

INSPECTION REPORT

VIGO JUNIOR SCHOOL

Vigo Road

Andover

Hampshire

LEA area: Hampshire

Unique reference number: 115969

Headteacher: Mr Bernard Whitfield

Reporting inspector: Mr R McGovern
10541

Dates of inspection: 19 – 23 November 2001

Inspection number: 193574

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior

School category: Community

Age range of pupils: 7-11

Gender of pupils: Mixed

School address: Vigo Road
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Hampshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Stephen Randall

Date of previous inspection: 21 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10549	Mr R McGovern	Registered inspector	Religious Education Equal Opportunities Special Educational Needs English as an Additional Language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19692	Mr R Folks	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?
21411	Mr A Portlock	Team inspector	English Music Physical Education	How good are the curricular and other opportunities offered to pupils?
17686	Mr G Simpson	Team inspector	Mathematics Information Technology Design and Technology	
23221	Mrs L Parkinson	Team inspector	Science Art Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is bigger than other primary schools. There are 338 pupils on roll, aged seven to eleven. The school has recently opened a Unit for language impaired pupils. The Unit has four pupils and can accommodate a maximum of 12 pupils. About 13 per cent of pupils are known to be eligible for free school meals, which is broadly in line with the national average. The percentage of pupils who are learning English as an additional language (0.3 per cent) is low; none are at an early stage of learning English. Most of the pupils are from white ethnic backgrounds. The percentage of pupils identified as having special educational needs (42.0 per cent) is well above the national average. The attainment of pupils on entry to the school covers a wide range but is below average overall. There have been significant staffing changes over the last two years: ten teachers have left the school and half of the class teachers are in their first or second year of teaching.

HOW GOOD THE SCHOOL IS

In spite of a strong commitment to improvement from the teachers and the senior management team, there are weaknesses in the teaching and serious weaknesses in the leadership and management of the school. The commitment to improvement is not matched by a sufficiently rigorous evaluation of the school's performance. Initiatives to raise standards are not given enough consideration before they are introduced and their impact is rarely evaluated. Standards are low and there is underachievement. The school does not provide satisfactory value for money.

What the school does well

- The teachers work well together as a team and share a commitment to improvement;
- The teaching is good for the pupils with a language impairment and this enables them to achieve well;
- The learning support assistants make a good contribution to the pupils' learning.

What could be improved

- The standards achieved in English, mathematics and science;
- The leadership and management of the school;
- The advice and support the staff are given for improving the quality and development of their teaching;
- The pupils' attitudes to learning;
- The provision for pupils with special educational needs and the progress made in establishing the Language Impairment Unit in the school's overall provision.

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

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection in April 1997 set a demanding agenda for the school and although there are some signs of progress on the key issues, the school has made only limited progress since the last inspection. Systems are now in place to monitor the teaching, but this does not result in those teachers who need the most support receiving it. The school improvement plan is drawn up with contributions from the staff and the governors, but it is not sharply focused on raising standards or manageable in terms of the number of activities that are happening in one year. The subject managers are developing their confidence and expertise and are well placed to lead developments in their subjects. In spite of recent developments, the use of assessment to inform the teachers' planning remains a weakness.

Overall, standards are too low and the school is not performing as well as schools in similar circumstances.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	C	C	
mathematics	E	E	E	E	
science	D	E	E	E	

The table above shows some improvement in the pupils' performance in the English tests in 2001, bringing it in line with the national average and similar schools. Standards in mathematics and science remain well below average. The difference in attainment between these subjects is significant and inspection evidence suggests that it is largely as a result of the lack of rigour that is applied to the target setting process for groups and individual pupils, and weaknesses in the teaching. The targets the school has set itself over the last three years lack challenge and, with the exception of English in 2001, even these low targets have not been achieved. Standards overall are too low and the pupils are underachieving.

There are, however, encouraging signs that some of the gains made in English last year will be sustained, but not to the same degree. In the work seen during the inspection, standards in reading are broadly average, but writing is below average. Standards in speaking and listening are below average. In mathematics, although the emphasis on teaching mental calculation is having some impact, the pupils' ability to work mentally is a weakness and standards are below average. In science, the pupils are given opportunities to investigate but their knowledge of science is patchy and their written work is limited in scope and quality. Standards in science are below average.

The pupils with special educational needs make satisfactory progress and most are able to read competently, though not confidently, by the time they leave the school. The pupils in the Language Impairment Unit make good progress in all aspects of communication. In spite of the provision made for the more able pupils, most are underachieving. This is particularly evident in the small number of pupils reaching the higher levels (Level 5 and above) in the national tests in mathematics and science. The pattern of attainment in most of the other subjects reflects this underachievement. Standards in religious education, music and physical education are in line with those expected of pupils aged 11. But standards in the work in art, design and technology, history and information and communication technology (ICT) are below what is expected. It was not possible to see enough of the pupils' work in geography to make a judgement about standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Unsatisfactory. Most of the pupils show interest in school life but their enthusiasm for learning is more variable. Most pupils respond well when the teaching is good and it captures their interest.
Behaviour, in and out of classrooms	Satisfactory overall. Most of the pupils behave sensibly around the school and are aware of the Behaviour Code. In lessons, most pupils want to behave well but in too many lessons the teaching is disrupted by low level distracting behaviour, often started by a small number of pupils.
Personal development and relationships	Satisfactory overall. There are opportunities for the pupils to take on responsibility and they do so willingly. They are eager to plan and organise their own work but some find it hard to work in groups.
Attendance	Satisfactory overall. The pupils' attendance is in line with the national average, but unauthorised absences are much higher than the national average.

The pupils' attitudes and behaviour were judged to be unsatisfactory in one in six lessons but, even in those lessons where it was judged to be satisfactory, a small number of the pupils show an unwillingness to learn. There are a number of reasons for this: the complex arrangements for the teaching groups and the inconsistency in the teachers' interpretation of the school's behaviour policy.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Unsatisfactory

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.

The quality of the teaching varies widely from very good to poor. The number of unsatisfactory lessons, and the areas for development in those that were judged to be satisfactory or better, make it unsatisfactory overall.

The teachers are committed to improvement and this can be seen in the way that they have worked together to plan the lessons in English and mathematics. The best lessons in literacy and numeracy interpret the planning carefully and match the work to the needs of the pupils. These lessons have an appropriate pace; the pupils are clear about the teacher's expectations and work hard. The time is used well and the pupils enjoy the lesson. The main weakness in the unsatisfactory teaching is in the teacher not being able to engage the pupils in productive work. In literacy and numeracy this is largely because the work is not well matched to the needs and abilities of the pupils. In the poor lessons the relationship between the teacher and the pupils is such that the teacher is unable to hold the pupils' attention. In all lessons the learning support assistants provided a good blend of help and challenge to the pupils they were working with and this ensured that the pupils with special educational needs made generally satisfactory progress. The teaching by staff in the Language Impairment Unit is very good. It is well planned and engages the pupils in demanding but enjoyable work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum meets statutory requirements, but there are weaknesses in the way that the basic skills of literacy and numeracy are taught and the way in which the teaching groups are organised.
Provision for pupils with special educational needs	Satisfactory overall. The provision made by the staff in the Language Impairment Unit is very good. The learning support assistants are deployed effectively to support pupils with special educational needs in classrooms. Overall, however, the work the pupils do is not always well matched to their needs and to the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall but more could be done to plan this aspect of the school's provision.
How well the school cares for its pupils	Satisfactory overall but there are too few staff at lunchtime to monitor the pupils and to engage them in productive play.

The school's partnership with the parents is unsatisfactory. Many of the parents have lost confidence in the school and this limits the effectiveness of their involvement in the day-to-day life of the school and their understanding of the contribution they are able to make to their children's learning.

The timetable and teaching arrangements are unnecessarily complex in all year groups. Combined with release time for the teachers with management responsibilities and non-teaching entitlement for newly-qualified teachers, the arrangements result in a high level of discontinuity for most classes and contribute to the unsatisfactory behaviour and attitudes in a high proportion of lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	In spite of the commitment shown by the headteacher and senior management team to improve the school, this has not resulted in a sufficiently focused approach to raising standards. Many new initiatives are introduced without considering the impact they will have on the pupils' attitudes to school and learning. Few initiatives are evaluated in terms of their impact on raising standards. This aspect of the school's work is poor.
How well the governors fulfil their responsibilities	All but three of the governors have been appointed in the last two years, a number in the last few months. They are aware that the school lacks a clear direction, but their relative inexperience makes them less confident in being able to bring about improvement. With the support and training they have received over the last year, they are poised to be more effective in holding the school to account.
The school's evaluation of its performance	Unsatisfactory. Assessment procedures are at an early stage of development. The management team is becoming more confident in analysing data, but translating this into meaningful targets for groups and individual pupils remains a weakness. The school does little to compare its performance with similar schools or to challenge itself about the service it provides.
The strategic use of resources	Unsatisfactory. A number of initiatives which require additional teaching staff or financial resources such as booster classes, special educational needs support, additional literacy support and able children groups, are not rigorously evaluated in terms of their cost-effectiveness or benefit to the pupils. However, the decision to employ more learning support assistants has ensured good support for individuals and groups of pupils.

The school is generously staffed and also has a good number of learning support assistants but the rate of staff turnover has hampered its progress. The accommodation is adequate and will be further enhanced when the two new classrooms are opened. The appearance of the accommodation, however, and the general maintenance of the building and the play areas is unsatisfactory. In spite of recent attempts to improve this, the inability of the governors to appoint a site manager for almost a year has contributed to the air of neglect and, in some instances, unacceptably dirty areas of the school. The school does not apply the principles of best value to its decision-making in a sufficiently rigorous way.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school (41%); • The school expects my child to work hard (42%). 	<ul style="list-style-type: none"> • The standards achieved at the school; • The level of staff turnover; • The leadership and management of the school; • The approach to homework; • Communication with parents; • The pupils' behaviour; • The provision for pupils with special educational needs.

The inspectors endorse the concerns the parents have about the standards achieved at the school, the leadership and management by the headteacher and key staff, special educational needs and the high levels of staff turnover. The school's approach to homework has recently been clarified and shows signs of improvement. All of the letters and reports sent to parents are clearly written and communicate effectively, but the inspectors acknowledge that the many staff changes have made it difficult for some parents to feel confident about approaching the school with questions or a problem. The pupils' behaviour is satisfactory overall, but the

unsatisfactory behaviour of a small number of pupils can disrupt some lessons. The school's provision for pupils with special educational needs is broadly satisfactory, but more could be done to ensure that the pupils with the most extreme needs receive targeted teaching and support.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils' performance in the English tests in 2001 were in line with the national average and those found in similar schools. Standards in mathematics and science were well below average. The school is unable to explain why so many more pupils reached the average and higher levels in the national tests in English in 2001 than in mathematics or science, other than staff have found the teaching of mathematics more difficult. The difference in attainment between these subjects is significant and inspection evidence suggests that it is largely due to the lack of rigour that is applied to the target setting process for groups and individual pupils, and weaknesses in the teaching. Standards overall are too low and the pupils are underachieving.
2. The pupils with special educational needs make generally satisfactory progress and most are able to read competently, though not confidently, by the time they leave the school. The learning support assistants provide good support for groups of pupils in lessons. Individual pupils with higher level needs are assessed by the special educational needs co-ordinator and their programmes of work are clearly set out in their individual education plans (IEPs). A number of these IEPs imply the need for a highly structured, individualised programme of work, but it is not clear that this is reflected in the teaching arrangements or in the work the pupils do. The provision made by the staff in the Language Impairment Unit is very good and these pupils make good progress in all aspects of communication, but particularly in the ability to listen and take part in group discussions.
3. In spite of the provision made for the more able pupils, most are underachieving. This is particularly evident in the small number of pupils reaching the higher levels (Level 5 and above) in the national tests in mathematics and science.
4. In English, there are encouraging signs that some of the gains made last year will be sustained, but not to the same degree. The improvements are being brought about by better use of assessment information. This is helping the teachers to be able to identify, for example, the areas of writing that need to be improved, such as spelling and the use of punctuation. These aspects are receiving more attention in lessons but, overall, there is too little difference between the work of the average and the more able pupils. By the age of 11, most of the more able pupils speak confidently to adults and to each other. They listen politely and attentively in class discussions and their responses are well considered. In many lessons, however, pupils of all abilities are frequently inattentive and find it hard to listen to their teacher and each other. The more able pupils read with a good degree of fluency, accuracy and understanding. Many of these pupils talk with interest about the works of the authors that they enjoy reading. Nearly all of them are familiar with the work of Roald Dahl and J. K. Rowling. In spite of the good book provision and the well-stocked library, this enthusiasm for reading does not extend to all of the pupils. Overall, however, the pupils make satisfactory progress across the school and an appropriate emphasis is placed on learning to read. The quality of the pupils' writing varies considerably. The pupils make some use of planning and drafting to help them adapt the form and content of their work to different purposes. However, they do not write at sufficient length and, overall, there are fewer pieces of extended writing in their files than might be expected at this point in the year. The skills learned in their English lessons are rarely evident in their writing in other subjects. Punctuation and spelling are inconsistent and the standard of handwriting is well below average.
5. Standards in the work seen in mathematics are below average. Improvements have been made in certain aspects of the subject, such as the pupils' confidence with paper and pencil methods for multiplication and division, but this is not matched by improvements in mental calculation. The school's own analysis of the pupils' achievements show that their progress is too slow and that there is underachievement, particularly by average and more able pupils. This underachievement is apparent

in the work on graphs. Year 6 pupils produce graphs and pie charts but the quality of the questions used to interrogate the graphs in Year 6 shows little progression from the work on display in Year 3.

6. In science the pupils' progress in acquiring and retaining factual knowledge is variable and this is reflected in the ability of the Year 6 pupils to talk confidently about the work they did lower down the school. More recently, however, lessons are providing opportunities for investigation and experimentation and the pupils enjoy this. A weakness in the work is that the pupils are not given the opportunity to generalise from their experiments or to reflect on what they have learnt. The quality of their written work in science is unsatisfactory. The presentation of results follows a common format but it rarely displays any evaluation and the use of graphs, charts and ICT is limited.
7. The pattern of attainment in most of the other subjects reflects the underachievement in the core subjects. Standards in music, religious education and physical education are in line with those expected of pupils aged 11. But standards in the work in art, design and technology, history and information and communication technology (ICT) are below average. It was not possible to see enough of the teaching or the pupils' work in geography to make a judgement about standards. In ICT, the teaching of computer skills is having an impact and shows good progression through the school. These improvements in the quality of teaching are, however, too recent to impact on standards at age 11. Some good use is made of computers to support the work in other subjects but this is not consistent across the school. Overall, the work in the foundation subjects is better planned than at the last inspection but, too frequently, the pupils' learning lacks depth and quality. This is partly due to the timetable arrangements, but it is also reflected in the fact that many of the lessons set out what will be taught but give too little thought to what the pupils are to learn and why. In addition, the relatively recent improvements to many of the schemes of work have had too little time to impact on the pupils' work. Many of the staff are relatively new to the school and, particularly in the foundation subjects, they need more guidance on assessing the pupils' progress and planning work at a level that is appropriate to the age of the pupils and their prior learning.

Pupils' attitudes, values and personal development

8. The pupils' behaviour is broadly satisfactory, but their attitudes to school are unsatisfactory. The parents are concerned that the pupils' attitudes and behaviour are not as good as when the school was last inspected. The evidence from this inspection goes some way to support their views. Relationships within the school and opportunities for personal development are generally satisfactory, but could be better. The behaviour of almost all of the pupils is satisfactory, but the unsatisfactory behaviour of a small number regularly disrupts some lessons. The pupils' attendance is in line with the national average but unauthorised absences are much higher than the national average.
9. Most pupils enjoy coming to the school and take advantage of the extra-curricular activities and clubs available. The football club, in particular, was very well attended on the Wednesday of the inspection. They play well together and this can be seen at lunchtimes and playtimes, but their behaviour is frequently noisy and boisterous and they tend to become excited. The lunchtime supervisors do a very good job of managing the pupils and the senior dinner supervisor has their respect, but attempts to quieten the pupils and engage them in less boisterous play is not always successful. With the two sittings for lunch and the two playgrounds to manage, there is insufficient supervision at lunchtime. Consequently, although there is no evidence of malicious or aggressive behaviour from the pupils, the very physical nature of the play leads to too many bumps and knocks which require minor first aid. No bullying was observed during the inspection.
10. In lessons, the pupils are generally well behaved but many lack enthusiasm for their work. The pupils' attitudes and behaviour were judged to be unsatisfactory in one in six lessons but, even in those lessons where it was judged to be satisfactory, a small number of the pupils were unwilling to learn. There are a variety of reasons for this: the number of teachers and teaching groups the pupils encounter in any one day and over a week and the inconsistency in the teachers' interpretation of the school's behaviour policy. In the unsatisfactory lessons the pupils were unable to concentrate and

listen to the teacher. The effort they put into their work was poor. In the best lessons, the pupils worked very well together. They answered questions thoughtfully and enjoyed their work. In many of the lessons, however, the pupils found it hard to work in groups; the noise levels became too high and the teacher found it difficult to quieten the pupils down. In many cases, this was because the work was not clearly understood. At other times it was because the teacher was unable to manage the behaviour of the class effectively. These weaknesses are not helped by the number of teachers a pupil meets over the course of a day or a week, and the inconsistency in teachers' expectations and approach to behaviour management.

11. There are a number of opportunities for the pupils to take responsibility. Each classroom has a list of duties for pupils which includes, for example, classroom monitor, register and dinner money monitor. Two Year 6 pupils answer the telephone and greet visitors to the school at lunchtimes and they enjoy this level of responsibility. The co-ordinator for personal, social and health education has put together a very helpful scheme of work linked to the new requirements for citizenship education and is well placed to influence and further develop this aspect of the school's provision.
12. The pupils' attendance last year was slightly above the national average. Unauthorised absence, however, is much higher than the national average. Although this is partly accounted for by the pupils taking holidays during term time, this is an area that needs further attention. Most of the pupils arrive for school on time; there is a little lateness but it is well monitored.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching varies widely from very good to poor. The number of unsatisfactory lessons, and the areas for development in those that were judged to be satisfactory or better, make it unsatisfactory overall.
14. The teachers are committed to improvement and this can be seen in the way that they have worked together to plan the lessons in literacy and numeracy. The best lessons in literacy and numeracy interpret the planning carefully and match the work to the needs of the pupils. These lessons have an appropriate pace; the pupils are clear about the teachers' expectations and work hard. The time is used well and the pupils enjoy the lesson. These qualities were evident in a number of the literacy and numeracy lessons, particularly in Year 4 and with the higher attaining pupils in Years 5 and 6, but not in all lessons. The weaknesses in the remaining lessons that were, nevertheless, judged to be satisfactory, relate to the planning. In each of the year groups the pupils are taught in ability groups for English and mathematics. The teachers plan the work together and this helps their professional development and team working but, at times, the work arising from this joint planning, particularly in Years 5 and 6, is not well matched to the pupils' needs. The work is too easy for some and too hard for others. The impact of this is for the pupils to lose concentration and interest and a poor attitude to work follows. This was evident in a literacy lesson in Year 6. The teachers had chosen to study the poem, 'The Highwayman' and to use it as a focus for word and sentence level work. The lesson plans were similar for each group, regardless of ability. The learning objectives were better suited to the more able group of pupils and they made good progress in the lesson. They were able to use the context to make sense of unfamiliar words and responded enthusiastically to the opportunity to read aloud. The less able group found the lesson too demanding. They were confused by the language of the poem and had great difficulty in re-writing it as a modern tale. The match of work to the pupils' abilities is a significant weakness in literacy and this is also mirrored in numeracy lessons.
15. In too many of the numeracy lessons similar work was provided for pupils of all abilities. This is further reflected in the work in the pupils' books and around the school and particularly in the demands made on the pupils in the first part of the lesson. The oral and mental starters vary both in pace and level of demand. In the best lessons mental strategy is taught well and the pupils are required to explain how they arrived at their answers, but this is not always so. Overall, however, the satisfactory and better lessons have all of the elements suggested by the national strategies for

literacy and numeracy but more needs to be done to interpret the planning to the needs of each group. The main weakness in the poor teaching was in the teacher not being able to engage the pupils in productive work.

16. The pupils' unwillingness to work was not confined to those lessons that were judged to be unsatisfactory but, in the lessons that were satisfactory or better, the teachers largely overcame this problem. The pupils' lack of enthusiasm for their work may, in part, be attributed to the over-complex teaching and timetable arrangements. Many pupils see a relatively large number of teachers over a day and a week and the inconsistencies in the teachers' expectations of work rate and behaviour have a negative effect on the pupils' learning and attitudes to work. In all aspects of the teaching, therefore, there is a need to ensure consistency of approach and to evaluate the impact of the teaching arrangements on the pupils' day-to-day experience and their work ethic.
17. The teaching in subjects other than English and mathematics has similar strengths and weaknesses. Too often, however, it reflects the individual expertise of teachers rather than a consistent approach to the subject. Each subject has a scheme of work that is used to guide the teachers' planning, but there is very little assessment of the pupils' progress in the foundation subjects and science. Consequently, although the lessons are generally clear about what will be taught, the level of demand varies and this frequently reflects the individual teacher's confidence and subject knowledge. In a number of subjects the teachers' planning is unclear about the learning objectives and in a religious education lesson, for example, it was not clear that the pupils had learnt anything that was new to them. The direct teaching of skills in information and communication technology (ICT) is good. The work is well planned; it is clear what is to be learnt and the pupils enjoy the lessons. As a result, standards in ICT are improving.
18. Assessment data in English and mathematics is beginning to be used by teachers to inform their planning but this is not yet reflected in the on-going assessments teachers make in lessons. Some of the marking and evaluations of the pupils' achievements, such as the plenary sessions, encourage reflection and self-assessment by pupils. However, this good practice is not consistent throughout the school. Homework is being used more productively and is set consistently. The best is linked to the work in the lesson and is a good balance of consolidation and investigation.
19. In all lessons the learning support assistants are deployed well and provide a good blend of help and challenge to the pupils they work with. This support is generally effective in ensuring that the needs of those pupils with special educational needs are met. The teaching in the Language Impairment Unit is very good. The work is well planned, challenging and enjoyable. Consequently, the pupils make good progress in all aspects of the curriculum. When the pupils are taught in the larger classes the teachers take account of their needs but, as with other pupils who experience difficulties in learning, much of the support for the pupils comes from the learning support assistants. In a number of lessons the teachers gave little or no time to this group of pupils and rarely checked to see what had been learnt.

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

20. The school provides a broadly based curriculum that includes all of the subjects of the National Curriculum and religious education and meets the statutory requirements for all subjects. The school has given a high priority to the teaching of literacy and numeracy but, whilst this has begun to raise standards in English, it has not done so in mathematics. The school has improved the quality and usefulness of its schemes of work since the last inspection and these now provide a more useful steer to the teaching. However, the quality of the work seen during the inspection in science, history, geography, religious education, art and design technology frequently lacks challenge and depth. Opportunities to reinforce basic skills in literacy and numeracy are overlooked. Information and communication technology has undergone significant improvement since the last inspection and

standards are rising. The music and physical education curriculum is meeting the needs of the pupils satisfactorily.

21. A key issue from the last inspection was to ensure the effective development of all subjects, particularly in relation to the amount of time spent on subjects other than English, mathematics and science. Whilst more time has been provided, too much is left to the discretion of individual teachers and year groups to decide how the time will be spent and there is too little monitoring of this by the headteacher to ensure that the time is used effectively. Time within lessons is generally used well, but the way that the school has set up the timetable does not ensure the efficient use of time. There are too many short lessons, for example before the start of the literacy lessons in the morning. These are often used to practise handwriting, spelling or number, but they are not monitored or evaluated in terms of their effectiveness in raising standards and the evidence from the inspection indicates that the quality of the pupils' experience varies. The school has identified that some pupils need additional support in order to raise their standards in literacy and numeracy. These pupils are withdrawn from lessons to join one of the number of groups that has been established. This can result in some of the pupils spending an excessive amount of time on literacy or numeracy work. There is too little management oversight of the impact of these initiatives on the pupils' day-to-day experience and too little consultation with the parents or the pupils themselves about what they feel about the provision or what they get out of it.
22. Overall the teachers' planning is unsatisfactory. The teachers in each year group work together and take responsibility for aspects of the planning. Whilst this is a positive development in allowing the teachers to share their ideas, it too often results, particularly in English and mathematics in Years 5 and 6, in the work not being well matched to the needs and abilities of the pupils. This poor match of work to the pupils' abilities is particularly evident when the groups are formed on the basis of ability, and it was a significant factor in much of the unsatisfactory teaching and a weakness in many lessons. Assessment and the teachers' understanding of the pupils' prior learning is not used effectively to plan future work.
23. The provision made for the pupils who have special educational needs in the Language Impairment Unit is very good. The staff of the Unit have a very good understanding of their educational and personal needs. Good account is taken of each pupil's age and maturity in devising a work programme for them and this is also reflected in the sensitive way that equipment, books and other resources are selected. Other pupils who have special educational needs are generally well catered for and their provision is largely secured through the work of the learning support assistants. Their individual education plans are clearly set out, but the way these are taken into account in lessons is left largely to the support staff and there is too little guidance from the teachers. In a large number of lessons the pupils' progress is not checked by the teacher. The work of the special educational needs co-ordinator is largely confined to managing the process of assessment and review and to teaching the additional literacy support groups on four occasions each week. Those parents who expressed concern about the school's willingness to meet their child's highly individual special educational needs through targeted teaching are right to be concerned. The school has sufficient staff and resources to adapt the curriculum for such children and their individual education plans are generally clear about what they should learn, but staff and resources are not used as effectively as they might be to provide teaching that is targeted on their individual needs.
24. There is a satisfactory range of extra-curricular activities, such as football and netball clubs. During the inspection a number of clubs were observed. Over 50 boys and girls attended the football and netball clubs run by teachers and enjoyed themselves in a competitive and positive manner. Ten pupils attended the gardening club run by the senior lunchtime supervisor and a parent. They maintain several garden sites around the school and have won the Test Environmental Award for their efforts. There are opportunities for the pupils to learn the recorder and some pupils have the opportunity to learn the violin and woodwind and brass instruments. Book Week is also a feature of the school year

and involves visits from authors and pupils reading and writing, designing book covers and dressing up as characters from books.

25. The school's provision for personal, social and health education, including the provision for the pupils' spiritual moral, social and cultural development is satisfactory, which is an improvement since the last inspection. The pupils are given opportunities to consider other people's values and beliefs. During the inspection, the pupils were given the opportunity to reflect on how well we look after animals both as pets and in the wild. In one Year 6 class assembly, a pupil talked very sensitively about an animal he had seen that had been shot but was still alive and how it had affected him. The teacher read a story which helped the pupils to think about a boy who had attacked a bird, why he might have done it and what we should learn from it. "He might have been showing off to his friends," responded one boy. The teacher made good use of this remark to encourage the pupils to think about personal responsibility and peer group pressure.
26. The pupils are helped to understand right from wrong and in assemblies and in personal, social and health education lessons they are given opportunities to discuss the effect their actions have on others. School rules are agreed and displayed in every classroom. Each week the headteacher introduces the week's 'Golden Rules' that all of the pupils are expected to work towards. These are discussed in assembly and this helps the pupils to remember why rules are important.
27. The pupils are developing their social skills and are encouraged to understand the need to work well and to help other people. Their understanding of citizenship is well developed by fund raising activities for charities such as National Childline and Comic Relief. Each class displays a list of jobs that the pupils are responsible for. Most of the pupils take on these responsibilities well and understand their importance in helping their class and the school to function effectively as a community. The pupils are also given opportunities to help other people, such as visiting residential homes for the elderly to sing carols and to welcome these elderly people to school for different events. Work in lessons, particularly physical education, allows the pupils to learn to work together and, although they enjoy these opportunities, many also find it difficult to work in groups.
28. Educational visits, performances and demonstrations enhance the pupils' cultural awareness. However, in some subjects, such as art and history, the opportunities to develop the pupils' understanding of their own and others' culture lack depth. One good example was the work being done on India and the very good use being made of visitors to the school and a range of artefacts to capture the pupils' attention and imagination. In English and music good use is made of visitors, such as a Shakespeare workshop, and the school's links with the Bournemouth Symphony Orchestra.
29. Links with the community are generally satisfactory. They help to extend the pupils' cultural awareness. The pupils visit the local church and there are visits to the school from the vicar and the local police officer. The police are involved in organising the 'Getting it Right' project that the pupils take part in. Year 6 pupils have attended a Primary Science Fair organised by local businesses, aimed at developing the pupils' understanding of the 'world of work'. Links with the infant, secondary and other schools, on the same site, are not as well developed as might be expected given their close proximity. The links are largely confined to transfer issues and, as in the case of the pupils transferring from the infant Language Unit who did not know which class they would be going to until late in July, the school is not doing as much as it could to ensure that this process as smooth as it might be. Some Year 6 pupils have taken part in a project designed to support their transfer to secondary school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school has satisfactory procedures for child protection and health and safety. It is a caring school that responds to its pupils' needs. Parents are generally happy with the way that the pupils are looked

after in school but have concerns about the management of additional support, particularly for children with special educational needs.

31. The school has satisfactory procedures for health and safety and governors are involved in termly health and safety inspections. All statutory requirements are met. However, the appearance of the accommodation and the general maintenance of the building and the play areas indicate some neglect. Whilst this does not contravene health and safety requirements, it does contribute to the more general air of neglect and, in some instances, unacceptably dirty areas of the school.
32. Child protection procedures are satisfactory and the designated person has had appropriate training, which has been passed on to the staff. First aid procedures are satisfactory and during the inspection, especially at lunchtimes, staff were required to deal with quite a large number of minor accidents which had occurred in the playground. They dealt with these well. The school has two fully qualified first aiders.
33. The procedures for monitoring and improving attendance are better than at the last inspection and are satisfactory overall. The school has good support from the Educational Welfare Officer, who visits the school regularly and provides advice. However, the school's approach to authorising absences is inconsistent and more could be done to promote regular attendance.
34. The school has sound procedures for monitoring and promoting good behaviour. However, they are not consistently applied by all staff and not always in a positive manner. The procedures include a good balance of sanctions and rewards but it is in the application of these that the imbalance occurs. No oppressive behaviour or bullying was seen in the school and the procedures for eliminating bullying are considered satisfactory.
35. The procedures for identifying and assessing pupils with special educational needs are good and they result in each pupil having a clearly set out individual education plan (IEP). Parents are kept informed and are encouraged to help their child at home. However, these good procedures are not matched by targeted teaching for pupils with the most significant learning needs. Class teachers struggle to plan work at an appropriate level for these pupils and too little is done to provide regular teaching to overcome their individual difficulties with reading and number.
36. The school is beginning to make better use of a wide range of assessment procedures to raise attainment. The assessment co-ordinator and other senior staff analyse the information from Year 6 English and mathematics national test results and the non-statutory Year 3, 4 and 5 tests to track how well the pupils are doing and to identify those pupils who are not making sufficient progress. The tests are also used to identify the strengths and weaknesses in the learning in each year group.
37. These procedures are beginning to inform the planning of work in English but have so far failed to provide the impact needed to raise standards in mathematics, science and the foundation subjects. The monitoring of teaching by the headteacher, senior management team and subject co-ordinators has done little to improve the effectiveness and use of assessment within lessons.
38. Teachers meet weekly to evaluate the previous week's work and to plan for the next week. This ensures some consistency in the work to be covered but often fails to focus sufficiently on what different pupils need to do to improve and, therefore, what work needs to be planned for them. In addition to test results, the teachers gather information during half-termly and end of year assessments. This is used to set some individual targets, for example, to improve spelling and punctuation. But this is not consistent in all classes. The school gathers a lot of information, including the results of statutory and non-statutory tests; in spite of this it is failing to match the work to the needs of the pupils. Assessment procedures in subjects other than English and mathematics lack the rigour and focus to effectively support the raising of standards and are not monitored effectively by

subject co-ordinators. The data being collected in English and mathematics needs to be used to set more useful curricular targets for individuals and groups of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Overall the extent to which the school works in partnership with parents is unsatisfactory. All of the parents at the pre-inspection meeting expressed some concern about the school and a high proportion of those who attended the meeting and completed the questionnaire indicate that they have lost confidence in the school and are concerned about: the standards achieved, the approach to homework, the school's approach to special educational needs, the turnover of staff, the leadership and management of the school, and the willingness of the leadership to listen to their views. The inspectors endorse the concerns the parents have about the standards achieved at the school, the leadership and management by the headteacher and key staff, special educational needs and the high levels of staff turnover. The school's approach to homework has recently been clarified and shows signs of improvement. This lack of confidence in the school on the part of such a high number of parents limits the effectiveness of their involvement in the day-to-day life of the school and hence their understanding of the contribution they are able to make to their children's learning.
40. There is no Parent Teacher Association and, although there are social events, these are organised by the school. They are, however, generally well supported by the parents. There is little evidence of parents helping in school, apart from some very good parental involvement in extra-curricular activities.
41. The information the school provides for parents is satisfactory overall. Parents are sent a useful newsletter each term and information about the work to be covered. The school prospectus is informative and is supplemented by a comprehensive annual report from governors, which tells them what has happened in the previous year. They are also sent regular letters. The annual pupil reports are clear about the pupils' progress and achievements.
42. Nevertheless, almost all of the parents at the meeting prior to the inspection felt that their suggestions and concerns are not responded to well by the school and they are not confident that their comments are properly dealt with.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. Overall, the leadership and management of the school are unsatisfactory. The school's aims to develop lively and enquiring minds and to teach children the basic skills of literacy and numeracy are only partially fulfilled. In spite of the commitment shown by the headteacher and key staff to improve the school, this has not resulted in sufficient clarity of direction or actions to raise standards. Many initiatives are implemented, but too often their impact on the pupils' day-to-day experience are not considered and few, if any, have been evaluated with sufficient rigour to be certain that they are contributing to improvement. The school lacks a vision of what it should be aiming for and the strategic direction to guide it.
44. The senior management team has recently been extended to include each of the year group co-ordinators, the special educational needs co-ordinator (SENCO) and the deputy headteacher. Terms of reference have recently been drawn up that might allow it to work more effectively but, currently, the minutes of meetings indicate that it is too concerned with day-to-day matters and is not focusing on the medium or long term goals for improvement. The leadership has been dogged in recent times by several long-term absences, first of the former deputy and then the headteacher. The impact of this has undoubtedly been to overwhelm the capacity of the headteacher to respond to the demands of running a large school at a time of significant change in primary education and to address the key issues arising from the last report. This has been further compounded by the number of staff changes. Only three staff remain since the last inspection: the headteacher, the SENCO and a class teacher,

and ten staff have left in the last two years. The school has been without a site supervisor for almost a year and the headteacher has been the main responsible key holder. He has had little time for reflection and strategic thinking and, consequently, the school has made insufficient progress since the last inspection.

45. The senior management team has begun to monitor the quality of teaching and learning in classrooms but the way the observations are written up and reported to individual teachers varies depending upon who is doing it. It is not clear whether there is a shared understanding of how to monitor teaching on the part of those doing it or how developments in the teaching will stem from it. As observations during the inspection indicate, staff have differing needs but the present system of monitoring does not recognise and support those individual needs.
46. The governing body fulfils most of its statutory duties. It is poised to be more effective than it was and it has invested wisely in training opportunities to enable the new governors to understand their roles and to make a better contribution to the monitoring of the school's work. The governors have recently involved the local education authority in monitoring the performance of the teachers and the headteacher, and they have taken very seriously the concerns raised by parents at the pre-inspection meeting. Overall, however, they have not been sufficiently proactive in addressing the weaknesses in leadership and management over recent years or in holding the school to account for its performance. The chair has provided a good deal of personal support to the headteacher throughout a very turbulent time for the school and there is evidence that, as the committee has developed and vacancies are filled, all of the governors are becoming more able to carry out their role as critical friends of the school. All of the governors demonstrate an understanding of their responsibility to monitor the quality of education provided at the school and an eagerness to accept it.
47. The teachers with responsibilities for managing subjects and other aspects of the school's work are developing their role; the work of the co-ordinators for English and mathematics have rightly encouraged the staff to work together on planning and this has resulted in a better understanding of the national frameworks for literacy and numeracy. Key to the future development of these subjects and securing an improvement in standards will be a greater confidence on the part of staff to match the work more closely to the needs of the pupils. Many of the relatively inexperienced staff also have subject responsibilities and they too are becoming very effective in leading developments. This is particularly apparent in the knowledge and enthusiasm shown by, for example, the religious education and personal, social and health education co-ordinator. The willingness of staff to accept responsibility bodes well for the future development of all subjects. All of the members of the senior management team have a significant amount of time away from their teaching duties to support the management of the school. This time is not sufficiently well managed by the headteacher to ensure that it delivers the intended benefits. The time spent away from teaching, whether to undertake management duties or training, needs to be carefully weighed against the need to first ensure continuity in learning for each class. The current arrangements, combined with the poor use of time and the many different teaching groups, add more to the complexity of the teaching arrangements than to improving them.
48. The Language Impairment Unit is a relatively new development and has the potential to be very effective. Staff and resources are shared. The teacher in charge of the Unit provides very good leadership and has wide experience and understanding of the needs of the pupils. Overall, however, the liaison between the key staff in the Unit, the headteacher of the infant school, the local education authority and the headteacher of the junior school is hampered by the lack of a shared vision of how the partnership will develop. The new classroom in the junior school will soon be ready and it is essential that effective working practices are put in place to secure the future of the Unit in the school's overall vision for inclusion. Like many of the initiatives that have been implemented to lever up standards, the leadership and management of the junior school is giving too little time to ensuring that this development is firmly embedded and evaluated.

49. The work of the clerical staff, learning support assistants and lunchtime supervisors contribute significantly to the smooth running of the school, the pupils' welfare and their behaviour and learning. The administrative officer manages the office and the school's finances in an exemplary way. The school has been unable to appoint a site supervisor and this is reflected in the lack of routine maintenance of the site and buildings.
50. The chair of governors, headteacher and the administrative officer monitor the budget well and control the school's finances effectively. The school has appropriate educational priorities linked to the available budget. However, the way it monitors and evaluates what impact its spending has on standards and school development is limited. An example of this is the high level of spending to provide release time for teachers with management responsibilities and on staff to teach smaller groups of pupils. Too little consideration is given to the impact of this spending on the educational outcomes or whether it provides a worthwhile experience for the children involved. This issue should be addressed early in the life of the action plan following this inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school should pursue the raising of standards in all subjects by giving its main priority to:
- (1) Raising standards in English, mathematics and science, in particular the way in which the basic skills of literacy and numeracy are taught.
(paragraphs 1-7, 52-58, 59-63, 64-68)
 - (2) Strengthening and supporting the leadership and management of the school in order to:
 - create and secure a clear vision for improvement that staff, governors, parents and children understand and support;
 - ensure that the planning for school improvement sets out a clear and manageable direction for the work of the school;
 - make the best use of the skills of staff and financial resources in order to raise standards.(paragraphs 39, 43-50)
 - (3) Raising the quality of the teaching to the level of the best by:
 - ensuring that the monitoring of teaching is seen to develop all staff and to focus support on those staff who need it most;
 - ensuring a better match of work to pupils' abilities and interests.(paragraphs 13-19, 21, 22, 37, 38, 45, 47)
 - (4) Improving the pupils' attitudes to learning by:
 - reviewing the complex arrangements for the various teaching groups and the school day;
 - ensuring greater consistency in the application of the behaviour and discipline policy;
 - involving the pupils more in their own learning and in taking greater responsibility for the life of the school;
 - reducing the high levels of unauthorised absence.(paragraphs 8-12)

- (5) Improving the provision for pupils with special educational needs across the school and ensuring that the arrangements for managing the work of the Language Impairment Unit between the infant school, the junior school and the LEA are based on a shared vision and that this is clearly understood by all staff in the junior school.
(paragraphs 2, 19, 23, 35, 48, 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

59

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	19	27	6	2	0
Percentage	0	8	32	46	10	3	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

338

Number of full-time pupils known to be eligible for free school meals

47

FTE means full-time equivalent.

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs

4

Number of pupils on the school's special educational needs register	142
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English as an additional language	No of pupils
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Number of pupils with English as an additional language	2
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Pupil mobility in the last school year	No of pupils
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Pupils who joined the school other than at the usual time of first admission	15
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Pupils who left the school other than at the usual time of leaving	22
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Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.6

Unauthorised absence

	%
School data	2.1
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	47	48	95

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	23	35
	Girls	41	22	35
	Total	78	45	70
Percentage of pupils at NC level 4 or above	School	82 (63)	47 (56)	74 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	33
	Girls	29	30	35
	Total	57	58	68
Percentage of pupils at NC level 4 or above	School	60 (58)	61 (56)	72 (70)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	333
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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: Y3 – Y6

Total number of qualified teachers (FTE)	17.9
Number of pupils per qualified teacher	27-29
Average class size	27-29

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	288

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	691,337.40
Total expenditure	626,054.22
Expenditure per pupil	1,814.65
Balance brought forward from previous year	37,707.07

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	335
Number of questionnaires returned	151

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41.0	48.0	8.0	3.0	0
My child is making good progress in school.	30.0	56.0	8.0	2.0	4.0
Behaviour in the school is good.	19.0	53.0	13.0	5.0	9.0
My child gets the right amount of work to do at home.	23.0	59.0	11.0	4.0	3.0
The teaching is good.	24.0	56.0	8.0	2.0	10.0
I am kept well informed about how my child is getting on.	21.0	41.0	25.0	9.0	5.0
I would feel comfortable about approaching the school with questions or a problem.	37.0	49.0	7.0	5.0	3.0
The school expects my child to work hard and achieve his or her best.	42.0	45.0	7.0	1.0	5.0
The school works closely with parents.	23.0	47.0	18.0	10.0	3.0
The school is well led and managed.	24.0	44.0	10.0	14.0	7.0
The school is helping my child become mature and responsible.	21.0	60.0	8.0	2.0	8.0
The school provides an interesting range of activities outside lessons.	27.0	54.0	12.0	2.0	5.0

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

ENGLISH

52. The inspection evidence indicates that, by the age of 11, standards are below average in writing, speaking and listening and broadly average in reading. Few pupils are working at the higher levels. The results of the 2001 national tests, which brought the school in line with standards expected nationally, were a very significant improvement over those in previous years and are unlikely to be sustained at the same high level. The trend in the school's results over the last three years is below the national trend but there are some signs of continuing improvement in English. This is being helped by the introduction of assessments that have helped the teachers to be able to identify, for example, the areas of writing that need to be improved, such as spelling and the use of punctuation. In spite of these improvements, standards are still not high enough. This is largely because the school has not ensured that all of the teachers are teaching to the level of the best. Too many lessons fail to match the work to the particular needs of the pupils and, too frequently, the lessons are interrupted because the teachers have to deal with pupils who disrupt others' learning.
53. By the age of 11, standards in speaking and listening are below average. Most of the more able pupils speak confidently to adults and to each other. In the best lessons they listen politely and attentively and they demonstrate their understanding through the responses that they make to the teachers' questions. The pupils with special educational needs and less able pupils are able to join in well in the group discussions when they have learning support assistants to help them. In an English lesson in Year 6, the more able pupils were engrossed in a discussion about how they could change the poem, 'The Highwayman' into a story set in present times. They listened intently to what each other had to say and spoke persuasively, putting forward their own ideas. In another Year 6 class, however, the teacher used the same poem but elicited only a limited response from the average and less able pupils. This was largely because the planning had not been adapted to meet the needs of the group and the opportunity to first discuss and engage the pupils' interest in the poem was overlooked. Overall, however, in too many lessons and in assemblies, the pupils' ability to listen carefully and comment constructively or take part in class discussions was limited.
54. By the age of 11, standards in reading are below average overall. The more able pupils read with a good degree of fluency, accuracy and understanding. Many of these pupils talk with interest about the works of the authors that they enjoy reading. Nearly all of the pupils, for example, are familiar with the work of Roald Dahl and J. K. Rowling. Average and less able pupils are able to read with appropriate accuracy and understanding. They are beginning to think carefully about the texts they are reading and most are able to make sense of the actions and motivations of the main characters in books they read. The less able pupils are more hesitant and less confident. Many have developed their interest in reading but they do not read regularly for pleasure although most are able to talk about the books that have been read to them and the magazines and comics that they read out of school. Whilst standards in reading are improving, the proportion of below average and less able pupils is higher than it should be and these pupils display little motivation for independent reading.
55. By the age of 11, the pupils' writing varies considerably. The most able pupils in the school write confidently for a range of purposes but their ability to use lively and interesting vocabulary is less secure, except when promoted by very good teaching. The work of the average ability pupils in the school has some imaginative sentences, and the less able pupils can produce some brief but interesting writing. Most of the pupils write in a number of forms, including work based on Shakespeare's 'Macbeth' and 'A Midsummer's Night Dream', reports, diaries and biographical writing. The most able pupils know how to adapt plot, character, settings and atmosphere, as was seen in the work on 'The Highwayman', but other pupils still require a lot of support to incorporate these features. The pupils make some use of planning and drafting to help them adapt the form and

content of their work to different purposes. However, they do not write at sufficient length and, overall, there are fewer pieces of extended writing in their files than one might expect at this point in the year. The skills learned in their English lessons are rarely evident in their writing in other subjects. The more able pupils in Year 6 are beginning to organise their writing logically into paragraphs but few of the other pupils do so. Too little use is made of methods to support the other pupils in their writing, such as writing frames and notes before they write. Punctuation and spelling are inconsistent; the school is aware of this and has focused the work on these aspects but as yet with only mixed results. The standard of handwriting is well below average; there is no consistency and far too many pupils mix both joined and printed handwriting. It is mostly legible but letter size and shape are irregular.

56. The quality of teaching varies from very good to poor and is unsatisfactory overall. Teaching is generally satisfactory or good in Years 3 and 4, very good for the Year 5 and 6 pupils in the higher attaining groups, but too often it is unsatisfactory for those pupils in the middle and lower ability groups. The learning support assistants provide good support for the lower attaining pupils and help them to tackle the writing exercises in an appropriate way. They point out how the pupils have improved and encourage them to work hard.
57. The teachers plan together and this helps their professional development and team working but, at times, the work arising from this joint planning, particularly in Years 5 and 6, is not well matched to the specific needs of each group and, consequently, the pupils' progress is limited. The impact of this is for the pupils to lose concentration and interest and a poor attitude to work follows, particularly in two of the Year 5 classes. At its best the teaching sets high expectations of all of the pupils, irrespective of their level of attainment. The work set is challenging, and the teachers demand of the pupils a high level of attention and good behaviour. The teaching is skilful in the way that the teachers encourage their pupils to improve their speaking and listening skills and develops their contribution to class discussions. This allows the pupils to maintain high levels of interest in their work because the teaching provides a good balance of activities that are relevant to their needs. However, this does not happen often enough. Where seen, the homework set for the pupils was appropriate and helped to contribute to their progress, but not all of the pupils complete it. The teaching is beginning to encourage the pupils to reflect more on their learning and to use the targets for improvement, which are identified in the pupils' literacy books and on posters in the classrooms, to help them to improve their work. Overall, however, these useful developments are not used sufficiently in all classes to have the intended impact. Support for the pupils with special educational needs is largely provided by classroom assistants. Their work with the pupils is mostly effective but in many lessons the pupils' progress is not adequately checked by the teacher. Some of the pupils are given additional teaching in booster groups and through additional literacy support. These programmes of work are clearly set out but, like so much of the teaching for the pupils with higher levels of special educational needs, the link between the targets described in their individual education plans and the work they are required to do is poor. A number of the pupils who would benefit from more regular individual or group teaching to address their very specific needs do not receive it.
58. Generally, good use is made of the library and a librarian is available to support the pupils in choosing books and in using the computer to find books appropriate to their research or reading interests. During the inspection, the librarian was training younger pupils in the use of the library system, including locating books on the computer and the system for changing their books. This support was very effective. Older pupils are confident in using the library for finding the books they need. The subject co-ordinator is aware that most class libraries are less well presented and do not provide the same encouragement for the pupils to use them. The co-ordinator, who is a leading literacy teacher for the local authority, has produced a very effective action plan and has a clear vision of what needs to be done to raise standards. She has put in place effective procedures for assessment and collecting information on how well the pupils are achieving, but agrees that there is not yet a rigorous approach to using this information to plan individual lessons.

MATHEMATICS

59. The results of the 2001 National Curriculum tests show that standards were well below the national average. Standards were also well below those achieved by similar schools. Although improvements have been made in certain aspects of the subject, such as pencil and paper methods for multiplication and division, overall the improvements are being made at too slow a rate. The targets the school has set itself for the Year 6 national tests lack challenge. For example, the target for 2002 is one per cent lower than the target for 2001. The school's own tracking of pupils' achievements show that their progress is too slow and that there is underachievement, particularly by the average and more able pupils.
60. Since the previous inspection, the school has introduced the National Numeracy Strategy. This is being used to plan lessons, but is not yet fully effective in improving the pupils' progress within lessons. Regular testing is carried out. The school analyses the pupils' results and achievements and has identified areas of weakness. This information has been used to produce an action plan, as part of the School Improvement Plan. Ability sets have been introduced and the emphasis on targeting particular groups of pupils, as well as specific curriculum areas, is the school's positive response to the concern about low standards. At this stage, however, these measures have not had time to make a significant impact. Although the teachers' planning is better, the lessons do not set work that matches the needs and abilities of the pupils in the various groups. Hence, the activities do not always result in productive learning. Pupils with special educational needs receive good support from the classroom assistants but, in the lessons observed, they rarely received direct teaching from the class teacher. The work given to the pupils of higher ability often lacks challenge.
61. The scrutiny of pupils' work, observations of lessons and discussions with pupils and teachers indicate that standards are well below average. The school has concentrated on improving multiplication and division and has met with some success. For example, current work in the top set of Year 6 shows that these pupils are meeting the national expectation in the use of brackets in multiplication and division calculations. However, the oldest pupils are unable to complete mental calculations quickly enough. They are successfully learning short cut methods to improve their mental strategies and they use these methods when carrying out paper calculations. Below average pupils have difficulty when multiplying first by ten and then by five, when multiplying by fifteen. Above average pupils know how to make equivalent fractions and they can also convert improper fractions into whole numbers. They measure the lengths of lines accurately and calculate the perimeters of regular and irregular shapes. They carry out investigations of the diagonals of quadrilaterals, but their results are not always accurate. It is clear that all aspects of the National Curriculum are being covered, but not yet at a high enough standard. For example, Year 6 pupils produce graphs and pie charts when handling data, but information technology is not used in the production of the graphs, and the quality of the questions used to interrogate the graphs in Year 6 shows little progression from the work on display in Year 3.
62. Sixteen lessons were observed. The quality of teaching ranges from unsatisfactory to very good and is unsatisfactory overall. Generally, the teachers prepare carefully, give clear instructions and maintain good relationships. The best teaching combines good planning and clear expositions with a systematic development of skills for pupils of all levels of ability. For example, in one Year 4 lesson, the teacher's questions were very effective in gauging the pupils' understanding, and she provided careful explanations when necessary. Asking the pupils to explain their own methods also helped clarify their thoughts and enhance their understanding of mental strategy. The tasks were well matched to the pupils' differing ability levels. Hence, the pupils applied themselves well to the activities and made good progress. In this lesson, as in a number of others, the management and control of pupils was good, and a good working atmosphere was maintained. In other lessons good use was made of resources and aids, such as number lines and pupils' white boards to check the pupils' knowledge and understanding. A common weakness in the teaching is the level of work provided. The teaching is not successful when the work is not well matched to the pupils' level of

understanding. At such times the pupils either work quickly and become bored because the work is too easy, or they become confused, because the work is too hard. They then lose interest and misbehave. In a number of lessons this led to classrooms becoming noisy and distracting, as happened in one Year 5 and one Year 6 lesson. The quality of marking is variable. The best is evaluative and encouraging but sometimes the marking does not prompt the pupils to think and it is not always clear about how they should improve. The quality of presentation and work in books is inconsistent. There is no uniform system for setting out the pupils' work in books and in many classes the work is not well organised, resulting in errors that could easily be overcome.

63. The subject co-ordinator is clear about the strengths and weaknesses in the subject. She has analysed the test results and has produced a plan to address the weaknesses in the pupils' learning. Overall, however, more needs to be done to improve the quality of the teaching in all lessons, to raise teachers' expectations and to provide work that has appropriate challenge. Marking and data analysis does not set targets for individuals and groups, and so the pupils do not get a clear idea of what they need to do in order to improve. The best teaching in the school is good enough to bring about these improvements. This quality should be used to influence the work of other staff.

SCIENCE

64. Standards in the 2001 national tests remain well below average. Standards in the work seen confirm this picture of low achievement.
65. The pupils' progress in acquiring and retaining factual knowledge is variable and this is reflected in the ability of the Year 6 pupils to talk confidently about the work they did lower down the school. More recently, however, lessons are providing opportunities for investigation and experimentation and so the pupils are making some gains in this aspect of science and enquiry. In the more effective lessons the pupils are actively employed in their own learning for the majority of the time and these are the lessons the pupils enjoy and are willing to work hardest in. They make predictions and, as they go along, they work out which methods and equipment will work and which will not work and why. In a good lesson in Year 4 the pupils were separating solids. The teacher engaged the pupils' attention and the tasks were incrementally adjusted in terms of their difficulty as the pupils progressed through the investigation. In less effective lessons the pupils were given opportunities to be actively involved but were over-directed in the practical work. Too frequently the pupils were not given the opportunity to generalise from their experiments, reflect, evaluate and make comparisons and to draw conclusions.
66. The quality of teaching varies but it is satisfactory overall. The teachers plan well in their year groups and this is effective in ensuring that an appropriate range of work is covered. In the best lessons the teachers give clear explanations and use open ended questions well to promote the pupils' thinking. This was most evident in a lesson on mirrors and reflection. The main weaknesses occur in the structure of lessons and the use of time. The introductions to lessons are often too long and lack pace; this makes the pupils restless and inattentive and there is frequently insufficient time for rounding the lesson off and reflecting on what has been learned.
67. In most of the lessons the tasks are the same for all pupils, irrespective of need, and the work in the pupils' books shows little difference between the ability groups. The support for pupils with special educational needs is usually good and these pupils make satisfactory progress. The pupils' recording of their experiments are limited. In Year 4 there is evidence of well drawn diagrams, and some use of correct terminology. Generally, however, the pupils are given few opportunities to suggest the best way of recording their work and there is little difference in what is produced by pupils of different ability.
68. The co-ordinator is new to the role and another member of staff supports her. There have been some improvements in the provision since the last inspection. These are largely confined to the

teachers' planning which is now based on a more helpful scheme of work. The co-ordinator is able to monitor planning, but there is no opportunity for her to develop teaching. There have been improvements in the organisation of resources. Resources are steadily being renewed and up-dated. Some guidance on assessment has recently been produced but there is little evidence of this influencing teachers' planning yet. The end-of-key stage tests are analysed for strengths and weaknesses in learning but this has not yet translated into an improvement in standards. The co-ordinator has an individual subject development plan which covers the next three years.

ART AND DESIGN

69. Standards in art are below those expected for 11 year olds, as they were at the last inspection, and the pupils' progress is unsatisfactory. The work being done by Year 6 pupils during the inspection, along with photographic evidence from the school's art club, shows that the pupils have the potential to do better. The pupils' work displayed around school and in their folders is limited and shows an immaturity and a lack of experience in both the range and quality of what has been produced.
70. The quality of teaching during the inspection week ranged from good to satisfactory. An analysis of sketch books throughout the school shows that these are well used but there is only limited progress for many of the pupils in terms of the amount of detail they include and the increasing use they make of techniques such as tone and shading to create their own styles. In the better lessons observed during the inspection the pupils were fully involved in their work. Year 6 pupils designed and made hats out of a wide variety of materials. They worked hard because the idea challenged them to think and captured their imagination. The final products were well constructed and, although the pupils had met problems as they went along, they had worked out solutions for themselves. The teaching was rounded off with an evaluation of the process and of the success of the designs themselves.
71. The co-ordinator has only just taken over responsibility for art. Teachers plan together as year group teams but there is no assessment and it is unclear how teaching will be developed. The time devoted to art varies across the school. Overall, however, the pupils do not get sufficient time and skilled teaching to develop as artists.

DESIGN AND TECHNOLOGY

72. Standards are below expectation by the age of 11. Standards are lower than at the previous inspection. A scrutiny of the pupils' work shows that, although both the designing and the making elements of the subject are being covered, neither has been sufficiently well established to promote higher standards. For example, in designing, the oldest pupils do not understand and, therefore, do not implement, the requirements of a design brief. Ideas are sketched, but plans are not completed with sufficient precision and accuracy. Skills are not developed systematically throughout the school. The quality of finished articles in Year 6 lacks accuracy. Tudor houses are built on wooden frames, but these are often imprecise, with differences in measured lengths. The finish is basic and relies on cut cardboard, decorated mainly with felt pen and pencil crayon. The cutting is often careless.
73. Improvements that have been made include the adoption of a national scheme of work to guide the teachers' planning. This has improved the planning, so that lessons have a clear focus. The content of the curriculum has been overhauled and planned coverage is now secure.
74. Only three lessons were seen during the inspection. The quality of the teaching and learning in two of these was good. In the third lesson it was unsatisfactory. In a good lesson in Year 4, the teacher showed very good subject knowledge as he systematically introduced the pupils to the elements of a design brief. Hence, they were able to develop initial ideas for making a torch in a methodical manner and produced some thorough and imaginative results of a satisfactory standard. This process was also repeated in a Year 5 lesson on making a moving toy. In this case the teacher used an overhead projector to guide the pupils through the design brief and gave clear advice on how to

produce accurate diagrams. The pupils applied themselves well to the task and their annotated drawings were of a satisfactory standard. The success of this lesson was not evident in all lessons. In a Year 5 lesson the pupils were uncertain of the teacher's expectations and, as a result, their finished drawings were careless and untidy.

75. The subject co-ordinator has only recently been given this responsibility. She has produced a realistic action plan for developing the subject. It is important that the development of the whole subject should be rigorously pursued. A systematic development of skills, knowledge and understanding is necessary in order to improve standards.

GEOGRAPHY

76. It was not possible to make a judgement about attainment in geography because there was insufficient evidence. The Year 6 classes were not studying geography during the inspection and there was no evidence in their books. They study geography next term. Years 4 and 5 were being taught geography during the inspection. An analysis of the pupils' work from these two year groups shows that their progress is generally satisfactory.
77. The teaching in the lessons observed in Years 4 and 5 ranged from very good to satisfactory. In Year 4, the lessons on India were very effective and well organised. They effectively promoted the pupils' interest in the subject and contributed significantly to their cultural development. The lessons enhanced the pupils' knowledge and understanding of life in India and the pupils responded to the talk by the visiting speakers with great enthusiasm and interest. They listened very quietly to the presentations and sustained very good concentration throughout the lesson. The lesson made very good use of books, pictures and other artefacts and the pupils who were invited to be part of the role play activities did so with great pride. The presentations promoted sensible and interesting questions and lines of enquiry for the pupils to research. Overall, however, there are few examples of the use of computers to support the learning.
78. The co-ordinator has only recently taken over responsibility for geography. The teachers plan work together in year group teams and this ensures appropriate coverage. However, the timetable arrangements mean that geography is taught every other term. This leads to some discontinuity in the learning and this is reflected in the range and quality of the pupils' work.
79. The co-ordinator has a subject improvement plan and this is a useful basis for future developments. The co-ordinator has reorganised resources and these are generally appropriate for the current needs. The co-ordinator monitors planning but has no opportunity to develop teaching.

HISTORY

80. Standards in history are generally below those expected. The pupils make satisfactory progress in gaining knowledge of the main events in history and the reasons for them. They acquire factual knowledge of people, periods and episodes in history. During the inspection this was particularly so of Tudor times and of World War Two, but there was little evidence of the pupils being able to use different sources of evidence or to explain how and why the past is represented and interpreted differently by groups in society. Overall the pupils' achievements and their progress in developing the skills of enquiry are not progressing satisfactorily.
81. In a good lesson in Year 6, the pupils exhibited a good understanding of the reasons for the Armada. The activities encouraged good discussion and the pupils worked well in the group tasks. In spite of the good teaching, the pupils were reluctant to put a great deal of intellectual effort into their work and, consequently, the outcomes were disappointing.

82. There is very little assessment of attainment and progress in history. The teachers plan together but the analysis of the pupils' work shows little differentiation. Sound links are made between history and other subjects particularly numeracy and literacy.
83. The co-ordinator has been responsible for history for just over a year and has written a new scheme of work based around key questions and giving emphasis to an enquiry approach. It provides a good steer to the teachers. However, it has not yet been effective in promoting the range, depth and quality of pupils' work that is expected. During the inspection only two of the four year groups were studying history. History is taught in alternate terms and at one point in the four years in school there is no history taught for two consecutive terms. This leads to some discontinuity in the learning and in discussion with the pupils it was apparent that their knowledge of what they had previously been taught was patchy.
84. The co-ordinator has drawn up a subject development plan. She is able to monitor planning but there is no opportunity to develop the teaching. The use of information and communication technology is not well developed in history. Resources are improving slowly, and the improved organisation of artefacts and other resources greatly facilitates the teaching of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

85. Standards in ICT are below national expectations by the age of 11. Some pupils achieve satisfactory standards in certain aspects, such as word processing. The oldest pupils can log on to the Internet, locate a relevant search engine and find information. They are able to refine their searches so that they can find specific information more readily. They are also able to change from one search engine to another to find specialist information. However, too few pupils achieve high enough overall standards in, for example, data handling or control technology. The pupils with special educational needs are given adequate support and have full access.
86. Since the previous inspection, the school has improved its planning and the number of computers. There is a bank of computers outside the classrooms in each year group. Good guidance is given at these locations and learning targets are displayed above the machines. In addition, the school has a computer suite containing eight computers. Curriculum planning has improved and all elements of the National Curriculum are included in the long term plan. New materials have been purchased to support the teachers, and the teachers have also upgraded their skills. The teachers are now more confident when teaching the subject. In order to facilitate the use of the computers, additional teaching has been provided. All of these initiatives have contributed to a better delivery of the subject and greater opportunity for the pupils to gain experience. The pupils' current work indicates an improvement in learning, but these improvements are not sufficiently well embedded to have raised standards at age 11. Future plans, nearing completion, include the building of a computer suite that will be capable of teaching a whole class at a time.
87. The overall quality of the teaching and learning seen during the inspection was good. It is consistent throughout the school, which is an improvement on the previous report and bodes well for an improvement in standards. Of the four lessons seen, two were good and two were satisfactory, with good elements. Given the constraints of using different locations, the lessons were well planned and organised. Good support is given to the class teachers by the additional teacher and the learning support assistants. The pupils learn effectively in the small groups and respond well to the tuition they receive. They enjoy the subject and show great interest. The above average pupils make good progress and they readily apply themselves to the tasks. Some of the pupils become easily discouraged when things go wrong but the development of skills is now more secure. In the lessons observed in Year 3 the pupils learned to combine text and graphics as they designed Christmas cards. Year 4 pupils used an art program to produce patterns, using their own designs and were delighted with their printed results. The Year 5 pupils were introduced to using spreadsheets. The Year 6 pupils investigated means of exploring search engines on the Internet. All of these lessons formed

part of a planned programme and although there are gaps in the pupils' learning in Year 6, the school is poised to make a significant improvement in standards if this work is maintained.

88. Good progress has been made in the development of the subject. Although all elements of the curriculum are now being taught, their development needs to be rigorously pursued in order to raise the standards of all of the pupils. The completion of the new computer suite should facilitate this. However, attention needs to be given to using computers more effectively throughout the curriculum, so that the pupils regularly apply the skills they learn.

MUSIC

89. The standards attained are broadly average for pupils at age 11. The Year 6 pupils are able to repeat a set of rhythmic patterns in a RAP style. They enjoy using their voices and 'body percussion' to chant, clap and click their fingers when building and layering the RAP very successfully. They are able to identify the rhythm in 'Prince of Bel-Air'. Most of the pupils successfully combine musical ideas and organise them to create pleasing compositions, which they perform. They demonstrate a satisfactory knowledge and understanding of musical terms and symbols when they discuss composition. For example, they make accurate use of timbre, pitch, and dynamics when discussing how a piece of music creates mood.
90. The teaching in the three lessons seen was good overall, including the teaching that was supported by a visiting specialist in Year 3, and some very good teaching in one Year 4 class. The main strengths of the teaching lie in the enthusiasm of the teachers, the quality of the planning, the secure subject knowledge and very high expectations, allowing the pupils to explore a wide range of musical ideas and instruments. As a result, the pupils in most classes show a strong interest in what they do and are prepared to persevere with their music making in order to improve their performance. However, in the Year 6 lesson, although the teaching was extremely well planned and the teacher had high expectations and secure subject knowledge, she had difficulty in engaging the pupils in the work largely because the lesson was at the end of the afternoon and the pupils appeared tired. In the Year 4 lesson, the teaching aimed to improve the pupils' singing skills and focused on developing pitch, duration and dynamics. The pace of the lesson was brisk with plenty of challenge; it was always well matched to the understanding and skills of the pupils. The lesson was fun, and even exciting, with all pupils joining in enthusiastically, but always controlled. In the lesson taught by the music specialist, the pupils were constantly challenged to listen carefully and to extend their range of skills. The quality of the singing in this lesson was considerably better than the singing in assembly.
91. A strength of the specialist teaching is the confidence and subject knowledge of the teacher. Most of the teachers, however, are not specialists in music but make good use of the scheme of work to guide their planning. The music curriculum makes a good contribution to the pupils' personal and cultural development, including diverse elements of Greek music, Roman marches, anthems, Blues and RAP. The school provides lessons for some of the pupils to learn to play the violin and woodwind and brass instruments. The Year 3 pupils have the opportunity to learn the recorder. However, there is no specialist co-ordinator and there is no choir or orchestra.

PHYSICAL EDUCATION

92. Standards are average for 11 year olds and the pupils' progress is satisfactory. This is similar to the findings at the last inspection. In lessons, the pupils achieve satisfactory standards in their gymnastic, dance and games skills.
93. In a Year 3 lesson, the pupils satisfactorily developed their skills in passing and receiving a ball with a partner. The pupils concentrated and worked hard to improve when challenged by the teacher to be more accurate. In Year 4 lessons, the pupils carried out both movements and balances appropriately with good control and co-ordination both on the floor and on apparatus. They commented on the

techniques used in other pupils' work. They explored the ways to transfer their body weight and worked to improve the quality of their movements. In a dance lesson, the Year 5 pupils built on the skills learnt in previous lessons to develop their movements to the music. The pupils thought about the movements that they intended to make and used space, level and direction with satisfactory control when moving around the hall. The pupils in Years 3, 4 and 5 attend swimming lessons but their attainment and progress is not adequately recorded.

94. The quality of teaching is satisfactory overall. Where the teaching is good there is a high level of physical challenge for the pupils and the brisk pace of lessons is maintained, allowing the pupils to respond to lessons with enthusiasm and a sense of enjoyment. In a Year 4 lesson, the teacher had a good understanding of how to improve the pupils' performance and this allowed them to think carefully about their movements. The plenary session was used effectively to allow the pupils to demonstrate their work. The pupils offered sensible comments on how well their peers achieved. The teacher used some of the pupils to demonstrate and to set a standard to aim for. This encouraged the other pupils to work hard at the task and provided them with a clearer idea of what could be achieved. In a Year 5 lesson, the teacher used her good subject knowledge to challenge the pupils to improve their performance and the pupils mostly applied themselves well by finding different ways to add a controlled spin to the work. All of the lessons provided the pupils with appropriate opportunities for developing a variety of skills, but there were only limited opportunities in some of the lessons for the pupils to evaluate their performance and that of others. Given the opportunity, most of the pupils worked well in groups and pairs but these opportunities were not evident in all of the lessons.
95. The co-ordinator has only recently taken on the responsibility but has already produced an appropriate action plan and has a clear idea of what needs to be done to bring about improvements in the subject. The school has a spacious hall with small and large apparatus for the teaching of dance, gymnastics and games skills. There are spacious grounds with both hard and grassed surfaces for the pupils to develop their games skills.

RELIGIOUS EDUCATION

96. It was not possible to observe enough religious education to make any firm judgements about the quality of the teaching. It is clear from the teachers' planning and the scheme of work that religious education is taught regularly and that the teachers' confidence and subject knowledge has improved since the last inspection.
97. From discussions with pupils and the scrutiny of their work, it is clear that they have a good knowledge and understanding of the main events in the Christian calendar, and the work and life of Jesus. Standards overall are in line with those expected at age 11. The pupils are able to make links between symbols such as light at Advent and the Jewish tradition of lighting the menorah when they celebrate Hannukah. The work on Hinduism in Year 3 and 4 is well planned and complements the work on Christianity well. A minor weakness is that it takes no account of the work done in Key Stage 1.
98. The subject co-ordinator has ensured that the scheme of work corresponds to the locally agreed syllabus. The planning is further supported by a good range of stories and links to other resources. The scheme of work provides a very good steer to the teachers' work and it has the potential to underpin work of even higher quality.

