

INSPECTION REPORT

BUILDWAS PRIMARY SCHOOL

Buildwas, Telford

LEA area: Shropshire

Unique reference number: 123356

Headteacher: Mr N.Sharp

Reporting inspector: Dr J.N.Thorp
6327

Dates of inspection: 4 – 6 March 2002

Inspection number: 188002

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Buildwas Telford Shropshire
Postcode:	TF8 7DA
Telephone number:	10952 432135
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D.Evans
Date of previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6327	J.N.Thorp	Registered inspector	Foundation Stage curriculum; Special educational needs; English; Art and design; History; Information and communication technology; Music	What sort of a school is it? The school's results and pupils' achievements How well are pupils taught? How good are the curricular opportunities offered to pupils? What should the school do to improve further?
13450	J.Madden	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
16971	R.W.Hardaker	Team inspector	Equal opportunities; Mathematics; Science; Design and technology; Geography; Physical education; Religious education	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Buildwas Primary School is located in the village of Buildwas, about 3 miles south west of Telford. The school is much smaller than average in size, with 82 pupils aged four to eleven on roll, organised into three mixed-age classes. The school provides nursery education and two children currently attend part time. Around 5 per cent of pupils are eligible for free school meals, which is well below average. There are wide variations in attainment on entry to the school, but overall it is broadly average. There is one pupil with a statement of special educational need and in total around 23 per cent of pupils are on the school's special educational needs register, which is similar to the national average. Most pupils with special educational needs have general learning difficulties. There are no pupils for whom English is an additional language. At the time of the inspection the school had a high proportion of temporary teachers, including an acting headteacher.

HOW GOOD THE SCHOOL IS

Buildwas Primary School is not as effective as it should be. The standards pupils achieve by the age of eleven vary greatly from year to year and from subject to subject and generally standards could be higher. The teaching of the current, largely temporary team of teachers is good, but pupils have been let down by previously unsatisfactory teaching in two of the school's three classes. Leadership and management of the school has been weak, failing to provide a curriculum that meets statutory requirements or the needs of individual learners and ineffective in securing improvement since the last inspection. The acting headteacher has already made significant improvements. The school gives poor value for money.

I am of the opinion, and Her Majesty's Chief Inspector agrees, that special measures are required in relation to this school because it is failing to give its pupils an acceptable standard of education.

What the school does well

- Teaching of children in the Foundation Stage is very good and a strength of the school
- Pupils do well in science and acquire good investigative skills
- Relationships throughout the school are good

What could be improved

- Standards in English and mathematics which are too low
- Information and communication technology (ICT) where there are insufficient opportunities for pupils to work with the computers, which has restricted their progress
- Attendance, which is below average; unauthorised absence is high
- The absence of clear leadership which has resulted in the school lacking direction, particularly in relation to the development of the curriculum
- The management of the school which has been poor; governors are uninformed and along with the headteacher have been ineffective in securing improvement since the previous inspection
- The range of learning opportunities provided and the precision with which teachers plan activities and tasks to meet the learning needs of all pupils

- The provision to meet pupils' special educational needs

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February 1996. At that time standards were reported generally sound, broadly average in English, mathematics and science and provided a good basis for future development. While standards in science have been maintained since then, standards in English and mathematics are not as good as they were; standards of numeracy have not improved. There has been too little progress in tackling other areas where improvements were needed. While the school now has more computers, their inappropriate siting restricted their use until they were moved very recently and consequently standards remain below average. Weaknesses in the leadership and management of the school have not been effectively addressed. Curriculum planning has not been sufficiently improved; the curriculum itself remains unsatisfactory. Recent staffing problems have limited progress in developing the roles of the subject co-ordinators. Statutory requirements relating to collective worship have been implemented. The teaching of the current temporary team has improved teaching as a whole; the teaching of the youngest pupils is now very good and a real strength of the school. In some aspects of its work, the school is not doing as well as at the time of the last inspection. In contrast to the previous report, inspectors note that a significant proportion of older pupils now have poor attitudes to learning; attendance is not as good as it was.

STANDARDS

The table which normally appears at this point has been omitted because there are fewer than 11 boys and girls in the cohort of Year 6 pupils whose results are recorded. In 2001 these pupils achieved results in English which were well below those achieved by eleven year olds in other schools nationally and in comparison with those in similar schools they were among the lowest five percent. In mathematics standards were below average when compared with all schools and well below average when compared with similar schools. Pupils generally did better in science where standards were in line with those expected of pupils their age. Results vary, sometimes quite markedly, from year to year. Over time, however, standards in English and mathematics have fallen since 1999. Inspection evidence indicates that standards among Year 6 pupils this year are also below average. The targets the school has set for these pupils are unchallenging and significantly lower than the current national average.

Results of assessment of seven year olds over this same period indicates that standards are higher. The majority of seven year olds are reading well and this helps their learning across the curriculum. In the Foundation Stage, children are on course to attain the early learning goals, other than in physical development in which area of learning they have too few opportunities to develop. In the other areas of learning the consistently very good teaching they receive contributes positively to their progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Younger pupils are happy in school and have good attitudes to work. Older pupils have found the recent disruptions unsettling and at present they have less positive attitudes to learning. Many of them lack application and too little of their work is completed, which limits the progress they make.
Behaviour, in and out of classrooms	Behaviour in and around the school is generally satisfactory. It is better among the younger pupils where the settled environment and the clear expectations of the teachers have a positive effect. The new teachers are assertive and communicate their high expectations of behaviour and as a result older pupils are beginning to respond more positively. At times, however, they demonstrate immature behaviour and silliness which adversely affects their ability to work to their full potential.
Personal development and relationships	Personal development is satisfactory overall. Pupils have some opportunities to take responsibilities around the school; the recently introduced School Council has had a positive impact. Right from the start pupils learn to take responsibility for tidying their own equipment, but generally there are too few opportunities for them to work independently. Relationships are good throughout the school.
Attendance	Attendance has fallen since the last inspection and over the last school year it was below average. Over the same period, unauthorised absence was well above the national average. Some pupils frequently arrive late.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching in the 15 lessons seen	Very good	Good	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

While teaching is currently judged to be good overall, it is nevertheless the work of a temporary team of teachers. The teaching of the youngest children in the school, however, is a real strength and is consistently very good. As a result children make a good start to their education in Class 1. Elsewhere in the school there have been significant changes in staffing and considerable disruption. However, the new teacher in Class 2 has brought much needed stability, she manages the class well and as a result pupils are now more settled and making much better progress. In Class 3 there have been further changes very recently. In this class pupils have been very unsettled and their learning adversely affected; the teachers now

working with the class have not yet had time to fully address this. The current team of teachers is enthusiastic and committed to improving pupils' learning and the standard of their attainment. Teaching of literacy and numeracy has improved recently, although at times there is still insufficient difference in the work teachers provide for pupils of varying abilities. Evidence in pupils' earlier books indicates that their work was frequently left unmarked or that teachers' marking was not always helpful in suggesting ways in which pupils can improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The school's curriculum is not sufficiently broad and balanced. Curriculum planning is unsatisfactory. The implementation of the national literacy and numeracy strategies has been variable and has not contributed sufficiently to raising standards.
Provision for pupils with special educational needs	Unsatisfactory. Pupils with special educational needs are sometimes well supported in the classroom. Their individual education plans lack specific, short-term targets and are ineffective in helping the teachers working with them to meet their particular learning needs. These plans have not been regularly reviewed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The family atmosphere contributes positively and good opportunities exist for social development. Moral development is fostered satisfactorily. Collective worship now contributes effectively to pupils' spiritual development. Provision for cultural development is satisfactory, but there are too few opportunities for pupils to learn about other traditions and cultures.
How well the school cares for its pupils	Not as good as at the time of the last inspection and with some unsatisfactory features. The temporary teachers are quickly getting to know their pupils learning needs, but there are few records to help them. Assessment information has not been used to help teachers plan appropriate learning activities for the different groups in each class. Supervision of pupils during break times is inadequate to prevent the large number of minor accidents. The monitoring of attendance has been unsatisfactory.

The majority of parents value the friendly family atmosphere in the school, but a significant proportion of them however are concerned about the standards of pupils' attainment and about the management of the school. There are major shortcomings in the information parents receive from school. Parents make a valuable contribution helping in the school in various capacities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There are serious weaknesses in the leadership and management of the school. Leadership is weak. The headteacher has failed to communicate a clear sense of purpose or direction, particularly in the development of the curriculum. The roles of individual subject co-ordinators have not been sufficiently well developed so they have been unable to contribute effectively towards improving the school. Management of the school has been ineffective in securing the required improvements following the last inspection.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors are not sufficiently aware of the strengths and weaknesses of the school because they have not been monitoring important aspects of its work. As a result they are ineffective in helping to provide direction for the school and in setting targets for improvement. They are benefiting from the guidance provided by the acting headteacher. Governors' publications to parents do not meet statutory requirements.
The school's evaluation of its performance	Weak. Systems to enable the school to evaluate the outcomes of aspects of development are inadequate. Actions planned to improve the curriculum have not been appropriately evaluated. There is no analysis of assessment data to help teachers identify weaknesses in pupils' learning or to help them plan.
The strategic use of resources	Substantial funds have been directed at specific improvements, such as in ICT, space for teaching and learning in the school and mathematics. Insufficient attention has been paid to evaluating the outcomes of such expenditure in terms of its effect on raising standards.

Current staffing is a justifiable cause of some concern among parents. With only one of its permanent teachers in the school at present and a high turnover of supply staff, there has been considerable disruption to pupils' learning. Accommodation has been improved recently with the addition of another classroom and the acting headteacher has cleaned and tidied areas around the school and attended to some health and safety issues. There is insufficient space in the school for indoor physical education (PE). Although the school uses the village hall, this is not a suitable space for teaching all aspects of the PE curriculum. Resources in some subjects have improved since the last inspection, like ICT, history and geography. The library remains poorly sited and inadequately resourced.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see
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	improved
<ul style="list-style-type: none"> • The family atmosphere in the school • Older children help younger ones • Children are given responsibilities, like prefect or on the School Council • The Friends of the School raise a lot of money for additional resources • The big improvements that have been made by the acting headteacher 	<ul style="list-style-type: none"> • An end to the recent disruption and instability • Standards of attainment • Low standards and expectations of attainment • Poor behaviour and bad language which is not confronted • Homework which is not marked and the lack of guidance parents are given about it • Communication with parents, including reports on their children

Inspectors agree with parents that children benefit from the family atmosphere in the school, in particular in the ways that younger children are helped and cared for by older ones. They also agree that there are some opportunities for children to take responsibilities, although more could be done to promote independence. Inspectors also agree that recent instability has had a detrimental effect on their children's education and parents are right to be concerned about the aspects of the school they have identified, especially in terms of the standards of their children's attainment. Inspectors agree the acting headteacher has already made significant improvements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Although there are wide variations at times, most children enter the school's nursery group with attainment that is broadly average. Good teaching in all six of the areas of learning and the good range of activities teachers plan for the children in most of them, ensures that their learning is good. As a result they make progress and achieve well. Children are on course to meet the early learning goals set for them by the end of the Foundation Stage in communication, language and literacy; most of them speak confidently, are able to read simple words and have opportunities to write in a range of contexts. Most children are also on course to meet the early learning goals in mathematics; they can count to ten, and sometimes beyond, accurately and they recognise and can name a range of simple shapes. Although there is a heavy concentration on literacy and numeracy in the mixed age Class 1¹, which limits the range of the curriculum somewhat, children are nevertheless also on course to meet the early learning goals in knowledge and understanding of the world and creative development. There are limited resources available and opportunities made to promote children's physical development and so most are unlikely to achieve the early learning goals set for them by the time they enter Year 1. Because of the good teaching and high levels of encouragement they receive, many children are likely to exceed the early learning goals in personal, social and emotional development.

2 The results of statutory assessment for pupils at the end of Key Stage 1 in 2001 indicate that standards in reading were well above average compared with all schools nationally and with similar schools. In writing pupils attained levels which were above average compared with all other schools, but this was below average compared with similar schools. This difference between reading and writing is reflected in the findings of this inspection. There is a strong emphasis on reading throughout Key Stage 1 and this shows in the standards pupils achieve. Time is found for individual reading to adults at this stage, besides that done during literacy lessons. This is one reason why pupils' reading is better than their writing at this stage. Overall standards among this cohort of pupils are not as good as last year however. While reading is in line with the standard expected of pupils of their age, their writing is below average. Appropriate opportunities are provided to extend pupils' speaking and listening skills and pupils achieve levels typical for their age.

3 Statutory assessment in mathematics at the end of Key Stage 1 last year indicated that standards were above average when compared to all other schools, but average when compared with similar schools. Inspection evidence shows that standards are currently not as good and below average for pupils their age. While higher attaining pupils are more confident with number operations, others have a poor recall of basic number facts which prevents them working quickly enough and is impeding their progress. Similarly these pupils have too few mental calculation strategies to help them solve number problems. Their books indicate that the pace of their work has been slow and progress unsatisfactory; these pupils have had too little experience of aspects of mathematics other than number. More recently progress has improved as a result of the increased expectations their teachers now have of them. Pupils now have more positive attitudes; they work more quickly and are experiencing

¹ Throughout this report there are references to the three classes as well as key stages where it is appropriate. This is because all three classes in the school have pupils of mixed ages and one has pupils from both key stages.

a broader range of mathematical work.

4 Teacher assessment in science in 2001 indicated that standards among seven year olds were broadly in line with those of pupils in all other schools, although not as good as those in similar schools. Inspection evidence shows that standards in science are being maintained, with pupils currently working towards the end of Year 2 achieving expected levels. Pupils develop sound skills of investigation. Their knowledge of some topics in science, like light and sound is good.

5 The results of statutory assessment in English at the end of Key Stage 2 in 2001 indicate that standards were well below average when compared with all other schools; when compared to similar schools they were among the lowest five percent nationally. Care must be exercised in interpreting these statistics, however, with such small numbers of pupils in each cohort. Nevertheless, the fact that when compared with similar schools in terms of pupils' prior attainment, the school was also among the lowest five percent nationally, is indicative that progress has not been good enough. This is borne out by the findings from this inspection, which show that standards of reading and writing by the end of Key Stage 2 are below average.

6 In reading, Key Stage 2 pupils have poorly developed strategies for reading unfamiliar words; most do not recognise and are unable to correct themselves when they misread words. They do not read on or read back or have other strategies to help them make sense of what they read. Many have little enthusiasm for reading or books and find it difficult to discuss what they have read. Pupils have had insufficient opportunities to develop their skills in extended writing and in writing for different purposes or audiences, although more recently some good work has been introduced on planning for writing, which is helping them make progress. Too much of their earlier work has been unfinished and this has inhibited their progress. Spelling is not good enough for pupils of their age and their handwriting is frequently not consistently joined. Pupils have had too few opportunities for drafting and re-drafting their writing using the computers.

7 In mathematics, the results of statutory assessment indicate that standards were below average in 2001, and well below average compared with those achieved in similar schools. Inspection evidence indicates similar below average standards among pupils currently working towards the end of Key Stage 2, many of whom have insufficient grasp of basic number facts. This results in them lacking confidence in calculation and finding difficulty in working out problems. Teachers' planning has failed to address the learning needs of particular groups, because too frequently all pupils in the class have been expected to do the same work. There has been little emphasis on anything other than number and consequently pupils have poorly developed skills in other areas such as data handling. Overall the pace at which pupils have worked has meant they have covered too little ground in mathematics and consequently their progress has been slow. As a result standards in numeracy are too low.

8 Test results in science show that standards were average in 2001, although not as good as those found in similar schools. Pupils currently working towards the end of Key Stage 2 are making satisfactory progress and standards in science are broadly in line with those expected of pupils their age. Pupils have developed good investigative skills however and they can use apparatus confidently and well. In some of the topics they study they have a good knowledge and understanding, as in electricity for example.

9 At both key stages standards in ICT are not as high as are expected. This is because

until recently there has been an insufficient number of computers and other resources to support teaching and learning and only very recently have they been located where pupils could use them. Consequently progress has been very slow and there has been little improvement in standards since the last inspection. Pupils' keyboard skills are underdeveloped and their ability to work with other than very simple programs restricted. Their understanding and skills in all aspects of work in ICT are too low throughout the school.

10 Pupils with special educational needs have full access to the curriculum provided by the school. Where they have support in lessons they are enabled to participate, but their individual education plans are poor and of little help to teachers working with them. This is inhibiting their progress.

Pupils' attitudes, values and personal development

11 Although it remains satisfactory, standards in this area of school life have slipped since the last inspection. The majority of pupils, especially from nursery to age seven, are happy in school; the older pupils however, have found the recent disruption unsettling. The start of the school day is orderly and pupils settle to work, whilst those who are slightly late are given the opportunity to organise themselves. During the lessons observed, the younger pupils displayed very good attitudes to work, with children of all abilities enjoying the teaching and support of the teacher and classroom assistant.

12 The behaviour of pupils in and around the school is generally satisfactory. Some parents, both in response to the questionnaire and at the parents meeting, expressed anxiety about behaviour in the school. It was noticeable that the behaviour of older pupils in particular worsened as the inspection progressed, especially on corridors. In Class 1 pupils benefit from the clear expectations of behaviour communicated by the teachers and classroom assistant in a settled environment, where very good teaching and pace in lessons gives them little opportunity or desire to misbehave. Pupils in Class 2 benefit from the good classroom management, interesting lessons and consistent insistence on standards of behaviour. In Class 3, pupils' behaviour is improving because of the clear expectations, assertiveness and class management of the teachers currently working with them. However, there are still times when pupils are inattentive and silly and such immature behaviour prevents them working to their full potential.

13 Relationships are good between adults and pupils and between the pupils themselves. Pupils are pleased by the praise they receive for their work from teachers. They benefit from the positive and warm responses to their ideas and are keen to respond. Pupils with special needs are fully integrated into the social structure of the school. The family atmosphere ensures that pupils are well known to each other, play in mixed age groups and no one is left on the sidelines. During the inspection, although there was rough play, there was no indication of any bullying and no mention of it by pupils.

14 Personal development is satisfactory. Pupils are given some opportunities to take responsibilities in the classroom as monitors and in Year 6, some pupils act as prefects. Also recently introduced is the School Council, with two representatives from each year group. When spoken to during the inspection they were full of ideas for improving the grounds in the school to make them safer and more interesting and adventurous. They were also keen to talk about other changes and thought they could contribute to making it a better school. Pupils have taken part in residential visits, which contribute positively to the development of their social skills and independence.

15 Attendance is poor. In 2000/2001 attendance fell to 92.5%, which is below the national average, while 1.2% of absence was unauthorised, which is well above the national average. A significant number of pupils are consistently late to school and arrive without urgency. These poor habits at the beginning of the day are contributing adversely to the progress they make.

HOW WELL ARE PUPILS TAUGHT?

16 The school is currently staffed by a high proportion of temporary teachers; only one of the school's permanent teachers is working in the school at present. A relatively small number of lessons were observed during the inspection and in all of these teaching was satisfactory or better. In slightly more than half of the lessons teaching was good or very good. Where this good and very good teaching is seen, classes are well managed in terms of both pupil behaviour and their learning. All the teachers currently at the school work hard and pupils are benefiting from the considerable effort they put into their teaching. They have brought much needed stability and this is already ensuring some success in raising standards of attainment, particularly in Class 2.

17 Teaching of children in the Foundation Stage was of a consistently high quality. This class has been least affected by the recent instability and the teachers and classroom assistants know the children very well. They have appropriate expectations of their behaviour, which they communicate successfully right from the start. Relationships are very good. The nursery teacher, the teacher of the reception age children and the classroom assistant work very closely together and share the same classroom. The consistency of their approach, the co-operation between them as they plan and organise the various learning groupings and the quality of their work is having a clear impact on the progress these children make.

18 Teaching in Key Stage 1 is good overall, but with some very good lessons seen. At this stage teachers are able to draw effectively on a range of strategies to manage pupils' behaviour well. Lessons are well thought out and managed with good pace, which helps keep pupils motivated and engaged. Although the teacher in Class 2 is relatively new to the class she has quickly assessed their learning needs and plans appropriately to meet the needs of the different groups in the class. The best lessons at this stage contain a number of strengths. For example, in a history lesson with Year 2, 3 and 4 pupils the teacher successfully extended her pupils' knowledge and understanding of how artefacts can contribute towards an understanding of the past. She was able to engage her pupils' interest straight away, creating a purposeful atmosphere for discussion that she managed well. She continually reinforced her expectations and this enabled pupils to contribute effectively. There was good use of a replica helmet to get pupils thinking about the past and she constantly posed challenging questions to extend their ideas, which moved their learning on effectively.

19 Teaching in Key Stage 2 is satisfactory overall. There has been significant disruption in Class 3 over the recent past and the two teachers currently working with these pupils have done so for only a very short time. However, these teachers have a good knowledge of most of the subjects they teach; this has had a positive affect on the work they do with their pupils. In a literacy lesson with Years 4, 5 and 6, for example, the teacher was able to make good points about descriptive language to her pupils from their own writing. She then led her pupils into a discussion of selected paragraphs from authors such as Paul Jennings and Robert Swindells, which helped them to understand more about creating the setting for their own work. The teacher responded very positively and warmly to her pupils' ideas, which was motivating for them. Pupils were fully aware of the learning objective for the lesson, since it was discussed at the beginning and the teacher continually returned to it throughout the

lesson. She was positive and enthusiastic in her approach, building effectively on her pupils' ideas to help them improve their own writing. The teacher managed her pupils' learning most effectively in this lesson. Such skilful teaching has a positive impact on the progress pupils make.

20 While much of the teaching of the current team of teachers observed during the inspection has been good, there are aspects that previously have been unsatisfactory. Teachers have made too little use of their assessment of pupils' learning to inform the planning of appropriate learning tasks and activities. This has resulted in pupils of wide ranging abilities and ages in the same class all being presented with the same task and consequently not all their learning needs have been met.

21 Teachers' marking of pupils' work has been unsatisfactory. The work of the older pupils in the school has frequently been left unmarked. This has been ineffective in motivating and encouraging pupils. Teachers have not consistently implemented the school's marking policy and where they have written comments on pupils' work, they have not always been effective in enabling them to understand how to improve their work. At times teachers have set a poor example in their own writing in pupils' books, which has been ineffective in helping pupils to improve the standard of their own handwriting. Too often in the past teachers have accepted inappropriately presented work and been too undemanding in what they expect of their pupils. As a result, the presentation of the work of many of the pupils in Class 3 has deteriorated since the beginning of this school year.

22 There have been significant problems with the computers in the school and the inappropriate siting of the computer area, which has only very recently been changed. As a result, not only have pupils had too few opportunities to develop their skills in ICT, teachers have been unable to provide opportunities for pupils to use the computers in other subjects.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

23 The curriculum provided by the school is unsatisfactory as it does not fully meet statutory requirements and it lacks appropriate breadth and balance. The school faces difficulties in providing an appropriate curriculum in some subjects because of the lack of resources, as in physical education for example, and in others there have been problems because existing resources have not been properly available, as in ICT. It is also clear from the work which pupils have undertaken that they have had too few opportunities to develop their skills in some subjects, like design and technology and music.

24 The curriculum provided for children in the Foundation Stage is satisfactory. Recent help from a consultant has enabled the teachers to develop an appropriate planning framework to take account of the Foundation Stage curriculum. The teachers of the nursery and reception children work well together. Although space is limited, they are providing some opportunities for young children to learn through play and practical activity but more could be done to extend this.

25 Curriculum planning fails to ensure full coverage of the National Curriculum programmes of study for pupils in Key Stage 1 and Key Stage 2. There is no coherent long term plan to provide an overview of the whole curriculum. This was an issue identified in the last inspection report. While there are long term plans for some subjects they are not available for all subjects, so the headteacher, individual co-ordinators and governors are insufficiently aware of what is taught and when. This is not helpful for the new teachers in the school. The long term plans that are in place do not clearly address the issue of the mixed

age and mixed key stage classes and therefore do not ensure a consistent, progressive and coherent learning programme for all pupils.

26 Teachers' medium term plans vary in quality and usefulness. For Years 1 and 2 in Class 1 there is detailed planning for literacy, numeracy, science and ICT. This includes learning objectives and appropriate tasks and well thought out activities to enable pupils to achieve them. Planning for science at this stage is good and for ICT there are useful links identified with other subjects like English and geography. There is no separate planning for other foundation subjects. For pupils in Years 2, 3 and 4 in Class 2 planning identifies an overview of topics to be covered in the half term. More appropriate detail is contained in the weekly planning. The new teachers working with this class have quickly put a programme in place, but they have had insufficient information about what these pupils have already covered and how this term's work fits into a wider coherent programme. For pupils in Years 4, 5 and 6 in Class 3 planning is unsatisfactory. A summary of work for the term outlines topics to be covered, although there is no planning for ICT or music. Planning for literacy and numeracy in this class is unsatisfactory.

27 Teachers' weekly or daily planning also varies; it lacks consistency. In some classes it is good, as in planning for Years 1 and 2 for example. Where such short term planning is good, it is thorough, detailed and useful, clearly identifying specific and appropriate learning objectives. At other times the learning needs of the different groups in the class are not met, because the teachers are unable to plan from a detailed knowledge of what their pupils already know and understand. As a result pupils are sometimes engaged in tasks and activities which are either too easy or too difficult for them, which inhibits their progress. There is generally insufficient separate planning for the development of pupils' ICT skills and too little reference to ICT in teachers' planning for other subjects.

28 There are agreed policies in place to inform and support teaching and learning in some subjects; some subject policies have been imported from another school without appropriate modification. Other subjects remain unsupported by appropriate policies, so teachers, in particular those who are new to the school, are not always sure about how to approach teaching and learning in these subjects. This means that there is a lack of detailed guidance and support for teachers on how to repeat units of work in increasing complexity as pupils move through the school. The school makes use of national schemes and guidance. However, there is no system for recording what has been covered during each half term, which is inhibiting the extent to which teachers can ensure access to the curriculum that builds progressively on what pupils have learnt previously. Similarly, where planning fails to provide anything other than a broad outline of the topics covered, this also limits teachers' planning for continuity and progression.

29 The effectiveness with which the school has implemented the national strategies for literacy and numeracy varies among teachers. Evidence from pupils' work indicates that the school's permanent teachers have introduced them satisfactorily, although the lack of specific guidance about teaching and learning in these subjects has meant that there has been a lack of consistency in approach among the various temporary teachers who have worked in the school. Where this has been unsatisfactory, as it has in Class 3, it has contributed to the lack of pupils' progress in writing for example.

30 The school's provision for pupils with special educational needs is unsatisfactory. At times pupils receive good support from effective classroom assistants; there are good arrangements to support the pupil with a statement of special educational need, for example, which ensure that she is able to fully participate in some lessons. Pupils' individual education

plans however, are unsatisfactory. They are frequently too general and lack specific short-term, achievable and measurable targets to enable teachers working with them to meet their particular learning needs. There is no evidence that the majority of these plans has been reviewed for some time. The school's special education needs policy has not yet been revised in line with the new Code of Practice.

31 The school provides a satisfactory range of extra-curricular activities, including a range of sporting, musical and other activities. There are plans to start an ICT club. The valuable French club has been suspended during the absence of the teacher responsible for it. The recent production of Aristophanes' play *The Birds* was very successful. Older pupils are provided with the most valuable opportunity to experience a residential visit.

32 Provision for pupils' personal development is satisfactory overall. The caring ethos and the family atmosphere in the school make a positive contribution. The school places a high emphasis on pupils' social development and overall provision is satisfactory. Pupils are encouraged to relate positively to one another, whatever their ages; relationships throughout the school are good. Pupils of mixed ages play together in the playground and dine together at lunchtime and such activities help to give the school a family atmosphere which parents value so highly. Some opportunities are given for pupils to offer their opinions and points of view, in the School Council for example, and a small number of the older pupils take on roles of responsibility as prefects at break and lunchtimes. Generally, however, pupils have too few opportunities to show initiative and develop independence.

33 Pupils' spiritual development is promoted satisfactorily. There are now daily acts of worship, which is an improvement since the last inspection. Lessons in religious education also contribute positively. Especially valuable features of assemblies are the opportunities pupils have to contribute and the time that is allowed for personal reflection. In other areas of the curriculum, however, there are too few planned opportunities for developing pupils' spiritual awareness.

34 Pupils' moral development is also fostered satisfactorily. Teachers and other adults effectively point out to pupils what is acceptable and unacceptable behaviour. The recent period of disruption in the school with the numerous changes of staff have been unsettling for many of the pupils and this has had a negative effect on their development. Moral teaching takes place in assembly however, through themes that are well chosen to help pupils understand the difference between right and wrong.

35 The school's provision for heightening pupils' cultural awareness is satisfactory. Opportunities to participate in dramatic and musical activities, like the choir for example, are valuable and contribute positively. Although at times pupils learn about their own and others' cultural heritage through subjects such as music, art and history, this is not generally a strong enough element of the curriculum. At times artefacts are used effectively, in religious education for example, and although pupils do learn about other faiths there is a lack of opportunities for them to learn more about contemporary multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36 Many areas in this aspect of school life have slipped since the last inspection when they were said to be satisfactory. At present, there is only one permanent teacher in the school who along with the classroom assistants know all the pupils very well. Most of the temporary teachers in the school now have a clear understanding of pupils' academic progress because of the programme of reassessment begun this term. They are also rapidly getting to know pupils on a personal level. Previously there has been a marked lack of

planning and provision of tasks to meet the learning needs of all pupils. Their work from last term shows that very often pupils in mixed age classes were all given the same work. Furthermore, books were not marked regularly and some remained unmarked for some time, offering little or no guidance to pupils about ways to improve. The majority of the individual education plans of pupils with special educational needs have not been reviewed since the last school year or the beginning of this one. Only a minority have further review dates set and there are incomplete records dating back over the years. Although some pupils with special educational needs receive some individual support in some lessons, the majority receive too little support in the classroom. Individual education plans are ineffective in guiding the teachers working with them. This aspect of the care of pupils with special needs is unsatisfactory. However, at other times, the support received by pupils in general in the classroom is good, with skilled and competent practitioners contributing to pupils' progress.

37 In a number of ways, the school environment is judged to be unsafe, despite the recent efforts made to comply more closely with health and safety regulations. This is unsatisfactory. Until the beginning of the spring term, there was no health and safety policy active in the school, although the previous inspection reported the school having a good policy. In addition, no risk assessments and no regular checks have been carried out until very recently to ensure pupils' safety. However, great efforts are now being made by the responsible governors to rectify the situation, whilst the acting headteacher has swiftly dealt with the major risks posed to pupils' safety. There is insufficient supervision during morning breaks and lunchtimes, especially as all pupils take their break at the same time. This has resulted in a large number of minor accidents and collisions, especially with younger pupils. The school does now however have staff who are nominated and trained to administer first aid, which is an improvement since the last inspection.

38 Until the beginning of this term the school had no up-to-date child protection policy on the premises. The acting headteacher is the designated person and has received appropriate training; all other staff in the school will attend courses as soon as possible. The promotion and monitoring of attendance has been poor, resulting in there being little awareness that attendance was falling during in the last school year. Class registers have not been totalled and data not kept appropriately in a way that might have alerted the school to problems. Parents were not informed about attendance at their annual meeting with governors last year. Furthermore, written reports to parents have blank spaces where attendance should have been indicated. Some moves towards improving the situation have now been made, with daily monitoring of attendance and the contacting of parents immediately a child is absent. Registers are still not being totalled weekly however, and there are no school files detailing attendance for the previous and present academic year.

39 The school has satisfactory strategies in place to support the behaviour of pupils. The present staff is making sustained and consistent efforts to improve behaviour in and around the school and a reward system for positive behaviour has been introduced. A boy and girl from each class is made pupil of the week, with a weekly reward assembly to reinforce the positive aspects of learning and good behaviour. Pupils are aware that bullying is unacceptable and know to inform an adult if they feel threatened. The school now keeps detailed records of incidents of inappropriate behaviour and will involve parents in the solution of any difficulties between pupils.

40 There was no mention of assessment at the last inspection. At present, procedures for the assessment of attainment and progress are satisfactory; the use of this assessment information to guide teachers' planning is unsatisfactory. Baseline assessment is in place with the school using Shropshire targets. All pupils in school were reassessed in January of

this year on their mathematics, spelling and writing. Additionally, moderation of work has begun in Years 1, 2 and 4 and as a result in Year 4 some pupils are receiving booster work. Booster work is also planned for some pupils in Years 5 and 6. Up to the end of the autumn term the school was recording results from Year 2 and 6 statutory assessment and in other years the optional tests. For the first time last October, the teachers went through the results of these tests looking for obvious weaknesses in areas of learning. In addition to these tests, the acting headteacher plans to introduce the Shropshire reading and spelling tests and to ensure that targets are in place for all pupils.

41 Procedures for supporting pupils' personal development are unsatisfactory. Evidence from the last school year shows that there was little encouragement for pupils, except in Class 1, to make efforts to produce good work or to accomplish enough work in class to ensure appropriate progress. There are no consistent records of pupils' development in the school except for those contained in annual reports to parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42 The majority of parents spoken to feel that this is a good school with a family, friendly atmosphere, which was the main reason for sending their children to the school. There are however a substantial number of parents who are unhappy about the academic record of the school and the management of the headteacher and governors. This was forcibly expressed at the pre-inspection meeting with parents. The results of the questionnaire indicate that there is significant disagreement with the school on the amount of information about their child's progress and a feeling that the school is not working closely enough with them. Significant numbers of parents also say that they are not happy with the behaviour, the amounts of homework and how the school is led and managed. Recent changes in the school have brought to light disagreements between those who feel that academic achievement is paramount and those who put the greatest emphasis on a family friendly school. There is strong disagreement between the two factions which if it continues will jeopardise the chances of this becoming the happy successful school all parents want to see.

43 The effectiveness of parents' links with the school is satisfactory. Prospective parents are given the opportunity for a home visit before their children start at the school and are welcomed into the school with their children in the term before they are due to start. Regular correspondence from the school keeps parents well informed, for example, parents were kept up to date about the frequent changes in staff during the second half of the autumn term. Annual reports are barely satisfactory; they include no clear indication of weaknesses, guidance for parents in helping their child succeed or targets for future achievement. The school's prospectus is poorly presented, out of date and gives no information to parents about governors or staff in the school, not even the name of the headteacher. Three parents' meetings are held each year for parents to discuss progress with teachers, the one held in the summer term provides an opportunity for discussion of the annual report on pupils' progress. Parents are welcomed into the school to speak informally to teachers and the acting headteacher before and after school. There is little evidence of the inclusion of parents' views in individual education plans or indeed that they have been kept fully informed of the needs and provision made for their children.

44 Parents are welcomed into the school to help in various capacities. They help in the classrooms especially in Class 1, as well as cooking reading and accompanying pupils on outside visits. The Friends of the School hold regular fundraising events and raise considerable sums of money for the school to spend at its discretion. Parents say that since the arrival of the acting headteacher homework has become a regular feature for pupils and

is now regularly marked as opposed to previous terms when it was rare and never marked.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45 Leadership is weak. The headteacher has failed to communicate an appropriate vision for the future development of the school; it has lacked direction and made poor improvement since its previous inspection. Some key issues identified in the last report have not been satisfactorily addressed and consequently progress towards improving the school has been very slow. For example, the roles of the curriculum co-ordinators have not been sufficiently developed in order for them to make an effective contribution to the development of individual subjects and raising of standards. Planning has not been improved and the co-ordination of the work of the teaching team has been unsatisfactory, resulting in a curriculum that fails to meet statutory requirements and which lacks continuity and cohesion. Little progress has been made towards improving financial planning and establishing procedures for monitoring the cost-effectiveness of spending decisions, particularly their impact on raising standards.

46 Until recently the governing body has not been closely monitoring important aspects of the operational life of the school, such as the standards of pupils' attainment, the quality of teaching and learning and the effectiveness of financial decision making. The school's aims are insufficiently focused on the curriculum, teaching and learning and consequently are unhelpful to staff and governors in judging the effectiveness of the school. They have not analysed assessment data and considered its implications. As a result governors do not have a clear understanding of the strengths and weaknesses of the school. The governors have not been sufficiently involved in strategic decision making and financial planning. Some actions taken have been contrary to wishes expressed in governors' meetings.

47 For some time before the absence through illness of the headteacher, concerns had emerged as a result of school monitoring by the local education authority. The school has now been formally identified as one causing concern. Working in partnership with the governing body, the local authority has appointed an acting headteacher for an unspecified period of time. Her actions are already having a marked effect on both operational and strategic thinking. Areas of the school have been improved, in some cases simply by tidying and cleaning them and making them safe. The school is beginning to evaluate its own performance and to act on the outcomes of that analysis. Following an audit and evaluation of some elements of school life, the acting headteacher has produced an action plan aimed at instigating immediate improvement.

48 The school development plan produced by governors and the headteacher lacks rigour. It fails to prioritise and address the school's basic needs, since it is not based on effective analysis or evaluation. As a result the plan does not adequately address such issues as the need to raise standards in English and mathematics, nor the need to develop the effective use of ICT across the curriculum. Time scales for reviewing progress towards meeting planned targets are vague, as are measures for evaluating their success. The outline action plan drawn up by the acting headteacher does prioritise the need to raise standards as well as improve the safety of the school environment. At the moment, however, this plan has short term objectives and lacks a longer term strategy.

49 Observation of lessons during the inspection indicated that the current staff have an appropriate understanding of the national strategies for literacy and numeracy and that these are informing their practice. An examination of earlier planning however, shows that these strategies have not been as firmly embedded in classroom practice. There has been a

formal system for monitoring teaching in these subjects, but this has been insufficiently rigorous. Observation reports are too descriptive, not sufficiently evaluative and give little guidance to teachers as to how they might improve their teaching and planning. Consequently, they have contributed little to raising standards in literacy and numeracy and they remain unsatisfactory.

50 The management of provision to meet pupils' special educational needs is unsatisfactory. Most pupils' individual educational plans have not been reviewed for at least six months neither have dates been set for further reviews. These plans do not contain appropriate guidance on how teachers working with the pupils might satisfactorily address their specific learning needs.

51 Financial management is unsatisfactory. Until the arrival of the acting headteacher, the headteacher and chair of the governors' finance committee prepared the budget. Little consultation took place with staff or other members of the governing body. As a result, goods have been purchased which have made little contribution to the raising of standards. For example, the decision, largely by the headteacher, to purchase a commercial mathematics scheme of work with a minimal of staff consultation, resulted in its ineffective implementation within the school and it failing to impact positively on standards. The outcome of a project to set up a computer area, resulted in the installation and siting of computers in an area that was insufficiently accessible to pupils and in a manner which presented a safety hazard. Consequently these computers were not being used by pupils and their progress therefore impeded. The acting headteacher has recently swiftly resolved this issue, ensuring computers are now in classrooms. This illustrates the way in which governors have not monitored the outcomes of spending in terms of their effects on pupils' learning and raising standards. Best value principles are not always followed in the general management and use of school resources.

52 At the time of the inspection the most recent auditor's report was not available in the school. A copy of the issues raised was provided. These have not all been satisfactorily addressed. The most serious of these relate to school funds and the maintenance of a stock inventory. School funds are not yet independently audited annually, with a copy of the audited accounts forwarded to the local authority Audit and Consultancy Services. An inventory of equipment has yet to be produced which can be amended annually and with copies being held by the school and the chair of governors.

53 Staffing at the school causes some concerns. At the time of the inspection only one teacher was a permanent member of the school staff. Although the reasons have been largely unavoidable, relating to maternity leave and long-term sickness, the recent turbulence has caused anxiety amongst parents and distress among pupils. Pupils in Class 2, for example, have experienced a large number of teacher changes over a short period of time and this has contributed significantly towards discontinuity in their learning. This is reflected in such areas as the marking of books, revealing variations in the quality of marking. The absence of permanently employed teachers has meant that leadership and management of development of some subjects has also suffered disruption. For example, at the time of the inspection, science was not supported by a co-ordinator and English was being managed by a temporary teacher who had been in the school only a matter of days. In the main support staff are appropriately deployed to meet the needs of pupils. They are clearly committed to their work and they make a valuable contribution to pupils' learning in classrooms.

54 Although there has been significant improvement with the addition of a new classroom, accommodation is inadequate to support the teaching of some aspects of the

curriculum. For physical education, for example, there is no suitable indoor space and the school has to use the local village hall. This in turn is only suitable for some activities, because it has a low beamed ceiling and also houses stacked chairs around the outside, which restricts opportunities to dance and some aspects of movement. Pupils have no opportunities to practise and develop gymnastic skills, particularly with apparatus. Overall resources to support teaching are broadly adequate; some areas have improved since the last inspection. For example, resources for science are now satisfactory and stored appropriately accessibly. Resources for history, geography and religious education have improved and these too are now satisfactory. The range of reading books is limited, particularly for guided reading and many of the books in the library are outdated and in poor condition. The library itself is poorly sited and books unattractively displayed. During the inspection there was little evidence of its use by pupils.

55 Although pupils enter school with broadly average levels of attainment, by the time they leave school at the age of eleven, overall standards of attainment in English and mathematics are below average. Standards in ICT are below average. There are weaknesses in the school's curriculum in both Key Stage 1 and Key Stage 2. Financial planning is unsatisfactory. Some of the key weaknesses identified in the previous inspection report have not been effectively addressed. There are significant deficiencies in both leadership and management indicated in this report. This means that the school is currently giving poor value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56 The headteacher, staff and governors, with the help and support of the local education authority should:

1 Raise the standard of pupils' attainment in English and mathematics, by:

- (a) devising and implementing action plans to guide development in these subjects (*paragraph 83*)
- (b) building on the flexible use of the national literacy and numeracy strategies (*paragraphs 29; 49;83;89*)
- (c) matching work to pupils' different levels of attainment (*paragraph 82*)
- (d) setting appropriate individual targets for improvement (*paragraphs 41; 74*)
- (e) implementing an agreed marking policy, ensuring that teachers' marking provides clear indication to pupils of how to improve their work (*paragraphs 20; 21; 36; 82*)
- (f) teaching pupils how to improve the presentation of their work (*paragraphs 21; 82*)

2 Improve the standard of pupils skills in ICT and provide more opportunities for them to work with the computers in all subjects, by

- (a) developing the national scheme of work to inform and support teachers' medium and short term planning (*paragraph 123*)
- (b) ensuring teachers plan systematically to develop pupils' specific skills in ICT (*paragraph 123*)
- (c) providing pupils with an appropriate sequence of learning activities to ensure the progressive development of their skills (*paragraph 123*)
- (d) devising appropriate procedures for assessing pupils' skills in this subject and monitoring their progress (*paragraph 123*)
- (e) ensuring teachers' lesson plans indicate how the computers might be used to support pupils' learning across the curriculum (*paragraph 27*)
- (f) providing more opportunities for pupils to work with the computers in all subjects (*paragraphs 22; 121*)
- (g) providing time for the ICT co-ordinator to work alongside teachers to support and improve their confidence and competence in using the computers in all subjects (*paragraph 123*)

3 Take steps to improve pupils attendance, by:

- (a) continuing to inform parents of their legal obligations (*paragraph 15*)
- (b) reminding parents and pupils about the importance of punctuality (*paragraph 15*)
- (c) ensuring that attendance is registered accurately (*paragraph 38*)
- (d) using data to monitor attendance carefully (*paragraph 38*)

4 Improve the effectiveness of leadership in the school, by:

- (a) providing appropriate training and further professional development for the headteacher
- (b) developing the roles of the individual subject co-ordinators and providing more opportunities for them to contribute towards curriculum development
(*paragraphs 45; 48; 49*)
- (c) co-ordinating the work of the teaching team and setting targets for improvement
(*paragraph 48*)
- (d) communicating a vision for the future development of the school to governors, staff and parents (*paragraph 45*)

5 Improve the strategic management of the school, by:

- (a) reviewing the aims of the school to ensure they relate to the curriculum, teaching and learning (*paragraph 46*)
- (b) ensuring there is a long term plan for school improvement with specific action plans to guide improvement and monitoring their implementation (*paragraph 48*)
- (c) ensuring that the governing body is meeting its legal requirements in full
(*paragraph 38*)
- (d) developing the roles of individual governors and ensuring they are fully informed about standards of attainment and the quality of education the school provides
(*paragraphs 25; 46*)
- (e) agreeing and implementing policies to inform the work of the school
(*paragraph 28*)
- (f) completing the work required to address the key issues identified in the last inspection report (*paragraph 45*)
- (g) devising comprehensive ways to judge the effect of the school's post-OFSTED inspection action plan

6 Ensure that all pupils experience a broad and balanced curriculum, which provides them with appropriately progressive learning opportunities, by:

- (a) developing long and medium term curriculum plans (*paragraphs 25; 26*)
- (b) ensuring that appropriate time is allocated to teaching and learning in all subjects
(*paragraph 23*)
- (c) adopting a consistent approach to planning across the school
(*paragraphs 25; 26*)
- (d) using assessment information about what pupils know, understand and can do to inform planning for individual lessons in all subjects (*paragraph 20; 40*)
- (e) providing appropriate learning activities to meet the particular needs of individuals and small groups of pupils (*paragraphs 20; 36*)
- (f) ensuring there are effective procedures for liaison about curriculum content between all teachers working with different groups of pupils of the same age (*paragraph 28*)

7 Improve the provision made to meet pupils' special educational needs, by:

- (a) ensuring that pupils' individual education plans include specific, achievable targets and guidance for teachers working with pupils in the class (*paragraphs 30; 49*)
- (b) monitoring the progress of pupils with special educational needs more carefully and reviewing their needs more regularly (*paragraphs 30; 36; 49*)
- (c) reviewing the current dated policy in line with the new Code of Practice (*paragraphs 30; 43*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	6	7	0	0	0
Percentage	0	23.5	35.3	41.2	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	1	82
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

Unauthorised absence

	%
School data	6.3
National comparative data	5.6

	%
School data	1.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001			12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	10	9
Percentage of pupils at NC level 2 or above	School	83 (100)	83 (100)	75 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	83 (100)	83 (100)	83 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001			10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	6	6	10
Percentage of pupils at NC level 4 or above	School	60 (73)	60 (82)	100 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			

	Total	6	6	9
Percentage of pupils at NC level 4 or above	School	60 (73)	60 (82)	90 (82)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Note: Since there were fewer than eleven boys and girls in each of the cohorts of pupils taking the tests at the end of both key stages in 2001, their results are not reported separately.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	83
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	23.7
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	45

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	6
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Financial information

Financial year	2000 – 2001
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	£
Total income	160880
Total expenditure	161514
Expenditure per pupil	2153.52
Balance brought forward from previous year	2408
Balance carried forward to next year	1774

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	83
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	44	37	6	6	6
Behaviour in the school is good.	16	56	22	0	6
My child gets the right amount of work to do at home.	19	56	22	0	3
The teaching is good.	47	41	3	3	6
I am kept well informed about how my child is getting on.	25	50	16	9	0
I would feel comfortable about approaching the school with questions or a problem.	50	37	9	3	0
The school expects my child to work hard and achieve his or her best.	50	31	12	3	3
The school works closely with parents.	19	53	22	3	3
The school is well led and managed.	25	50	12	9	3
The school is helping my child become mature and responsible.	34	53	6	0	6
The school provides an interesting range of activities outside lessons.	16	28	34	9	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57 The Foundation Stage is made up of a group of two nursery age children, taught by the nursery outreach teacher, and nine children in the Reception Year. The nursery children come into school in the afternoon and work with the nursery teacher in the classroom alongside the children in Year R and Year 1. Children join the nursery group either one or two terms before they are due to begin school full time. They begin full-time education at the start of the term in which they have their fifth birthday, when they are taught in the same class as Year 1 pupils.

58 In the weeks before they start in the nursery group, children visit the school to become familiar with the organisation. A number of children attend playgroups during the mornings before coming into the nursery group during the afternoons. Prior to their entering the reception year, the early years co-ordinator makes a home visit. These arrangements ensure that children grow in confidence and make the transition to school easily and confidently. They also enable parents to establish strong links with the school right from the start.

59 Within the first six weeks in the nursery group, the children are assessed using the local education authority's baseline assessment scheme and both teachers and classroom assistant begin to build up their own records of children's progress. The results of these assessments indicate that standards are broadly typical for children their age, although children arrive at the school with widely varying prior attainment at times. Children make good progress throughout the Foundation Stage so that by the end of the reception year most are on course to attain the national early learning goals in each of the six required areas of learning, other than in physical development. There are currently no children in the Foundation Stage on the school's register of special educational needs. Effective strategies are in place for the early identification of children's individual needs.

60 The quality of teaching is consistently good for all the children in the Foundation Stage in each of the six areas of learning. Teachers provide a varied range of well-planned and stimulating activities across most areas of learning. Teachers and the classroom assistant interact very effectively with the children; this promotes their learning well and contributes to the good progress they make. Teachers work hard to ensure that children develop appropriate skills of independence. A particular strength is the way in which the children in the nursery group and the reception children are provided with opportunities to work and play together. This promotes their social development most effectively. In the main teachers achieve a good balance of direct teaching and the provision of practical activities and tasks, which matches these young children's attention span and their need to learn through doing. In these sessions they make good progress.

61 The Foundation Stage curriculum has been implemented satisfactorily and is developing well. As yet there is not an agreed policy to underpin practice across the Foundation Stage. However, the acting headteacher, the early years co-ordinator and the recently appointed nursery teacher have already made good progress in developing effective teamwork. An early years consultant has provided good support in helping the school to introduce an appropriate planning framework and this is also developing well. However, there is too early an emphasis on the formal teaching of literacy and numeracy to children in the Reception Year and this inhibits the full implementation of the Foundation Stage curriculum.

Nevertheless, the teachers manage the children's learning well and they make good progress.

62 The need to accommodate the children in the Foundation Stage alongside pupils in Year 1 and some in Year 2 presents some difficulties for staff. Although the recent development work with an early years consultant has enabled the staff to reorganise the classroom effectively to provide specifically for the six areas of learning, the restricted space and the available resources limits the ability of staff to provide practical activities in all six areas of learning. The early years co-ordinator has identified clear priorities and drawn up an action plan for the further development of provision. These include the development and resourcing of an appropriate area in which to promote children's learning outdoors.

Personal, social and emotional development

63 In the nursery group and in the reception year, the established classroom routines and the planned learning experiences foster children's personal, social and emotional development effectively. The classroom has been set up and is organised to promote children's independence, enabling them to select, get out and put away equipment and materials for themselves. When they have the opportunity, children make choices sensibly and they take responsibility for putting away the things they have used when it is time to tidy away.

64 At times they concentrate for long periods on some activities. As they first listened to a story and then were engaged in handling and discussing old household objects and appliances, for example, they concentrated particularly well. They were engrossed in the activity, listened carefully to what they were told and were confident to ask questions about particular objects and their use. Children in the Foundation Stage willingly share the resources available. They learn to work together in various groupings and to share and take turns as they work on the various tasks and activities. All the children understand classroom rules and routines and their behaviour is very good. All the adults working with them are very good role models for the children, thanking them as they try hard, valuing and responding to their ideas and treating them with respect. As a result, the children are developing positive attitudes to work and are growing in confidence. They are on course to achieve the early learning goals for this area of learning by the end of the Reception Year, many are likely to exceed them.

Communication, language and literacy

65 Children in the nursery group and in the reception year are growing in confidence as they speak to adults and other children. In the plenary section of a literacy lesson, for example, the youngest children were confident to stand at the front and report to the whole class about the activity they had completed with the classroom assistant. Most already have confidence to ask questions about things which puzzle them and many can initiate conversation. They enjoy listening to stories and can sustain their attention over long periods. For example, children in the reception year were entranced by the story of *Little Red Riding Hood* and discussed aspects of the story excitedly as they considered what might be the basket she was taking to Grandma. Children in the Foundation Stage quickly learn to take turns in conversation and achieve at least the levels described by the early learning goals. They use a growing range of vocabulary and are interested in learning unfamiliar words, for example those they encounter in their work on old household objects. Most children respond eagerly to answer questions or to comment on parts of the story. Most have made good progress in learning to take turns in conversations and in listening carefully to what other

children say.

66 Children in the Foundation Stage are making good progress in reading. Children in the nursery group know some letter sounds and use the pictures to help them to follow the story. They enjoy drawing pictures to show objects with a particular initial letter sound when they were thinking about things in Red Riding Hood's basket for example. Children in the reception year make good use of their knowledge of letter sounds to read some common words and, during the whole class reading sessions in the literacy hour, concentrate well and try hard to join in the reading. The teaching of reading is well structured and this enables children of all levels of attainment and ages to make at least satisfactory progress.

67 Throughout the Foundation Stage, children understand that writing is used to communicate for a variety of purposes and they make satisfactory progress in this area of learning. In the reception year children have opportunities to write both formally and in role-play activities. They write their own names and other words they know well and they are beginning to use their knowledge of phonics to help them to spell some simple words. Most children in the Foundation Stage hold a pencil effectively and understand that writing goes from left to right across the page. Children in the nursery group know and write some letter shapes correctly; even the youngest show an interest in writing. Almost all the children are on course to achieve at least the early learning goals by the end of the Foundation Stage.

Mathematical development

68 Children in the Foundation Stage can count to ten and most can recognise numbers to nine. When they use number fans, for example, they are enthusiastic and confident in responding to the classroom assistant's questions about numbers. Children in the nursery group can sort out the number of legs on various toys, showing their answers on a diagram. They recognise some of the numerals to five and are learning to write them. The children know and enjoy some number rhymes and these are used well to reinforce their knowledge and understanding.

69 Children in the reception year use simple mathematical vocabulary to compare the size of objects. For example, they use 'big' and 'biggest', 'small' and 'smallest' to describe features of some old household appliances. Children in the reception year use number names confidently and can count accurately to ten; some of them can count well beyond ten. The children joined enthusiastically in with the activity counting to ten associated with foot movement; they tried hard when they counted in twos. They know the names of some shapes including circle, square and triangle. Children count, sort and order numbers as part of their play and as they help to put the resources away. The children are on course to achieve at least the early learning goals by the end of the Foundation Stage; some will achieve levels within the National Curriculum programmes of study for Key Stage 1.

Knowledge and understanding of the world

70 Children in the Foundation Stage learn to join materials together using sticky tape and glue. They are developing their skills in using scissors appropriately and in folding paper. They showed interest in old household appliances that had been collected from people in the community and they were keen to be involved in thinking about what they had been used for. Children learn about materials and they tested a variety as they were challenged to make a waterproof coat for Red Riding Hood. With the support of the classroom assistant they realise that some materials are more suitable than others. They join construction materials together as they make models, like a car with mobilo or a bridge with brio blocks. Children in

the reception year have worked hard on designing and making their favourite meal. The activities are well planned to promote the children's understanding and arouse their curiosity in this area of learning. The children achieve at least the levels expected for their age and are on course to achieve the early learning goals by the end of the Foundation Stage.

Physical development

71 Throughout the Foundation Stage children move around the classroom with growing confidence. They show an increasing awareness of space for themselves and for others. They use some pieces of small equipment with increasing control, for example, in their painting and model making. Children in the reception class show they can control a pencil well and many write letters of an appropriate size. In their painting, they work carefully with their paint brushes, controlling brush strokes well. When they are working with the various construction materials, they can fit small pieces together accurately. They manage scissors well and cut with relative accuracy.

72 There are limited opportunities to extend physical development outside of the classroom. There is no space in the school for regular physical education lessons and so time has to be taken out of the week to walk to the village hall. There were no opportunities to observe one of these sessions during the inspection. Although there is valuable large play equipment available at play times, there is a lack of an appropriate secure outdoor space for children in the Foundation Stage adjacent to their classroom. This restricts their opportunities to engage in more vigorous activity or to work with large play apparatus to develop physical skills like running, jumping, balancing or climbing. Consequently some of these children will not achieve the early learning goals in this area of learning by the end of the Foundation Stage.

Creative development

73 Children in the Foundation Stage have a good range of well-planned art and craft and role-play experiences to stimulate their imagination. They enjoy and concentrate well on making pictures, which they create from memory, imagination or direct observation with collage materials and paint. In the reception year, for example, they have observed fruits closely, producing good pencil sketches, pastel shaded drawings and represented the surface properties of a pineapple, strawberry, kiwi fruit and orange using various fabrics, threads and sponge. Good opportunities are also provided to extend young children's creative development in the role play area, which is Red Riding Hood's grandma's house. The children are on course to achieve the early learning goals for this area of learning by the end of the Foundation Stage.

ENGLISH

74 The progress pupils make in English is not currently as good as it was at the time of the last inspection. While standards were then broadly average at the end of both Key Stage 1 and Key Stage 2, they are below average at present. The changes of teachers in classes 2 and 3 have been particularly disruptive and this has inhibited pupils' progress; the work of some of the older pupils is not as good as it was at the beginning of this school year. Inappropriate and unchallenging targets have been set for these pupils' attainment at the end of the current year. Currently, younger pupils are making better progress than older ones.

75 Standards in speaking and listening are appropriate in Key Stage 1. While children enter the school with a very wide range of speaking and listening skills, they make good

progress in Class 1, becoming increasingly confident in joining in discussions and contributing ideas. They have good opportunities to develop these skills and teachers and other adults communicate their expectations of them clearly and consistently, which is helpful. As a result young children develop confidence in speaking in front of the whole class, as they did in reporting what they had been deciding to put in Red Riding Hood's basket in the plenary of one literacy lesson. There is an appropriately strong emphasis on extending pupils' vocabulary at this stage, because pupils often find it difficult to express their views and opinions. Throughout the key stage pupils are encouraged to speak in more formal situations such as assemblies and they do so with growing confidence.

76 Progress in developing these skills slows in Key Stage 2. In general teaching has not provided pupils with enough opportunities to improve their speech by providing sufficient variety in spoken tasks. Across the curriculum there are insufficient opportunities provided for pupils to develop thinking skills, to reason and to speculate. The current teaching team have good skills in asking questions and this helps pupils structure their thinking but generally they have too few opportunities to think things out for themselves. A significant proportion of the pupils in Class 3 find it difficult to listen to teachers and their attention wavers if the pace of the lesson slows. Significant numbers of pupils have difficulty in expressing themselves in extended language. Few initiate or develop conversations. They reply to questions in fairly limited terms, many of them unable to expand on their initial response. Very few pupils, for example, make clear why they prefer one book to another and their explanations lack detail and opinion. While the recent unsettled period in the school has undoubtedly contributed to the lack of progress in developing pupils speaking and listening skills, these older pupils still do not listen carefully enough nor always respond appropriately to their teachers. There has been insufficient progress in developing their skills of discussion or debate. The standard of their attainment is below that expected of pupils of their age by the time they leave the school.

77 Pupils make a good start to reading in Key Stage 1 and maintain good progress so that by the age of seven their reading is in line with the standard expected. They are well supported by teachers and other adults who are constantly reminding them about their reading skills. In one lesson, the teacher was very carefully reviewing how punctuation can help them make sense of a passage and as a result her pupils were helped to read the text with more expression. Pupils enjoy reading at this stage. Standards of reading among pupils in Year 3 are good. Those pupils heard reading did so with accuracy and understanding; they read with good expression, using different voices or tones which enabled them to bring the characters to life. There are good arrangements in Class 1 to ensure that adults hear pupils read individually. At this stage reading records are well maintained and this helps both teachers and parents keep track on how well reading is developing.

78 The good start pupils make is not sustained through Key Stage 2 and by the time they are eleven the standard of many pupils' reading is below average. Among these pupils there is a tendency to make insufficient use of their knowledge of sounds and few have strategies for tackling new words. When reading independently, these pupils make a substantial number of errors yet they fail to recognise when their misreading changes the meaning or doesn't make sense. Few pupils make use of other clues, like reading on or back to help them make sense of words. The better readers read more fluently, accurately and with some expression, but skills such as predicting events and explaining what has happened are underdeveloped. The better readers are also more able to discuss preferences in the choice of books and authors. The majority of pupils however, indicate that they read infrequently at home and few visit the library.

79 The progress pupils make in developing their writing skills follows a similar pattern to

their reading. Pupils' confidence develops through Key Stage 1 and they make satisfactory progress, so that by the time they are seven most pupils can write simple sentences with reasonable punctuation. They use capital letters appropriately and use commas in a list. Many are beginning to use speech marks with reasonable accuracy and the higher attaining pupils are beginning to consider paragraphs. Progress has been better in Class 1 than it has in Class 2 during the first part of this school year, but there has been a marked improvement in this class since the beginning of this term. Their more recent work indicates that pupils are being helped to develop their skills in extended pieces of writing, often with a framework to guide them. Sometimes their sentences still lack structure, but their use of the past and present tenses is usually accurate. Presentation also still varies; many pupils are beginning to show pride in their handwriting however, with the higher attaining among them joining their letters appropriately.

80 Progress in Class 3 has been unsatisfactory and the work of pupils currently in Year 6 is below average. In general, pupils have had insufficient opportunity to develop ideas in extended pieces of writing, although more recently there has been a useful focus on planning for writing. Overall pupils have had insufficient experience of writing for different audiences and purposes. Too much of their work earlier in the year has been left unfinished. Spelling is weak with many pupils consistently making mistakes with simple common words. Their skills of punctuation are insufficiently well developed for pupils their age, with few able to use speech marks appropriately and many not using the apostrophe to denote missing letters. Some are confused about the use of commas and this leads to clumsy construction of sentences with insufficient use of connectives. Handwriting is not consistently joined and presentation is generally careless.

81 Most of the teaching observed during the inspection was good. The best lessons seen have a clear purpose and have been well planned. In most lessons teachers make the learning objectives clear and this ensures that pupils are aware of their expectations and helps focus their attention. A good example was a lesson with Years 2, 3 and 4 pupils, in which the focus was on making notes about a text they had read previously. The teacher carefully explained what was the objective of the lesson, she managed the discussion well and this ensured that all pupils participated fully. In working closely with her pupils and in modelling the note taking for them she ensured that their learning was good. This also ensured that when pupils were asked they were able to continue working individually and they did so enthusiastically. In another lesson with Year 4, 5 and 6 pupils, the teacher had a similarly well planned and thought out structure to the lesson and explained this clearly to the class. She knew exactly what she wanted her pupils to achieve. She worked continually on developing the theme, reinforcing points made from the pupils' writing and showing them how to redraft their ideas. Good behaviour was encouraged by the frequent use of praise and encouragement and as a result most pupils got down to their work quickly and efficiently.

82 Teaching is now better than it has been during the earlier part of the year, particularly in Class 2 and Class 3. Evidence in pupils' workbooks indicates weaknesses in the teaching they have received. The work of pupils in both classes has frequently not been marked and, where it has, pupils have been given little indication of how they might improve or develop their work. In Class 3 pupils are given the symbols to be used by markers, recorded in the front of their books, but there is no evidence that these have actually been used. In both classes teachers' handwriting has not been helpful in enabling pupils to improve their own writing. The standard of presentation of older pupils' work has deteriorated since the beginning of the year. In both classes there is little evidence of a coherent and structured programme of work and it is clear from their books that pupils' work habits are not well established and that this is having a detrimental effect on their achievement. Throughout the

school there is no evidence of pupils using the computers to draft and re-draft their writing. In both Class 2 and Class 3 teaching has failed to meet the learning needs of all the pupils in the class. Work from the literacy framework has not always been modified sufficiently to take account of and build upon pupils' existing skills. Too frequently pupils of different ages and with different levels of attainment are provided with the same tasks. There have been too few opportunities created to extend pupils' writing skills in other subjects. Too often they are required to complete unchallenging worksheets which do not consolidate or extend their literacy skills.

83 The subject is currently managed by a temporary teacher new to the school. She has conducted an initial audit and established broad priorities for development. These include an appropriate focus on raising standards and tackling underachievement, particularly in reading and writing in Key Stage 2, the use of information and communication technology and improving resources. However, these have not yet been rigorously addressed in detailed action plans. A pressing priority is also to improve planning and record keeping to ensure that there is a coherent programme of work ensuring continuity and progression in pupils' learning. The library is poorly resourced, ineffectively organised and under-used as a resource for research and additional reading and its location does not conveniently lend itself to independent work. The implementation of the literacy strategy throughout the school is variable and until recently some aspects were unsatisfactory; the co-ordinator is aware of the need for careful and continuing evaluation and monitoring to ensure that it is contributing effectively to raising standards.

MATHEMATICS

84 Standards in mathematics are below average throughout the school. Attainment measured in end of key stage tests has been variable from year to year. At Key Stage 1 it has generally followed the national upward trend but at Key Stage 2, following a marked improvement in 1999 there has been a decline in standards over the past two years. In the most recent national tests for eleven year olds, results were well below average when compared with those of pupils in similar schools. Overall progress over time of all pupils in both key stages is unsatisfactory.

85 An examination of pupils' completed work in books and in folders shows standards to be below average at the end of both key stages. In lessons observed during the inspection, Year 1 pupils achieve satisfactory standards in numeracy. These pupils can count, order numbers and add simple numbers together. In this same class a group of lower attaining Year 2 pupils count up in twos, fives and tens. They solve simple mathematical problems involving addition and subtraction of small numbers. In this lesson all pupils made good progress as a result of very good teaching. An examination of the books of pupils in this class shows them making satisfactory progress over time with learning in all areas of mathematics.

86 There is a larger group of Year 2 pupils in Class 2. In lessons observed during the inspection overall standards of these pupils are below average. Higher attaining pupils have a sound understanding of sharing but other pupils have poor recall of number facts to ten. These same pupils have few mental calculation strategies which they can confidently use to solve number problems. In the lesson these pupils made satisfactory progress as a result of satisfactory teaching. An examination of completed work in books shows these same pupils making unsatisfactory progress over time throughout most of the first term of this current school year. Pace of work has been slow and pupils' experience of working in areas of mathematics other than number and algebra is limited. However, progress has improved

since the beginning of the present term and pupils are currently receiving a better balance of mathematical experience and the pace of their learning has improved.

87 The youngest pupils in Key Stage 2, all of whom are in Class 2, overall are achieving unsatisfactory standards of attainment. These pupils have poor mental recall of tables which makes it difficult for the teacher to engender pace and urgency into mental mathematics. Year 4 pupils in the same class, have poor understanding of division. Poor tables knowledge and an insecure understanding of the process of multiplication hinder their progress in grasping the concept of division. Only high attaining pupils can accurately divide numbers where answers contain remainders.

88 The oldest Key Stage 2 pupils, all of whom are in Class 3, are achieving standards which are below average. An examination of pupils' completed work in Class 3 gives cause for concern. Throughout the present school year, up until the start of January, marking of work is inconsistent. Some work is not marked and much marked work give pupils little guidance as to how to improve. There is not always an insistence that incorrect solutions are re-worked. Many pieces of work are set involving pupils from three age groups all working through identical mathematical examples without account being taken of the varying learning needs of all these pupils. There is an overemphasis on number and algebra with pupils being given little teaching in other areas such as data handling, probability and measurement. Pace of work is slow and overall pupils make unsatisfactory progress in both reinforcing and learning new skills. Since January there has been a noticeable improvement. The pace of work has increased, work in books is marked with more consistency and teachers add helpful comments in order to guide the learning of pupils. Since January pupils' progress has improved.

89 Although the school has made some progress in implementing the National Numeracy Strategy it is not yet making a satisfactory impact on raising standards. Pupils throughout the school have poor recall of number facts. The pace of mental mathematics sessions is often too slow as a result. Planning for most group activity sessions needs to take greater account of the learning needs of all pupils in the class, particularly those in which there are pupils in three year groups. In some lessons higher attaining pupils are insufficiently challenged and younger pupils are sometimes trying to work examples that are beyond their understanding.

90 Pupils' attitude and behaviour is overall satisfactory and sometimes good. In lessons where the pace is challenging and the work is within the capabilities of the pupils yet challenges their thinking, pupils work enthusiastically, being keen to participate in mental mathematics sessions.

91 The quality of teaching seen during the inspection overall is satisfactory. In Class 1, pupils benefit from consistently good, enthusiastic teaching that makes demands on their thinking. Pupils respond well to the high expectations set in this class and gain real enjoyment from meeting the challenges set. Better planning to ensure that tasks fully match the learning needs of all pupils and more pace and urgency in learning would improve lessons in other classes. In view of the poor quality of work recorded by pupils over the year as a whole and the poor rate of overall progress made by pupils over time, the overall quality of teaching throughout the school is unsatisfactory.

92 The management of the subject is satisfactory. Some performance data is analysed by the co-ordinator in order to identify strengths and weaknesses and she has a view of standards across the school. She has evaluated teaching but recent staff turbulence has

made it difficult for her to share the most effective practice or to implement strategies to further develop areas of weakness. Although resources are adequate, some lessons would benefit from the provision of individual whiteboards and digit cards to be used by pupils at the start of lessons so that all pupils could be fully involved in mental mathematics. The use of information and communication technology to support teaching and learning is limited.

SCIENCE

93 Inspection evidence largely confirms the statutory assessment test results for 11 year olds showing that the overall attainment levels of the present Year 6 are in line with national expectations. Inspection evidence also shows 7 year old pupils to be achieving in line with national expectations. The work pupils do in classrooms and their completed work shows 7 year olds developing sound investigative skills. Their understanding of materials and their properties and physical processes is at expected levels. They have good knowledge of light and light sources and of sound. Knowledge and skills of 11 year old pupils is average in all areas of study with investigative work being sound.

94 Discussions with pupils, observation of two science lessons and a careful study of pupils' previous work shows that pupils, including those with special educational needs, are making satisfactory progress in the infant and junior sections of the school.

95 In Year 2, most pupils have a satisfactory knowledge of properties of materials. They can identify a range of common materials and know about some of their properties. In a good observed lesson in Class 1, Year 1 and 2 pupils were seen investigating a range of materials and grouping them according to some of their properties. Higher attaining pupils suggested a range of criteria which could be used for classifying them. In their descriptions they used a good range of descriptive vocabulary. They described similarities and differences and referred to size, shape and appearance as appropriate. They also suggested some good tests for determining which would be rain proof. Higher attaining pupils are beginning to develop an understanding of the requirements for a fair test. Higher and average attaining pupils make predictions and say whether what happens is what they expected.

96 Year 6 pupils have a good knowledge of electricity. They know that some materials are good conductors of electricity and some are good insulators. They have good knowledge of simple circuitry and appropriate safety awareness relating to the safety of electricity. They have sound investigative skills. They use apparatus well in their investigations. For example, when studying gravity they drop objects simultaneously from a given height observing how they fall and whether one drops faster than the other or whether they both cover the distance of the drop in the same time. They make parachutes varying the shape of the canopy to see what effect the shape has in restricting the rate of fall, They take accurate measurements and record their observations. From their investigations they are developing an understanding of forces of gravity and air resistance. Higher and average attaining pupils make predictions before carrying out investigations, they observe and discuss results offering explanations for their findings. Both these groups of pupils have a good understanding of the need for 'fair testing' in investigative work. Lower attaining pupils make relevant observations during investigations and, with help they, record observations and provide explanations for patterns in recorded measurements.

97 In the two lessons observed during the inspection, the quality of teaching was at least satisfactory; in Class 1 it was very good. A feature of the very good lesson was the way in which the teacher encouraged pupils to explain their scientific thinking and asked probing questions which challenge this thinking. In both lessons teachers used ends of sessions well

to consolidate and assess pupils' learning. Teachers place an appropriate stress on the development of investigative skills. Teachers generally use assessment effectively, both formal and informal. Most lessons include a range of appropriate activities that meet the learning needs of most pupils, including those with special educational needs. Some activities consolidate previously learnt skills, extending and building on them and helping pupils to develop new skills and understanding. Most lessons have well-defined learning objectives which are sometimes made clear to pupils.

98 Pupils show a positive response to their work in science. They behave well. They co-operate well when working in groups, particularly when carrying out investigations. For example, in the observed Class 1 lesson pupils were working in mixed attainment groups sharing the tasks of making choices from a range of materials and observing the effects of a number of tests performed on these materials. The tasks included deciding which materials would be most suitable to use to make into waterproof clothing and then testing to see if a wise choice had been made. The more able pupils devised their own tests. Their good behaviour and ability to work well with each other contributed to the pace of learning and the development of good investigative skills, as did the good quality support given by the teacher and the classroom assistant.

99 There has been satisfactory development in the subject since the last report. Long-term planning has improved and pupils are spending less time in lessons discussing at the expense of undertaking practical investigations. There is now a satisfactory focus on investigative work. A satisfactory scheme of work is in place. Pupils are beginning to use ICT to extend their understanding of science but this is underdeveloped. In one area use of ICT is hampered by a lack of equipment and so pupils are unable to use appropriate technology such as sensors to monitor and measure external events such as changes in temperature. However, resources for the subject overall are satisfactory and the good use of them by teachers is contributing to the satisfactory progress pupils make in developing their investigative skills. There is an inventory of resources available for teachers and equipment is stored well and ready to hand for teachers and pupils.

100 The co-ordinator is presently absent from the school on maternity leave. The science policy, which is a useful working document, has been recently revised. Before the co-ordinator commenced her leave of absence a good monitoring programme was in place which involved monitoring of teaching, teachers' planning and pupils' completed work.

ART AND DESIGN

101 It was possible to observe only one lesson of art during the inspection, although there is sufficient work on display to indicate that pupils throughout the school attain standards in line with those expected for their age. While standards of attainment in both key stages have been maintained since the previous inspection, there are still too few opportunities provided for pupils to acquire the full range of skills.

102 By the time pupils reach the age of seven, they can produce pictures using pastels and charcoal techniques that depict winter landscapes in which they use of colour, tone and shading appropriately. They blend colour effectively with the pastels. Younger pupils in Key Stage 1 have had good experience of close observation drawing in their study of different fruits. Their pencil sketches of a pineapple, strawberry, kiwi fruit and orange are good and the way they have extended this work using a variety of fabrics, threads and sponge to create texture in their studies of the fruit is very good. Their work with paint has been less

successful, some of which shows a lack of control in their use of brushes. At this stage pupils have appropriate opportunities to study the work of other artists. Classes 2 and 3, for example, have recently been inspired by Paulo Uccello after observing his picture *Saint George and the Dragon*.

103 By the age of eleven progress has been satisfactory, although there is only evidence of work with a restricted range of media. There is no evidence that pupils have had recent experience of printing, three-dimensional sculpture, textiles or the use of computers to create art work. Pupils' work on fantasy dragons with a restricted range of colours is imaginative and shows them able to control line and shade with crayons. There has been some good work on collage. One large collage on display, created after observing Henri Rousseau's *Surprised*, shows a bold use of colour which has real body and a range of tones in the materials chosen.

104 At times there has been an interesting use of art techniques linked with other subjects. The clay tiles of houses, for example, provided a good way to reinforce pupils' understanding of different types of houses in geography. Younger pupils have made their favourite meals in design and technology using collage techniques.

105 Throughout the school it has been possible to see only a narrow range of work. The absence of appropriate planning also fails to provide evidence of a wider programme of art experiences for pupils. Neither was it possible to look at sketch books in which pupils might have recorded ideas, carried out research or collected pictures as a stimulus for their own work.

106 The only lesson timetabled during the inspection was satisfactorily taught. In this lesson in Key Stage 1, pupils were interested and enjoyed their study of profiles. They had few drawing skills however, although with repetition their drawings improved. Teaching is not supported by appropriate planning or guidelines to ensure that lessons are properly sequenced or that pupils learn skills that build up over time. This lack of organisation slows progression in the development of pupils' skills.

DESIGN AND TECHNOLOGY

107 During the week of the inspection there were no opportunities to observe teaching and learning in design and technology. There was very little evidence in pupils' folders of work completed earlier to support a judgement about standards.

108 Teachers' planning for design and technology is unsatisfactory. There are no longer-term plans, nor guidelines to support their planning. This was also noted in the previous inspection report. As a result, pupils experience a restricted range of opportunities to develop and extend their skills. Some aspects of the completed work seen are good, but overall pupils have had limited experience in this subject.

109 Work amongst the older pupils has been restricted to work on shelters last term. There is some evidence of pupils' planning in this work to the extent that they have given some thought to the materials they might use, but generally their skills in design are underdeveloped. There has however been some useful work on strengthening techniques and means of joining struts to reinforce structures. The guided research on techniques has been good and this has led to pupils testing the strength of materials. It has not been possible to examine any of the pupils' completed work on their shelters, nor to observe them working with tools. They have considered instructions for making and in planning included a sequence

of operations. There is no evidence of them evaluating their completed models.

110 Resources in school are adequate to teach design and technology. In making things younger pupils use scissors, cutters and glue and learn a range of fixing techniques. In Key Stage 1, pupils have had the opportunity to study movement in their models of a gingerbread man. They have tested ways of fixing arms and legs so they move, using cellotape, treasury tags and paper fasteners, before deciding which of these was most efficient for the task. The youngest pupils have access to a modest range of construction equipment.

GEOGRAPHY

111 There was no geography taught in the school during the inspection, as the main focus was on history during the current half term. There was insufficient work available from Years 1 and 2 to support a judgement about the standards achieved by seven year olds. The youngest pupils in Year 1 are familiar with places around the school. They study houses and homes; they locate their own home on a map of the locality and study pictures of different types of house noting similarities and differences. In Year 2, pupils learn that there is a world beyond Buildwas. They discover that some aspects and parts of this wider world are similar to the area in which they live, whereas others are very different. They use photographs of contrasting locations appropriately and are able to pick out similarities and differences, again focusing on houses and homes, for example comparing and contrasting their own living conditions with those found in Kenya. Their awareness of the wider world is further developed effectively through the travels of Barnaby Bear. Pupils enjoy participating in this project, contributing to a display of holiday postcards from other parts of the country and around the world. These cards are displayed on a board and their place of origin is indicated on a map.

112 Work examined in pupils' books Years 3 to 6 meets expectations. There is a satisfactory coverage of the programmes of study with good emphasis on local and world studies. Year 3 pupils extend understanding of their own locality and develop their mapping skills. They draw their own maps of the immediate locality and use world maps and globes to locate distant countries such as Russia. Older pupils in Years 4, 5 and 6 have done an extensive study of rivers and waterways. They have studied the course of the River Severn, studied the growth of settlements along rivers, studied the development of ports both inland and by the sea and done some good investigative work on water flow over different land surfaces. These pupils have extended their map reading skills and learnt to take compass readings.

113 From the sample of work seen it is evident that teachers are secure in delivering both the knowledge and skills part of the schemes of work. Pupils are using mathematical skills in geography, for example when measuring water flow in an investigation and when map reading using a compass and referring to the map scale. Literacy skills are developed adequately when pupils write accounts of their findings when carrying out investigations and when using reference books and other reference material to find out information.

114 A minor concern at the time of the last inspection concerned long-term planning. The school has since adopted national guidance which has helped the school address this issue.

HISTORY

115 At the age of seven standards have been maintained at the same level as they were at the time of the last inspection. By the end of both key stages the pupils reach expected levels. At the time of the last inspection, however, standards achieved by eleven year olds

were good, while they are now broadly in line with those expected of pupils their age.

116 During Key Stage 1 pupils develop their understanding of the passage of time through their work on the similarities and differences between conditions now and those long ago. For example, they study how people lived in Victorian times by studying a range of interesting objects and how they were used. They investigate the objects and try to puzzle out what they were used for and what we use today to perform the same function. They study conditions under which people lived in Victorian times and they compare them with their own experiences. By studying at first hand such objects history comes to life for the pupils and they respond very positively, enjoying lessons and learning well. They also learn about famous people in the past through stories.

117 This satisfactory progress continues through Key Stage 2 where pupils are taught a range of research skills. The younger pupils learn about local history, through their study of what conditions were like at the time of the building of Buildwas Abbey for example. Pupils' understanding of chronology is promoted when they are introduced to a time line to help them order events. Older pupils study Ancient Greece gaining knowledge of the myths and legends surrounding the gods the people worshipped. They study everyday life in Ancient Greece, for example how the people lived, where they played and how they fought. Pupils use their research skills to piece together a picture of life in Ancient Greece by examining a range of photographs of Grecian artefacts, such as pieces of pottery and ancient buildings, and studying Greek myths and legends.

118 Teaching observed during the inspection was at least good and sometimes very good. In two lessons the choice of a range of well-chosen Victorian artefacts motivated pupils and aroused their interest. In these lessons teachers aided the learning process by challenging pupils' thinking with a range of carefully framed questions. By addressing these, pupils were beginning to build up a good historical picture of everyday life in Victorian times.

119 Pupils enjoy history. They talk enthusiastically about the objects they examine. They link work in history with other areas of the curriculum. For example, pupils in Key Stage 2 exercise their note-taking skills in some history lessons. Pupils use time lines to get some understanding of the chronology of events and to put the era they are studying into a timed perspective.

120 The school has adopted national guidelines for teaching history. This provides a structure that teachers find helpful in their planning and contributed to their addressing some planning issues highlighted in the last report. Satisfactory resources are available for teaching the subject, with a range of historical artefacts being available for pupils to handle and examine. This is an improvement since the last inspection. Good use is made of these in lessons. However, insufficient use is made of ICT in the subject and this is an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

121 The standards of pupils' attainment in information and communication technology are too low at the end of both Key Stage 1 and Key Stage 2 and below those expected of pupils of their age. This was also reported at the time of the last inspection. Development in this area has been too slow. There has been a long delay in providing sufficient resources, compounded by the initial inappropriate siting of a computer area that resulted in the computers not being used. The computers have now been more appropriately sited but this has meant that until very recently teachers provided very limited opportunities for pupils to

work with them. While pupils are acquiring some basic word processing skills, they have not yet been able to develop the full range of expected skills in this subject. Throughout the school pupils have also had too few opportunities to work with the computers in other subjects; there is little evidence of their use of the computers in any of the pupils' completed work. The school has begun to tackle this situation positively; the recent distribution of computers around the classrooms and the purchase of further resources now affords teachers much better opportunities to extend pupils' skills.

122 There were very few opportunities to observe teachers and pupils working with the computers during the inspection. The school's computers have been re-sited in classrooms, but this was completed only a matter of days before the inspection began. Networking had also not been completed, which meant the computers were still not used efficiently or effectively. Only some of the older pupils in Class 2 were observed working with the computers. These pupils were continuing a writing project they had begun earlier; the classroom assistant working with them was reinforcing basic organisation and routines for using the computers. The pupils demonstrated their basic skills, showing they could load a program from within the computer, but their ability to manipulate it with the mouse and their keyboard skills are not yet well enough developed. Their learning was effectively reinforced during the lesson seen and they made progress in developing their skills as they worked on the preparation of their stories. These pupils lacked confidence in working with the computers, but they demonstrated positive attitudes and there were times when they supported each other effectively.

123 The acting headteacher is the ICT co-ordinator and is very well aware of the need for rapid development and the subject is appropriately identified as a high priority for action in the school's current improvement plan. The school lacks an appropriate policy to inform, guide and support teaching and learning. The national scheme of work for ICT is being introduced, which will provide valuable structure and progression to pupils' learning. There are neither systems for assessing pupils' attainment in ICT nor procedures for tracking their progress. There has been insufficient monitoring of teaching and learning in this subject, including teachers' planning and consequently opportunities to identify where teachers need support have been missed. Teachers' lesson plans for other subjects do not identify how the computers might be used to support pupils' learning, which indicates their lack of confidence in this area of their work. The co-ordinator is now well aware of staff training needs and is taking steps to address them. Further resource needs have been identified and plans are in place to meet them.

MUSIC

124 There were very limited opportunities to observe teaching and learning in music during the inspection, limited to one lesson with Class 2. In this lesson a visiting teacher worked effectively with the class teacher, providing opportunities for singing, promoting pupils' knowledge and understanding of the instruments of the orchestra and continuing work on composition.

125 In this lesson the standard of pupils' work was appropriate for their age. They are able to sing a round in tune and to keep a pulse. Teachers worked effectively together helping the pupils keep in time as they sang the different parts. There was good use of Prokofiev's *Peter and the Wolf* to introduce pupils to the different instruments of the orchestra; there was very good discussion of woodwind instruments during this lesson and the opportunity taken for some older pupils to play their flutes and clarinet was excellent. Pupils are continuing working on their own piece telling the story of Peter and the Wolf and there was further good

discussion about their choices of instruments.

126 The teaching of music has been significantly enhanced by the addition of a visiting voluntary music teacher, which is contributing positively to the progress pupils make. However, there is no planning or other guidelines to support teachers in developing pupils' skills in music. Consequently it is difficult for teachers to know how to develop pupils' skills, like an understanding of rhythm, for example, through the progressive teaching of rhythm patterns. Opportunities are provided to listen to music at other times during the day, as pupils enter and leave assembly for example, but generally too little is made of these opportunities to extend pupils' skills in listening and appraising music. During the inspection Mike Oldfield's *Tubular Bells* was played, but there was no information provided about the piece nor time made to discuss it.

127 Resources for music are broadly satisfactory, although some of the instruments need renewing. Pupils have some opportunities to engage in a range of extra-curricular music making activities, including a choir, although this is not currently operating. Visiting tutors provide instrumental tuition for some pupils.

PHYSICAL EDUCATION

128 There were no opportunities to observe teaching and learning in physical education during the inspection. Planning for physical education however is unsatisfactory. There is no appropriate long term plan for the development of pupils' skills and no policy or scheme of work to inform such planning.

129 There is no space for indoor lessons in physical education in school. Although the school makes use of the Village Hall, the space there is so restricted it is suitable only for some dance activities. Low ceiling beams rule out games activities; there are no facilities for large apparatus work and work with small apparatus is limited. The chairs that are kept stacked around the edge of the hall further restrict vigorous activity.

130 Facilities for outdoor games are satisfactory. There is sufficient hard surfaced play area and a field, which means that physical education outdoors is possible when the weather is fit. There are markings and posts for football and netball and pupils participate in team games against other schools. Mixed gender football and netball teams represent school. Pupils also have the opportunity to learn to swim. The whole school uses the Madeley Centre swimming pool during the summer term. Pupils in Years 4, 5 and 6 have had the opportunity to attend a residential activity centre where they participated in a range of outdoor activities. Presently no out of school games clubs are meeting.

RELIGIOUS EDUCATION

131 Although it was possible to observe only one lesson during the inspection, in Key Stage 2, scrutiny of completed work across the school and observation of this lesson shows pupils making sound progress throughout the school. Pupils with special educational needs make similar progress to the other pupils. In the lesson observed teaching was satisfactory.

132 Some concern was expressed in the previous report about the inadequacy of long-term planning leading to deficiencies in continuity and progression in pupils' learning. An examination of teachers' planning shows that the school has fully addressed this issue.

133 At the age of 7 years and 11 years pupils' knowledge and understanding of religious

education is in line with the expectations of the Locally Agreed Syllabus.

134 As a result of satisfactory teaching in the juniors pupils have a sound knowledge of a range of World Religions. Using this knowledge Year 6 pupils make comparisons and contrasts between a range of aspects of these religions picking out key facts for this purpose. In their study of Islam pupils effectively use a range of reference material to research and learn about key beliefs of this faith. Junior pupils learn about signs and symbols associated with the faiths they study. They are able to build on a sound understanding developed in the infant years. For example, pupils in Years 1 and 2 learn about Jewish customs and culture. They sort out animals into those Jewish people can eat and those which Jews are forbidden to eat. Throughout their time in school pupils learn about stories in the bible, both from the Old Testament and the New. For example, junior pupils learn from the New Testament about the miracles Jesus performed and they learn the story of Noah from the Old Testament.

135 Some particularly interesting work is done by Year 6 pupils when they study the Nativity Story and plan a 'first-hand' newspaper account of the events which they word process in an attractive fashion using computer technology.

136 A satisfactory resource bank of books and artefacts is available and these are used well in classrooms to help pupils understand more about world religions. Pupils sometimes use computers to word process their completed written work in order to display it in the classroom. Junior pupils make satisfactory use of reference books when researching about world religions. With adult support they also search the internet to find out information, for example about Islam.