

INSPECTION REPORT

WORTHAM PRIMARY SCHOOL

Wortham, Nr Diss

LEA area: Suffolk

Unique reference number: 124620

Headteacher: Miss S Hogg

Lead inspector: Ms A Coyle

Dates of inspection: 22nd -24th March 2004

Inspection number: 260717

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:	5 - 11
Gender of pupils:	Mixed
Number on roll:	69
School address:	Wortham Bury Road Diss Norfolk
Postcode:	IP22 1PX
Telephone number:	(01379) 898 484
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Appropriate authority:	The governing body
Name of chair of governors:	Miss S Rae
Date of previous inspection:	6 th October 1998

CHARACTERISTICS OF THE SCHOOL

Wortham Primary School is a community school situated in a village near Diss in Suffolk. It is much smaller than most other primary schools nationally and there are 69 girls and boys on roll, including four children in the reception class. They are admitted when they are five-years-old and attainment on entry is average. Only one per cent of pupils are known to be eligible for free school meals. One per cent of pupils are from ethnic minority families, which is a much lower figure than nationally, and none are at an early stage of language acquisition. Ten per cent of pupils have been identified as having special educational needs, which is also lower than most other schools, and none have specific learning difficulties or statements for their special educational needs. The school received a School Achievement Award in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20603	Ms A Coyle	Lead inspector	English Art and design Design and technology Information and communication technology Music Physical education Foundation Stage
19322	Ms J Bedawi	Lay inspector	
22092	Mr Derek Watts	Team inspector	Mathematics Science Religious education Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wortham Primary School is a fairly effective school that gives **satisfactory value for money**. Standards are good in English, mathematics, science, and art and design by Year 6; teaching is sound overall. **However, whilst the school provides pupils with an acceptable standard of education overall, there are serious weaknesses in some aspects of its work**, in that the leadership, management and governance are unsatisfactory, the curriculum is insufficiently balanced and the links with parents and the local education authority (LEA) are poor.

The school's main strengths and weaknesses are:

- Standards are good in English, mathematics, science, and art and design in Year 6 but they are well below the expected levels in information and communication technology (ICT).
- Very good attitudes and behaviour prevail amongst the oldest pupils.
- Attendance and punctuality are good.
- Teaching is notably good in English, mathematics and science in the junior years.
- The curriculum is not sufficiently balanced for ICT or the Foundation Stage and there are no extra-curricular clubs to extend learning.
- Leadership, management and governance are unsatisfactory and several statutory requirements are not met.
- The school's partnerships with parents and the LEA are poor.

The school has not improved sufficiently since it was last inspected, although some of the shortcomings identified in 1998 have been rectified. The provision for physical education is much improved with the addition of a new hall and the school now provides an act of collective worship. However, although staff have received some training for ICT, the standards attained by pupils are still too low and many are significantly underachieving in the subject. Standards have declined in geography and history generally, and in mathematics and science in Year 2. The links with parents have also declined and the curricular provision for the youngest children in the Foundation Stage is unsatisfactory. Furthermore, the school still carries forward a significant sum of money, despite this being a key issue to rectify in 1998; strategic planning is weak and does not show clearly how it will be spent.

STANDARDS ACHIEVED

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

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

Achievement is satisfactory overall. The above table shows a positive picture over the last three years; in comparison with all schools, the test results were above average in 2003 at the end of Year 6 in English, mathematics and science ¹. However, compared with the results of similar schools, although they were average in English and mathematics, standards were well below average in

¹ **LEVELS** - By the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above the nationally expected levels. By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above the nationally expected levels.

science. The inspection evidence does not wholly concur with these results but shows that standards are good in Year 6 in the core subjects, as well as in art and design. Most pupils have made sound progress in relation to their capabilities from an average starting point on entry and those with special educational needs receive suitable guidance from support staff to help them achieve satisfactorily. However, in ICT, standards are well below the expected levels by Year 6 and achievement is unsatisfactory. Although children in the Foundation Stage ² achieve the expected goals ³ in most areas of learning, they are underachieving in aspects of personal, creative and physical development.

In the infant and junior years, pupils' **moral and social development are very good**, whilst **spiritual and cultural development are satisfactory**. Many of the oldest pupils have very good attitudes to learning and their behaviour is also very good. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides an acceptable quality of education. Teaching is satisfactory overall in the reception class and Years 1 and 2. It is notably good in Years 3 to 6 in the core subjects of English, mathematics and science. However, the curriculum is unsatisfactory because it is not sufficiently balanced for children in the reception year and the school does not fully meet the statutory requirements in the infant and junior years to teach the National Curriculum for ICT. Although a range of visits extends learning, there are no extra-curricular clubs or activities for pupils to attend.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are unsatisfactory. The headteacher and staff have high expectations of pupils' attitudes and behaviour. However, there is no clear educational direction or vision for school improvement, the monitoring role of the co-ordinators is not well developed and no-one is responsible for leading ICT. The governors do not have a clear enough overview of the school's strengths and weaknesses and, although they are supportive, they rely too heavily on the headteacher and are not sufficiently challenging. Financial planning is unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents and pupils are satisfied with the school's provision overall. However, a significant number of parents expressed the views that the school does not have strong enough links with them and that they do not receive sufficient information; they say that they would like to be more involved with the school. Parents and pupils are disappointed that there are no after-school clubs.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT throughout the school and improve the resources for the subject. *
- Improve the curriculum, resources and accommodation for children in the Foundation Stage. *
- Improve the partnerships with parents and the local education authority. *
- Strengthen the roles of the headteacher, managers and governing body by introducing more formal ways of monitoring and evaluating provision, improving the strategic planning and financial management, and developing a shared sense of vision for the school.

(denotes issues not addressed sufficiently since the last inspection)*

and, to meet statutory requirements:

² **FOUNDATION STAGE** - This stage of learning refers to children aged between three and six years. In this school, it refers to children in the reception class.

³ **EARLY LEARNING GOALS** - These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year in the following areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal, social and emotional development.

- Provide the required information in the prospectus and the governors' annual report to parents.
- Teach the full programmes of study for ICT, as required in the National Curriculum.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory overall. Pupils in Year 6 attain good standards in the core subjects of English, mathematics and science. From the reception year through to Years 1 to 6, pupils generally make satisfactory progress. However, progress is poor in ICT and standards are well below the nationally expected levels by Year 6.

Main strengths and weaknesses

- Standards are good in English, mathematics, science, and art and design by Year 6, but they are well below the expected levels in ICT.

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

Standards in:	School results	National results
English	81 (90)	75 (75)
mathematics	88 (90)	73 (73)
science	94 (100)	87 (86)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

NB: the results of the national tests at the end of Year 2 are not included here, as only ten pupils took them and thus, the school is not required to publish its results.

Commentary

1. Standards are good in English by Year 6 and have been maintained since the last inspection. Pupils achieve well in the junior classes and satisfactorily in the infants. The results of the national tests showed that standards were above average last year at the end of Year 6 and they were average compared to similar schools because 81 per cent of pupils attained the expected Level 4 and 44 per cent attained the higher Level 5. Pupils with special educational needs are given suitable guidance by support staff to help them achieve satisfactorily. Trends over time show that standards fluctuate in Year 2 because of the very small numbers of pupils in each year group, although standards were below the national average in reading last year and well below average in writing and mathematics. Girls did better than boys at the end of both key stages. However, the inspection evidence shows that attainment is currently in line with the nationally expected levels in Year 2.
2. Attainment is good in mathematics by Year 6 and pupils achieve well, which shows that the standards reported during the last inspection have been maintained in the junior classes. In 2003, the standardised tests showed that 88 per cent of pupils in Year 6 attained the expected Level 4 and 31 per cent attained the higher Level 5. These figures were above the national average but only satisfactory when compared with the results of similar schools. Standards in the current Year 2 are in line with the national expectations and pupils are achieving satisfactorily. However, this is a decline from the last inspection when standards were reported to be good.
3. In science, pupils achieve well in the junior classes. Standards have been maintained since the last inspection and they are currently good at the end of Year 6. In the 2003 tests last year, 94 per cent attained Level 4 and 38 per cent reached Level 5, which was in line with the national

average, but very low compared to similar schools. Standards match the national expectations in Year 2 and pupils are achieving satisfactorily. However, standards are not as good in the infants as they were at the time of the last inspection because there is a lack of challenging work for the most capable pupils.

4. In other areas of the curriculum, most groups of pupils achieve satisfactorily. From average attainment on entry, children make a satisfactory start to their education and achieve the expected goals by the end of the Foundation Stage in some areas of learning, except personal, creative and physical development, where there are shortcomings in the provision. Pupils in the junior classes do particularly well in art and design, where standards are good by Year 6. Across the school, pupils with special educational needs are supported appropriately and make sufficient progress, as do the few from traveller backgrounds. However, the school has not dealt with the weaknesses identified in ICT at the time of the last inspection and standards are currently poor. Pupils do not have enough opportunities to use computers during lessons and their skills are thus limited.

Pupils' attitudes, values and other personal qualities

Pupils' learning attitudes and behaviour are **very good** overall. Their awareness of spiritual, moral, social and cultural aspects is **good** overall. Attendance and punctuality are **good**.

Main strengths and weaknesses

- The oldest pupils are eager to learn, and understand the importance of behaving well.
- Pupils' moral and social development is very good, but their spiritual and cultural awareness is not as well developed.
- Attendance is better than in most schools nationally.

Commentary

5. Pupils are eager learners behaving very well in lessons. They consistently work hard, wanting to do well. In discussions, they participate keenly, with older pupils able to express their opinions succinctly, often extending and building on others' ideas. Pupils settle to academic work with purpose, even when some lessons do not always offer enough challenge to match pupils' learning needs. All pupils enjoy practical lessons like art and design. When told, pupils readily correct their work, following the teachers' precise directions. There are insufficient opportunities for pupils to work independently, make decisions and be involved in organising their own learning. The youngest children are curious, asking many questions. They are making satisfactory progress in developing their behaviour and other personal skills like listening and sharing. By Year 6, pupils show very good behaviour and maturity. At play, pupils usually behave very well, older pupils showing how sensible they are, looking after friends who have fallen over, or taking the time and interest to enjoy playing with the youngest children. There is some lively play, but no unkindness was noted and parental concern about bullying was not substantiated. Parents think that behaviour is very good and the inspectors agree with them.
6. Pupils' awareness of their moral and social development is very good. The staff set very high expectations of morality and values like respect and politeness. They treat pupils fairly. Pupils very clearly know what is right and what is not. Pupils are proud of their school and show very good awareness of their responsibility in being part of its community. Relationships between pupils are good and they mix happily. Their spiritual awareness is satisfactory. Assemblies meet the requirements of collective worship. Spirituality across the curriculum is not well developed, except in art and design. There are a few incidental opportunities, such as younger pupils' delight at hearing and identifying different sounds in a science lesson. Cultural awareness is satisfactory, most evident in art and design with a colourful pupil mural based on

the work of Peter Bruegel. Commercial posters and displays give pupils a glimpse of life in other countries. Pupils' multicultural experiences are underdeveloped.

- Pupils like school. Their attendance and punctuality are good, better than in most schools, nationally. This has a positive impact on learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

Number of pupils on roll
69

Number of fixed period exclusions	Number of permanent exclusions
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides an **acceptable quality of education** for its pupils. However, the curriculum is **unsatisfactory** because the provision for ICT and the Foundation Stage has significant weaknesses and there are no opportunities for after-school clubs or activities.

Teaching and learning

The quality of teaching and learning is satisfactory in the Foundation Stage and in the infants. It is good in the juniors. Assessment procedures are satisfactory.

Main strengths and weaknesses

- Teaching is good overall in the junior classes.
- There are significant weaknesses in the teaching of ICT and in the Foundation Stage.
- Planning does not take sufficient account of the different levels of attainment within a class.
- Teachers and assistants have high expectations of behaviour and manage pupils very well.
- Teaching assistants are effective and used well.

Commentary

- The quality of teaching is good in the junior classes. Teaching and learning are satisfactory in Years 1 and 2. Teaching is stronger in Years 3 to 6, with examples of very good teaching in art and design, and science. However, teaching has declined since the last inspection, when it was reported to be very good.
- Most teachers have a secure command of the areas of learning and the subjects they teach. However, children in the Foundation Stage are not being given enough opportunities for outdoor activities or imaginative role-play, which is unsatisfactory. There are significant weaknesses in the knowledge and expertise required to teach the National Curriculum programmes of study

for ICT, particularly in Years 3 to 6. As a result, standards are well below average in the subject by Year 6 and pupils' achievement is poor. Furthermore, the use of ICT to support teaching and learning in other subjects is unsatisfactory. The weaknesses in the teaching of ICT were identified during the last inspection and have not been improved enough. effectively addressed.

10. The teaching of basic literacy and numeracy skills is good, particularly in Years 3 to 6, and this contributes to the above average standards and the good achievement by Year 6. The teaching of science is also good and standards are above average by Year 6.
11. The planning of lessons is satisfactory overall, but planning does not always take sufficient account of the different levels of attainment within a class. Lesson observations and the study of pupils' work indicate that, in many lessons, all pupils complete the same work. Pupils with special educational needs receive good support from teaching assistants, but tasks are not well enough matched to the needs of all the pupils. In particular, there is a lack of extension or more challenging work for higher attainers. As a result, pupils often make sound rather than good gains in their learning.
12. Teachers' explanations, instructions and demonstration are clear and informative, particularly in English and mathematics. Teachers' clear exposition and the pace of instruction are strengths of the teaching in these two subjects. Pupils watch and listen carefully with interest and make good gains in knowledge and understanding. Some lessons, however, are over-teacher-directed and there are insufficient opportunities for pupils to work collaboratively in small groups. In subjects, such as geography and history, there are too few opportunities for pupils to find information from a range of sources or to pursue areas in greater depth. Pupils' skills of research and independent study are underdeveloped. They have good opportunities to carry out practical investigations in Years 3 to 6 and their scientific skills are developing well. In most subjects, pupils' written work is well organised and well presented. Most have been productive and this is reflected in the quality and quantity of the work. However, even the oldest pupils are still writing in pencil rather than pen.
13. Teachers and teaching assistants have high expectations of pupils' behaviour. Very good relationships between adults and pupils have been established. Pupils are very well managed and disciplined, and this results in very good attitudes and behaviour, which have a positive effect on the climate for learning. Teaching assistants are effectively deployed and make a significant contribution to pupils' learning by providing support and encouragement.
14. Assessment is satisfactory, overall. However, teachers are not always using assessment information well enough to plan the next stages of pupils' learning. As a result, work is not sufficiently matched to pupils' different levels of attainment.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	7	8	0	0	0

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

The curriculum

Curricular provision is **unsatisfactory** and there are no extra-curricular clubs for pupils to extend their learning. The staffing is satisfactory, but there are shortcomings in the accommodation and resources.

Main strengths and weaknesses

- The school places a strong emphasis on the core subjects of English and mathematics.
- The provision for ICT does not meet the requirements of the National Curriculum.
- There are no extra-curricular clubs.
- The accommodation for the Foundation Stage poses problems for the teaching of an outdoor curriculum and there are inadequate resources for imaginative play.

Commentary

15. The core subjects are heavily emphasised, with significant parts of each day devoted to activities in English and mathematics. Pupils who find learning difficult, some with special educational needs, are supported and catered for satisfactorily in these sessions, which makes it possible for them to join in and achieve success. The remaining subjects are taught individually or through topic work and art and design, which has a strong focus.
16. Pupils participate in a range of activities. However, the curriculum is insufficiently balanced for pupils in the infant and junior classes because ICT is not taught in full and therefore does not meet statutory requirements. In addition, the curriculum for children in the Foundation Stage lacks sufficient emphasis on physical, creative and personal development.
17. Pupils do not have any opportunities to extend their learning through clubs or after-school activities, as the school provides none. Parents and pupils have expressed their concerns about this and some are willing to participate, but they maintain that the school has not responded to their requests. The lack of a school caretaker has resulted in difficulties for staff who have been sharing the tasks of cleaning and locking up the premises. It has also meant that the school has been unable to offer opportunities for pupils to participate in clubs. However, the situation may improve shortly as a new caretaker has recently been appointed.
18. The school has a sufficient number of teachers and support staff. The headteacher and class teachers share the teaching of English and mathematics for pupils in Years 3 to 6 and the learning support staff provide helpful guidance to pupils, particularly those with special educational needs. The accommodation has been improved significantly since the last inspection with the addition of a new hall, which is used well for physical activities. However, the classroom for children in the Foundation Stage is cold, uninspiring and dull. The lack of a home corner and suitable access to the outside area limits the provision for these youngest children. In addition, inadequate resources for imaginative role-play activities are drawbacks to learning. The school has identified the need to improve its provision and resources for the youngest children in the school and its building development plan provides details of specific areas to address.

Care, guidance and support

Pupil care, welfare, protection and health and safety are **satisfactory**. Monitoring of pupils' academic progress and personal development is **satisfactory**. Pupils' views receive **appropriate** attention.

Main strengths and weaknesses

- Pupils make steady academic and personal progress.
- Staff pay sound attention to pupils' pastoral care and welfare.
- Pupils feel able to ask for help when they need it.

Commentary

19. The monitoring of pupils' academic and personal progress is satisfactory. Procedures are soundly established to ensure that most groups of pupils make steady progress in their

learning. However, pupils with special educational needs or those who are gifted and talented are not clearly identified so that they can quickly get appropriate work and support to meet their needs.

20. Staff pay sufficient attention to their pupils' pastoral care and welfare. Arrangements for child protection and health and safety are satisfactory. The child protection policy is to be reviewed to take account of the latest guidance received from the local authority. Pupils are supervised adequately at playtimes and when eating their well-cooked, nutritious lunches. Pupils who feel ill or fall over at playtime are gently supported and their parents are informed quickly. Parents are satisfied with the care that their children receive.
21. Pupils have good confidence in being able to ask staff for help if it is needed. There is a positive sense of trust between adults and pupils, with staff doing their best to sort out pupil worries or concerns. Pupil views are given appropriate attention, but there is no forum, such as a school council, to give pupils a bigger voice in making decisions about their school in areas that affect them.

Partnership with parents, other schools and the community

The partnership with parents is **poor** and has declined since the last inspection, when it was a key issue. The quality of information received by parents is **unsatisfactory**. Links with the community and other schools are **satisfactory**.

Main strengths and weaknesses

- The school has not addressed the previous key issue to improve partnership with parents.
- Pupils' annual reports are unsatisfactory and the prospectus and governors' annual report do not meet statutory requirements.
- The school has made satisfactory progress in developing community links since the last inspection.

Commentary

22. The school's partnership with parents is poor and has declined since the last inspection, when it was a key issue. At that time, there was noted to be a 'slight distance between staff and parents' and parents were not openly encouraged to play a role in their children's day-to-day school life. The current situation is that parents are still not actively involved in the daily work and life of the school, beyond a few helping on school trips, although a significant number say they very much want to be more involved in their children's education. This concern was raised at the parents' meeting, and strongly supported in the high level of dissatisfaction expressed in the parents' questionnaires and letters written to the inspectors. Rightly or wrongly, the parental perception is that the school is reluctant to move towards involving them in its work. This has led to parents feeling uncomfortable about approaching the school and not being adequately informed about their children's progress. They believe that their views and opinions are not important or valued. The school has not successfully tackled these perceptions and there is a lack of communication and understanding between the home and school.
23. The quality of information that parents receive is unsatisfactory, overall. There are termly open afternoons that are enjoyed by parents and are well attended. The regular newsletters are useful, containing, for instance, diary dates, community events and the work pupils will be involved in each term. All parents have formal appointments over two days to meet staff annually in July to discuss their children's progress. However, reports on pupils' progress are unsatisfactory; for example, the reports for children in the Foundation Stage do not refer specifically to the required areas of learning but to the subjects of the National Curriculum, which is inappropriate. In addition, the reports for older pupils do not give enough information about their progress and there are inconsistencies; some comments are exactly the same for

pupils of different ages and attainment. The reports provide no specific academic targets to help pupils improve and let parents know what is needed. The prospectus and the governors' annual report to parents are both unsatisfactory; they do not meet statutory requirements because a significant number of required items are not included.

24. The school has made satisfactory progress in addressing the key issue from the last report related to improving community links. The new vicar is a regular welcome visitor, leading some assemblies and attending the first carol service in the airy new school hall. Pupils help with the community litter clearance and were involved in the competition to design a new village sign. The Year 5 and 6 pupils participate in the 'Crucial Crew' safety awareness programme run by the local emergency services. There are also satisfactory links with local schools that include an activity day for pupils in Year 5.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **unsatisfactory**.

Main strengths and weaknesses

- The leadership is providing insufficient direction for improvement.
- The governors are not sufficiently well informed to contribute to planning and to ensure that statutory requirements are met.
- The headteacher and staff have high expectations of pupils' attitudes and behaviour.
- School self-evaluation and long-term strategic planning are poor.
- Financial planning is unsatisfactory.

Commentary

25. The governance of the school is unsatisfactory. The governors do not have a clear enough overview of the school's strengths and weaknesses in order to make a useful contribution to planning improvements and in shaping the direction of the school. The governors are not sufficiently well informed about the school's curriculum, the views of parents or the processes of self-evaluation and school inspection. The governors are supportive but they are relying too heavily on what they are told by the headteacher and are not sufficiently challenging. The governors do not fulfil all statutory requirements. There are a number of omissions in the annual report to parents, and the curriculum for Years 3 to 6 does not meet requirements because important programmes of study in ICT are not taught.
26. The leadership by the headteacher is unsatisfactory. The strengths of leadership are that the headteacher manages her time and workload carefully and has ensured that all staff have high expectations of pupils' attitudes and behaviour. The school has also placed a clear focus on maintaining standards in English, mathematics and science. The headteacher leads by example in the classroom and her teaching of science, and art and design, during the inspection was very good. However, there is no clear educational direction and vision for school improvement and insufficient emphasis has been given to providing a balanced curriculum, building effective partnerships with parents and ensuring that issues identified as needing improvement during the last inspection have been effectively addressed.
27. The co-ordination of subjects is shared among the small teaching force. The core subjects of English, mathematics and science are satisfactorily led but overall, the role of the co-ordinators is not well developed in terms of monitoring standards and provision. No-one is responsible for leading ICT and the absence of a co-ordinator is adversely affecting the development of the subject.
28. The school's evaluation of its own performance is poor. The self-evaluation provided prior to the inspection is not sufficiently rigorous or accurate. For example, the overall effectiveness of

the school is rated as very good, improvements since the last inspection are rated as good, partnership with parents is regarded as good and the leadership and management of the school are rated as very good. However, the inspection findings are significantly different to the school's own assessments. For example, the long-term strategic planning for school improvement is poor. The school's aims, mission or vision do not preface planning for the future, which results in improvement planning for 2003 and 2004 being weak and not sufficiently focused on what is to be achieved and by when.

29. The school has not established a positive partnership with the local education authority and so does not take advantage of advice and support available. Furthermore, there is not a strong culture of continuous improvement within the school. As a result, the school has become insular and has not moved forward sufficiently since the last inspection. Improvements since the last inspection are unsatisfactory.
30. The headteacher and governing body have not been effective enough in evaluating the levels of parental satisfaction and taking effective action to address concerns or unmet needs. As a consequence, a significant number of parents have concerns about the school's approachability, the lack of information as to how well their children are doing and the lack of extra-curricular activities. The school has been aware of some of these concerns and taken appropriate action. However, improving the partnership with parents was a key issue for action following the last inspection and this has not been effectively addressed.
31. Financial planning and management are unsatisfactory. The links between financial planning and improvement planning are weak. The school has had an unacceptably high carry forward (24 per cent) in its budget, which is nearly a quarter of the school's annual allocation. This was an issue identified during the last inspection and the situation has worsened. Governors are not using all the funding provided to maximise the learning opportunities. Although the school is holding considerable reserves in order to keep classes small and teaching levels high, this is an unsatisfactory situation when the school's provision for ICT is poor and there are significant weaknesses in the Foundation Stage curriculum because resources are inadequate. However, the anticipated carry-forward next year is expected to be considerably lower at under six per cent of the school's budget.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	235,801	Balance from previous year	51,515
Total expenditure	230,658	Balance carried forward to the next	56,658
Expenditure per pupil	2,847		

PART C: THE QUALITY OF EDUCATION OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school's provision for children in the Foundation Stage is **unsatisfactory** overall. This is because there are significant weaknesses in the curriculum as children are not being given enough opportunities for outdoor activities or imaginative role-play and the accommodation is unsatisfactory for them. The teaching of communication, language and literacy, mathematical development and knowledge and understanding of the world is satisfactory, but the overall management of the provision is unsatisfactory as there is no-one designated specifically to oversee the Foundation Stage, and there is only limited vision for future developments. The key issues identified at the time of the last inspection have not been rectified.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT, AND CREATIVE AND PHYSICAL DEVELOPMENT

32. In personal, social and emotional development, and creative and physical development, children are suitably behaved, but they are underachieving and do not attain all of the expected outcomes. Provision is unsatisfactory for these areas of learning. Although children are encouraged to share and take turns, staff are limited by the inadequate resources, which have not been improved sufficiently since the last inspection when the provision for role-play was a key issue. The classroom is cold, uninspiring and dull. In addition, the lack of a home corner, too few toys for imaginative play and no easy access to an outdoor area limits the curriculum for children in the Foundation Stage and shows insufficient emphasis on physical, creative and personal development. These are significant drawbacks to teaching and learning that are unsatisfactory and which adversely affect the standards attained.

COMMUNICATION, LANGUAGE AND LITERACY

33. Teaching and learning are satisfactory in communication, language and literacy. Children develop speaking skills appropriately through practical activities and the staff interact well with them to help them recall stories. Most children achieve satisfactorily and attain the expected goals because all adults try to involve them fairly and they encourage them to write clearly, which helps them to increase their skills and take an interest in their work. The majority show sound pencil control when writing the letters of the alphabet.

MATHEMATICAL DEVELOPMENT AND KNOWLEDGE AND UNDERSTANDING OF THE WORLD

34. Satisfactory provision for mathematical development and knowledge and understanding of the world leads to sound standards amongst the majority of children. The teaching is sound and this has a positive effect on children's learning, as they extend their knowledge of the numbers one to ten and increase their understanding of the world around them. Children build shapes successfully with wooden blocks and plastic pieces, to represent houses and vehicles. They achieve appropriately when counting forwards and backwards, and a good feature of lessons is that the teacher and learning support staff work well together to support the children.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are good by Year 6.
- Classroom assistants contribute well in lessons.
- Teachers manage pupils well and they make good links with other subjects.
- Pupils' good attitudes and behaviour have a significant effect on learning.

Commentary

35. Standards are good by Year 6 and have been maintained since the last inspection. The national test results were above average last year at the end of Year 6, although girls did better than boys at the end of both key stages and standards fluctuate from year to year at the end of Year 2 because of the very small numbers of pupils involved. Nevertheless, most pupils achieve well in the junior classes and satisfactorily in the infants. Speaking and listening skills are well developed by the time they leave the school. Lessons involve discussions in pairs or with the whole class and lead to an increase in pupils' communication skills.
36. Classroom assistants work well with the teachers and contribute in lessons to offer clear support and guidance to pupils with special educational needs that helps them achieve success. Standards are satisfactory in Years 1 and 2, as a result, and pupils make steady progress in reading and writing overall. Most infant pupils have a satisfactory knowledge of letter sounds and some talk fluently about their favourite books, such as *'Goldilocks'*. In addition, reading books are taken home on a regular basis, although some pupils do not always have enough challenging opportunities to increase their skills, due to the limitations of the library facilities. Nevertheless, the school subscribes to the library service in order to supplement the provision and staff make sure that a wide range of reading materials is available. In the upper junior year groups, some pupils do particularly well because pupils in Years 5 and 6 use their skills well for different types of reading sessions and teachers ensure that the classrooms have a sufficient supply of books. They particularly enjoy listening to their teachers reading books such as *'The Midnight Fox'*.
37. The teaching is good in the juniors and satisfactory in the infants. The good management of pupils' behaviour has a direct impact on their positive approach to lessons. In Years 3 to 6 learning is well supported by good links with other subjects when pupils practise their writing skills. For example, they write interesting creative stories based upon the theme of *'Tutankhamun's Tomb'* and draw upon their knowledge of Ancient Egypt to help them draft their work in literacy lessons.
38. Pupils' good attitudes and behaviour have a significant effect on learning. Most are eager to learn and behave well in lessons. Most are able to settle to work purposefully and they work hard consistently. The oldest pupils in Years 5 and 6 participate enthusiastically, showing particularly good confidence when expressing their opinions in lessons. For example, their study of the poem, *'A Smuggler's Song'* by Rudyard Kipling, elicited excellent responses to the teacher's very good questioning and challenging pace.
39. The joint leadership and management of the subject are effective. The co-ordinators have a clear idea of standards and the overall provision, which have been maintained satisfactorily since the last inspection.

Language and literacy across the curriculum

40. Pupils use their language and literacy skills well in other subjects. Good opportunities feature daily in lessons, such as in history topics, that help pupils to focus on trying to speak clearly and present their work neatly. However, there is a lack of the use of ICT to support teaching and learning in the subject.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are good in Year 6 as the teaching is good and pupils achieve well.
- Teachers' explanations and demonstrations promote learning well.
- Lesson planning does not always take sufficient account of the different needs of pupils.
- Leadership and management are good.
- Opportunities for pupils to apply and develop mathematical skills in some subjects are limited.

Commentary

36. Standards in the current Year 2 are in line with the national expectations and pupils are achieving satisfactorily. However, this is a decline from the last inspection, when standards were reported to be good. In the current Year 6, standards are good and pupils are achieving well, which shows that the standards reported during the last inspection have been maintained.
37. The quality of teaching is good overall. Lessons are soundly planned and clear learning objectives are identified, but these are not always shared with the class. Teachers' explanations and demonstrations of mathematical operations are clear and informative, particularly in Years 3 to 6 and this is a particular strength of the teaching. For example, in a good Years 5 and 6 lesson, the teacher demonstrated clearly on the board how to order fractions by finding the common denominator. Pupils were attentive, they watched and listened carefully, and were given good opportunities to practise ordering fractions. The teacher used questioning effectively to check pupils' understanding before moving them on. Pupils' responses to the questions demonstrated a clear understanding. The lesson progressed to converting decimals to fractions and converting fractions to percentages. Pupils made good gains in their learning. In a good Year 2 lesson, the teacher made good use of a list of data to consolidate pupils' addition skills. Pupils responded well to the teacher's questions using number fans competently.
38. Teachers and teaching assistants have established good relationships with pupils and clear expectations of behaviour. Pupils are managed very well; they show positive attitudes to learning and behave very well. This contributes significantly to their learning; pupils show good levels of concentration and are productive. Their written work is well organised and nicely presented, particularly in Years 3 to 6. Lesson planning does not always take sufficient account of the different levels of attainment within the class. For the main part of the lesson, tasks are provided for each of the two year groups within the class, but tasks are not sufficiently modified to meet pupils' needs within each year group. As a result, pupils, particularly the higher attainers, are not always challenged and extended appropriately. The ends of the lessons are used well to review learning and reinforce the main teaching points. There is little evidence of ICT being used to support teaching and learning in mathematics. Procedures to assess pupils' attainment are satisfactory, but this information is not always used effectively to plan future teaching.

39. The leadership and management of the subject are effective. The co-ordinator has a clear view of standards and provision as she teaches all pupils in Years 3 to 6 and has observed and supported teaching in other classes. Improvements since the last inspection are satisfactory.

Mathematics across the curriculum

40. The application and development of numeracy skills in other subjects are satisfactory, overall. Measuring and graphing skills are used well in science, particularly in Years 3 to 6. However, there are insufficient opportunities for pupils to use numeracy skills in subjects such as geography and history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are good in Year 6 and pupils achieve well in the junior classes.
- Teaching and learning are very good in Years 3 to 6.
- There are not enough challenging tasks for higher attainers in Years 1 and 2.
- There are good opportunities for practical investigations in Years 3 to 6, but not enough in Years 1 and 2.
- Leadership and management are good.

Commentary

41. Standards are sound in the current Year 2 and pupils are achieving satisfactorily. Most pupils attain the expected level, but few attain the higher than expected standards because there is a lack of more challenging work for higher attainers. Standards by Year 2 were reported to be above average during the last inspection. In the current Year 6, standards are above average and pupils are achieving well. Above average standards have been maintained since the last inspection.
42. The quality of teaching is good overall, it is satisfactory in Years 1 and 2 and very good in Years 3 to 6. Pupils in Years 1 and 2 make sound gains in their learning. For example, they identify appliances which use mains electricity and those which use batteries. Pupils construct simple circuits to light a bulb. There are insufficient opportunities for pupils to plan and carry out investigations and this restricts the development of scientific skills. Furthermore, there are insufficient challenging and extension tasks in Years 1 and 2 to enable higher attaining pupils to reach higher levels.
43. In a very good lesson in a Years 3 and 4 class, pupils were exploring day and night. The teacher used lively questioning to recap on pupils' previous learning. Pupils' response was excellent and they demonstrated a very good understanding of the Earth's orbit and rotation. A higher-attaining pupil explained how the Earth rotated on an axis in an anti clockwise direction. Very good demonstrations in the hall and classroom, using torches, globes and a group of pupils, clearly showed the pupils how the sun's rays and the rotation of the Earth give us day and night. Pupils were given good opportunities to express their ideas using scientific vocabulary. Pupils described how it was day in Australia when dark in Britain. Higher-attaining pupils were set the challenging task of explaining morning and evening.
44. Pupils in Year 6 have a good knowledge and understanding of the units studied and have developed a satisfactory range of skills through practical investigations. They make and test different parachutes. They make predictions, record their results and draw conclusions from these. Pupils use the separating technique 'chromatography' to investigate the different dyes in ink. Higher-attaining pupils provide clear scientific explanations of their findings.

45. The leadership and management are effective. It is shared between the headteacher and another teacher. The planning of the curriculum is appropriately based on national guidance. The co-ordinators have a clear overview of standards and provision. There is a lack of the use of ICT to support teaching and learning in the subject. Overall, the school has made satisfactory improvements since the last inspection.

HUMANITIES

No religious education or history lessons were observed and only a few geography lessons were seen in the infant year groups. It is therefore not possible to form an overall judgement about provision in these subjects.

Religious education

46. The study of pupils' work indicates that standards are broadly average in Year 2 and in Year 6. Most pupils are achieving satisfactorily. Standards are similar to those reported during the last inspection. Pupils in Years 1 and 2 show a sound knowledge of Bible stories and moral issues such as doing one's best and being kind and thoughtful to others. Pupils in Year 6 demonstrate a clear knowledge and understanding of Christmas customs in Europe and the structure and evolution of the Bible. Throughout the school, pupils have a few opportunities to study religions other than Christianity, such as Judaism, Sikhism and Islam.

Geography and History

47. In **history**, the study of pupils' work indicates that standards are broadly average in Year 2 and in Year 6. Most pupils are achieving satisfactorily. Standards are not as high as they were in Years 2 and 6 during the last inspection, when they were good. Pupils in Year 2 compare old toys with new and explore the thoughts and feelings of pupils being evacuated in World War II. In Year 6, pupils show a sound knowledge of life in Britain during the war. They show a clear knowledge of food production and food rationing, and develop an understanding of the impact of the war on people's lives. All pupils tend to pursue the same tasks and there is very little evidence of activities being modified for pupils with special educational needs, or providing extension or more challenging work for higher attainers. Personal study skills are underdeveloped because pupils have insufficient opportunities to use a range of sources, including the Internet, to find and extract information.
48. In **geography**, the study of pupils' work indicates that standards are broadly average in Year 2 and in Year 6. Most pupils are achieving satisfactorily, but the standards are lower than they were at the time of the last inspection, when they were good. Pupils in Year 2 show a sound knowledge of the seasons and different forms of transport. In Year 6, pupils show a clear knowledge and understanding of climatic regions of the world. However, activities and tasks are not sufficiently well matched to pupils' different attainment. There is little evidence of extension work for higher attainers or tasks being modified for pupils with special educational needs, and so pupils' achievement is satisfactory, rather than good. Opportunities for pupils to use a range of sources, including the Internet, are limited and this impedes the development of independent study skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology (ICT) is **poor**.

Main strengths and weaknesses

- Standards are well below the national expectations by Year 6.
- There is no subject leader and this is seriously affecting the management of the subject

Commentary

49. Pupils are underachieving and standards are below the expected level by Year 2 and well below by Year 6. This is because the resources are inadequate, the school does not teach the full curriculum for ICT and pupils are not given enough opportunities to increase their skills in lessons. Although some appropriate priorities have included the purchasing of new software for word processing, there is no-one to oversee or manage the subject and this is inhibiting development.
50. Planning is weak and does not show how computers will be used to extend pupils' knowledge and understanding. Staff have undertaken some recent training, but overall, the teaching is unsatisfactory because teachers' subject knowledge is not secure and lessons do not cater for the differing capabilities of pupils, including those with special educational needs. Activities do not provide enough challenge for groups of pupils to extend their learning and, as a result, the junior pupils have many gaps in their knowledge and much ground to make up. These weaknesses are not being tackled sufficiently and there are too few links with the local cluster group of schools or the education authority to help promote teaching across the subject.

Information and communication technology across the curriculum

51. Computers are not used satisfactorily across the curriculum to support pupils' learning in other subjects. Pupils do not have enough opportunities to use a range of sources, including the Internet, and this impedes the development of independent study skills. This is a weakness that inhibits learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

52. Only a few lessons were sampled in art and design, design and technology, music or physical education and thus, there is not enough evidence to make firm judgements about provision, standards or teaching, except in art and design.
53. Standards are good in **art and design** and the junior pupils are taught well. Teaching and learning are sometimes very good indeed in Years 5 and 6. Pupils develop their aesthetic awareness well through the use of colour, various materials and different techniques. They enjoy working with paint and they produce colourful pictures based on topical themes and seasonal features. Activities undertaken help to increase pupils' skills well; for example, good, colourful collage work based on the work of famous artists such as Breugel and winter scenes adorn the walls and help pupils to extend their learning through artistic activities. Very good links are made with other subjects, such as history. For example, in Years 5 and 6, studies of the human form and bas-relief work on three-dimensional clay tablets, based on the theme of Ancient Egyptian art, show that pupils are well accomplished in making careful observations and creating their own designs.
54. In **design and technology** and **music**, pupils learn to apply themselves to practical tasks well. They make models and masks by assembling and joining paper, cardboard and string. For example, the good displays of spiders' webs show pupils are adept at weaving techniques and using different fabrics for effect. Classroom teachers take classes for singing and a

satisfactory supply of resources and percussion instruments is used appropriately. Pupils in Years 5 and 6 also have weekly recorder lessons from a qualified music teacher.

55. The accommodation for **physical education** has been improved well since the last inspection with the recent building of a new hall. The school makes good use of the playing field for games and athletics activities, and the hard play areas are used by all pupils. Planning shows that pupils cover the necessary aspects of physical education. All pupils have swimming lessons throughout the year. However, they do not have the opportunity to participate in after-school activities as there are no clubs for them join, although some parents have enrolled their children privately in community sports activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION

56. The provision for personal, social, health and citizenship education is **satisfactory**. A suitable policy is in place that includes the required sex education and drugs awareness. Outside speakers, including the police, visit to raise pupils' awareness of issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	5
Enrichment of the curriculum, including out-of-school activities	5
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	6
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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