particularly poor in Years 3 to 6 and does not encourage pupils to develop an enthusiasm for books. Information and communication technology is rarely used to support the development of reading skills.

62. Speaking and listening skills are not well developed. The school has recently focused on the development of oral skills within lessons. As a result, some teachers are beginning to provide

practical opportunities for pupils to participate in paired discussions. However, such teaching strategies are not being incorporated consistently across the school; for example, the over-reliance on teacher talk leaves little opportunity for pupils to speak at length in most lessons. In a number of Year 3 to 6 classes, in particular, pupils do not listen well to the teacher or to their peers. Both listening skills and behaviour in these instances are at best unsatisfactory and are detrimental to the overall achievement and standards in speaking and listening.

63. Results in 2003 show that in Year 2 standards in writing are below average; for higher attaining pupils standards were well below average. During the inspection standards were found to be broadly in line for average pupils but below expected levels for higher attaining pupils and pupils with special educational needs. Standards in Year 6 were well below average in the 2003 national results and they were also below average during the inspection. Pupils' progress in writing is similarly unsatisfactory, particularly for boys. For a significant number of low attaining pupils in Years 3 to 6 the standard of work deteriorates over time. The quality of pupils' writing is often inconsistent and the success criteria for judging pupils' work are unclear. As a result, pupils remain unaware of the teacher's expectations of them and, therefore, often underachieve. A scrutiny of pupils' writing indicates significantly inconsistent progress over time, which also adds up to underachievement in writing. The school uses a published handwriting scheme. However, pupils' handwriting is not of an acceptable standard; it lacks consistency across the school and reflects unsystematic teaching. Pupils who struggle to reach an acceptable standard do not know how to improve their handwriting.
64. The leadership of the subject has seen many changes since the last inspection. The current coordinator has had responsibility for English for six months. She has accurately identified some of the improvements required and has begun to deal with them with the help of a local education authority literacy consultant. However, leadership and management of the subject have yet to make an impact on standards and achievement.

Language and literacy across the curriculum

65. The use of English language and literacy skills across the curriculum is insufficient and inconsistent. Teachers have produced writing frames to help pupils plan their writing in other subjects of the curriculum, however, their use has yet to be established across the school. In many of the foundation subjects very little use is made of extended writing.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards of attainment and pupils' achievement fall short of expectations.
- Some teachers have insecure subject knowledge and there is a significant amount of unsatisfactory teaching.
- Planning attempts to provide work matching pupils' competence in mathematics on paper but it is not adequately implemented to provide suitable challenge for all in lessons.
- Teachers' marking in mathematics does not inform pupils precisely why they have made mistakes and how they could correct them.
- Poor behaviour and low teacher expectations have a negative impact on pupils' learning in Years 5 and 6.
- The subject coordinator has put in place good systems for tracking pupils' progress but as yet they are not being used effectively.

Commentary

66. During the inspection standards in mathematics, in lessons as well as in pupils' recorded work, were found to be below average in Years 2 and 6. These represent a decline since the previous

inspection for both year groups. They are generally lower than the school's national results in recent years - in comparison with all schools nationally and schools in similar circumstances. Poor behaviour and low teacher expectations stand in the way of good achievement, particularly in the present Years 5 and 6 classes. Pupils' written work lacks convincing evidence to indicate that they are challenged enough to develop their own strategies to handle number problems.

67. Many pupils across the school achieve less well than expected. Opportunities for them to solve mathematical problems are limited, which means they are not able to practise the range of skills to which they have been introduced. As most of the teaching is dominated by teacher talk, little time is available for pupils to talk about their work and collaborate with others in their learning. The presentation of pupils' work is often untidy and reflects careless attitudes which have gone unchecked.
68. Overall, the quality of teaching is unsatisfactory in lessons across the school. Teachers' planning appears to cater for the needs of different groups of pupils, but in practice it does not make sufficient provision for the higher attaining pupils and below average pupils often do the same work as the rest of the class. For example, in Year 6, pupils with special educational needs attempt long division when clearly their skills in manipulating numbers are far behind what is required to do so. Some teachers' subject knowledge is insecure; this shows in their incomplete explanations in numeracy lessons as well as the lack of confidence they show in dealing with pupils' misconceptions. Teachers rely too readily on photocopied worksheets; thus restricting opportunities for pupils to try and explain their own working out. There are too many lessons where pupils spend time in listening beyond endurance, and as a result they become restless and do not achieve as well as they should. Teachers' marking of mathematics does not provide guidance for improvement. Pupils have few opportunities to use ICT in mathematics.
69. The leadership and management of the subject are not yet effective because monitoring opportunities are limited, particularly visits to classrooms to observe the implementation of the numeracy strategy. Although the coordinator has put arrangements in place for tracking pupils' progress as they move through the school, and for identifying groups of pupils for additional support, their impact is yet to be fully felt.

Mathematics across the curriculum

70. Pupils' use of mathematics in other subjects is limited. Only a few examples of tables and graphs were found in their written work across the curriculum. Occasionally, use of number and measurement is made in history, geography, design and technology and art and design.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- By Year 6 pupils are likely to achieve broadly average standards although achievement between Years 3 to 5 is patchy.
- Pupils in Year 2 are on course to achieve standards that are typical for their age.
- The use of scientific vocabulary is emphasised throughout the school.
- Written work in science reflects a considerable use of worksheets leaving little scope for pupils to make decisions about recording what they learn and do in science.
- The teaching of practical investigations in the subject shows some lack of understanding.
- Too little use is made of ICT to support the teaching and learning of science.

Commentary

71. Despite uneven progress in Years 3 to 5, by Year 6 pupils reach broadly average standards. In the national tests for eleven year olds, the school has held on to its average results for the last

three years. This steady position is helped by the broad coverage ensured by the scheme of work and the frequent end-of-unit testing which allows teachers to maintain a regular overview of pupils' performance. The current Year 6 pupils are also benefiting from specialist teaching by a secondary school science teacher and the headteacher, who also has sufficient subject knowledge. The analysis of current and past written work indicates that standards are likely to be broadly average, with a good number of pupils achieving the higher Level 5. The current pupils' attainment in science represents a decline from the above national average performance noted in the previous inspection. At the higher Level 5, however, it remains at average. During discussions, Year 6 pupils displayed a reasonable understanding of what counts as a fair test in science, although some of them were not fluent in talking about their ideas.

72. In 2003 the performance of Year 2 pupils in national tests was well above the national average with all pupils reaching the expected Level 2. The vast majority of pupils in the current Year 2 are on course to reach the expected standard in the national tests, but an analysis of their completed work indicates few are likely to achieve the higher Level 3, which was also the case in 2003. This is often because in Years 1 and 2 the challenge for higher attaining pupils is not as high as it should be, in lessons as well as in their written work. Overall, the performance at Year 2 represents an improvement at the expected Level 2 since the last inspection and some decline at the higher Level 3.
73. No significant differences were observed between the achievement of boys and girls. The pupils with special educational needs take a full part in science lessons and are doing as well as can be expected.
74. Teaching is satisfactory, but it varies between poor to good. Only one lesson was observed in Years 1 and 2, which was satisfactory. Teaching and learning vary from one poor lesson to satisfactory and good lessons in Years 3 to 6. In the satisfactory and better lessons teachers explain new ideas well; they use accurate scientific terminology themselves and promote its correct use by pupils. This emphasis on building pupils' scientific vocabulary is helping pupils of below average ability and those with special educational needs to learn because they begin to make reasonable sense of new ideas. During introductions teachers make effective links with what pupils already know, although occasionally teachers talk for far too long and pupils become restless. As teachers' subject knowledge is mostly satisfactory, rather than good, the challenge for the higher attaining pupils is limited and as a result their achievement in some classes is not as high as it could be. In the poor lesson, the teacher was unable to create the conditions conducive for learning due to the disruptive behaviour of a significant minority of pupils and the laborious introduction that was overly long. The strong emphasis on making detailed decisions about recording, prior to undertaking investigations, indicates teachers' understanding of the nature of scientific enquiry is partial, particularly about the role that pupils can and should play in such activities.
75. The scheme of work, the end-of-unit assessments and the agreed planning provided some stability during the long-term absence of the subject coordinator. Teachers' professional development has been low key and has not sufficiently focused on building subject knowledge further, particularly in providing greater challenge for the higher attaining pupils and the planning of scientific investigations more flexibly. Pupils' work often reflects an over-reliance on worksheets, leaving very little initiative with pupils to think beyond the constraints set by the worksheet and to record in their own way. The overuse of worksheets also restricts opportunities for pupils to use and refine their literacy skills, such as organising and writing explanations. Information and communication technology is not used sufficiently to support pupils' learning or teaching in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Provision does not comply with statutory requirements.
- The computer suite is uninviting and inadequate.
- Information and communication technology is insufficiently used to support teaching and learning across the curriculum.
- Standards are below what is expected in Years 1 to 6.

Commentary

76. It was not possible to observe any discrete ICT lessons during the inspection as very little ICT was timetabled across the school. An observation of a selected mixed-ability group of Year 6 pupils at work with computers, followed by a discussion with them provided adequate evidence of their ICT capability. The pupils also shared their views on the access to and the use of ICT across the curriculum. Discussions were also held with other pupils and the subject co-ordinator. The current provision represents a clear dip since the last inspection.
77. Overall, pupils' performance is below the expectations for pupils in Years 2 and 6 because of the limited access to computers and the sporadic use of available ICT resources in the school. This means the school's current practice is insufficient to cover the full Programmes of Study in ICT. Moreover, the irregular access does not give pupils sufficient opportunities to practise skills they have been introduced to. As a result, they are not able to keep their competence in ICT in good shape. However, Year 6 pupils can use word processing programs and change fonts as well as cut and paste. They can access the Internet to find information. Under adult guidance a group of Years 1 and 2 pupils used computers to find information on Florence Nightingale in a history lesson.
78. The computer suite is small and cramped. Pupils' poor behaviour in some classes means that they are only able to access the suite with adult supervision in small groups. During discussion with pupils it was revealed that pupils who behave badly were often rewarded with greater access to the ICT suite than those who behave well. There are insufficient computers in classrooms to provide more than token opportunities; during the inspection little use was made of them.
79. The school has identified ICT as an area for future development. The subject co-ordinator is developing good systems for recording pupils' progress and has organised and catalogued the software library. The monitoring of teachers' planning, teaching and learning is not yet in place, which means the coordination is currently ineffective and is not contributing to improvements in standards and achievement in the subject. Teachers have received training in the use of ICT, but its impact was not apparent during the inspection as rarely did teachers use ICT for their teaching.

Information and communication technology across the curriculum

80. Too few opportunities are available for pupils to use their ICT skills in other subjects because of the limited access to computers and the lack of emphasis given to ICT by teachers. Given that the standards and achievement in literacy, particularly writing, fall short of expectations, this omission is costly. Opportunities for pupils to use computers independently are also restricted.

HUMANITIES

81. Three lessons were seen in history and two in geography. Additionally pupils' written work was analysed and discussions were held with the coordinator and a small number of pupils.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- An adequate range of sources of information are used.
- The use of national guidelines in planning ensures full coverage of the subject.
- Dominance of worksheets restricts opportunities for pupils to use their literacy skills in history.
- Monitoring and evaluation are not fully in place, but steps are being taken.

Commentary

82. Standards are broadly in line with national expectations in Years 2 and 6. Pupils, including those with special educational needs achieve as well as can be expected. These judgements are similar to those made in the previous inspection.
83. Pupils in the Year 1/2 class learn about the lives of notable people, such as Florence Nightingale. Coincidentally, this was also the theme in a Year 1 lesson observed during the previous inspection. Most pupils are able to recognise and explain why she acted the way she did. In the Year 4 lesson, pupils examined and interpreted the past of their local area by carefully looking through photographs and comparing features, then and now. In both lessons pupils showed a reasonable understanding of facts. The amount of written work in history is limited, although it includes pupils' growing awareness of chronology. A significant feature of the written work is the heavy reliance on worksheets, which restricts opportunities for pupils to record their developing knowledge and understanding in their own words. As a result, history does not offer as many opportunities for pupils, as it should, to practise and enhance their literacy skills through extended pieces of writing.
84. The quality of teaching varies in history. The lesson in the Year 1/2 class was satisfactory because learning about Florence Nightingale enthused pupils and the teacher introduced a role play element to make it more interesting. The use of worksheets and the sticking of pictures depicting various events in her life added little to their learning, however. In the Year 4 lesson, the use of photographs excited pupils and the teacher successfully pointed out the need to look at the details in order to note differences in buildings then and now. Pupils made a good attempt and came up with some obvious differences and some were beginning to offer explanations as to why there were differences. The lack of clear guidance on how to go about comparing the past with the present in this activity slowed pupils' understanding. The Year 5 lesson added very little to pupils' historical understanding about life at sea because it was being taught under somewhat chaotic conditions with a considerable lack of discipline.
85. Planning for the subject is on a sure footing as the two-year cycle ensures good coverage of the subject during the year and the key stages. Assessment, introduced in September 2003, follows the Qualifications and Curriculum Authority (QCA) scheme and provides teachers with a sound basis for planning the next steps. Monitoring and evaluation of history are not yet secure, although the coordinator is aware of the need to move forward. The resources needed for teaching history are rightly concerning the coordinator as, due to the suspension of the local education library service, the school now has access to only a limited supply of reference books to promote pupils' research skills.

Geography

Provision in geography is **satisfactory**.

Main strengths and weakness

- Planning provides adequate coverage of the subject but the needs of the higher attaining pupils are insufficiently met.
- Pupils are introduced to appropriate geographical vocabulary.

Commentary

86. Pupils' work indicates that standards are broadly in line with expectations in Years 2 and 6. Their achievement is satisfactory and is similar to that reported in the last inspection.
87. Teachers plan clear learning objectives based on national guidelines and introduce pupils to key geographical ideas. The school's planning cycles are capable of providing an adequate coverage of the subject. Both lessons observed were satisfactory. In the Year 2 lesson many pupils were able to locate confidently some of the countries known to them on a map. In the Year 1 lesson, pupils discussed issues relating to the quality of the environment and how it could be sustained and improved. In this lesson the teacher successfully encouraged pupils to consider the immediate as well as distant environments.
88. Discussions with pupils indicate that they have had opportunities to find out information by using, both books and information and communication technology as secondary sources of information. Pupils have an awareness of localities beyond their own from an early stage. The scrutiny of pupils' work indicates that the younger pupils are introduced to appropriate geographical vocabulary. The older pupils' work reflects that generally the same work is being tackled by most pupils. This means that teachers' expectations for the higher attaining pupils are not high enough. Teachers assess pupils' learning against the lesson objectives and use information to adjust the future teaching of geographical skills. Monitoring and evaluation remain elementary. This means the coordinator's influence on the provision is minimal at this stage.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. Only a small number of lessons were seen in art and design, music and physical education. It is, therefore, not possible to make firm judgements on all aspects of provision in these three subjects. However, in design and technology, the evidence collected was sufficient overall to judge the school's provision. In addition to observing lessons, inspectors held short interviews with coordinators, talked with pupils about what they had learnt in these subjects and looked at their past work.
90. An analysis of **art and design** work on display in school indicates a wide use of a range of media and representation in two and three dimensions. Observational drawing, painting in the style of the artist L S Lowry and the use of computers to explore repeating patterns influenced by the designer William Morris, of acceptable quality were on display. No lessons were observed during the inspection. Planning for art supports the progressive development of art and design skills in Years 1 and 2 but the teaching of these skills has yet to be established in Years 3 to 6. This means the school has been partially successful in improving its provision since the previous inspection because the need for the development of progression in skills was then similarly identified.
91. In **music**, two lessons in Years 4 and 5 were observed. In the Year 4 lesson, a careful sequence of skills was built in, with opportunities for pupils to compose and perform a rhythm, and appraise their performance. Pupils recognised the difference between a beat and a rhythm and most could compose and perform a rhythm to a given beat. They were also able to evaluate their work effectively. The second lesson was characterised by very poor pupil behaviour, therefore, no learning or teaching in music took place. Opportunities to enrich pupils' musical experience are extended by a choir, band and a percussion group.
92. The school offers a good range of activities in **physical education** during the year. This means its current provision is an improvement since the last inspection when no teaching of gymnastics and dance was planned for the term. Pupils in Years 3 to 6 continue to attend swimming lessons and the vast majority are able to swim at least 25 metres by the age of 11. A suitable range of after-school physical activities helps pupils develop and refine skills in games and prepare for the competitive games in which the school enthusiastically participates. The provision of additional activities is a strength of the school.

93. Of the two lessons observed, the teaching and learning were satisfactory in one, and unsatisfactory in the other. In the Year 4 lesson the pupils made reasonable progress in making body shapes. Many successfully built them into a sequence that varied in shape, level and direction because the teacher's instructions were clear and were backed up with adequate demonstrations. During the lesson pupils were given opportunities to comment on the performance of others. This was only partially successful as they were insufficiently clear about what to look for in others' movements. In the Year 1 lesson, most pupils responded well to the stimuli provided by the music being played and the interesting story they were listening to, but the teacher was moving the lesson on at such a pace that it did not allow them to practise and refine their movements. A significant number of pupils showed some lack of basic control and coordination. Both lessons lacked challenge for the physically more competent pupils.
94. The subject leadership is weak because the coordinator, who also has the responsibility for coordinating two other foundation subjects, is relatively new to the job and has not been supported with adequate training for the role. Physical education has been rightly identified as an area for development with the intention to update the policy and the scheme of work to improve the school's provision.

Design and technology

Provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy working with practical tasks.
- Pupils have good opportunities to make and modify their own designs.
- The subject co-ordinator is enthusiastic and supports colleagues well.

Commentary

95. Of the two lessons observed, one was seen in the mixed Years 1/2 class and the other in Year 3. In both lessons, pupils did as well as could be expected and they produced work of acceptable standards. Pupils evaluated their work reasonably well because teachers expected them to form a view of their own work and they could often think ways of improving their work as it progressed. Year 3 pupils understood the value of planning and carefully considered the essential elements of a photograph frame before they set about making it.
96. Discussions with Year 6 pupils reveal that they enjoy the practical character of the subject and are keen to talk about the products that they have made in the recent past. They are less secure in explaining how well they did, particularly in designing their products. Often this was because they were insufficiently challenged to do so. Pupils respond well and take their work seriously. Most of them reach the expected standards in the subject and they do as well as can be expected. These standards are similar to those judged in the last inspection. Pupils with special educational needs take a full part in design and technology lessons because teachers and the teaching assistants are committed to the inclusion of these pupils and the products they make are of a reasonable quality.
97. Teaching and learning were satisfactory in the lessons seen. Activities were well planned but the pace of lessons was slow for some higher attaining pupils who had to wait before they could move to the next stage. In both lessons teachers instructed well and used demonstrations to give pointers for pupils to consider when they worked on their own, which most pupils followed up adequately.
98. The subject is led by an enthusiastic coordinator who has assembled a good collection of resources to support other teachers in the planning of suitable activities. Each task has a resource box with a range of materials and guidance for their use as well as examples of

finished products. As a result, the teachers are able to plan the subject with confidence and greater consistency.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

99. Only two self-contained lessons in PSHE were observed. In both, teachers presented worthwhile themes for discussion, such as, considering the needs of those with disability and what makes a good friend. Generally, pupils responded with enthusiasm but they showed limited skills in making clear their points of view. The provision for PSHE suffers from lack of clarity about its place in the curriculum and a coherent programme. Considering the high level of unacceptable behaviour in the school and an overall unsatisfactory provision for pupils' spiritual, moral, social and cultural development, the potential contribution of PSHE to pupils' personal development is not being sufficiently exploited.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	5
Attendance	3
Attitudes	5
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	5
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	6
The governance of the school	5
The leadership of the headteacher	6
The leadership of other key staff	5
The effectiveness of management	6

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