

INSPECTION REPORT

ADDERLEY PRIMARY SCHOOL

Saltley, Birmingham

LEA area: Birmingham

Unique reference number: 103159

Headteacher: Mrs F A Brewster

Lead inspector: Adrian Simm

Dates of inspection: 13th – 16th September 2004

Inspection number: 266277

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community primary
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed
Number on roll: 500

School address: Arden Road
Saltley
Birmingham
West Midlands

Postcode: B8 1DZ

Telephone number: 0121 464 1500
Fax number: 0121 464 1510

Appropriate authority: The Governing Body
Name of chair of governors: Mrs Fran Stevens

Date of previous inspection: 1st February 1999

CHARACTERISTICS OF THE SCHOOL

Adderley Primary School educates 254 boys and 246 girls between the ages of four and 11 years. Of these, 75 children attend part-time in the Reception Year. The school is much larger in number than other primary schools. The school serves its immediate surrounding area which is to the south east of Birmingham. This has a mixture of private, housing association and private rental property. Many pupils come from areas of high social deprivation. Fifty-four percent of pupils are known to be eligible for free school meals, which is well above the national average. Four per cent of pupils come from white British backgrounds, which is very low. Eighty-six percent of pupils from other ethnic backgrounds has English as an additional language. This is exceptionally high. The predominant background of pupils is Pakistani with a growing number of Bangladeshi and Somalian pupils. The school caters for a growing number of refugees. Around 20 per cent of pupils have special educational needs (SEN). This is slightly higher than the national average. Five pupils have statements of SEN, which is below the national average. One hundred and eighty one pupils either started or left the school in the last school year at a time other than that expected. In the main this is because of family re-housing. Attainment of pupils on entry to the Reception Year is variable but as a whole is very low in comparison with most schools. Very high teacher-turnover has been a feature of the school. In the last two years, 21 teachers have left the school and there have been four headteachers or acting headteachers.

In recent years the school has achieved: Basic skills quality mark in 2001
Investors in people in 2001
Schools Achievement Award in 2003
and is working towards the Healthy Schools Award

The school is involved in the following initiatives: Excellence in Cities
Primary leadership programme
Intensive LEA support

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21138	Adrian Simm	Lead inspector	Mathematics Geography History Special educational needs
32661	Peter Hopkins	Lay inspector	
25509	Judith Clarke	Team inspector	Science Art and design Design and technology English as an additional language
	Anna Dawson	Team inspector	Foundation Stage Music Religious education
15474	John Fairclough	Team inspector	English Information and communication technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school that requires special measures. Its overall **effectiveness is unsatisfactory**. Although children achieve well in the Foundation Stage, they underachieve in the rest of school. Standards are low and teaching and learning are unsatisfactory. Satisfactory leadership and management by the current headteacher and assistant headteacher have improved the school slightly from the very low level it had reached 12 months ago. Pupils' attitudes to learning are unsatisfactory. Governance is unsatisfactory. The school offers unsatisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher has made a satisfactory start in improving the quality of teaching and learning, and the pupils' standards, which were in the lowest five percent nationally when she came to the school.
- The time expended in dealing with a mutual lack of confidence between the headteacher and governors, and between a significant minority of parents and the school, has deflected the focus off raising standards. Governors are not totally clear about their role and responsibilities.
- Achievement in mathematics is poor. Pupils' achievement, particularly that of boys and potentially higher attaining pupils, in English and science is unsatisfactory. The school does not set out to support gifted and talented pupils.
- Many of the policies and procedures that were previously missing have been put in place by the current headteacher. Some statutory requirements are not met fully, which contribute to unsatisfactory governance.
- Provision for children in the Reception classes is now good and is a strength of the school.
- Some pupils' poor attendance contributes to low standards.

Provision has deteriorated considerably since the last inspection until the slide was halted in the last 12 months. However, improvement has not been rapid enough and provision is poor in comparison with five years ago. In accordance with section 13(7) of the School Inspections Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

STANDARDS ACHIEVED

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

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

Overall, pupils' achievement is **unsatisfactory**. It is good in the Reception classes. From their very low level of attainment on entry, children now achieve well in the goals they are expected to reach in the Foundation Stage even though these are not met by the end of Reception. However, pupils underachieve in Years 1 to 6. Standards achieved by pupils in Year 6 in national assessments in the last three years are shown in the table above. This shows a decline in standards. Levels do not compare favourably with schools nationally. By 2003, overall standards were in the lowest five percent in comparison with similar schools. Standards by the end of Year 2 were similarly low. In the last 12 months standards have started to rise although these are still well below expectations overall. Pupils' achievement in Years 1 to 6 in English, science, information and communication technology

(ICT), history, and religious education in Years 3 to 6, is unsatisfactory. Achievement in mathematics in Years 1 to 6 falls well short of expectations. Achievement in religious education in Years 1 and 2 is satisfactory. In other subjects, pupils' achievement was not the focus of the inspection. The **inadequate** provision for pupils' spiritual, moral, social and cultural development is contributing to a negative ethos where, overall, pupils' attitudes and behaviour are **unsatisfactory**. Overall attendance is **unsatisfactory**. In some year groups it is poor. This is compounded by some parents who take their children out of school for extended family visits abroad.

QUALITY OF EDUCATION

The quality of education provided is **unsatisfactory**. Teaching is **unsatisfactory**. Staff know that for pupils to do well, they must be motivated. This is not being achieved consistently in a significant number of lessons. This is partly due to staff not being as clear as they should be as to what the pupils know and understand. This results in lessons, or parts of lessons, being either too hard or too easy. This is particularly evident in mathematics. Whilst provision has improved slightly recently, this has not gone far enough. Pupils' learning is currently unsatisfactory in Years 1 to 6 regardless of ethnic background. All pupils including those with English as an additional language, those with special educational needs, those who are potentially higher attainers and gifted and talented are being taught unsatisfactorily overall and as a result are making insufficient progress.

LEADERSHIP AND MANAGEMENT

Following the appointment of a new headteacher by the governing body, there has been an improvement in governance. The headteacher and assistant headteacher, together with the governing body, have ensured in the last 12 months that the school is clearer as to how to improve. A plan is now in place to achieve this. Leadership and management are **satisfactory**. The speed of improvement is affected detrimentally by the time and energy used to deal with ongoing complaints from a significant minority of parents. This issue has in part resulted in a breakdown in confidence within the school, involving leadership, governors and a small minority of parents and staff. This is seriously hampering improvement in standards. Governance is still unsatisfactory because some important statutory requirements are not fully in place and effective. The governing body has not secured the safety of its pupils nor the effective implementation of its child protection policy. Governors are not as clear as they should be about their role and responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A significant minority of parents is not satisfied with the school. They consider the school does not seek their views. They think that it is not well led and managed. They feel uncomfortable approaching the school with problems and they consider pupils' behaviour is unsatisfactory. Many pupils express satisfaction with what the school provides for them.

IMPROVEMENTS NEEDED

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

- Ensure the school fully understands the issues causing continuing complaints from some parents. Complaints should be dealt with in an agreed and consistent way to maintain the confidence of all involved.
- Ensure governors fully understand their role and responsibilities.
- Raise standards throughout the school for all pupils, including boys, higher attainers and pupils with English as an additional language, special educational needs or gifted and talented.
- Make sure teachers are clear about what pupils know and understand and use this knowledge consistently to plan and manage lessons at the right level for effective learning.
- Improve pupils' attendance.

and, to meet statutory requirements:

- ensure the school puts fully into place effective approaches that meet all relevant health and safety legislation, child protection procedures, requirements for collective worship, the Special Educational Needs and Disability Act 2001 and the Race Relations (Amendment) Act 2000.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in 2003 in comparison with all schools nationally, and with similar schools, were **very low** by the end of Year 6. In 2004, results were slightly improved but still low. Overall, pupils' achievement is **unsatisfactory**, throughout Years 1 to 6, particularly for boys and higher attainers.

Achievement in the Reception classes is now good. Girls tend to achieve better than boys by Year 6 in English, mathematics and science. Those pupils who start in the Reception classes do better by Year 6 than pupils who start much later in their school career.

Main strengths and weaknesses

- There is an improving trend in pupils' standards and achievement throughout the school in English, science and ICT although this is not yet satisfactory in Years 1 to 6.
- Achievement in mathematics is giving the school the greatest cause for concern and remains stubbornly slow in Years 1 to 6.
- There is no significant difference in achievement between pupils from different ethnic backgrounds, those with English as an additional language and pupils with special educational needs. Boys' achievement is much slower than girls' achievement.
- The attainment of pupils who are potentially higher attaining falls well short of expectations by the end of Year 6 in English, mathematics, science and ICT.
- Gifted and talented pupils are not identified and supported.

Commentary

1. The following table shows how the school compared with other schools in July 2003.

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

Standards in:	School results	National results
reading	11.4 (11.3)	15.7 (15.8)
writing	11.3 (11.2)	14.6 (14.4)
mathematics	13.3 (12.5)	16.3 (16.5)

There were 74 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	22.9 (25.9)	26.8 (27)
Mathematics	22.1 (25.1)	26.8 (26.7)
Science	23.6 (27.9)	28.6 (28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year

2. Although children by the end of the Foundation Stage do not attain the goals expected of them nationally, from a very low level of attainment on entry to the Reception, pupils progress well. The rate of progress slows considerably in Years 1 and 2. By the end of Year 2, in comparison

with pupils in similar schools, standards are well below average in reading, writing and mathematics. From the last inspection until 2003, pupils' standards by the end of Year 2 deteriorated. Whilst the current headteacher ensured improvements in teaching and learning, which halted the falling standards in 2004 in reading and writing, standards continued to fall in mathematics. Low standards remain for higher attaining pupils in all subjects. At this age, the difference in attainment between boys and girls is not significant on the whole.

3. Unsatisfactory pupil-attendance overall and poor attendance in particular year-groups contributes to pupils' unsatisfactory achievement. Since the high standards attained by pupils in 2001, the percentage of Year 6 pupils attaining the expected Level 4 or higher Level 5 in national assessments has deteriorated. The levels pupils attain overall are now low in English and very low in mathematics and science in comparison with national expectations. This is also the case in comparison with similar schools. Standards are generally lower also in relation to the school's own local 'family of schools'. Statutory targets set by the school for 2003 in English and mathematics were missed significantly. In 2004, whilst the target set for English was exceeded, mathematics levels achieved were ten percent less than targeted. Overall, improvement, whilst positive, did little to improve the overall comparisons with other schools.
4. The achievement of lower attaining pupils, those with SEN and those with English as an additional language, mirror the underachievement happening in the school as a whole. For example, the achievement of pupils who speak English as an additional language is unsatisfactory. This is partly because there is a lack of accurate knowledge of their precise level of English understanding. This means that teachers and support staff find it difficult to precisely match pupils' learning during lessons. Some pupils do not fully understand the contexts of the lessons. Equally, higher attaining pupils are underachieving.
5. The school does not currently set out to identify and support pupils who may be gifted and talented, for example, in academic, creative or physically demanding subjects. The improvements introduced this year in monitoring and analysing school data about pupils' levels in comparison with national expectations means that the school had identified all of these weaknesses before the inspection started. This is one example of the way leadership and management by the headteacher and other staff has set out to improve the school's standards.
6. Staff have worked hard on improving provision for pupils in ICT, history, and religious education. Improvements that have been made have not yet had time to pay off. Whilst pupils have improved their knowledge and skills in ICT, these are not used satisfactorily in supporting their work throughout the wider curriculum. This results in unsatisfactory achievement overall. In history, pupils' knowledge of the past is what would be expected nationally. However, their ability to investigate and use their knowledge and skills of enquiry to interpret events is hampered by their speaking, listening, research skills and unsatisfactory attitudes to independent and paired learning. Achievement in religious education is satisfactory by the end of Year 2 but unsatisfactory by Year 6. Staff are predicting that the current Year 6 pupils will do better at the end of the year. However, to achieve this, the school needs to overcome rapidly some unsatisfactory and poor teaching and learning noted with some pupils during the inspection.

Pupils' attitudes, values and other personal qualities

Attendance is **unsatisfactory**. Pupils' attitudes and behaviour are **unsatisfactory**.

The development of pupils' spiritual, moral, social and cultural development is **unsatisfactory**.

Main strengths and weaknesses

- Unsatisfactory attitudes to learning and behaviour by a significant minority of pupils throughout Years 1 to 6 are detrimental to pupils' learning and safety.
- Children's attitudes to learning are very good and their behaviour is good in the Foundation Stage.
- There is a lack of opportunity for pupils to develop self-knowledge and a wider understanding of other cultures.

- The school has developed a good system for monitoring and improving attendance, which has yet to take effect. Attendance is well below the national average.
- Pupils' spirituality is hampered by the daily act of collective worship not being fully in place or effective.

Commentary

7. A significant number of pupils in Years 1 to 6 are disruptive in lessons. A good deal of teachers' time is taken in the control of these pupils. Lessons are frequently stopped whilst teachers deal with issues. This detrimental to teaching and learning. These pupils do not have a positive attitude towards learning and struggle to work independently. There is a significant number of racist incidents and fighting recorded by the school. Many parents took the opportunities of the questionnaire for the inspection, and in meeting with inspectors, to express their concerns about poor behaviour, which is a major concern for them. The school has put a number of actions in place to improve the situation such as a new behaviour policy and a focus on behaviour in circle time when pupils sit and discuss particularly important issues. These have yet to take hold fully and be effective. However, the ethos for learning is much more positive in the Foundation Stage. Early in the term, pupils have settled well and are trying hard with their work. They are well focussed and keen to join in with everything they can.
8. Pupils have little opportunity to develop self-knowledge and to reflect on the diversity of the world around them. Collective worship within the school does not meet statutory requirements. When held, it rarely provides an atmosphere of spirituality. Although teachers do spend much time in the classroom reinforcing the message of tolerance and listening, many pupils behave insensitively, talk when others are talking and do not listen to the views of others. The pupils have limited experience of the wider community, such as of different faiths and customs. Some parents object to trips to churches of other faiths, which inhibits the school's plans.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.1	School data :	0.9
National data:	5.4	National data:	0.4

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

9. Pupils' attendance is unsatisfactory and well below the national average. There is poor attendance with some year groups. A major part of the problem is families that take extended holidays to visit relatives abroad. Also, high levels of authorised absence due to reported sickness. The high level of unauthorised absence reflects the school being unwilling to sanction absence that is not appropriate. The level of attendance has deteriorated in recent years. The school is taking positive action to improve the situation. It has set targets for improvement. The school computer system identifies pupils with unsatisfactory attendance and their families are targeted for support. Local education authority staff help in the drive to improve attendance but currently with little effect. There are class awards for good attendance and the school has sent newsletters to parents emphasising the need for good attendance. Punctuality is satisfactory.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	19		
Mixed – White and Asian	11	1	
Asian or Asian British – Pakistani	356	5	
Asian or Asian British – Bangladeshi	50		
Asian or Asian British – any other Asian background	3		
Black or Black British – Caribbean	3		
Black or Black British – African	51		
Black or Black British – any other Black background	1		
Any other ethnic group	6		

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

10. On six occasions in 2003/2004, pupils were excluded from the school for a fixed period, which generally ranged between two and five days. The use of exclusions has nearly halved from the year before. The school has introduced a range of strategies to help pupils who have difficulties in behaving well and these are showing signs of paying off.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided for pupils is **unsatisfactory**. The standard of care pupils receive, the impact of links with the community, the school's partnership with parents, the support and guidance which pupils receive from staff and pupils' curricular opportunities are all **unsatisfactory**. So too are teaching and learning. The school's accommodation and resources are **satisfactory** together with the ways in which the school involved pupils in school life by seeking and acting on their views. The school's links with other schools are **satisfactory**.

Teaching and learning

Overall, the quality of teaching and learning is **unsatisfactory** although it is good in the Foundation Stage. The quality of assessment of pupils' work is **unsatisfactory**.

Main strengths and weaknesses

- Good teaching and learning in the Foundation Stage is built on teamwork where staff know children's levels of understanding.
- Good systems have been put into place in the last 12 months to check on pupils' attainment at the end of each year and to identify the progress made by different groups of pupils.
- Work set by class teachers in Years 1 to 6 is not pitched consistently at the right level for all pupils to achieve well. Planning is not focussed sharply enough including for those pupils with English as an additional language and those pupils whose attitudes to learning are **unsatisfactory**.
- In the last 12 months, the very high level of staff leaving the school each year has slowed giving the school more consistency and the opportunity to plan more effectively for raising pupils' standards.

Commentary

11. Teaching and learning in the Foundation Stage are good. Teachers and support staff work closely together to provide a secure and stimulating learning environment where all children are valued. Nearly all pupils starting at this age have English as an additional language. Priority is given to developing children's speaking and listening skills and their personal and social development. Teaching and learning are consistently good and at times very good, partly because staff get to know the children's needs quickly. There are good systems for checking and recording children's achievements, which help staff to provide activities set at exactly the right level.
12. In Years 1 to 6, the quality of teaching ranges from poor to very good. However, overall, during the week of the inspection, around one in seven lessons were unsatisfactory with one poor. Taking into account all of the evidence of pupils' underachievement, this means that teaching and learning are unsatisfactory overall. They are unsatisfactory in English, science, ICT, history and religious education. They are poor in mathematics. The summary of teaching observed is set out below.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	3 (5 %)	26(45%)	21(36 %)	7(12 %)	1(2%)	

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The main difference in the strength of lessons is linked to how well teachers plan to build upon what the pupils know and understand. Where teachers are unsure what their pupils can do and what they find difficult, lessons are ineffective because either too much is expected of some pupils or too little. The issue is the same for lower attaining pupils or higher attaining pupils. Even where lessons are satisfactory or better, examples of work not fully differentiated creep in if only for a small part of the lesson. One example of this was in a good mathematics lesson with a Year 3 class. The lesson started off very well with all of the pupils clear on what was expected of them and what they were to learn. The teacher pitched questions at different levels so that those pupils of different ability could join in. However, even here in group work, what was expected of a small number of higher attaining pupils for around ten minutes in the middle of the lesson was too difficult. In some lessons at Year 6, where examples of poor teaching happened, underachievement is compounded by the length of time that pupils are working on inappropriate work or in being taught the wrong skills as happened in a mathematics lesson. The teaching of those pupils who have English as an additional language is unsatisfactory. This is because the teachers do not have a precise understanding of the pupils' level of understanding in English. Consequently, teachers' planning is not sharply focused or targeted to enable their learning to be assured.
14. Groups of pupils who are underachieving have been identified and special teaching groups have started for those pupils who, with extra support, might achieve national expectations in their work. This approach has not yet extended to higher attainers who are underachieving, support for gifted and talented pupils or specific identification of the needs of underachieving boys. When work is set at the wrong level for parts of lessons, pupils struggle to hold their concentration. For a small, but significant number of pupils who find it difficult to settle to work quickly and quietly, or relate maturely to other pupils, work that is too demanding or not demanding enough leads to noise and disruption. Those who want to get on with their work also suffer and the quality of learning becomes unsatisfactory.
15. The school has a history over recent years of employing newly qualified teachers who only stay in the school for 12 months. This has been a barrier to strengthening relationships between staff, pupils and their families and in building a consistent approach to teaching and learning. Systems to support all staff including new staff in knowing pupils' levels have been very weak.

The current headteacher, assistant headteacher and assessment co-ordinator have worked very hard to improve provision. This has started to take effect in improving English standards and to some extent in science. It has still a long way to go in improving teaching and learning in mathematics. Also, the headteacher and assistant headteacher have successfully reduced the numbers of teachers leaving, which is beginning to contribute to improving the consistency of satisfactory and better teaching.

The curriculum

The provision for the curriculum is **unsatisfactory**. The opportunities for enrichment are **unsatisfactory**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The full National Curriculum and religious education are now planned for in the school.
- Lesson planning does not take sufficient account of the learning needs of specific groups of pupils such as lower and higher attaining pupils. This reduces the effectiveness of their learning.
- The enthusiasm of the new subject co-ordinators is improving the effectiveness of teaching and contributing to a slight rise in attainment.
- There are insufficient opportunities for pupils' to take part in activities such as school visits which would give a greater meaning to their learning
- The improved resources for ICT are beginning to pay off in improved standards.

Commentary

16. Although the school has recently made good improvements in ensuring the fully expected curriculum is in place, the benefits of this structure have not yet started to show significantly in the standards attained. Whilst all subjects of the curriculum are taught, the statutory requirements are not met in the provision for collective worship.
17. The majority of subject leaders are new to their responsibilities and have worked hard to develop good plans for learning. All subjects now follow government guidelines and resources have been significantly improved in subjects such as English and ICT. The good improvement in specialist small-group support for pupils with SEN is not yet being built on fully by class teachers. As a result this provision is unsatisfactory. Lesson planning makes insufficient reference to provision for these pupils and although there is generous provision for classroom assistance, this is not sufficiently focussed on the needs of the pupils. In some cases where support staff are non-classed based teachers, the school is getting insufficient benefit from this expenditure at the moment in rising standards. Learning activities are not linked systematically, for example, to SEN pupils' individual education plans. Nor do staff plan sufficiently to challenge higher attaining pupils. Planning related to pupils who do not have a broad understanding of language is missing. As a result, significant groups of pupils cannot easily access learning opportunities and have unsatisfactory opportunities to access the full range of learning. Improvements to the curriculum have been made over the past year and focus on the full entitlement for the pupils. Intentions for development, for example, in developing a policy for personal, social and health education, have had insufficient time to work in practice.
18. Whilst opportunities for enriching the curriculum are unsatisfactory, good opportunities exist for parents to support their children in their learning. Links with parents in the Reception Class are good and workshops for parents support the understanding of the curriculum in subjects such as English and mathematics. For example new and attractive home reading books provide a well-structured resource to involve parents in helping their children to improve reading skills. Over and above this, opportunities are unsatisfactory. Involvement in sporting activities is restricted to links with other schools. There are few clubs linked to the daily routine of the school although a breakfast club is provided. Adventure and outdoor activities are made available locally but there is no residential visit that would help pupils gain confidence and independence in their

personal relationships. Opportunities for pupils to take part in experiences linked to music and art are few and are frustrated by unresolved objections from some parents as to where their children can go on educational visits.

19. Accommodation and resources are satisfactory. The new classrooms, computers and reading resources have improved provision well. Steps to retain teaching staff are beginning to take effect. Opportunities for professional development of both teachers and support staff are well identified. The school hall is too small to provide opportunities for all pupils to meet together and a school library has still not been established despite its importance having been recognised at the inspection before last. Provision for pupils with English as an additional language is unsatisfactory. Their work in lessons is not targeted and focused enough to be fully effective.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **unsatisfactory**. The provision of support, advice and guidance based on monitoring is **unsatisfactory**. Pupils' involvement through seeking, valuing and acting on their views is **satisfactory**.

Main strengths and weaknesses

- The governing body has not endorsed the health and safety policy or reviewed the child protection policy within expected timescales.
- Regular, formal health and safety inspections are not carried out.
- The induction arrangements for pupils into Foundation Stage are good.
- Pupils are not supported by thorough guidance and assessment systems in Years 1 to 6.
- The School Council is developing and has a positive role in the school.

Commentary

20. A new draft health and safety policy has been produced which will be presented to the governing body in the near future. Whilst this is a comprehensive document, at present the school is not meeting its statutory requirement as it has not been endorsed by the governing body and fully operated throughout the school. There are no formal, regular and documented health and safety inspections. The governing body does not have an active role in health and safety. Risk assessments are insufficient. The lack of structured, routine inspection does not ensure adequate safety of all pupils and staff. With no agreed policy in place, known by the governing body, the school's child protection procedures are insufficiently checked on by governors.
21. The arrangements for young children starting in the Foundation Stage are good. Parents receive information and induction sessions followed up by a parents' workshop. This workshop provides good information to the parents on how they can best support their children's' learning by devising simple games at home to improve numeracy and literacy. There are further opportunities for the parents to understand what their children are learning by attending the "Inspire Workshops" alongside their children. There are opportunities to meet staff and discuss any issues or concerns. There are translators available if needed.
22. The assessment of pupils' development and progress throughout the school are unsatisfactory. This leads to pupils not having a clear understanding of how they can improve. Staff are short of information in knowing what pupils understand or find difficult. Staff's advice and support for learning, therefore, cannot be fully focussed on each pupil's needs.
23. The school has actively encouraged the development of the school council, which is elected by pupils. Details of the members of the council and their activities are prominently displayed in the school foyer. They meet with a member of the teaching staff every 3 or 4 weeks for a formal meeting regarding school issues. They survey other pupils about things they would like to see in the school. This has led to the introduction of new playground equipment and a "friendship stop"

in the playground. The council is representative of all the ages and ethnic groups within the school. They feel that they are listened to and are a benefit to the school. The members have a very positive approach to their responsibilities.

Partnership with parents, other schools and the community

The school has **unsatisfactory** links with parents and the community. Links with other schools and early-years providers are **satisfactory**.

Main strengths and weaknesses

- There is not a sufficiently active partnership between parents and the school although a small number of parents benefit from workshops held to help them support their children's learning.
- A significant minority of parents are dissatisfied with a number of aspects of the school.
- Communication between the school and parents is not as strong as it should be.
- Links with the local community are insufficiently developed.

Commentary

24. Whilst regular information is provided to parents about the curriculum and ongoing events, some parents feel that they are not fully consulted about issues or their views properly considered. A small, but significant, number of parents have complaints about a number of aspects of the school. These relate mainly to the behaviour of some of the children, the standard of education, the relationship with some of the staff and how complaints are dealt with and resolved. The headteacher expresses uncertainty about what parents actually want to achieve by this action. However, she has not taken steps to find out because of issues over loss of trust with the governors and parents concerned. This issue is severely hampering the effectiveness of school improvement. Apart from the Foundation Stage where links are strong, there is not an ongoing partnership between the parents and the school that positively contribute to the pupils' learning. Parents do not help in the classroom. There is no Parents Association to provide support to the school. Governors do not report to parents all of the information to which they are entitled. In particular, the effectiveness of their special education needs policy and the outcomes of their monitoring and assessment of the impact of their policy covering racist incidents.
25. The school runs a number of workshops for parents in order to help them support learning at home. At the workshops there is also the opportunity to discuss with the home-school liaison staff any concerns they may have. These staff are skilled in a number of languages and provide any translations that are required. The school tries hard to ensure those parents, whose understanding of English is limited, are fully involved in their child's learning. Interpreters employed by the school enable this vital dialogue to take place.
26. Links with the community are underdeveloped and provide limited opportunities to develop pupils learning and wider understanding. Pupils do not benefit from an effective enrichment of the curriculum that taking part in a variety of local projects and events would bring. There are few visits out of school or visitors into school to bring learning alive.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher provides **satisfactory** leadership of the school. The leadership shown by other key staff is **satisfactory**. The governance of the school is **unsatisfactory**. **Satisfactory** systems of management have come into place recently. The school is at present **ineffective** in ensuring barriers to learning are overcome because of a lack of trust within a significant minority of the school community.

Main strengths and weaknesses

- The headteacher and governors have made significant improvements within the school in the last 12 months.
- Mutual distrust has developed within the school community as a result of complaints from a significant minority of parents.
- The governing body does not fully understand its role and responsibilities, which results in some important statutory responsibilities not being met.
- The headteacher, assistant headteacher and governors have been effective in retaining and developing the staff team.
- The leadership of the school has recognised the significant levels of pupils' underachievement and has begun to bring about improvements.

Commentary

27. The headteacher has in the year she has been in post made an acceptable contribution to the educational direction of the school. Her vision for the school and her drive for improvement for the benefit of the pupils are beginning to bear fruit. Included in the substantial list of developments are:
- Standards in English, and to a lesser extent in science, have started to rise slightly.
 - Performance management for teachers has now been introduced by the headteacher and governors although this should have been in place several years ago.
 - Strategic planning and more effective use of the school budget.
 - Improvement of the school grounds to reduce playtime tensions.
 - Increasing the number of staff staying in post.
 - Review of the curriculum to ensure statutory requirements are met.
 - Introduction of a school council representing all pupils in the school.
28. Although the headteacher and governing body have begun to manage change in the school, they have been hampered and deflected from their purpose by a growing lack of trust. A significant minority of parents and staff has voiced concerns about the school, which have deflected the leadership from its drive to improve standards. The governing body's complaints committee has dealt with regular complaints although these were not always handled in line with the school's own published policy. This build up of mistrust has had an adverse effect upon the speed with which the school has moved forward. Standards have declined significantly since the last inspection. The school's results at the time of the current headteacher's appointment placed the school in the lowest five per cent of schools nationally in English, mathematics and science. Standards have begun to rise but there remains underachievement in Years 1 to 6, which has yet to be addressed. Improvement since the last inspection has been poor overall. Previously, for example, standards, pupils' achievement and the quality of teaching and learning were judged to be far more effective. The establishment of a school library, which was raised in the previous two inspections, is still not in place.
29. The governing body is at present unsatisfactory. They do not fulfil their statutory requirements, for example, in respect of having an effective health and safety policy, child protection policy and in ensuring there is a daily act of collective worship. An appropriate committee structure is in place but there are no named governors who have an overview of specific areas, for example, literacy or numeracy. This means they cannot support staff knowledgeably in raising standards and achievement. As a result the governing body is not as clear as it should be about the school's strengths and areas for development. They do not sufficiently monitor the work of the school. The governing body has now put in place a training programme, which will improve the basis on which governors make their judgements. In some governing body meetings there have not been enough governors present to make decisions and this has hampered progress. Too much of the governors' time has been spent on matters not related to pupil achievement. They

have, to some extent, lost sight of their main focus of school improvement and raising standards. They remain unclear about their roles and responsibilities.

30. Staff mobility has been high and this has had an adverse impact upon the stability within the school and the continuity of learning for the pupils. The assistant headteacher has worked effectively to put in place packages designed to retain and provide further professional training for the teaching staff, many of whom are newly qualified. This has begun to have a beneficial impact and reduce staff turnover. Performance management is now in place for the teaching staff and the support staff are to be included. Induction procedures for new staff are good and a useful staff handbook gives good guidance for staff.

31. The school has correctly identified that a significant number of pupils are underachieving. This is recognised as unsatisfactory and an area for improvement. The leadership is working to develop the provision in the school and recognises key factors causing pupils' underachievement: -

- Disrupted learning due to high staff turnover.
- High levels of pupil mobility.
- Poor attendance of some pupils.
- Underachievement of key groups of pupils.

There is a clear determination within the school leadership to bring about improvement. The staff team are working hard in their phases to raise attainment and achievement. The curriculum co-ordinators recognise there is much to do but are keen to bring about and manage change efficiently. School finances have in the past not been managed appropriately resulting in a large surplus, which reached 19 per cent. The finance committee of the governing body has appropriate plans in place to ensure that value for money is a priority in its allocation and the future financial dealings of the school. The school's three-year budget plan clearly sets out now how the school intends to reduce its surplus to an acceptable level.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,373,287
Total expenditure	1,415,038
Expenditure per pupil	2,830

Balances (£)	
Balance from previous year	245,873
Balance carried forward to the next	204,122

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

Throughout the following commentary, overall judgements about provision relate to the effectiveness of teaching and learning, curriculum leadership and any other significant aspects that reflect the standards achieved by pupils.

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. Provision for children in the Foundation Stage is **good**. In this second week of term, children are entering school on a part-time basis. All children will be in full-time education during the third week of term. Most children start school with very low levels of attainment. Nearly all speak English as an additional language and approximately half of the children have not attended pre-school education and are at the very early stages of learning English. Others have attended a nearby nursery and their communication skills and personal and social skills are more advanced. Overall, although fluent in their home language, the speaking skills of most are very poor and many have immature social skills. They are given good support on entry by the teaching staff and teaching assistants who use their range of bilingual skills. The accommodation is good. The staff work well as a team, planning activities together and sharing ideas and expertise. The outdoor provision is good. Priority is given on entry to school in developing children's communication skills and their personal and social development. Teaching and learning are consistently good and at times very good in these areas of learning, enabling children to achieve well. There are good systems for checking and recording children's achievements. This enables teachers to provide activities pitched at exactly the right levels and to carefully track children's progress.
33. A well-organised induction programme and parents' workshops led by the home school liaison staff promote good links with parents and carers. Home-study homework packs support children's learning well. These are well received by a significant minority of parents. Children with SEN receive good support tailored to their individual requirements. Leadership and management are good. There is comprehensive planning for all areas of learning. The curriculum is well organised to ensure that children experience a broad range of indoor and outdoor activities. There is good improvement in the provision since the last inspection. Well-trained teaching assistants take leading roles in supporting groups of children in learning and in their home languages. They are well briefed and very clear about their roles.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teaching of personal and social skills supports all parts of children's learning.
- Teachers have very high expectations of children's behaviour so that they learn to behave well and develop very good attitudes to learning.

Commentary

34. This area of learning has a high priority in the Foundation Stage. Most children enter school with very low skills and are adjusting to their new environment. Most listen, follow instructions and have very good attitudes to learning. They need intense support from staff to encourage them to focus on the activities provided. Socially, the majority have difficulty in choosing activities and sharing and playing with others. A minority are confident and happily settle down to their work. Good emphasis is placed on developing independence, which helps children to choose activities with confidence. Teachers take time to resolve conflict, discussing the consequences of

children's actions with them and modelling good behaviour. Children are taught to respect the views of others and to play fairly. By the time they leave Reception, most listen attentively, behave well and persevere on their activities. A small group of the children either attain or exceed targets expected of them in this area of learning but most are working towards them. However, this is good achievement and is a strength of provision.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for children in this area of learning is **good**.

Main strengths and weaknesses

- The teaching rightly focuses on the development of children's communication skills.
- Teachers use assessments of children's learning well to plan activities.

Commentary

35. A wide range of activities is planned to extend children's communication skills. For example, in the role-play area, children exchange fruit and vegetables as they play shop. Staff encourage children to answer in a word or extend their answers from one word to a phrase or sentence. The staff show much respect for children's comments, and aim to improve their talking skills. Children are consistently learning new vocabulary and have lots of opportunities for using it. They are developing a love of books as they listen to stories or learn some well-known rhymes such as 'Five Little Speckled Frogs'. Children are beginning to learn well the sounds that letters make. Using the interactive whiteboard the teachers provide a good range of activities to promote language development. For example, children record and draw correctly the sequence of story of 'Goldilocks and the Three Bears'. By the end of Reception most are achieving well and working towards the goals set for this area. A minority reach or exceed them. Many are beginning to use recognisable letters in their writing, and a minority can correctly spell simple three-letter words. The majority are starting to recognise and read common three letter words. Although teachers send reading books and language activities home, many parents do not give their children enough help in their learning. The quality of teaching and learning is good. Teachers regularly assess children's learning and set new targets for them to achieve. The teaching assistants giving bilingual support help children well to follow instructions, understand the learning context of the activities and extend their English vocabulary and understanding. Their assessments, alongside the teachers' observations, are used well to inform teaching and learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematics is **good**.

Main strengths and weaknesses

- Activities are well planned and interesting.
- Good teaching enables children to make good progress and achieve well.
- The majority of children find it difficult to apply their knowledge and understanding of mathematics to solve simple problems.

Commentary

36. Children enter Reception with very low numeracy skills and achieve well over time, although few are on track to attain their targets by the end of Reception. Children make good progress in counting skills and recognising numbers. By the end of Reception, most order numbers to ten and higher attaining children use numbers to 20. Underdeveloped language skills, however, adversely affect children's ability to understand and solve simple mathematical problems. The

children begin to develop an understanding of capacity as they empty and fill containers in the sand and water trays. Activities are often planned to be part of a game. This motivates children to learn and makes learning fun. Children take home some games as a home study activity. This reinforces learning well. Teaching and learning are good. Teachers encourage children to use correct mathematical language for example, when learning the properties of two-dimensional shapes. When playing a game with cubes, vocabulary and concepts such as 'over' and 'under' are emphasised. There are a wide range of activities and opportunities planned to promote mathematical development in other areas of learning such as physical development. For instance, as children learn to play skittles, they count those left standing and those knocked down.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The staff enhance children's knowledge and understanding well through questioning and discussion.
- There are limited opportunities to extend children's understanding of the world around them.

Commentary

37. The children achieve satisfactorily. Few attain their targets in this area of learning. Many are well below expectations by the end of Reception. This is because many start school with very little experience of the world around them and lack the appropriate concepts and English vocabulary to describe their experiences. Staff plan an interesting and satisfactory range of activities which help children deepen their understanding and widen their vocabulary through investigative work. For example, children explore mirrors and their properties. They discuss and question how things work. The children have good access to computers and develop their early skills successfully as they 'drag and drop' symbols and pictures to complete simple programs. They make good use of the interactive whiteboard, for instance, to draw pictures and sort shapes. Children take part in discussions to raise awareness of their own traditions and those of other cultures. They celebrate Eid and other festivals such as Christmas, Diwali, and Chinese New Year. This helps them to respect the views of others and raises their awareness of the importance of belonging. The quality of teaching and learning is satisfactory overall. The children have good adult support to help them develop vocabulary and knowledge. Teachers plan interesting activities to bring children to a better understanding of the natural and technological world. However, although satisfactory, there are not enough investigative opportunities and planned visits to promote good achievement.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use is made of the accommodation to develop children's skills.

Commentary

38. By the end of Reception, most children achieve well and are working towards attaining the expected standards. The children have access to their own outdoor play by their classroom. There are well-planned activities to help children develop their co-ordination skills. For example, during one session in the quadrangle, children were successfully improving their skills in throwing a ball to knock down skittles. Most children get ready for the activities with some help.

The quality of teaching and learning are good. The children are developing a good awareness of the space around them as they learn to control and manoeuvre wheeled toys. They follow instructions well and become increasingly aware of the need to move safely without bumping into others. In other lessons, all children are given good opportunities to develop their co-ordination by successfully using small equipment. They frequently use counters and small games resources.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are well-planned activities and good quality learning resources.
- Children's role-play contributes well to their literacy and social skills.

Commentary

39. Children's achievement is good. By the end of Reception, most children are still working towards the expected goals. The quality of teaching and learning is good and consequently the children learn well. There are good quality resources provided for creative activities. The children enjoy exploring a wide range of media which stimulates their imagination. For example, one pupil decided to make a boat. After very good quality discussion, she carefully chose materials and persevered well to complete the task. She was so pleased with her model she successfully tested it in the water tray to find out if it floated. Skilled teaching very successfully extended relevant vocabulary and the understanding of the purpose of boats. Most children enjoy experimenting with mixing colours or making marks. Some need constant encouragement and support from the staff to get involved and concentrate on an activity. Others, who have had the benefit of nursery provision, are more confident in choosing and using paints. They produce work with recognisable features. For example, in their portraits the main facial features are represented. Those children who have greater confidence encourage the less confident to join in. Activities promote language and social skills well and help the children to make new friends.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **unsatisfactory**.

Main strengths and weaknesses

- Although standards have risen in the last 12 months they are still below expectations.
- A significant amount of teaching is focussed on the objectives of the lesson rather than the needs of the pupils and this reduces the effectiveness of the learning
- Activities and learning tasks that follow direct teaching do not extend pupils' understanding of their learning in the less successful lessons
- Strong leadership by the co-ordinator is raising standards of teaching and learning.
- The good and very good teaching, particularly at the end of Key Stage 2, engages pupils well and is contributing much to some improvement in standards

Commentary

40. Pupils' standards in English by the end of Year 6 were very low in the 2003 national tests. When compared with similar schools this performance was well below average. It was a similar picture by the end of Year 2 with results steadily declining since the last inspection. Standards rose slightly in 2004 and are expected to improve again by the school in 2005. Currently, they are still below average and pupils' achievement is unsatisfactory. With the improvement in performance has emerged a significant difference in performance between boys and girls. This difference is linked to unsatisfactory attitudes to learning by a significant number of boys whose underachievement is more significant than that of the girls. Improvement since the previous inspection is unsatisfactory. The school has been through a difficult period. In the last year, standards are rising but are not yet satisfactory nor have they reached the level judged at the previous inspection.
41. Standards of reading for pupils in Years 2 and 6 are below national expectations. Year 6 pupils show awareness and experience of reading a range of fiction. Whilst some make use of the local library, the lack of a school library inhibits learning. They read with expression and confidence and use reference books to locate information. However, they are not familiar with advanced skills to locate information quickly. Year 2 pupils are not confident readers overall. Higher attaining pupils use the alphabet to 'build' unfamiliar words and respond well to punctuation to gain greater meaning. Other pupils show few reading skills beyond the sounding of simple words.
42. Standards in writing at Years 2 and 6 are well below expectations. Year 6 pupils develop their use of paragraphs but simple punctuation errors and spelling mistakes are still an issue for lower attaining pupils. Their work is untidy and reflects a lack of interest. Some higher and average attaining pupils use ink and produce a careful, neat script. A lack of understanding about how to summarise thoughts means that pupils' work focuses mainly on facts rather than key pieces of information. Year 2 pupils use a basic script that is not joined. Higher attaining pupils use neat and consistent handwriting and structure simple sentences correctly. They use a variety of words to open sentences and use basic punctuation accurately. Other pupils are not confident in writing independently and work mainly on simple exercises with support when attempting their own sentences. Achievement is unsatisfactory.
43. Standards of speaking and listening are below expectations at both key stages. Pupils' achievement is unsatisfactory. Pupils do not listen readily in lessons. Learning is not fully accessible to lower attaining pupils as a result of restricted understanding of language. Opportunities for equal opportunity are unsatisfactory in this respect. During question and

answer work Year 6 pupils extend their answers with explanation but do not evaluate the opinions of others. When working in pairs, discussion is not focused on reaching a structured point of view. Year 2 pupils are mainly passive and answer questions in as simple a form as possible. Higher attaining pupils explain their answer when challenged. The majority does not listen well to instructions and so find themselves unprepared for independent learning activities.

44. Teaching and learning overall are unsatisfactory between Years 1 to 6. Although there is some good and very good teaching, especially in Years 3 to 6, there is also unsatisfactory and poor teaching. There is too much teaching that is less than satisfactory to achieve standards that are as high as they should be. Lesson planning seldom identifies the learning needs of particular groups of pupils. For example, reference to pupils with SEN is rare. Higher attaining pupils are not challenged with sufficiently independent work. Where teaching is good and very good, pupils are left in no doubt as to what is expected of them both in learning and behaviour. Good relationships encourage pupils to greater effort and learning is accessible to all pupils. This is a result partly of question and answer sessions that explore the merits of answers and are open for pupils to make their own observations about the points under discussion. Whilst pupils are fidgety and inattentive in many lessons, they are co-operative and focused on learning when teaching is good. For example a pupil arriving late to a very good lesson received a brief explanation about the lesson so far from his 'working partner'.
45. The subject now benefits from good leadership and management. Attractive resources have been purchased for both home and class reading. These are making an impact on pupils' enthusiasm for reading. However, a school library has still not been established despite some new accommodation being built recently. Analysis of assessment information is used well as the basis for class targets, which are now set for raising standards. However, staff do not yet evaluate sufficiently the effectiveness of lessons for all pupils and thus do not know what steps to take for all pupils to succeed in the short term.

Language and literacy across the curriculum

46. The use of literacy in other subject areas is not consistently planned. There is some evidence of incidental use of literacy skills, for example, in ICT when evaluating software, in design technology in recording the making of a vehicle and in history when writing an account of the great fire of London. Clear links for the use of literacy skills have been established in geography planning and there are plans to develop this into subjects such as history, science and religious education

MATHEMATICS

Provision is **poor**.

Main strengths and weaknesses

- Standards are failing to rise from the very low level in comparison with other schools nationally and in comparison with similar schools.
- Achievement is particularly weak by the end of Year 2 and with boys and higher attaining pupils by Year 6. Achievement of pupils identified as having English as an additional language and pupils with SEN mirrors general trends in the school.
- During the last 12 months, the subject leader with concerted support from the local education authority (LEA) has put in place many of the 'building blocks' needed to improve the subject. The school knows what remains to be done.
- Teaching and learning that are little better than satisfactory at best and with significant examples of unsatisfactory and poor parts to lessons are contributing significantly to the poor provision.

Commentary

47. Pupils' achievement is poor and failing to improve sufficiently by the end of Years 2 and 6. Standards are poor in comparison with the last inspection. In the last few years, numerous newly qualified staff have started and left the school in rapid succession. This has led to disruption in pupils' learning and an inconsistency in approach because effective planning was not in place to ensure that pupils progressed in what they knew and understood. Improvements in the last 12 months have been in picking up the pieces from 'rock bottom' and trying to start afresh. Much has been done with the support of the local education authority and the school's assessment co-ordinator. Staff are now clear at what levels pupils are working. Extra focussed support is being introduced to drive up standards for those pupils who should be achieving the expected Level 4 in national assessments by the end of Year 6. Planning does not yet take into account the need to encourage and provide for boys and higher attainers. Pupils who start at the school with little or no English, and who learn to speak English as an additional language, underachieve in the same way as others. So do pupils with SEN.
48. Teaching and learning are unsatisfactory throughout the school with the weakest examples seen during the inspection in classes at Years 4 and 6. One lesson was good in Year 3 because the teacher and support assistant set out from the start of the lesson to provide opportunities for all pupils to learn regardless of the levels of ability. This was most effective when staff were working directly with the pupils using a good question and answer technique that pitched the work at different levels. Even in this class, the school-wide weakness of not fully appreciating what pupils know and understand surfaced in the group work activity where work was set that was too difficult for a small number of pupils. This problem pervades the subject and was compounded by, in a Year 6 class, the wrong facts being taught on occasions. This happened once during the inspection when pupils were led to believe that for example, $0.3 \times 0.8 = 2.4$. Other similar examples were worked through incorrectly. Overall, staff are not as clear as they should be about exactly what pupils know or are finding difficult and therefore, in ensuring lessons cover sufficiently their areas of uncertainty. Lack of challenge or work that is too difficult, exacerbates pupils' weaknesses in concentration and listening skills. Some switch off at times from their work and noise levels rise.
49. The school has identified that pupils are finding difficulty in the rapid recall of facts, mental mathematics and independent work. This analysis is accurate and a reflection of satisfactory leadership and management in the subject that has been achieved because of LEA intervention.

Mathematics across the curriculum

50. Mathematics is planned for and **used insufficiently** across the curriculum. On occasions, in history, chronology leads to the use of mathematics naturally as does the measurement and recording of data in science and ICT. Use of time features in those good lessons where staff give pupils target times to complete activities such as in a Year 6 literacy lesson. However, overall, mathematical thinking is not planned for in sufficient lessons.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Although standards have improved recently, pupils' achievement remains unsatisfactory.
- Teaching and learning are improving but are still unsatisfactory overall.
- New initiatives have brought about improvements in standards.
- The new co-ordinator has made an enthusiastic start to the leadership of the subject.

Commentary

51. Standards at the end of Years 2 and 6 are below the national average. Achievement is unsatisfactory. In 2003, pupils' standards in national assessments placed the school in the lowest five per cent of schools nationally. The school's results in 2004 are expected to show an improvement but still well below the national average. The school is anticipating that the current Years 2 and 6 will build upon these results and improve still further. This demonstrates the drive within the school for improvement. However, this is set against a picture of a decline in standards since the last inspection and underachievement of a significant number of pupils. The school has identified particular groups of pupils who are not achieving as well as they should. The needs of some groups of boys and the higher attaining pupils are not being met sufficiently and this is still an area for school improvement. Achievement of the girls is better but still not sufficient.
52. The quality of teaching and learning in Years 1 to 6 is unsatisfactory. During the inspection it was satisfactory overall but it is clear from the pupils' books that this has not been a consistent picture. There are also a significant number of pupils who are underachieving because teaching does not sufficiently take account of their needs. The teachers planning is inconsistent and often does not indicate how different groups of pupils' needs are to be met. For example, teachers do not know precisely enough how well those pupils with English as an additional language understand English. This lack of sharpness does not allow a clear match of task to meet the pupils' needs. This is unsatisfactory. The systems in place for checking the levels at which the pupils are working is not used systematically enough to enable the teachers to track and target pupils' learning. As a result higher attaining pupils are often not challenged enough in their lessons. This is unsatisfactory and an area identified for improvement. A good feature of lessons observed was the level of scientific enquiry provided for the pupils. In Year 6 the pupils were deciding how they were to test whether plants need soil to grow. Whilst in Year 1 the pupils had to draw what they could see, smell, hear and taste.
53. The school has begun a drive to improve achievement by using the display areas in the school to aid learning. These areas are interactive and are working displays, which provide visual reminders for the pupils about the areas they are studying. The use of technical scientific language is also developing appropriately within the school. It is a common feature in teachers planning and is becoming effective in helping the pupils describe their experiments and their findings. Regular workshops for parents and pupils are designed to help parents see what the pupils do in school and understand how they can help their child at home.
54. The subject leader is newly in place. He has enthusiasm and energy and has made a satisfactory start to the leadership and management of the subject. He is clear about the educational direction needed for the improvement of science in the school and is becoming more effective in checking how well the subject is improving. The use of ICT is at present underdeveloped in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- The enthusiastic and committed co-ordinator supports other teachers well and has brought structure and purpose to the teaching of the subject.
- The recent improvement to resources for teaching the subject have made a big contribution to the more effective learning of the pupils.
- Overall standards are unsatisfactory. Standards of skills are in line with expectations as a result of the effective teaching of the subject skills. However, standards in the use of ICT to support learning in other subjects are poor.

- The planned use of ICT skills in other subject areas is undeveloped.
- There is not yet any assessment procedure in operation although the co-ordinator is in the process of developing one.

Commentary

55. At the time of the previous inspection standards were judged to be good by the end of Year 6. Teachers were confident and skills were used well across the curriculum. The school has been through a difficult time in recent years and the subject has lacked guidance and reliable resources. Standards have fallen. The use of ICT across the curriculum is now undeveloped. As a result improvement since the previous inspection is unsatisfactory. Standards are below expectations at both key stages. The skill levels of the pupils are satisfactory but the use of these skills in other subject areas is undeveloped. As a result standards in the use of ICT for learning are below expectations and pupils' achievement is unsatisfactory overall.
56. With adult support, Year 6 pupils successfully investigate web sites. They show confidence in the use of keyboards, menu systems, hyperlinks to other sites and the selection of appropriate text for printing. Work on display shows appropriate work with graphics, word processing, merging of text and images and use of the subject for research. Year 2 pupils show reliable word processing skills as they use the keyboard to enter text, use the space bar and positional keys to edit text selectively. Achievement in skill development is frequently good in response to clear instructions from teachers. Pupils make satisfactory progress in their skill development over time. Year 4 pupils manipulate shapes and use 'cut and paste' techniques to create designs. Year 5 pupils learn about spreadsheets. They use addresses to locate 'cells', alter column widths and insert text.
57. The teaching of ICT is unsatisfactory overall. Skill development is good by the end of Year 2 and satisfactory by the end of Year 6. However, the whole thrust of teaching is on skill development and there is little evidence of pupils using their skills in support of learning in other subject areas. Lessons make good use of the time allocated in the computer suite and pupils are guided well in their learning about the use of software. They enjoy lessons and are enthusiastic about their work. Teaching assistants are used well to support pupils who may experience difficulty and all pupils have an equal access to the learning. However, teachers have some hesitancy with the equipment as a result of inconsistencies experienced due to previous system failures. They do not expect sufficient independence of the pupils in the use of their skills. The computers available separately to year groups were not seen in use during inspection to support learning in other subject areas.
58. The co-ordinator has only recently taken responsibility for the subject. He has a clear view of the subject and has organised a clear policy and structured scheme of work. He has improved resources significantly. The installation of modern computers in the ICT suite has enabled consistent and reliable teaching of the subject. He supports other teachers well. Resources have been significantly improved and teaching skills checked to determine staff's training needs. Assessment procedures are not yet developed although a system is being prepared.

Information and communication technology across the curriculum

59. There is insufficient use of ICT across the curriculum. Occasional use in subject areas such as mathematics and science arise out of the ICT curriculum. There are no planned situations where pupils regularly use their skills for extended writing in English, or spontaneous research as part of lessons in subjects such as history. There is little use of graphics software to develop pupils' awareness of shape and pattern in art.

HUMANITIES

No judgements were made in geography because it was not part of the focus of the inspection.

History

Four lessons were seen in history at Years 5 and 6. Lessons were not available in other year-groups during the inspection. A very small amount of pupils' prior work provided by the school was scrutinised and a discussion took place with a small number of Year 6 pupils. Judgements by the end of Year 2 could not be made because of insufficient evidence.

Provision in history by the end of Year 6 is **unsatisfactory**.

Main strengths and weaknesses

- Standards in pupils' knowledge and understanding, and chronology are around national expectations by Year 6 in those areas that they have studied. Standards are below national expectations in historical enquiry and interpretation of facts.
- Pupils' achievement by Year 6 is unsatisfactory.
- Leadership and management of the subject are satisfactory in the very short time the co-ordinator has been in charge of the subject. However, huge strides forward need to be made in the planning and organisation of the subject for it to contribute to driving up standards in the school.

Commentary

60. By the end of Year 6, pupils' standards are below expectations and their achievement is unsatisfactory. The full curriculum has only been implemented during the last year. This means that pupils' knowledge and understanding of periods of history in Years 5 and 6 fall short of what is expected. Examples of pupils' past work in Years 3 to 6 are minimal. The school is unclear about the content and approaches to teaching the subject until recently. Year 6 pupils' knowledge and understanding of the period between 1948 to 1999 is satisfactory. They know the major events in the correct order such as 'man's first landing on the moon' and the range of inventions such as television. They link these to the major changes in technological evolution. However, the attitudes to learning are unsatisfactory. Whilst they are aware of the major sources of evidence for studying topics, many pupils show little skill or desire to use the range of sources individually or in paired work. Whilst teaching seen in Years 5 and 6 during the inspection was satisfactory, much time is currently given to improving attitudes to learning. This is important but is not yet succeeding well enough to ensure that pupils are learning sufficiently and consistently in each lesson. Information and communication technology is not used sufficiently in lessons. Pupils have little chance to apply the skills they have learned. Artefacts linked to the period of history being taught are few and far between. Lessons are not sufficiently exciting and do not positively support pupils' spiritual, moral, social and cultural development. Evidence provided by the school of pupils' learning that had taken place in Years 3 to 6 in the last 12 months was minimal. As a result, teaching and learning overall are unsatisfactory.
61. The leadership and management of the subject are satisfactory in the short time since the new co-ordinator took over in May 2004. She is clear about the next steps in improving the subject. However, she has only had time to ensure that all staff are now clear about how to focus their lessons to ensure that pupils' skills and understanding are progressively built-upon. The way staff work out what pupils know, understand and do and thus, pitch lessons at the right level to build on pupils' skills have not been put in place yet. Checking on pupils' work, teachers' planning and the quality of lessons is yet to be arranged. Provision has deteriorated since the last inspection, which is unsatisfactory.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good knowledge of Christianity and Islam but have insufficient knowledge and understanding of other world faiths.
- The curriculum is well structured and organised but there are insufficient links made with some faith communities.

Commentary

62. By the end of Year 2, pupils attain standards in line with the expectations of the locally agreed syllabus. Pupils develop an appropriate awareness of themselves and others through stories of well-known people such as Helen Keller. Pupils know about different places of worship and the symbols of worship of Christianity, Sikhism and Islam. As they study celebrations, pupils recognise different cultural experiences and develop awareness of the major world religions. For example, pupils celebrate Diwali, Eid, Christmas and Hanukah. By the end of Year 6, pupils are attaining standards below the expectations of the locally agreed syllabus and their achievement is unsatisfactory. The full curriculum has only been implemented during the last year. As a result, the development of pupils' knowledge, understanding and skills has been patchy in Years 3 to 6. Their achievement is unsatisfactory and standards are below expectations. Pupils' knowledge and understanding of Christianity and Islam is good. However, they have insufficient understanding of Hinduism, Judaism, Sikhism and Buddhism. Pupils know well the major principles of Christianity and Islam and are able to discuss their similarities and differences. They explore philosophical questions such as the meaning of belief and put their own views forward after consideration.
63. In the small number of lessons observed, the quality of teaching and learning was overall satisfactory. Pupils are interested in learning about religions and older pupils realise the need to be tolerant of others with beliefs that are different from their own. Teachers question pupils well to promote discussion. This gives pupils the opportunity to express their feelings and beliefs and contributes well to their personal development. Teachers give good attention to explaining new vocabulary and make use of visual resources to give explanations. The teaching assistants give general support in classes but do not support sufficiently well those needing the most help. At times those with special educational needs struggle in recording work and those learning English as an additional language do not fully comprehend what is being asked. Consequently, pupils' response is not always as good as it should be. Information and communication technology is not well embedded and is not sufficiently used in lessons either in teaching or planning for pupils to apply the skills they have learned.
64. The leadership and management of the subject are satisfactory. The subject leader has worked hard to develop and implement a structured scheme of work for the subject in line with the requirements of the locally agreed syllabus and improve resources during the last year. Some good links have been made to the planned themes for collective worship to promote pupils' personal development and their understanding of the curriculum. Improvement since the last inspection, when standards were above expectations by the end of Year 6, is unsatisfactory. Monitoring teaching and learning and the development of assessment procedures are planned for the future. Some good links have been made with a local church and mosque. Visitors from Islamic Relief, make a good contribution to the development of Islam as they take assemblies. However, links with other faith communities are not well developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, music and physical education were not part of the inspection focus. Examples of pupils' work and subject planning point to curriculum provision that is fully in place. No judgements were made about these subjects. In art and design, insufficient lessons were available on the timetable to judge teaching and learning and hence, provision.

In **design and technology** expectations of pupils are clear and the pupils' skills develop progressively. All the elements of generating and developing designs, selecting materials, using tools and evaluating products are taught. Pupils have many opportunities to design and make products throughout the school. Younger pupils in Year 2 have studied a range of puppets. They have made finger puppets and have completed their designs for their glove puppets. They have experimented with different ways of joining materials together looking at which are the most effective and fit for purpose. The pupils also made puppets using illustrations and lollypop sticks and were managing this task well independently. The older pupils in Year 5 have designed and made collage pieces of work based on famous fables. The pupils designed an illustration showing the theme of the story and then created large effective panels using collage. The pupils are rightly proud of these pieces of work. One pupil said design and technology was fun, but that sometimes the making process showed flaws in their original designs.

In **music**, the subject is supported by a published scheme of work, which has been implemented during the last year. This gives good support to the non-specialist teachers. Consequently, the pupils experience a well-balanced programme of musical activities during lessons. The resources are good and older children talk about their enthusiasm for singing and playing instruments. The subject is without a subject leader and there are few opportunities for pupils to take part in out-of-school musical activities. There is, however, an opportunity for older pupils to learn the tabla in school.

The **art and design** curriculum allows the teachers to develop the pupils' artistic ideas through creative opportunities. The pupils develop a variety of skills and produce some interesting pieces of work. For example, in the Year 2 gallery of work the teachers have displayed a range of fabric work and an effective painting of a pineapple. Collage, paper weaving and observational drawings are all experienced by the pupils. The study of the work of famous artists is at present under developed. In the lesson observed during the inspection the classteacher had provided a series of photographs of gymnastic sequences, to give the pupils a good idea of how the body moves when 'In Action'. The pupils engagement in the lesson was very positive and the levels of co-operation good. The co-ordinator is enthusiastic and is keen to develop the subject further. The pupils say they enjoy their art and design lessons and particularly enjoyed their clay work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This aspect of the curriculum is not fully implemented. The policy and scheme of work are in draft. As a result, the curriculum is patchy. Some aspects are being taught through 'circle time' which is on the timetable for all year groups. The main focus for circle time throughout the school is the development of positive relationships, but work in this area is not yet effective. It is clear that older pupils are working towards learning to have a wider sense of moral and social responsibility as well as taking some responsibility for their personal needs and development. Some younger pupils in Year 2 have made a positive start and studied the meaning of community and considered how it applies to their own lives. The school council is a positive forum for representing pupils' views. However, work on developing community work is in its very early stages. The school is working towards achieving the 'Healthy Schools' award. Healthy snacks are promoted and pupils are made aware of the adverse effects of drugs, alcohol and tobacco.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

