

# INSPECTION REPORT

**BOLLINGTON ST JOHN'S CHURCH of ENGLAND  
PRIMARY SCHOOL**

Bollington, Macclesfield

LEA area: Cheshire

Unique reference number: 111324

Headteacher: Miss C Bean

Lead inspector: Mr E Jackson

Dates of inspection: 27 – 29 September 2004

Inspection number: 266452

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 4 – 11  
Gender of pupils: Mixed  
Number on roll: 90

School address: Grimshaw Lane  
Bollington  
Macclesfield  
Cheshire  
Postcode: SK10 5LY

Telephone number: 01625 572025  
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Appropriate authority: Governing body  
Name of chair of Mr P Morgan  
governors:  
Date of previous 26 April 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is a small voluntary-aided primary in the Cheshire town of Bollington. It has 90 pupils on roll, 51 boys and 39 girls. Numbers have fallen from 139 on roll in 1999. Almost all the pupils are of white British heritage. The proportion of pupils with special educational needs is broadly average. The number eligible for free school meals is below average, and the socio-economic circumstances locally are above average. Children's attainment at entry is generally above average, but varies year-on-year. The school received Achievement Awards for its results in national tests compared to similar schools in 2001 and 2002, and achieved 'Investor in People' status in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3108	Mr E Jackson	Lead inspector	English Art and design Design and technology Physical education English as an additional language
9334	Mrs J L Mynett	Lay inspector	
10526	Mrs M E Roe	Team inspector	Science Music Areas of learning in the Foundation Stage
28320	Mr R Willey	Team inspector	Mathematics Information and communication technology History Geography Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school is not effective.** Although it has some good features and has begun to make some improvements, it has serious weaknesses in the standards achieved by Year 6, and in leadership and management. Planned action has not always been carried through, and some statutory requirements are not met. The headteacher and staff ensure all pupils are involved and valued, and that their personal development is good. Achievement is satisfactory in the younger classes, and recently standards have risen well by the end of Year 2. Given the funds the school receives and the below average standards when pupils leave, the school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Achievement and standards have been too low by the end of Year 6 for the last two years.
- Most staff lack confidence in the headteacher's leadership.
- Achievement has improved over two years for pupils from the reception class to Year 4.
- Statutory requirements for information and communication technology (ICT) and staff performance management have not been met.
- Pupils have good attitudes to their work, and behave well.
- Monitoring and evaluation of the school's work and strategic planning are unsatisfactory, as is governors' challenge to the school.
- Links with parents are good and they are also good with other schools and the community.

Improvement since the last inspection has been unsatisfactory. Whilst provision for pupils with special needs and aspects of the curriculum and accommodation are better, standards are still too low, and progress has been too slow in ICT, curriculum development and aspects of governance and leadership and management. 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	E	C	E	E
mathematics	E	A	E	E
science	E	C	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.*

As the school has small numbers in each year group, comparisons with national and other results are best made over more than one year, and treated cautiously. **Achievement is unsatisfactory.** Standards in English, mathematics and science at the end of Year 6 were well below average in national tests and compared with similar schools in 2003, and in the lowest five per cent compared to similar schools in science. The unvalidated results for

2004 are also low, particularly in mathematics. Standards in the basic skills of literacy, numeracy and ICT are also below average for the current Year 6. Older boys' writing is generally weaker than for girls. By the end of Year 2, standards have risen in national tests at the end of Year 2 in 2003 and 2004 from low levels in the previous two years. These now represent satisfactory achievement based on the general attainment of children at entry to the reception class, which varies year-on-year between average



and above average levels. By the end of reception last year children generally achieved above the levels expected in the goals for their age. Pupils in Year 2 currently reach above average levels in reading, and average levels in writing and mathematics. However, pupils' achievement in ICT across the school is poor. **Pupils' personal development is good, including their spiritual, moral, social and cultural development.** Most pupils behave well and work hard. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The school provides an adequate education.** There have been significant staffing difficulties for a number of years that partly account for pupils' unsatisfactory achievement, particularly last year. **Teaching is satisfactory** now that there is a settled staff. Work saved from last year indicates lack of challenge for older pupils, but through determined teaching the school is coming to grips with the lack of prior achievement for the Year 5 and 6 pupils. Children in reception have settled well, and made good progress in lessons seen. Pupils in Years 1 to 4 respond well to their work, and the staff have begun to ensure their improved achievement is sustained. Analysis of pupils' work shows that teachers do not always adapt their lessons based on what they find from their marking. The curriculum is planned against national guidance, but ICT is weak, so that curricular provision is unsatisfactory overall for Years 1 to 6. An ICT suite is to be installed soon, but learning resources are inadequate overall. Curriculum development has not been imaginative enough to spur the rapid progress needed to raise standards. Care and welfare are good, and support, advice and guidance are satisfactory. Partnership with parents, the local community and other schools is good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **unsatisfactory**. The headteacher and key leaders have created an inclusive school where good behaviour and positive attitudes are effectively promoted. However, there is a serious rift in the working relationship between most of the staff and the headteacher. Effective relationships have been sustained with parents and the wider community. Monitoring and evaluation of the school's work by senior managers have not led to sufficient improvement in pupils' overall achievement and the quality of education. The governors do not ensure that the school is focused on raising standards. Further, some of the statutory duties of the governing body are not fulfilled. Subject leaders do not fulfil their roles effectively, nor do senior managers and governors apply best value principles sufficiently to the use of the school's financial and other resources.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are generally satisfied with the school, particularly its caring ethos. They praise the headteacher and staff's commitment, and how their children grow in confidence. A significant number feel that communication could be better, including reports on their children's progress. Almost all pupils like the school, and enjoy their work, although a minority find the work easy.

## **IMPROVEMENTS NEEDED**

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

- improve leadership, management and governance in

- a) monitoring, evaluating and challenging the school;
- b) strategic and financial planning;
- in order to raise standards and improve the quality of education;
- raise standards in English, mathematics, science and ICT by the end of Year 6;
- develop the leadership and management role of subject leaders to provide a broad, balanced and interesting curriculum that is flexible enough to meet all pupils' needs;

and, to meet statutory requirements:

- improve the provision for ICT;
- ensure effective performance management is in place for all staff as required.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects.**

Achievement has been unsatisfactory for the last two years by the end of Year 6, and the current Year 6 pupils have not so far achieved their potential. Achievement for the reception children and for pupils by the end of Year 2 is satisfactory. There have been good improvements in the last two years by the end of Year 2 in reading and writing, although achievement in mathematics fell back this year slightly. This improved achievement is continuing currently in Years 3 to 5. Despite the lower than expected starting point, pupils in Year 6 made satisfactory and in some cases good progress during the inspection. Results in national tests are similar to those reported at the last inspection.

#### **Main strengths and weaknesses**

- Test results were too low by the end of Year 6 in 2003 and 2004 in English, mathematics and science.
- By the end of Year 2, results rose well in national tests in reading, writing and mathematics in 2003 from low levels in the previous two years.
- Children in the reception and infant classes achieve satisfactorily, and reach good standards for their age in reading and science.
- With settled staffing, pupils made satisfactory progress during the inspection from Years 3 to 6, and achieve satisfactorily up to Year 5.
- Pupils' achievement and standards in ICT across the school are poor.
- Pupils are not encouraged to use and develop their literacy and numeracy skills enough in their work in other subjects.

#### **Commentary**

1. As the school has small numbers in each year group, caution is needed in making comparisons with national and other test results. From data about attainment at entry, the attainment of different year groups varies considerably. However, taken over a few years, attainment at entry is above average. From the school's own analysis of data, pupils' progress has been satisfactory in the reception and infant classes in recent years, but there has been underachievement by the end of Year 6. Although the majority of pupils with special educational needs attain below average standards they achieve satisfactorily against their targets and in national tests at the end of Year 6.
2. The previous report referred to unsatisfactory provision for pupils with special educational needs, who made unsatisfactory progress. Provision has been improved between inspections and provision and pupils' achievement are now satisfactory, although pupils sometimes lack support when they need it. This is because a vacancy for a support assistant has not yet been filled.
3. Children in the reception class make good progress in personal, social and emotional development, and achieve above the expected goals. Generally, children in reception make satisfactory progress towards achieving the goals set for them in

communication, language and literacy, mathematical, creative and physical development, and in their knowledge and understanding of the world. Almost all these children develop positive attitudes to learning and behave well, and achieve well in acquiring the basic skills of reading, writing and mathematics. However, there are missed opportunities for children to apply these skills in independent work or play.

4. By the end of Year 2, standards rose in national tests at the end of Year 2 in 2003 and 2004 from low levels in the previous two years. These now represent satisfactory achievement based on the general attainment of children at entry to the reception class, which varies year-on-year between average and above average levels. Children in the reception and infant classes are achieving as would be expected of them currently, and reaching good standards for their age. Similarly, with settled staffing, pupils generally achieve satisfactorily from Years 3 to 5.

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

Standards in:	School results	National results
Reading	15.5 (13.0)	15.7 (15.8)
writing	14.5 (12.3)	14.6 (14.4)
mathematics	16.8 (15.6)	16.3 (16.5)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

5. Achievement has been unsatisfactory by the end of Year 6 for the last two years. Standards in English and mathematics were low in national tests and compared to those in similar schools in 2003 and 2004, and in the lowest five per cent compared to similar schools in science. Standards are also below average for the current Year 6. Older boys' writing is generally weaker than that of girls. Some Year 6 pupils attained the higher than expected Level 5 in all subjects in 2004, but there are others who had not built sufficiently on the standards they had reached by the end of Year 2. There have been significant staffing difficulties for a number of years that partly account for the unsatisfactory achievement, particularly last year. However, a major factor has been the lack of sufficient focus on maintaining and raising standards.

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

Standards in:	School results	National results
English	25.3 (27.3)	26.8 (27.0)
mathematics	25.4 (28.5)	26.8 (26.7)
science	25.8 (28.2)	28.6 (28.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

6. Pupils generally make better progress in developing their speaking, listening and reading skills than their writing skills. Many pupils are confident and explain their ideas clearly. Some higher attaining pupils express themselves perceptively, although some literacy lessons give them little scope for this. Parents are generally happy with their children's overall progress and achievement in reading, and support the school well in promoting reading at home. Writing results were about average for last year's Year 2 group, maintaining the improvements from the previous year. These pupils now in Year 3 are building well on this prior achievement. Results were poor for last year's Year 6, particularly the boys. Evidence from Year 5 tests and work analysis suggests that the current Year 6 have did not make sufficient progress last year, and are well below the levels expected overall. However, there are encouraging signs that progress is accelerating well, although there is possibly too much ground to make up to achieve average levels by the end of the year.

7. Comparing Year 6 pupils' results in national tests with their previous test scores in mathematics shows that achievement is unsatisfactory. However, it is satisfactory for pupils at the end of Year 2 when compared with their numeracy skills when they enter the school.

In general, the lack of challenge in the work given to potentially higher attaining pupils does not equip them to reach the higher levels expected of them. As a result these pupils underachieve. In a lesson for Year 3 and 4 pupils, for example, inaccurate examples were given to pupils when discussing the properties of two- and three-dimensional shapes.

8. In science, standards are above average for Year 2 pupils and the great majority of them make good progress and achieve well in developing and recording their scientific skills and knowledge. However, by age 11 standards are below average and pupils' achievement is unsatisfactory. In Years 3 and 4 the systematic teaching of scientific knowledge and skills is sustained and pupils build well on previous learning. However in Years 5 and 6 pupils have not benefited from such systematic teaching due to staff changes and the undemanding way in which the subject has been taught.
9. In ICT, the school does not deliver the full subject curriculum and attainment remains well below national expectations. Achievement is poor because pupils' skills are not developed in a systematic manner. This underachievement also weakens pupils' skill development in English and mathematics. It also limits pupils' opportunities to develop research skills in subjects such as history and geography.
10. Pupils generally achieve satisfactorily in physical education, although there is little high achievement. Little evidence was available in other subjects. From an analysis of work saved from last year, achievement appears to be satisfactory in history and geography by Year 2, and in history by Year 6. It was unsatisfactory last year in Year 6. No judgements could be made in art and design, design and technology and music.

### **Pupils' attitudes, values and other personal qualities**

Pupils' personal development is good, including their attitudes and behaviour. Provision for spiritual, moral, social and cultural development is good overall. Attendance is satisfactory, and measures to promote attendance are good. This aspect has improved since the last inspection.

### **Main strengths and weaknesses**

- Children listen and take part in lessons well.
- They behave well in and around the school and are generally interested in what goes on.
- Children in reception make good progress in social development, and this continues well in other classes.
- The staff help the pupils to develop their confidence and self-esteem well.

### **Commentary**

11. Pupils are generally happy and enjoy coming to school. Attendance is satisfactory and in line with national figures. There are very few unauthorised absences. Most parents are conscientious in contacting the school when their children are away, and bring their children to school punctually in the mornings. The school monitors attendance rigorously and has good systems to follow up absences and frequent lateness.

***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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



12. Pupils have good attitudes to school, and are generally interested in lessons. When given responsibility they respond well, and get on sensibly when expected to work independently. Older pupils care for the younger ones in the playground, and all pupils respect the staff and resources of the school. However, opportunities are sometimes missed by staff to promote pupils' personal responsibility for aspects of their own learning, such as choosing for themselves the resources and materials they need to complete a task.
13. Behaviour is good in lessons and around the school, improved since the last inspection. For example, pupils entered the hall for a theatre production sensibly and, though excited, behaved well during the performance. Exclusions are very rare, and those last year reportedly resulted from the unsettled staffing situation for Year 5 and 6 pupils.

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
No ethnic group recorded

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
90	2	0
1	0	0
1	0	0

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

14. Social and moral development is good, better than at the last inspection. These aspects are promoted well by the staff. Children in reception settle well, and are cared for well by staff and older pupils. The pupils grow in confidence and self-esteem because the staff promote these aspects well. Pupils get on well together in the mixed age classes.
15. Cultural development has improved since the last inspection, particularly through studying aspects of cultural traditions in multi-faith work. Spiritual development, whilst satisfactory, is not as well promoted through such aspects as assemblies and music as is usual in a faith school. The school listens to pupils well, and the pupils welcome the new School Council as a forum to express their views.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory overall, although ICT does not meet statutory requirements. Teaching is satisfactory, improved since last year, and is leading to satisfactory progress in pupils' learning. Pupils are well cared for, and the assessment of their learning is satisfactory. However, systems to use the information gained to plan new experiences for the pupils are not precise enough. Although the curriculum is unsatisfactory, it is enhanced well by visits and after-school activities, and partnerships with parents and the community also enrich pupils' learning.

## **Teaching and learning**

Teaching and learning are satisfactory. The quality of teaching and learning has declined since the last inspection, although provision for special educational needs is improved. However, this represents a recent improvement from a difficult period of staffing instability last year, that led to a significant minority of pupils not making enough progress, particularly in writing, ICT and mathematics. Assessment is broadly satisfactory, but is not always used to best advantage.

## Main strengths and weaknesses

- There are important weaknesses in the staff's approach to teaching ICT.
- Good teaching and learning were observed in reception, and in Year 1 to 6 in numeracy, science and physical education lessons.
- The staff manage pupils' behaviour well, and generally ensure equality of opportunity for the pupils.
- Too many boys do not learn how to write well enough.
- There is insufficient support for pupils with special educational needs in Years 5 and 6, and occasionally for younger pupils due to staff shortages.

## Commentary

16. Teaching and learning are satisfactory overall, and almost half of lessons seen during the inspection were good. In the generally satisfactory teaching in reception, there are strengths in the teaching of basic language and communication skills. This helps children to be more confident in answering questions, and in their understanding of letter shapes and sounds. Whilst teaching in the infants is satisfactory, there are strengths in the teaching of numeracy and science in Year 1 and 2. Teaching is also satisfactory in the junior classes overall, with good lessons seen in Year 5 and 6 in numeracy and science, and in Year 3 and 4 in history and physical education.

### *Summary of teaching observed during the inspection in 22 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	10	12	0	0	0

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

17. No unsatisfactory lessons were observed, but nor were any very good or excellent lessons. This in part accounts for the mundane progress of some groups of pupils who need a more active and inspiring stimulus to excite and motivate them to learn successfully and at a good pace. The teaching timetables themselves are uninspiring, with most of every morning given to literacy and numeracy, and more active and practical lessons generally squeezed into the afternoon. Pupils commented that the lessons they like least are literacy and numeracy.
18. Teaching in literacy is broadly satisfactory, improved from last year where there is evidence of unsatisfactory achievement in work saved for a significant minority of pupils. The formal structure of the literacy hour is too rigidly applied however, so that in both the opening whole-class sessions, and the closing whole-class plenary, teachers struggle to challenge all pupils successfully across the three year age range. Teaching here often lacks zip. The rigid approach does not challenge boys effectively, so that many do not make the progress they should. A newly qualified teacher marks Year 5 and 6 pupils' work rigorously, but does not ensure that pupils follow her guidance in subsequent work.
19. Most numeracy lessons seen were well planned, proceeded at a crisp pace and were well resourced. There was a good emphasis on mathematical vocabulary and

teachers used challenging questions to encourage pupils to explain their thinking. However, work saved shows a lack of progress for a significant minority of pupils, and higher attaining pupils are not always challenged effectively in whole-class sessions.

20. In science, the quality of teaching and learning is good in the infants. Learning is set in appropriate and interesting contexts and challenges the pupils well. In Years 5 and 6, teaching is satisfactory, so that pupils build on their limited prior skills and sustain their concentration. Where their prior knowledge was very limited, the teacher had to work hard

on their basic understanding before they could attempt the work expected for their age. This points to a lack of effective teaching in the past.

21. Most teachers' grasp of effective ICT teaching is weak, so that they do not help the pupils to learn as they should. Classroom computers were seldom used during the inspection, and then often by three pupils at a time. Pupils in Year 6 confirmed that work in the subject does not underpin teaching in other subjects. Teachers and pupils are not helped by the low level of resources to support the subject.
22. The support for the younger pupils in both infant classes is good, based on a shared involvement in planning the lessons. Support assistants are well briefed about their role within lessons and report daily on pupils' achievements either verbally or in writing.
23. However, the delay in appointing an additional support assistant has had a detrimental effect on achievement in the juniors as there is a very limited amount of support time available for pupils with special educational needs. Since the previous assistant left, pupils in Years 3 and 4 have received limited extra support and those in Years 5 and 6 no extra support at all.
24. Assessment practice has improved since the last inspection, and there are more systems in place to both check how pupils achieve, and to monitor progress over time. This is particularly the case for pupils with special educational needs. Teachers' marking is variable, but in the best examples it focuses on the key learning objectives and guides pupils in how they might improve. The staff are beginning to check pupils' progress over time from assessment data, and two staff are recently trained in using a computer program to better analyse test information. The main weakness here is in individual staff not holding themselves to account when pupils they teach do not achieve as they should. Similarly, key leaders and governors do not use assessment data effectively enough to evaluate the success of teaching and learning.

## **The curriculum**

The requirements of the National Curriculum are not fully met and, as a result, curriculum provision is unsatisfactory. Concerns about the length of the school day and time given for teaching science expressed at the time of the last inspection have been rectified but those about information and communication technology (ICT) have not been effectively addressed. Few aspects of the ICT curriculum are currently in place. Pupils' needs are met in the foundation stage.

## **Main strengths and weaknesses**

- Systems for monitoring the curriculum are not effective and do not ensure delivery of the full National Curriculum.
- Pupils' learning is enriched well after-school activities, and partnerships with parents and the community.
- Classes make numerous visits and there are many visitors into school, but these are not always followed up effectively in the classroom.
- Provision for personal, social and health education is good.

- The low level of support that pupils with special educational needs receive limits their achievement.
- All pupils are fully included in school life and have equal access to the curriculum.
- Individual teachers are looking to develop links between subjects to maximise curriculum time and raise standards.
- As money has been focused on staffing, resources are inadequate in a number of areas, particularly in ICT.

## Commentary

25. Planning follows national guidance for subjects across the curriculum but there is no effective monitoring of classroom practice by either the head teacher or subject leaders. As a result, standards in a number of subjects have not been maintained, or have not improved. This is particularly evident in ICT where statutory requirements are not met. Little positive action has been taken to ensure the teaching of computer skills or to use computers to support learning in other subjects. It is also reflected in the limited address to investigational work in science and in using and applying skills in mathematics. The school governors have no established role in curriculum monitoring.
26. Classes make numerous visits out of school and there are many visitors coming into school from the local community to provide a wide range of experiences for pupils and generate enthusiasm for learning. This is a good feature. The follow up to these, however, is often narrow and seen as promoting learning in one area of the curriculum only instead of across several subjects. For example, a visit to a local Silk Museum had a report of the visit in the history notebook only and did not cover what pupils had also learned about science and technology. A good range of clubs is available to pupils across the school and makes a good contribution to their development. This is commendable in a school of this size, especially as they include several for younger as well as older pupils.
27. Provision for pupils' personal, social and health education is good. As well as circle time for each class where issues are discussed, the science curriculum includes drugs awareness. The head teacher, class teacher and the school nurse teach a sex education programme for Year 6 pupils, in consultation with parents.
28. Pupils with special educational needs have clear targets set for them. Both class teachers in the infants and the learning support assistants know these and plan accordingly. They jointly review them regularly. The support assistants have a wide range of skills and expertise between them, and their very limited time is well deployed in both Key Stage 1 and 2 so they make good impact on pupils' learning. Their close involvement in all aspects of this work reflects the school's commitment to inclusion. However, there is currently insufficient time available to support all pupils with special educational needs. Where they are supported they achieve well but pupils in Years 5 and 6 have no extra support at present as a result of delayed recruitment. As a result their achievement is less good.
29. A clear commitment to inclusion is a feature of a number of lessons and assemblies. No pupils are excluded from out of school activities because of gender, ability or physical disability. All pupils have full and equal access to the curriculum provision of the school. This is endorsed by the school's care for the welfare of its pupils.
30. The internal accommodation is on different levels accessed by stairs so that pupils with a physical disability would find movement round the school difficult.
31. Individual teachers address links between subjects in their planning but there is no agreed structure to develop this approach across the school. As a result, the awareness and effectiveness of subject links varies from class to class. There was a

good example of such links in a drama lesson with pupils in Year 3 and 4 where good links were made with the history lesson earlier in the day about evacuees in the 1940's. There were some good examples of empathetic writing by Year 6 pupils related to a Victorian topic. However, there are too few of these. ICT makes an inadequate contribution to learning in other subjects and few lessons were seen making active use of class-based computers.

32. Resources are unsatisfactory overall. Although adequate in subjects such as mathematics and physical education they are unsatisfactory in ICT, geography and music. This inhibits pupils' learning in these areas, particularly ICT.



## Care, guidance and support

Systems to ensure pupils' health, safety and welfare are effective and pupils are well supported during their time at school. Procedures to monitor and support pupils' personal and academic development are satisfactory. The involvement of pupils in the school's work and development is good.

### Main strengths and weaknesses

- The school provides a safe, caring and supportive environment where pupils can grow and flourish.
- The well-established links with outside agencies helps to support and include all groups of pupils.
- Pupils are confident that there is an adult they can turn to if they are unhappy or have a problem.
- The induction processes are good and help new pupils to settle quickly into school routines.
- The recent introduction of a school council is effective in consulting pupils and involving them in decision-making processes.

### Commentary

33. Teachers and support staff know the pupils well and provide a caring and supportive environment where they generally feel happy and safe. The overall provision for pupils' health and welfare is good. Arrangements for child protection and procedures relating to safety and security are well thought out and securely implemented, with appropriate risk assessments regularly undertaken. Issues identified at the time of the last inspection to do with access to the junior playground have been appropriately addressed. Links between local playgroups and Class 1 are good. The induction process works well, with sufficient contact and pre-visits to ensure the Foundation Stage children settle easily into school. The effective transition arrangement for older pupils ensures that progress to the next stage of education is also as smooth as possible.
34. Procedures to monitor and support pupils' personal and academic development and progress and offer guidance are satisfactory. Class teachers know their pupils well, and pupils feel that there is someone they can turn to when they need help. There are satisfactory systems in place to monitor and promote pupils' academic development. The involvement of pupils in target-setting was disrupted last year resulting in some older pupils not having a clear idea how they were doing or what they need to do to improve. This has been addressed this term with target setting being re-introduced in core subject areas. Informal systems provide satisfactory support and guidance for pupils' personal development. The school has effective systems in place offering support and guidance for those pupils with special education needs and involves the various outside agencies as necessary. Most parents spoke positively about the school and feel it promotes equality in a consistent way, and treats pupils fairly.
35. Pupils are generally happy and feel it is a safe and secure school. Most pupils are confident that they can turn to a member of staff if they have any concerns and that

any issues or problems will be dealt with swiftly. Opportunities to consult with pupils and give them a voice in decision-making in the school are developing well particularly with the introduction of a school council this term. The class representatives have risen to the challenge over the last three weeks and are full of enthusiasm about their role. They feel they are being consulted; that they have a real voice and can make suggestions; and that their views are being taken into consideration.

## Partnership with parents, other schools and the community

The partnership with parents is good and the majority of parents have positive views about the school. The links with the local community and partner institutions are also good.

### Main strengths and weaknesses

- The school has a good number of supportive parents who hold the school in high regard.
- Parents offer valuable assistance to the school through the parents' association.
- The school has forged good links with the local community and church and this helps to enrich pupils' learning experiences.
- The good links with partner institutions promotes a variety of learning opportunities for pupils.

### Commentary

36. The school seeks to foster a close liaison with parents by keeping them regularly informed and providing them with opportunities to become involved in their child's education, both at home or in school. Parents who responded to the pre-inspection questionnaire and those who attended the parents meeting generally have positive views about the school. They feel that the small size enables pupils to get to know each other, and commented on the 'good family atmosphere' and the happy pupils. Those with pupils in the reception class feel that induction arrangements helped their children settle well. Parents feel comfortable approaching the school if they have problems or questions. Parents who had concerns focused on the uncertainties generated by frequent changes of staff last year and the degree to which they are consulted or kept informed about their child's progress.
37. The inspection team followed up these points. They felt that there are opportunities for parents to contribute to consultation processes through focus group activities. The concerns expressed about previous staff changes are understandable and the new staffing levels should resolve this issue. The inspectors agree with parents that the annual reports are not very helpful. They are not always evaluative, stating clearly what pupils' know, can do and understand. They provide little indication of pupils' level of achievement and do not always identify targets for improvement.
38. General information for parents is satisfactory. The 'hot potato' newsletter keeps parents updated and informed on different school activities. There is an opportunity to 'meet the teacher' at the start of the school year and curriculum information is circulated termly. This enables parents to see what their children are learning at school so they can help them at home. The school operates an 'open door' policy where parents can meet teachers during the week whilst parents' consultation meetings are well attended. Parents of pupils with special educational needs are kept fully informed of their child's progress and are involved in the review processes.
39. The school invites volunteers to help in the school on a regular basis and a small number of villagers and parents are able to spare time for listening to reading, helping out in the classroom and on trips, or in running after-school football clubs. There is good support for school productions, sports days and other events, with parents also helping out with garden projects and painting line markings on the playground. The parents' association is run by an enthusiastic group of parents who organise a number of social and fund raising activities each year. This money has

helped sponsor school trips as well as purchase playground equipment. This year it will fund a new library suite.

40. The school seeks to involve itself in the local community and build strong links with local businesses. This results in curriculum and enrichment opportunities for pupils through visitors such as a local vet talking about animal care or a bakery running workshops on

sandwich making. Links with partner institutions are also good. The school is involved in an effective partnership arrangement with a cluster of neighbouring primary schools. This helps facilitate activities both on a management and an academic basis through various staff development opportunities. Links with the local secondary school are well developed both for Years 5 and 6. High school teachers from Year 7 visit each term to work with Year 5 and 6 on a range of topic areas which helps to ease pupils' move to the next stage of their education.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are unsatisfactory. Information received following the on-site inspection shows that there is a lack of confidence in the headteacher from most of the staff. This jeopardises the likely success of planned improvements, and leaves the pupils vulnerable to continued under-achievement.

### **Main strengths and weaknesses**

- The headteacher and key leaders have created an inclusive school where good behaviour and positive attitudes are effectively promoted.
- The monitoring and evaluation of the performance of both children and staff by senior managers have not led to effective improvement.
- The governing body is not effective in ensuring that the school is focused on raising standards.
- Effective relationships have been sustained with parents and the wider community.
- Some of the statutory duties of the governing body are not fulfilled.
- Subject leaders do not yet fulfil their roles effectively, although most are keen to develop their new responsibilities, and the Foundation Stage is well led.
- The teacher responsible for important aspects of the management of special educational needs has insufficient time away from class duties to fulfil this role.
- Senior managers and governors do not apply best value principles sufficiently to the use of the school's financial and other resources.

### **Commentary**

41. The school has undergone a period of change and disruption, including staff changes and falling rolls. This involved the headteacher and senior staff in managing a constantly changing staffing situation that resulted in the slow progress of many initiatives especially those that support school improvement. The apparent breakdown of the working relationship between the headteacher and the rest of the staff required to implement needed changes leads to the judgement that the school's performance is likely to decline further.
42. Despite the difficulties experienced, the headteacher and the senior staff have maintained their commitment to an inclusive school and to promoting good attitudes and behaviour and a positive atmosphere. The links with the community and the extra-curricular provision were effectively sustained within the period of change and disruption. The parents support and value the school for these aspects of its work and their impact on their children's personal development.
43. Although new systems for analysing the achievement of pupils are in place they

have not been sufficiently developed to provide a range of information about the performance of the different groups within the school. The information that is available is not used effectively by senior staff to track pupils' progress or set achievable targets for improvement. As a result, the strategies developed to improve performance have had minimal impact. Senior managers have not consistently checked on the progress of such initiatives, especially in the regular monitoring and evaluation of teaching and learning. Performance management has not recently been part of the school improvement process.

44. The role of subject leaders, which was an issue in the last inspection, has not been sufficiently addressed. Leadership of the Foundation Stage is good, however, and management of provision for the reception children is satisfactory. Some key leaders have only recently taken up their posts, and have been waiting to develop plans for improvement with support from the local authority in the Primary Leadership Programme. Prior to this term, subject leaders have not fulfilled their role effectively in monitoring curriculum provision and standards with many areas of the curriculum not being effectively planned or managed. Some aspects of individual subjects and areas of learning are not effectively developed to enable all children to achieve their potential. Lack of resources in some subjects compounds this situation.
45. Since the last inspection the school has worked very hard to improve provision and the co-ordination of special educational needs. There are joint co-ordinators for special educational needs. The head teacher is responsible for the administration of the register, contacts with outside agencies, reviews and meetings with parents. An experienced special educational needs co-ordinator is responsible for pupils' individual education plans and day-to-day liaison with teachers and the support assistant. However, she has no release time from her class duties to monitor support work or work with pupils other than those in her own class. This is a weakness.
46. The governing body is supportive of the school and proud of its ethos and its provision for personal development. However, it is not involved enough in the academic aspects and does not challenge the school in relation to its performance. There are limited opportunities for governors to discuss standards and teaching and learning or to talk to staff and subject leaders about the curriculum. They have focused their efforts on raising the profile of the school, on developing facilities and in dealing with staffing issues. Some of their statutory duties are not being fulfilled, including provision for ICT and performance management for teaching staff.
47. Financial management has been complex as numbers have fallen steadily, and there have been many staff absences. General day-to-day financial accounting is sound, but governors do not check carefully enough that strategic financial planning and control achieve the goals intended. Last year's budget was only just in balance, as governors tried to maintain a high teacher to pupil ratio. However, the school has not been held sufficiently to account for this extra spending on teaching in terms of its impact on pupils' progress and achievement. Similarly, the costs of administration in the school are much higher than in schools of a similar size. The highly qualified bursar takes on some of the administrative duties usually associated with a deputy head teacher role. This is intended to free the headteacher to support pupils' learning, but governors have not monitored the performance of the school closely enough to judge whether this extra cost has been effective. Judged against the standards achieved recently by the end of Year 6, these measures do not appear to represent best value.

***Financial information for the year April 2003 to March 2004.***

Income and expenditure (£)		Balances (£)	
Total income	249,676	Balance from previous year	2,788
Total expenditure	258,164	Balance carried forward to the next	-8,488*

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Expenditure per pupil	2,775
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\*Final figure after refunds into 2004/5 budget £117 surplus.



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The quality of provision in the Foundation Stage is **satisfactory** overall with good development of basic skills in communication, language, literacy and mathematics. Teaching and learning are satisfactory. There are 12 children in the reception group. They began attending full-time as the inspection started.

#### **Main strengths and weaknesses**

- Most children achieve well in acquiring the basic skills of reading and writing, and mathematical skills.
- There are missed opportunities for children to apply skills learned in their own activities.
- Most children are developing positive attitudes to learning and behave well.
- Well-planned whole-class sessions and routines ensure that all children take a full part, are actively involved and know what is expected of them.
- The organisation of the curriculum limits opportunities for child-led activities across all areas of learning.

#### **Commentary**

48. Provision for **Personal, Social and Emotional Development** is good overall. Children achieve well because staff teach this aspect well, particularly in helping children to develop positive and mature attitudes to school for their age. By the end of reception most children are on track to reach the levels expected for their age and some children will probably attain higher levels, especially in attitudes and behaviour. Children listen and sustain concentration well due to good use of praise by staff to motivate them, particularly those with who have difficulties with their behaviour. They are keen to learn and work well alongside others. They follow the staff's lead and have adapted well to the clear routines that have been established during the short time they have been in school. However, some children are not yet independent in choosing their own tasks.
49. Provision in **Communication, Language and Literacy** is satisfactory overall, with strengths in the teaching of basic literacy skills. Most children achieve satisfactorily in speaking and listening and some aspects of reading and writing, and most are on track to reach the expected goals by the end of reception. Many children are achieving well in learning to recognise letter shapes and sounds and writing them. Lessons are well planned so children have opportunities to take an active part in class sessions. Group work is well supported by both the teacher and the teaching assistant, and this provides children with good models of spoken language. However, children do not apply or practise their writing, reading and speaking skills sufficiently in a broader range of activities. There is good support for pupils with special educational needs and this involves them fully in activities. For some children, tasks are not always well matched to their needs, especially those who come into school with a good awareness of letter sounds.
50. Provision for **Mathematical Development** is satisfactory overall. Achievement is on track to be in line with those that are expected at the end of Foundation Stage in relation to the Early Learning Goals and even to exceed them in calculating and handling numbers. This is due to

the well-planned numeracy sessions, in which good teaching focuses well on counting and number recognition skills. Good use is made of a range of practical resources and tasks including games, which keep children interested. Staff pose good questions, which helps

children to compare numbers. However, there are missed opportunities for children to apply and practise their skills, or to develop their understanding of shape, space and measurement in independent play and other activities.

51. Provision for **Physical Development** is satisfactory overall. Children achieve well, especially in their ability to move with confidence using equipment in large spaces. Children are likely to achieve the levels expected for their age by the end of the reception year in response to the good teaching. The well-planned sessions challenge children effectively, and adult support ensures active involvement by all children, including those with special educational needs. Planning for children to develop and practise light movements and close control of tools such as scissors and paintbrushes is less systematic across the curriculum.
52. There were limited opportunities during the week of the inspection to observe provision for all aspects of **Knowledge and Understanding of the World**, and **Creative Development**, so no overall teaching and learning judgements are possible. The reception class is adequately resourced, an improvement since the last inspection. However, pupils have limited access to suitable activities throughout the day due to extended class sessions, especially in literacy and numeracy. The teaching of much of these aspects of the curriculum is determined by the broader planning for children in Key Stage 1 and this limits opportunities for child-led activities. Judging by previous attainment at the end of the reception year, and work displayed, children are likely to reach the goals expected by the end of the year in both knowledge and understanding of the world and creative development. Children are beginning to express their ideas using a range of media and tools, and sing with enjoyment in regular sessions. However, they have limited opportunities to make choices to use their imagination in role-play and other structured activities.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **unsatisfactory**.

#### **Main strengths and weaknesses**

- Standards and achievement are too low by the end of Year 6, particularly in writing.
- Changes to teaching in Year 2 have led to improved achievement in the last two years.
- Teachers' lesson planning is not always flexible enough to meet the pupils' needs precisely enough.
- The best marking shows pupils how to improve, but this is inconsistent across the school.
- Subject leadership has been ineffective, although the recently appointed subject leader is keen to take action to raise achievement.
- The staff do not give pupils enough opportunities to use and develop their literacy skills across the curriculum.

#### **Commentary**

53. Achievement is satisfactory in Years 1 and 2, and pupils have reached broadly average levels in national tests at the end of Year 2 in 2003 and 2004. This represents good improvement on the two prior years, as pupils in these groups have progressed as they should in their learning. A good sign for the school is that these pupils are building effectively on this learning in the Year 3 and 4 class.

54. Achievement is unsatisfactory by the end of Year 6. Test results at the end of Year 6 were well below average in national tests and compared with similar schools in 2003. The unvalidated results for 2004 are below average, although reading results were much better

than for writing. Standards of the pupils' work in reading and writing are also below average for the current Year 6. Older boys' writing is generally weaker than for girls. These results are below average compared to those in similar schools. Improvement in the last few years is below the national average.

55. Pupils generally make better progress in developing their speaking, listening and reading skills than their writing skills. Many pupils are confident and explain their ideas clearly. Some higher attaining pupils express themselves perceptively, although some literacy lessons give them little scope for this. Good work was seen in a drama lesson for Year 3 and 4 pupils. However, this approach is not yet widespread in the school.
56. Parents are generally happy with their children's overall progress and achievement, and support the school well in promoting reading. In test results for Year 2 and Year 6 pupils, reading standards are higher than for writing, although the number of pupils in Year 2 achieving the higher than expected Level 3 was below average last year. There was also a good improvement in the test results in 2004 for Year 6 pupils, with a good proportion achieving the above expected Level 5. This represents satisfactory progress from their results when they were in Year 2, although there is evidence that the results achieved by this group in the 2001 national tests when they were seven were lower than they should have been.
57. From school data, the current Year 6 are considerably below the levels expected for their age overall, but they are making rapid progress now because their new teacher sets high standards for them. However, some pupils with special educational needs need more help than is available to speed up their learning.
58. Writing results were about average for last year's Year 2 group, maintaining the improvements from the previous year. These pupils now in Year 3 are building well on this prior achievement. Results were poor for last year's Year 6, particularly the boys. Evidence from Year 5 tests and work analysis suggests that the current Year 6 did not make sufficient progress last year, and are well below the levels expected overall. However, there are signs that progress is accelerating, although there is possibly too much ground to make up to achieve average standards by the end of the year.
59. Teaching and learning are satisfactory now. They were satisfactory in lessons during the inspection, and much improved from last year where there is evidence of unsatisfactory teaching leading to unsatisfactory achievement in pupils' work saved from last year for a significant minority of pupils, particularly Years 5 and 6.
60. In a good lesson for Year 3 and 4 pupils, the teacher kept up a good pace in challenging the pupils to understand and use adverbs. In the whole-class session she encouraged good use of whiteboards to give the pupils chance to experiment, and to check their work quickly as they held them up for her to see. A support assistant worked well here with pupils needing help to pick out verbs and adverbs in spoken sentences.
61. However, the formal structure of the literacy hour is too rigidly applied so that in both the opening whole-class sessions, and the closing whole-class plenary, teachers

struggle to challenge all pupils successfully across the three year age range. Teaching here often lacks zip. The rigid approach does not challenge boys effectively, so that many do not make the progress they should. The girls appear to accept and work within the passive and static framework more comfortably, but would also benefit from the more active approach to learning used in a Year 3 and 4 class, where role play and drama give all pupils chance to engage enthusiastically in the lesson.

62. The detail of assessment information in general has improved recently, but is still not used sharply enough to plan new work. A newly qualified teacher marks Year 5 and 6 pupils' work rigorously, giving very good developmental comments. However, she does not ensure that all pupils follow her guidance in subsequent work.
63. Leadership of the subject is unsatisfactory. The subject leader took the post over three weeks before the inspection, and so far has had little opportunity to make an impact on the management of the subject. She has, however, taught Year 1 and 2 pupils over the last two years and helped raise the standards achieved. It is clear beyond this that the subject has not been led effectively in the past from the evidence of pupils' under-achievement, and lack of thorough analysis or effective action taken to make improvements.

### **Language and literacy across the curriculum**

64. Literacy skills are below average, although, despite their use being unsatisfactory overall, there is some evidence of them being used in other areas of the curriculum. Pupils have opportunities to discuss their work in most lessons, but the systematic development of subject specific language to aid thinking is not usually carefully planned. However, there are good examples in history and mathematics of this technique. Pupils practise their reading and writing skills in researching and recording other work, but this is again unsystematic. The library is due to be refurbished, so research from texts is restricted, and there was little evidence of research work using texts or ICT.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Insufficient challenge for higher achieving pupils is lowering pupils' overall attainment.
- Pupils in Years 1 and 2 achieve satisfactorily, but achievement by Year 6 is unsatisfactory.
- Work is adapted well to meet the needs of lower achieving pupils in Years 1 and 2.
- The quality of teaching and learning seen during the inspection was good and is creating positive attitudes to the subject.
- However, teachers' expectations are generally too low for pupils' presentation of their work and marking does not always advise pupils how to improve.
- The long-term absence of the subject leader last year and the subsequent lack of data analysis and monitoring has delayed addressing issues to raise standards.
- Numeracy skills are not applied enough in other areas of the curriculum.

### **Commentary**

65. Statistics based on small year groups from year to year can be unreliable. However, comparing pupils' results with their previous test scores confirms that achievement, particularly of boys, is unsatisfactory at the end of Year 6. It is satisfactory at the end of Year 2 when compared with their mathematical knowledge when they enter the school. Standards of work are below average at the end of Year 6 as the lack of challenge in the work given to higher ability pupils does not equip them to reach the higher levels in national tests. As a result these pupils underachieve. Pupils attain

average standards at the end of Year 2 but those of higher ability are not challenged sufficiently in lessons to reach the higher levels in tests.

66. Year 2 pupils produce insufficient recorded work. Much of it is on worksheets and does not show a systematic development of concepts. Work is clearly adapted to meet the needs of lower attaining pupils allowing them to make progress at the same rate as other groups. In



Year 6, the volume of work is satisfactory with fewer work sheets. However, pupils' notebooks showed that expectations about presentation and layout are too low. Work is marked consistently and encouraging comments often added though few that tell pupils how to improve their work.

67. Teaching and learning are satisfactory overall, and seen during the inspection they were good. At the time of the last inspection some pupils had poor attitudes to mathematics. This is no longer true. Lessons are well planned, proceed at a crisp pace and are well resourced. There is a good emphasis on vocabulary and teachers use challenging questions to encourage pupils to explain their thinking. The more regular use of individual whiteboards would enable all pupils to be involved for more of the time but nonetheless learning is generally good. There was little evidence of ICT being used to support the subject.
68. The long-term absence of the subject leader has delayed the introduction of new initiatives. She has now carried out a detailed analysis of pupils' performance in national tests and is drawing up a plan to address the weaknesses this has identified. She is also very aware of the need to address areas of teacher expertise. For example, one class teacher admitted that she had difficulty pitching work at the right level with mixed age classes. Overall, however, leadership and management in the subject are ineffective.

### **Mathematics across the curriculum**

69. Pupils' mathematical competence is unsatisfactory. Mathematics is used effectively to display data in science and geography and to measure materials in design and technology. However, there is little use of mathematics across the curriculum, and this is unsatisfactory.

### **SCIENCE**

Provision in science is **unsatisfactory overall**. Good improvements have been made in the infants recently, and pupils achieve well by the end of Year 2. However, there are significant weaknesses in test results by the end of Year 6. Leadership and management of the subject are unsatisfactory.

#### **Main strengths and weaknesses**

- Above average attainment by pupils in Year 2 who achieve well in relation to their prior attainment.
- Pupils' achievement by the end of Year 6 is not high enough, particularly in scientific enquiry, and the standards attained are too low.
- Year 6 pupils have a legacy of underachievement which affects their current learning and progress.
- The provision made for higher attaining pupils is unsatisfactory in the juniors.
- Leadership and management are not effective enough.
- Pupils' behaviour and attitudes to the work are good overall.

## Commentary

70. Assessment results in science are above average by the end of Year 2 with more pupils attaining above average levels for their age than in the last inspection. The great majority of these pupils make good progress and achieve well in developing their scientific skills and knowledge, and in recording their findings. However, results in national tests at the end of Year 6 are below average and pupils' achievement is unsatisfactory. This represents a decline since the last inspection.

71. In Years 3 and 4, the systematic teaching of scientific knowledge and skills is sustained and pupils build well on previous learning. However, in Years 5 and 6, pupils have not benefited from such systematic teaching due to staff changes and the undemanding way in which the subject has been taught. The higher attaining pupils in Year 6 have not been sufficiently challenged and many pupils now lack required skills, particularly in scientific enquiry and investigational work, which was reported to be an improving area in the last inspection.
72. Teaching and learning are satisfactory overall. In the infants, the quality of teaching and learning is good. Learning is set in appropriate and interesting contexts and challenges the pupils well. They engage very actively and build well on their previous learning. In Years 5 and 6, teaching was satisfactory overall in lessons seen, with the best learning taking place when set tasks challenged pupils to observe and explain why materials had changed during an investigation. This enabled them to build on their limited prior skills, sustain their concentration and achieve well within the lesson. In contrast, where pupils' prior knowledge of a topic was very limited, much time had to be spent in developing pupils' basic understanding before they could tackle work matched to their age level. Work in pupil's books from last year confirmed that insufficient emphasis had been placed on the development of scientific enquiry skills during the key stage. Across the school, whilst marking of work is positive, it makes too little demand of pupils and rarely tells them how well they are doing or what they need to do to improve their subject understanding and skills.
73. Leadership and management in science are unsatisfactory and do not provide the drive needed to move the subject forward. The subject leader has not been able to devote sufficient time to fulfil her role across the school, particularly in the upper age groups. There has been insufficient monitoring of standards, teaching and learning and any action taken to develop the subject has been ineffective in halting the decline in standards by the end of Year 6 since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **poor**. Despite no lessons or specific teaching being observed, it is clear that teaching and learning are unsatisfactory. Leadership and management have been ineffective in delivering the needed improvements.

### **Main strengths and weaknesses**

- The school does not deliver the full subject curriculum.
- Standards are well below the national average and achievement is poor because pupils are not taught computing skills in a consistent manner.
- The lack of a computer suite makes effective teaching of subject skills difficult.
- Classroom computers are little used to promote pupils' skill development.
- The subject does not support teaching in other subjects of the curriculum.

### **Commentary**

74. The subject has a very low profile across the school. The application of ICT is seen very little in pupils' books or in displays across the school. The last inspection identified teachers' lack of knowledge and skill in the subject as an area of concern. This has not been sufficiently addressed. As the school questions the effectiveness of past training, no further training has been sought. As a result, the school does

not deliver the full subject curriculum and attainment remains well below national expectations. Achievement is poor because pupils' skills are not developed in a systematic manner.

75. Each classroom has two computers but the school does not have a suite where classes can be taught basic skills in the subject, although this is planned. Classroom computers were little used during the inspection, confirming the weaknesses in teaching and learning. Pupils in Year 6 commented that computers were most used during wet playtimes as a means of keeping pupils amused and occupied. They confirmed that work in the subject does not underpin teaching in other subjects.
76. The last inspection also identified that the school did not possess the equipment necessary to teach control technology. This has been partially addressed and some equipment acquired but teachers have received no training in its use and as a result pupils in Year 6 are unaware of its existence. Pupils in Years 1 and 2 learn to manipulate a programmable toy but older pupils have no experience of using sensing equipment or a digital microscope in science.
77. The subject leader left the school last Easter, since when the head teacher has maintained an overview of the subject. She has not, however, addressed the difficulties the school was already facing and is frustrated by the delays that have arisen in installing a computer suite. Leadership of the subject is unsatisfactory.

### **Information and communication technology across the curriculum**

78. Pupils' skills are well below average. Apart from a few examples of word processing in literacy, there was no evidence of information and communication technology being used to support other subjects of the curriculum.

### **HUMANITIES**

79. **Religious education** is inspected under separate arrangements as this is a voluntary aided Church of England school. No lessons were seen in **geography**, and only one in **history**, so no judgements are possible about overall provision. Work saved from last year and teachers' planning were analysed, and discussions were held with subject leaders and pupils. From the limited evidence available, it is not possible to judge how the subjects have developed since the last inspection.
80. A programme of topics has been developed in **history** that can be taught in a two year cycle to accommodate the mixed age classes and still cover the subject adequately. Achievement is satisfactory but the school recognises the need to focus more on skill development. Some good links are made with literacy. Written tasks completed by pupils in Year 6 about daily life in Victorian England expressed empathy convincingly with workers both in the countryside and the mills. In a lesson seen during the inspection, pupils in Years 3 and 4 enjoyed re-enacting an account of evacuees arriving at their destination. Here, a good supply of reference books was used to support the development of research skills as was a CD that enabled pupils to explore rationing during World War II. Research using the classroom computers is still in its infancy however, and there was no evidence to show that they had been used in this way during the last academic year. Replicas of objects from different historical periods are provided through a local museum service. Visits, such as that to the Silk Museum, are used to foster pupils' interest in the subject. The subject leader had only been in post three weeks at the time of the

inspection, but is keen to improve the subject with better resources, better links with other subjects, and more active work involving drama and role-play.

81. No **geography** lessons were seen during the inspection. The subject programme alternates with history on the timetable and is taught in a two-year cycle to accommodate the mixed age classes. However, the high degree of staff absence last year had a significant impact on the teaching of older pupils and not all topics were covered. As a result, whilst achievement is satisfactory in Years 1 and 2, it is unsatisfactory for pupils in Years 5 and 6.

At the time of the previous inspection, criticism was made of the level of resources available to support the subject. Resources are still inadequate. There was no evidence of ICT being used to support teaching and learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

82. Little evidence was available for this area of the curriculum, except for **physical education**. An improvement since the last inspection is that there are schemes of work in place for all subjects that follow national guidance. No lessons were seen in **design and technology** or **music**, and only one in **art and design**. Work saved from last year and teachers' planning were scrutinised, and discussions held with subject leaders and pupils, where possible. Little evidence for the latter three of these subjects was seen at the last inspection, so comparisons or judgements on improvement are not possible.
83. There was little evidence of work in **design and technology**, as was the case at the last inspection. There is a scheme of work, an improvement since the last inspection. However, the subject still appears to have a low profile. Indeed, a dedicated food technology area was only cleared for use the weekend before the inspection, and there are plans to remove the pottery kiln altogether. There is a scheme of work in place for **music**, which supports non-specialists. However, staff lack confidence in teaching music, and the range of music resources is poor. Pupils enjoy singing in assembly and Christmas is a key focus for musical presentation. Some pupils attend music festivals during the year. The subject is poorly resourced with little range of tuned and untuned percussion instruments, and few which reflect a variety of cultural traditions.
84. Work on display and in pupils' sketchbooks from last year shows that **art and design** is covered in each year group. The quality of work saved from last year's Year 5 and 6 pupils is below average. From illustrative work for such topics as the travels of Alexander Bear, some younger pupils have highly-developed drawing and colouring skills. However, there is little evidence that these skills are developed further through dedicated art and design work.
85. In the one lesson seen, a satisfactory lesson for Year 3 and 4 pupils, they built on previous work to design symbols to illustrate a journey using different materials. The teacher's confident approach helped the pupils to make decisions for themselves, although some found this difficult. Many also struggled to realise on paper the idea of a symbol rather than a drawing or realistic image, so this was challenging for them.
86. Leadership of the subject is weak, and no-one has an overview of achievement, standards or the quality of teaching and learning. There is an art club after school, attended by four pupils during the inspection.

### **Physical Education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Good opportunities are provided for junior pupils to develop their games skills.
- An enthusiastic newly-appointed teacher runs a successful netball club after school.
- All aspects of the subject are covered, including swimming.
- Teachers do not always emphasise enough those essential routines that allow the lesson to flow smoothly.



## Commentary

87. Pupils achieve satisfactorily in those aspects of the subject seen, and reach broadly average standards. Teaching is generally satisfactory, with good features, leading to satisfactory progress in learning. Subject leadership is satisfactory. This maintains the subject at about the same level as at the last inspection.
88. Year 2 pupils perform rolls, jumps and balances as expected for their age, although the teacher does not challenge them sufficiently to improve the quality of their movements. They conduct themselves satisfactorily in the hall, but need further guidance on retrieving and replacing apparatus.
89. Year 6 pupils take part effectively in a good warm-up session for outdoor games led by their enthusiastic teacher. They show average skills in the main in dodging and marking activities, and when developing throwing and catching skills. Year 6 girls display good netball skills in an after-school practice, one of them demonstrating how to place a shot successfully. Pupils reportedly reach the expected levels in swimming by the time they are 11.
90. The quality of teaching and learning are satisfactory, and two good lessons were seen, for Year 1 working with reception children, and for Year 3 and 4 pupils. Both the teachers helped the pupils maintain good pace, and enjoy the activities. Year 1 pupils took part vigorously in a series of games using a large parachute, and the teacher and class assistant ensured that all pupils were fully involved, including those with special educational needs. Year 3 and 4 pupils developed their hockey skills well in the school hall because the teacher gave them specific coaching allied to a good range of skill practices. She insisted on good pace, and the activities challenged the pupils to improve successfully.
91. Some aspects of the general management and organisation of physical education lessons are not routine enough across the school. For example, Year 2 pupils did not know how to put mats away properly, and Year 3 and 4 pupils did not always stop using their sports equipment when instructed to do so.
92. The subject has not been a priority for development recently. There is good accommodation, including good playgrounds and playing fields. Pupils have opportunities to play competitive games against other local schools, and older pupils to attend a residential outdoor activities course.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

93. The provision for personal, social and health education is good. All classes have timetabled 'Circle Time' in which they address aspects relating to pupils' self-esteem and moral and ethical issues. This work is supported through the science curriculum where issues related to drugs awareness and personal relationships are discussed. The head teacher, class teacher and the school nurse deliver a definitive sex education programme for Year 6 pupils. This provision is reviewed regularly with the school's governing body.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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