

# INSPECTION REPORT

## **COGENHOE PRIMARY SCHOOL**

Northampton

LEA area: Northamptonshire

Unique reference number: 121805

Headteacher: Miss E Dixon

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 29<sup>th</sup> November – 1<sup>st</sup> December 2004

Inspection number: 266648

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Community  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 169

School address: York Avenue  
Cogenhoe  
Northampton  
Northamptonshire

Postcode: NN7 1NB

Telephone number: (01604) 890 380

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Appropriate authority: The governing body

Name of chair of governors: Mrs Brenda Aindow

Dates of previous inspection: 15<sup>th</sup> - 18<sup>th</sup> March 1999

## **CHARACTERISTICS OF THE SCHOOL**

Cogenhoe Primary School is a small school with 169 pupils situated in Cogenhoe, a village a few miles from the outskirts of Northampton. The socio-economic circumstances of the locality are favourable. Pupils are taught in single-aged classes in Years 1 and 2 and mixed-age classes in Years 3 to 6. Almost all of the pupils are of Caucasian and English-speaking backgrounds. The percentage of pupils eligible for free school meals (1.2 per cent) is well below the national average. The percentage of pupils with special educational needs (20.2 per cent) is broadly in line with national averages as is the percentage of pupils with statements of special education need (1.8 per cent). The range and nature of pupils' special educational needs are largely associated with emotional and behaviour problems, speech and language, moderate learning difficulties and autism. The attainment on entry is above average. Pupils have good speaking and listening skills and many of them have attended pre-school playgroups. In 2002, the school achieved a Healthy Schools' Award; in 2003, it attained the Investors in People Award and a School Achievement Award for raised standards. The school has close links with the Ashby Cluster (heads' cluster for training, development and pupil liaison) and the University College Northampton for Initial Teacher Training.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	Science Music Religious education English as an additional language
19443	N Walker	Lay inspector	
27426	T Aldridge	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Information and communication technology Design and technology Physical education
11642	C Parkinson	Team inspector	English Art and design Geography History Special educational needs

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

Cogenhoe Primary School is failing to provide its pupils with an acceptable standard of education. Whilst the quality of education is good in the Foundation Stage and Year 1, there are significant weaknesses in other classes. From Year 2 onwards, pupils are underachieving and teaching and learning are unsatisfactory. The newly-appointed headteacher is providing good leadership but over time leadership and management are unsatisfactory. The school provides unsatisfactory value for money.

### The school's main strengths and weaknesses are:

- Pupils in the Foundation Stage and Year 1 achieve well and the quality of teaching is good.
- The leadership of the newly-appointed headteacher is good, but the leadership and management of subject leaders and senior staff are unsatisfactory. Governors do not hold staff accountable for standards and governance is unsatisfactory.
- Standards are not high enough for all pupils and there is considerable underachievement in English, mathematics and science and most other subjects.
- There are weaknesses in teaching, curriculum planning, assessment and its use; pupils are not learning enough in Years 2 to 6 and boys are often bored in lessons.
- Provision for pupils with special educational needs is unsatisfactory.
- There are inconsistencies in the way behaviour is managed and provision for spiritual, moral, social and cultural development is unsatisfactory, resulting in pupils having unsatisfactory attitudes to learning.
- Links with parents and the community are good.
- Curriculum enrichment is good, especially the wide range of school visits.
- Attendance is high and most pupils like coming to school.
- The office staff perform their duties very effectively.

Improvement since the last inspection in 1999 has been unsatisfactory. Standards in English, mathematics and science are not as high as they were judged previously. Teaching overall is now unsatisfactory and there has been a lack of whole school assessment systems. The new headteacher still has a daily teaching slot which prevents her from giving her undivided attention to ensuring that staff are accountable for the standards pupils attain.

***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
	2002	2003	2004	2004

English	A	A	A	A*
mathematics	A*	C	C	B
science	A	C	C	C

*Key: A\* - very high; 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.*

**Pupils' achievement is unsatisfactory.** In spite of standards being well above average in English by the end of Year 6, as defined by the 2004 test results, pupils in Year 6 could be doing better as attainment on entry to the reception class is above average. In the reception class, due to good provision, children exceed all the expectations. In Year 1, they continue to achieve well but, from Year 2, their achievements deteriorate rapidly due to weaknesses in teaching, assessment and curriculum planning. By the end of Years 2 and 6, standards in speaking and listening remain above average, standards in reading are average and standards in writing are below average. Overall standards in English, mathematics, science, history, art and design and music are below average. No judgements were made on standards in geography, design and technology in Year 2 and physical education. In information and communication technology (ICT), pupils attain average standards. In religious education standards are well below those expected. Pupils with special educational needs and those who are higher attainers are not sufficiently challenged. Too often boys are bored in lessons. Pupils with statements of special educational need make satisfactory progress, unlike those who are higher attainers. **Pupils' personal development, including the provision for their spiritual, moral, social and cultural development, is unsatisfactory.** Pupils lose interest when lessons fail to motivate them; attitudes and behaviour are unsatisfactory due to inconsistencies in behaviour management especially in Year 2. Attendance is well above the national average and punctuality is good.

## QUALITY OF EDUCATION

**The overall quality of education, including teaching, is unsatisfactory.** Teaching is good in the reception class and Year 1 but is not sustained adequately throughout the rest of the school. Pupils who are higher attainers are not challenged enough and teachers' planning is weak. Pupils in mixed age classes are given the same work and teachers do not distinguish adequately between pupils of different ages and capabilities. The curriculum is unsatisfactory and is not planned adequately. Expectations of what pupils can achieve are not high enough and teachers' marking is unsatisfactory. Pupils do not have well structured opportunities to use their skills of literacy, numeracy and ICT across the curriculum. Provision for special educational needs is unsatisfactory overall. Partnership with parents and links with the community are good. Support, guidance and pupils' welfare are unsatisfactory overall but pupils' care, welfare and safety are satisfactory.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are unsatisfactory.** Over time, there has been ineffective leadership of teaching and curriculum planning. The present headteacher is providing good leadership but her clear and accurate educational vision cannot be effectively implemented as senior management and subject leaders are not yet fully executing their duties. Governors work hard to support the school. Whilst all statutory

requirements are met, governance is unsatisfactory as governors do not hold staff accountable for pupils' underachievement.

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

Parents are generally pleased with the school and have confidence in the newly-appointed headteacher but a few are concerned about behaviour sanctions used by teachers. Inspectors agree with parents about the lack of whole-school approaches. Pupils like coming to school to see their friends but some think that some lessons are boring. They are very fond of their new headteacher and think that she is very fair.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in all subjects and immediately tackle pupils' underachievement.
- Implement rigorous assessment procedures and use data effectively to plan the next steps of pupils' learning.
- Improve curriculum planning and ensure that teachers are aware of expectations and what knowledge, skills and understanding pupils should acquire in mixed-age classes.
- Improve the quality of teaching and learning throughout Years 2 to 6.
- Develop the leadership and management of subject leaders and key staff to ensure that teaching and curriculum are led and managed effectively.
- Implement consistent strategies for behaviour management and improve provision for spiritual, moral, social and cultural development.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS STANDARDS ACHIEVED BY PUPILS**

### **STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS**

Standards are too low in Years 2 to 6 in English, mathematics, science and religious education and pupils' achievements are unsatisfactory overall. Pupils' achievements are good in the reception class and Year 1. All groups of pupils are significantly underachieving and their above-average attainment seen in the reception class and Year 1 is not systematically built upon throughout the school.

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

- Pupils have above-average skills of speaking and listening.
- Pupils who are higher attainers are not being sufficiently challenged and pupils with special educational needs, other than those with statements of special educational needs, are not making fast enough progress.
- Children in the Foundation Stage and Year 1 make good progress due to good teaching.
- Standards are declining and are not as high as they should be; pupils' good achievements in the reception class and Year 1 are not systematically built upon.
- Standards in English, mathematics and science are below those expected nationally and pupils' achievements are unsatisfactory.
- In religious education, pupils' achievements are poor and standards are well below those defined by the expectations of the locally agreed syllabus.
- Pupils achieve well in Year 4 in mathematics when they are taught by the headteacher.
- Pupils do not use their skills of literacy, numeracy and ICT sufficiently well in other subjects.

#### **Commentary**

##### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
reading	15.9 (16.1)	15.8 (15.7)
writing	15.8 (15.6)	14.6 (14.6)
mathematics	16.0 (16.8)	16.2 (16.3)

*There were 26 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 2004***

Standards in:	School results	National results
English	29.6 (28.6)	26.9 (26.8)
mathematics	27.5 (27.3)	27.0 (26.8)
science	28.8 (29.1)	28.6 (28.6)

1. In 2004, the national test results and teacher assessments show that, in comparison with all schools by the end of Year 2, standards in reading and mathematics were average and standards in writing were above average. In science, standards were below average. By the end of Year 6, standards were well above average in English and were average in mathematics and science.
2. In comparison with similar schools by the end of Year 2, standards in reading and mathematics were well below average, whereas in writing, standards were average. By the end of Year 6, standards in English were in the top five per cent nationally, in mathematics they were above average and in science they were average.
3. The pattern in standards that pupils attain varies from year to year and is not just symptomatic of different cohorts of pupils but the lack of systems to ensure that standards are analysed and provision is altered in the light of pupils' needs. In both Year 2 and Year 6, the trend in the school's average National Curriculum points for all core subjects was below the national trend. In Year 2 too few pupils attained the higher levels in reading, writing and mathematics. In Year 6, whilst the percentage of pupils attaining the higher levels was broadly in line with national averages in mathematics and science it was well above that expected in English. Nevertheless, as defined by test results, too many pupils are attaining average and below average levels and for these pupils, this is not good enough because many of them bring a high degree of knowledge from home due to the good support they receive from their parents, as evidenced by their above average attainment on entry. Whilst there were no major differences defined in national test results by gender, there is, however, evidence from lessons that boys are underachieving because they are bored with some of the curriculum content, especially writing tasks in English which do not inspire them, as evidenced in Year 5/6. Whilst pupils in Year 6 meet the targets set for them in English and mathematics, they are capable of exceeding them significantly.
4. Pupils with special educational needs underachieve significantly but those with statements of special educational needs make satisfactory progress. The only pupils who do not underachieve are those with statements of special educational needs, who have extra planning and dedicated individual support in class.
5. Inspection findings show that standards in the present Year 2 and Year 6 are not as high in English as they were last year, as defined by national test results, and are below average. Writing is the weakest element; pupils are not sufficiently expert at putting their ideas across in a coherent manner. There are weaknesses in spelling, punctuation and grammar and written presentation of pupils' work is untidy. Whilst standards in speaking and listening are above average and standards in reading are average, standards in writing are below those expected nationally of Year 2 and Year 6 pupils, and in reading and writing all groups of pupils are underachieving. Pupils receive a lot of support from parents and from members of the community in reading and whilst pupils' technical skills of reading are adequate, there are weaknesses in comprehension, inference and deduction in both Years 1 and 2 and in the juniors.

6. In mathematics, standards are below those expected nationally by the end of Years 2 and 6 because too few opportunities are provided for pupils to use their skills to problem-solve and to apply their skills of mathematics across the curriculum. There are inconsistencies in pupils' acquisition of strategies used for calculations, and pupils' skills of mental mathematics are weak. Whilst most pupils are confident in using the four rules of number, pupils' use of data handling in both Years 1 and 2 and in the juniors are unsatisfactory especially in using and interpreting graphs and charts. The best rates of progress are in Year 4 when pupils are taught by the headteacher.
7. Standards in science by the end of Years 2 and 6 are below average, especially in experimental and investigative science. Teachers' expectations are too low and in Years 3 to 6 pupils are not having sufficient opportunities to evaluate their findings in light of their hypotheses and do not present their findings in a variety of ways, especially when it comes to using ICT and a range of charts.
8. In ICT, pupils' achievements are satisfactory and standards are broadly average but pupils do not use ICT sufficiently well to enhance learning in other subjects.

9. Standards in religious education at the end of both Years 2 and 6 are well below those expected by the locally agreed syllabus and pupils' achievements are poor. They are not studying this subject in sufficient depth and lack basic understanding of the main religions. Very often, time allocated for religious education is used for teaching aspects of personal, social and health education. Pupils do not know enough Bible stories and their knowledge of Christianity and other world faiths is weak. Pupils' achievements are poor in both Years 1 and 2 and in the juniors.
10. In design and technology at the end of Year 6, standards are below national expectations and pupils' achievements are unsatisfactory. Insufficient evidence was available to make a judgement on standards in Year 2. In history, art and design and music, standards are below national expectations and pupils' achievements are unsatisfactory.
11. The contributory factors to a decline in standards attained at the last inspection in Years 2 and 6 and, consequently, unsatisfactory improvement since the last inspection, are:
- Weak curriculum planning in interpreting medium-term planning into short-term planning.
  - Lack of emphasis in medium-term planning on identifying clear expectations of what pupils in mixed-age classes should be achieving in terms of knowledge, skills and understanding.
  - Unsatisfactory teaching characterised by weak subject knowledge and low expectations.
  - Unsatisfactory assessments and their use to challenge different groups of pupils, especially higher attainers.
  - Inconsistencies across the school in the implementation of behaviour management strategies.
  - Lack of "sparkle" in lessons to engage pupils' needs and interest levels.
  - Overuse of worksheets, which prevents pupils from developing their skills of writing.
  - Inconsistencies in approaches used to deploy support staff to ensure that all groups of pupils receive adequate support, especially in Year 2.
  - Weaknesses in performance management in ensuring that staff are accountable for the standards that pupils attain.
  - Unsatisfactory use of pupils' skills of literacy, numeracy and ICT across the curriculum.
  - Lack of continuous rigorous monitoring of teaching and learning, due to the headteacher's duties of having to regularly teach a group of pupils.
  - Underdeveloped roles of subject leaders and senior management in identifying and informing staff of best practice in their subjects.
  - Insufficient monitoring by the governors and senior management team in ensuring that knowledge gained from courses attended as part of staff's continuous professional development was used to improve teaching and curriculum planning.
  - Insufficient training of staff in identifying pupils' different learning styles.

## PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Standards in pupils' attitudes, values and other personal qualities have declined overall since the school was last inspected. Overall, pupils have unsatisfactory attitudes. Attendance levels remain very high and pupils are punctual. Behaviour is unsatisfactory, as some pupils, especially boys, behave badly in lessons. Provision for spiritual, moral, social and cultural development is unsatisfactory overall. Consequently, pupils are not able to build sufficiently well on the good foundation that parents provide for them and so they do not mature as well as they should and they often lack initiative and drive in their learning.

### Main strengths and weaknesses

- Parents ensure that their children achieve very high levels of attendance and good punctuality.
- Pupils in the Foundation Stage have very good attitudes towards their work.
- When pupils are taught well and when the work is interesting, pupils are willing and work hard.
- Expectations of behaviour are too variable and often behaviour management is ineffective and unfair.
- The majority of pupils are polite and courteous, especially to adults, and they work and play together without malice or intimidation but a significant number of pupils behave badly and are entirely dismissive of reprimand and authority.
- Pupils' social development is good.

### Commentary

12. Pupils like coming to school and, with very good support from their parents, they consistently achieve attendance levels that are well above those of other schools across the country. They arrive on time and family holidays in term time are rare. The school has had to temporarily exclude pupils on eight occasions over the past year; these include both boys and girls and all were of white British origin.

### Attendance

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

Authorised absence		Unauthorised absence	
School data:	3.7	School data:	0.0
National data:	5.1	National data:	0.4

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

### Exclusions

#### *Ethnic background of pupils*

#### *Exclusions in the last school year*

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	143	8	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – any other Asian background	1	0	0

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

13. Children in the reception class and Year 1 have good attitudes because they are well cared for. In the reception class they develop their skills of independent learning and exceed the expected standards in personal, social and emotional development because of good provision. They are well behaved both in the reception class and Year 1.
14. In lessons where the work matches pupils' capability and provides them with some stimulus, pupils work hard. They apply themselves to the task and, in particular, they work well in pairs and small groups. However, because work is often uninteresting and lacks challenge, pupils in general are bored. They make few contributions to discussions and produce only the minimum amount of work, much of which is often untidy.
15. Teachers' expectations of behaviour are inconsistent and often too low. Methods to control pupils are often ineffective. Some pupils are reprimanded unfairly whilst others are treated too leniently, especially boys. It is not surprising, then, that a survey of pupils' opinions and discussions indicate that pupils feel they are not treated equally. It is testimony to the good manners and respect of most pupils that they are so tolerant of such incidences of injustice and, indeed, the unsatisfactory and even poor behaviour of a small but significant number of pupils, particularly amongst older infants who show virtually no respect to adults throughout the school. As a result of all this, pupils in general make little response in discussion sessions; they lack application and often lack self-confidence. Many of these pupils are from advantaged households and join the school with above-average personal skills and yet the school does not build sufficiently well on the good foundations that parents provide.
16. Pupils have unsatisfactory attitudes to learning because overall provision for their spiritual, moral, social and cultural development is unsatisfactory. There is a lack of planned opportunities for spirituality in lessons, although a good example of this was seen where pupils were learning about Victorian life in Year 3. Due to this unsatisfactory provision, pupils are not passionate about learning because there are too few opportunities for them to experience awe and wonder. Good provision is made when acts of collective worship are taken by the headteacher as she leads her pupils into quiet reflection time thanking God for their families and friends. Provision for social and moral development is satisfactory. Pupils are taught right from wrong and satisfactory opportunities are provided for pupils to work in groups in class. Good opportunities are provided for pupils' social development in the good range of extra-curricular activities and residential visits, such as the trip to the Isle of Wight, and

these contribute positively to pupils' personal development. The provision for pupils' cultural development is unsatisfactory. Whilst pupils learn about other world faiths in Years 3 to 6, there are too few opportunities for pupils to learn about multi-cultural art, music and drama, and in literacy, too few texts of a multicultural nature are used to help pupils develop their knowledge of the multicultural nature of our society.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education provided by the school is unsatisfactory. It does not ensure that pupils achieve satisfactorily in relation to their capabilities. This is because there are shortcomings in assessment, curriculum planning and teaching which are unsatisfactory overall. The care, guidance and support given to pupils' emotional needs are satisfactory but the monitoring of pupils' achievement and personal development is unsatisfactory. The school has good links with other schools and the community.

### **TEACHING AND LEARNING**

Teaching and learning are good in the reception class and Year 1 and in Year 4 when pupils are taught by the headteacher. There is an unacceptably high percentage of unsatisfactory teaching in Years 2 to 6, and there are also weaknesses in aspects of satisfactory teaching seen throughout the school. Assessment and its use is unsatisfactory and pupils are not learning enough.

### **Main strengths and weaknesses**

- Teachers do not have high enough expectations of their pupils and the good skills pupils acquire in the reception class and Year 1 are not effectively built upon throughout the rest of the school.
- Teachers' marking is unsatisfactory and does not provide sufficient pointers for improvement; homework is given out inconsistently and does not provide pupils with opportunities to consolidate and practise what they have learnt in class.
- Teaching of English, mathematics and science is unsatisfactory and there is an over reliance on worksheets which curb pupils' skills of independent learning.
- Plenary sessions are unsatisfactory and valuable opportunities are missed for pupils to explain what they found easy or difficult in learning.

## Commentary

### *Summary of teaching observed during the inspection in 28 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	8	12	5	1	0

*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.*

17. Whilst most of the unsatisfactory and poor teaching was seen in Year 2, there are nevertheless weaknesses in teaching throughout the school. The scrutiny of pupils' work shows that all groups of pupils cover the same work in mixed-age classes regardless of age and prior attainment; there is a lack of extended writing; marking is unsatisfactory and does not inform pupils on how they can improve their work; worksheets are used in abundance; and insufficient emphasis is placed upon developing key vocabulary, subject-specific skills and research and enabling pupils to record their findings in a variety of ways, especially in science and history. As a result, pupils are not learning enough and they do not make sufficient progress.
18. Whilst examples of good teaching were seen during the inspection, over time this is not sustained and is not impacting positively on pupils' learning, due to weaknesses in assessment and curriculum planning.
19. Examples of very good teaching were seen in Year 4 mathematics and in the reception class. In these lessons, pupils are alert, bright and keen to learn; lessons move at a brisk pace and this has a positive effect on learning because pupils acquire knowledge at a fast rate. In a very good mathematics lesson taught by the headteacher in Year 4, pupils achieved very well and demonstrated their full potential when they masterfully worked out fractions. The headteacher expertly enabled them to acquire new vocabulary and consolidate their learning through very good use of ICT and very well-prepared resources. Pupils did not want the lesson to end and were eager to carry on learning. Relationships in this lesson were very good because the headteacher valued pupils' contributions and they in turn felt secure in asking for her help when they did not understand certain aspects of learning. Unfortunately, this type of passion for learning is not consistently prevalent in all year groups because teachers do not have high enough expectations of their pupils, largely as a result of unsatisfactory assessments and their use. Whilst targets are set for pupils in English and mathematics, they are not reflected in the learning tasks that they set for pupils, as a result, they are not effective. From Year 2 onwards, teaching in elements of nearly all subjects is unsatisfactory because teachers have weak subject knowledge and do not use assessment data accurately enough to ensure that tasks set are matched to pupils' needs; in addition, the work pupils cover is too easy. Expectations are too low and often pupils repeat work that they already know for example in mental mathematics going over number bonds to 20. Pupils who are in mixed-age classes in Years 3 to 6 are not given sufficiently challenging work and the older and higher-attaining pupils are required to work on the same tasks as others but without sufficient adult support, rather than being given more demanding work. As a result, their learning is not moved on well enough during lessons.

20. Teachers' subject knowledge in most subjects is weak and not enough care and attention is given to developing best practice. Although teachers attend courses, they are not putting what they have learnt into practice and the principles underpinning good primary practice, such as focused group work, use of literacy, numeracy and ICT across the curriculum, opportunities for independence and for pupils to develop their thinking skills, are not sufficiently well developed across the school.

21. In mathematics, the school has had support from the numeracy consultant to develop teaching and learning but not all staff are taking recommendations on board. As a result there are still weaknesses in mental oral starters, consistency of teaching calculations, opportunities for problem solving and using ICT to further pupils' knowledge of data handling.
22. In science, teaching is unsatisfactory. There is an over-reliance on worksheets and pupils' skills of experimental and investigative science are not developed rigorously throughout the school. There is an over-reliance on booster classes to bring standards up in national tests, these pupils are capable of higher attainment and with improved use of assessment, better marking, higher expectations and improved planning, these pupils could be getting much higher results and learning would be more effective. Whilst limited teaching of ICT was seen, the groups of pupils working with staff made satisfactory progress and teaching in these lessons was satisfactory.
23. The quality of teachers' marking is unsatisfactory; teachers are fulsome in praise for work that does not merit it. Many pupils' books are not marked regularly and this has a detrimental effect on their learning as they are unsure as to what they need to do in order to improve.
24. Homework is unsatisfactory. It is not sufficiently well linked to the work that pupils cover in classes and it is not marked nor given out regularly. At present, it is not helping raise standards nor is it having a positive effect on learning.
25. The teaching of pupils in the reception class and Year 1 is good overall and these pupils are making good gains in learning. In the reception class, pupils are given good learning opportunities to use their senses and basic skills are taught well. In Year 1, pupils learn at a fast rate because the teacher has high expectations and support staff are well used to help pupils learn. Relationships are good and pupils are keen and eager to learn however, this good learning is not sufficiently well developed in Year 2 onwards.
26. Where examples of unsatisfactory and poor teaching were seen, there was a total lack of focus on subject specific skills, learning objectives were not clear, pupils were not challenged and there was an over-reliance on worksheets. Links between subjects were not sufficiently focused and, as a result, all pupils underachieved.
27. Pupils with special educational needs do not receive satisfactory teaching in classrooms unless they have additional adult support. Teachers' unsatisfactory planning and assessment procedures means that pupils are unsettled, do not work well independently and do not make sufficient progress. Overall, teaching of pupils with special educational needs is unsatisfactory.
28. Improvement since the last inspection has been unsatisfactory. High standards of teaching have been maintained in the reception class and Year 1 but have deteriorated in the rest of the school. This has been largely due to:
  - unsatisfactory monitoring of teaching and learning and checking up of how teachers' methods used in the classroom affect teaching;
  - lack of rigorous evaluation of performance management;

- unsatisfactory monitoring of planning by subject leaders; and
- unsatisfactory assessment procedures and their use.

## **THE CURRICULUM**

Provision for children in the Foundation Stage is good and is a strength of the school. The curriculum in Years 1 to 6 meets statutory requirements but does not provides satisfactory breadth and balance in most subjects and is unsatisfactory. The school's provision for opportunities that enrich the curriculum is good. Accommodation is satisfactory and used well. The quality of resources is satisfactory overall.

### **Main strengths and weaknesses**

- Curriculum provision for children in the reception class is good.
- There are good opportunities for enrichment of the curriculum through clubs, visits and visitors to the school.
- Pupils' participation in sport is good and is enhanced by visits from professional organisations.
- The use of literacy, numeracy and ICT is not sufficiently developed and needs to be planned more systematically across all subjects.
- Equality of access and opportunity for all pupils is unsatisfactory as some pupils miss lessons when they are withdrawn for design and technology.
- The school has not sufficiently examined timetables to ensure the school day is used efficiently.
- Insufficient time has been allocated to developing rigorous curriculum plans which clearly define expectations of knowledge, skills and understanding in mixed year groups.
- Outdoor storage for the Foundation Stage needs further development.

### **Commentary**

29. The Foundation Stage curriculum is clearly linked to the expected standards and provides good breadth and balance, which is similar to that found at the time of the last inspection. Good curriculum plans are in place which successfully incorporate all the areas of learning that should be taught before children enter Year 1. The quality of lesson planning is good with activities linked well to the recognised 'stepping stones'. Children have many opportunities to follow their interests and develop independence during activity times. They have access to a wide range of interesting activities and learning experiences which provide a good balance between skills development and play. This results in a broad, stimulating and varied curriculum. Children have regular outdoor activities which are an extension of the classroom. However, lack of an outdoor covered area limits what can be undertaken during winter months and during inclement weather. The school has maintained its good provision identified in the previous inspection of 1999.
30. In Years 1 to 6, the curriculum meets statutory requirements with all subjects taught. However, it does not provide sufficient breadth and balance, especially in the mixed-age classes in Years 3 to 6. Policies are in place for all subjects although some are in need of review. The school has adopted the local schools' group subject planning in most subjects other than numeracy and literacy. However, whilst this provides sound guidance, there is insufficient planning for the development and progression of

subject specific skills and staff have not thought about ensuring that it is tailor-made to meet the needs, interest and prior learning of pupils. Topics are planned on a two-year cycle to cater for the mixed-age classes but the school needs to look at the relevance of some of these to ensure that they provide sufficient challenge for some year groups and develop the necessary subject-specific skills. From looking at pupils' workbooks, there is a lack of expectation, with resulting underachievement. Planned lessons are not always delivered with sufficient depth and rigour and there are weaknesses in subject coverage. Pupils in the mixed-age classes frequently undertake the same tasks in subjects such as science, geography, history, design and technology and art and design, with little attention paid to pupils' abilities. In design and technology, teaching in Years 3 to 6 is delegated to a hardworking teaching assistant but pupils are withdrawn in groups from other lessons and activities are often prescriptive. This is an equal opportunities issue as groups of pupils are missing their entitlement to learning. Equality of access and opportunity for all pupils is unsatisfactory. Insufficient use is made of assessment to plan activities for different groups of pupils, which leads to unsatisfactory achievement especially of the higher attaining pupils. Pupils across Years 3 to 6 are regularly withdrawn from some lessons to undertake design and technology activities which means a lack of continuity in their learning as there is no procedure in place for them to make up the work they have missed. Subject co-ordinators are not sufficiently involved in monitoring planning or looking at pupils' books and monitoring teachers' planning to ensure lessons are regularly delivered with sufficient thoroughness and intensity. The school provides satisfactory opportunities to develop skills of citizenship and personal, social and health education and these contribute soundly to pupils' personal development.

31. The length of the taught day is a little below national recommendations in Years 3 to 6. Scrutiny of timetables shows that there are inconsistencies in how subject time is allocated. There is an imbalance of time spent on some subjects and a lack of consistency in timetable planning across the school. Inspection evidence indicates that some lessons are slow to start and others overly long and the school needs to undertake rigorous monitoring of timetables to ensure the school day is used efficiently and subjects are allocated sufficient time to effectively deliver the curriculum and raise standards. Daily collective worship is identified in some class timetables but not in others.
32. Provision for pupils with special educational needs is unsatisfactory. Weaknesses in curriculum planning affect the progress of pupils with special educational needs adversely. This means that skills progression and pupils' specific difficulties are not identified clearly enough. Individual education plans, as a result, are not defined specifically enough and teachers are not yet recording pupils' progress against their targets in a way that makes plans useful. In contrast, there is very careful recording and assiduous planning for pupils with statements of special educational needs. Their specific plans, recording of work, programmes and equipment is very well managed by their hardworking and conscientious learning support assistants. Pupils with statements of special educational needs have better access to the curriculum than other pupils.
33. The school provides good support for learning outside of the school day with a wide range of visitors to the school and visits, including a residential trip for older pupils. Arrangements for pupils to participate in sporting activities are good and there are

regular fixtures with other schools in the cluster. Visits from professional organisations, such as Northampton Town Football Club and Northampton Rugby Club, and local basketball and tennis coaches, provide expert coaching and support. These activities make a good contribution to pupils' personal and social development, as well as developing their learning in various sports. Outside musical tuition provides good opportunities for playing a musical instrument. There is a good range of clubs and activities during lunchtime and after school and these are well supported.

34. There are sufficient suitably qualified teachers and support staff to meet the needs of the curriculum. The accommodation is clean, very well looked after by the efficient caretaker and used well with accessibility into classrooms for disabled pupils although there are currently no disabled toilet facilities but governors are reviewing this issue. Most classrooms provide adequate teaching space and are soundly organised, although the classrooms for Year 4/5 and Year 5/6 are cramped for the number of pupils. Classrooms generally provide a sound learning environment although there is a lack of subject-specific vocabulary on display. The hall is adequate for teaching dance and gymnastics, and equipment has improved since the last inspection. The computer room is small and contains only five units, which makes whole-class teaching difficult. However, one class is currently equipped with an interactive whiteboard and others are planned. There is sufficient grassed and outdoor hard-play area with various playground markings and an adventure play area to encourage pupils to co-operate together and spend breaktimes meaningfully. The library, although cramped, is soundly resourced and organised but provides limited opportunity for pupils to undertake their own research. There are satisfactory resources in all subjects to support pupils' learning.
35. Improvement since the last inspection, when the curriculum was considered broad and balanced, has been unsatisfactory, as this is no longer the case.

## **CARE, GUIDANCE AND SUPPORT**

The school provides a satisfactory standard of care for most pupils' emotional and health and safety needs but the support, advice and guidance based on the monitoring of pupils' achievements and personal development has deteriorated and is unsatisfactory. The school involves pupils adequately in its work and development.

### **Main strengths and weaknesses**

- Good and thorough procedures ensure a high standard of pupil safety both in school and on educational visits.
- The quality of marking of pupils' work is unsatisfactory.
- Assessment of pupils' knowledge is insecure, resulting in work that is often too easy.
- The checking of pupils' achievement is too limited and patchy; as a result, pupils are not given enough guidance on how to improve their academic work.
- Systems of seeking views of pupils are good.
- The school provides a good level of care for pupils' emotional, health and safety needs but support and guidance in relation to their academic achievements are unsatisfactory.

### **Commentary**

36. The school's procedures for ensuring the safety and wellbeing of pupils are satisfactory. First aid, when needed, is quickly administered by qualified staff. Risk assessments are carried out regularly to establish potential problems and effective action is taken to ensure that no harm occurs. During the inspection, no obvious risk to the health of pupils or staff emerged. The school building and grounds are kept very clean and free from hazards. Thorough inspections are carried out and swift actions are taken to remedy any shortfalls. Hygiene features highly, especially at lunchtime. Risk assessments of activities and visits are diligently carried out and are of high quality so that potential risks to pupils are minimised. Any unexplained absence is very quickly investigated, with the safety of children specifically in mind. As a result of training, most staff are familiar with child protection procedures, although the school's policy document provides very little guidance. Although staff watch over pupils well, there is little rapport between them and because pupils are sometimes reprimanded unfairly, pupils do not always have the confidence to seek help when they need it either in lessons or at play.
37. Child protection procedures are securely in place. Staff know the personal and social circumstances of their pupils well, are alert to possible issues and bring matters of concern to light. There are good working relationships between the school, the local authority social services and other agencies.
38. The school has good systems for seeking pupils' views; the School Council is proactive in representing pupils and helping to improve playground facilities.
39. The amount of structured checking of each pupil's academic progress is very limited. This means that teachers do not have a secure enough knowledge of each pupil's achievement and progress over time. This is particularly so in mixed year group

classes. This restricts the extent to which teachers can guide and support pupils in relation to their academic work. Although pupils' work in books is marked, it is sometimes simply a tick or a cross with no comments to help pupils to improve their work. Often comments are too generous, judging untidy and incorrect work as 'excellent', and little effort and flair is applied in displaying pupils' work around the school. Consequently, pupils are not encouraged to do their best and have no sense that their work is valued and appreciated by others. In addition, work set is often too easy and so pupils see little point in applying themselves. This is especially evident when pupils who misbehave are taken out of the class simply to be given menial tasks with no learning content and which are irrelevant to their class work. This further compounds their difficulties and frustrations and causes noise and disruption to others who are working.

40. There are good links with external agencies to support pupils with special educational needs, for example, through their involvement in annual reviews. A number of agencies give good support to the school, especially for those pupils with statements of special educational needs. These links with these agencies assist the progress of pupils with special educational needs.
41. There is sound involvement of pupils in the life of the school. Older pupils are given the chance to occupy positions of responsibility, for example helping out with equipment in assembly. Pupils from across the age groups are elected by their classmates to serve on the School Council where they discuss issues such as bullying. To some extent, these initiatives help staff to find out what pupils think about school.
42. The school has maintained good standards of emotional care but support and guidance for academic support is unsatisfactory and has deteriorated since the last inspection.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The school continues to work well with parents and the good links with other schools and the community have been maintained. These links enhance pupils' academic and personal progress.

### **Main strengths and weaknesses**

- Parents support the school and their children's learning very well indeed.
- Parents hold the school in high regard.
- The school informs and involves parents well but some parents are right to be dissatisfied with information about their children's progress.
- Links with the local secondary school are good.
- School reports are variable in quality.

### **Commentary**

43. The support that parents give to the school and to their children is very good and very much appreciated by the school as a significant aid to children's progress. For example, parents are very largely responsible for ensuring pupils achieve very high levels of attendance and very high standards of personal presentation in high quality uniform, and pupils join the school with good behaviour and social skills. Parents take

a keen interest in what is happening in school and they knowledgeably support their children with reading homework. Many parents and members of the community regularly help in school on a voluntary basis, especially in reading. In addition, parents and the community support the school's active Parent/Teacher association very well in raising substantial funds to supplement learning materials and equipment. This is particularly commendable in a small rural school.

44. The majority of parents have a good opinion of the school and rightly have confidence in the new headteacher. A significant minority do, however, have concerns about standards of behaviour. There is also some dissatisfaction about how the school informs parents of their children's progress. Parents are partly justified in their perceptions. The behaviour of a few pupils in lessons across the school and predominantly in one class, at times, disrupts lessons for others but behaviour at break and lunchtime is satisfactory with no animosity or intimidation evident. Information on what is being taught has improved considerably this term and parents recognise and appreciate the usefulness of this in involving them in their children's learning. General information about the school is good, and sometimes very good, for example information on residential visits. However, end-of-year reports are variable in quality. In the Foundation Stage, they are good but in other years, apart from in English and mathematics, the information for parents is very general and often focuses more on coverage and experience rather than what and how well the child has learned.
45. Through the school's membership of the local cluster of schools group and partnership initiatives, the school enjoys good links with the secondary school. Throughout pupils' final year at Cogenhoe there are regular visits to the secondary school to experience specialist teaching facilities and expertise. In addition, they meet with their peers from other schools and familiarise themselves with secondary school routines and premises. Consequently, pupils transfer from primary to secondary education smoothly and with little anxiety.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school over time are unsatisfactory. The present leadership and management of the headteacher are good but she has not been at the school long enough to implement her systems. The leadership and management of key staff are unsatisfactory. Governors are dedicated individuals who work hard but have not received sufficient information about various aspects of the school and governance is unsatisfactory.

### **Main strengths and weaknesses**

- Governance is unsatisfactory.
- The newly appointed headteacher has high aspirations for the school and very good relationships with parents and pupils.
- The senior management team and subject co-ordinators have not carried out their duties effectively.
- The leadership and management of provision for pupils with special educational needs is unsatisfactory.

- Performance management is unsatisfactory.
- School administration is very good.

## Commentary

46. Over time, the leadership and management of the school has been unsatisfactory as too many things have gone unchecked and staff's teaching has not been sufficiently developed. Governors have not received enough detailed information about teaching, learning and standards and have failed to hold the school to account for the pace of pupils' progress and their levels of achievement. They have not been sufficiently aware of the school's strengths and weaknesses to challenge procedures and decisions made. Governors have ensured that statutory procedures are in place and visit the school regularly to keep themselves updated with events. Whilst governors have been supportive, they have not challenged the headteacher and the school enough and so have not recognised the decline in the school's standards over the last four years. Financial decisions as regards capital funding have been taken which have jeopardised the school's budget and made planning and development very difficult for the new headteacher. The governors' long-term financial management is unsatisfactory as evidenced by the lack of a clear strategic overview for the funding of learning support assistants.
47. The headteacher is clear thinking, with energy and high aspirations. She is a very good role model for teachers and pupils and is an outstandingly good teacher. In the brief time she has been at the school, she has formed very good relationships with parents and pupils and has made significant inroads into the assessment of the school's strengths and weaknesses.
48. The headteacher has had insufficient time to hold the senior management team and subject co-ordinators to account for management and standards in their areas of responsibility. Standards and procedures have not been developed and renewed sufficiently since the last inspection, for example in subject knowledge, behaviour management strategies, monitoring and assessment. The quality of teaching and learning are unsatisfactory and standards have fallen.
49. Leadership and management of provision for pupils with special educational needs are unsatisfactory because established procedures for all pupils with special educational needs are weak. Although teachers have identified pupils with special educational needs, too little action has been taken by management over months and years to help to improve or resolve their learning difficulties. This excludes provision for pupils with statements of special educational needs, which is satisfactory. Behaviour management strategies are not in place and learning support assistants and teachers have not received special training to help them address specific special educational needs. The unsatisfactory provision stems from a lack of effective planning, assessment and teaching, which affects all pupils. The new co-ordinator has grasped the situation but realises that many systems essential to the school for all pupils need to be implemented to improve provision for pupils with special educational needs.
50. Leadership and management of the Foundation Stage is good. The co-ordinator is knowledgeable and is aware of best practice in all areas of learning, good systems are in place to support these young children's learning and a good deal of emphasis is

placed upon involving parents as true partners in this important stage of their children's schooling.

51. Performance management is not rigorous enough and staff have not had regular and effective appraisal. Targets have been set to help raise standards and develop teachers' own skills but there has been a lack of clear strategy to demonstrate how this is to be achieved and how staff's continuous development will raise standards.
52. School administration is very good. The staff are enthusiastic, efficient and fun. They have clearly-defined duties which they carry out scrupulously and with dedication. They ensure that day-to-day financial and school organisation runs smoothly. The site manager keeps the school building very clean and is, with the administration officers, dedicated to the success of the school.
53. Due to the many weaknesses, the school provides unsatisfactory value for money. The standard of leadership and management has declined during the last four years since the previous inspection.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	440,987	Balance from previous year *	35,020
Total expenditure	466,998	Balance carried forward to the next year	9,010
Expenditure per pupil	2,865	<i>* includes capitation of £20,000 for premises works</i>	

54. Whilst the headteacher's systems of present school self evaluation are satisfactory, they are slightly over-positive. This is because the headteacher has only been at the school for a few months and has not had all of the information needed to make accurate evaluations. She is nevertheless fully aware of the most important areas that need improving.

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

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

Provision for children in the Foundation Stage is good and is a strength of the school. It is well led and managed by the experienced co-ordinator. Good assessment procedures are in place, linked to the nationally-recognised foundation profile. Improvement since the last inspection has been good with above average standards maintained and improved assessment procedures and outdoor play facilities.

Children enter the reception class in the September of the year in which they are five. There is provision for 25 children and, at the time of the inspection, there were 22 children on roll, with 13 boys and 9 girls. Six children had already attained their fifth birthday. Most children have previously attended the local playgroup.

The school's assessments of children on entry to the reception class and inspection evidence indicate that attainment is above average in personal, social and emotional development, communication, literacy and language, mathematics development, knowledge and understanding of the world, and physical and creative development. Induction procedures are very good and include home meetings, visits to playgroups and from the playgroup to the school. Parents receive written information and pre-visit meetings are arranged for parents and children. Discussions with parents indicate that most are very happy with the introductory arrangements. Good partnerships are maintained between home and school once children are admitted and there is daily contact, with parents encouraged to be partners in their children's learning.

From scrutiny of previous work, assessment information and lesson observations, most children achieve well and are likely to exceed the nationally expected standards in all areas by the end of the reception class.

Staff provide a good range of interesting and relevant activities around half-termly themes, planning activities carefully so that they clearly know what they will be teaching. Weekly and daily planning is well planned within the six areas of learning and is linked closely to the recognised early learning goals. Good assessment records, linked to the recognised 'stepping stones', are kept and records are regularly updated. Assessment procedures are clearly linked to the recognised 'stepping stones' and activities planned and monitored accordingly.

The quality of teaching and learning is never less than good, with an example of very good teaching seen in mathematical development. Adults are conscientious, hardworking, caring and supportive so that children feel secure. They provide good role models and have high expectations of behaviour so that children have a positive attitude to school, are interested in what they are expected to do and behave well.

Accommodation is good and provides a safe and secure learning environment with clearly defined areas covering all aspects of the expected standards. Classroom resources are of good quality and well used. The outdoor play area facilities are good, although there is no

roadway where children can ride the large wheeled toys to develop awareness of space and others. They have access to adventurous climbing equipment and there are well-maintained grassed areas and small areas where children plant seeds. However, there is no covered outdoor play area to enable this facility to be used in all weathers and the reception area is not completely enclosed to provide total security.

Improvements since the last inspection have been good and standards have been maintained.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Staff provide a caring and supportive environment in which children quickly learn to co-operate and help each other.
- Staff provide very good role models.

### **Commentary**

55. Most children are likely to exceed the standards expected by the end of the reception class, due to good teaching and learning. Most achieve well because of the consistently good, and sometimes very good, teaching. High standards and caring relationships ensure that the children know what is expected of them, so that they quickly learn the correct way to behave. Children quickly settle into the daily routines of directed and self-chosen tasks with little fuss and behave very well. They take good care of materials and equipment and move confidently round the classroom. They are given many opportunities to develop independence and co-operate with others, and share and take turns during activities. They are encouraged to clear away at the end of sessions and help with activities such as at snack time. The good teamwork of the adults gives the children very effective role models for co-operation, and a calm approach to work so that relationships are good. Most children show very good levels of interest in what they are doing and are keen to learn. They go to the toilet unaided, and most already manage to dress themselves and put on their own coats.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- Staff provide a good range of opportunities to develop children's language skills.
- Reading materials are used effectively to provide a stimulus for creative development.
- Children are given good opportunities to form letters correctly and develop writing skills, especially for those children who are above average attainers.

### **Commentary**

56. Children achieve well and most are likely to exceed expected standards by the end of the reception class because of good teaching, learning and provision. On entry to the reception class, children have a wide range of language skills and vocabulary. Adults develop children's speech and language well through questioning and modelling during supervised activities ensuring that children take turns and listen to others. They take a keen interest in what children have to say and this encourages children to further develop the confidence to talk. Each child's opinion and response is valued which enables them to develop positive attitudes to learning. Children listen and join in well with favourite rhymes and songs, which helps develop speech and language

and understanding. They listen attentively when a story is read to them. There is effective teaching of sounds and phonic skills so that children gradually learn to recognise sounds and simple words from their reading books and classroom displays. They regularly take books home to share with parents and carers, and there are many opportunities when children can look at books themselves. Most handle books with care, developing an understanding of how to turn the pages and an understanding that print carries meaning. Most children, especially the higher attainers, already write their names and a few write simple sentences unsupported. Good opportunities are provided for these children to build upon their prior learning.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Adults plan a wide range of practical activities to promote children's mathematical development.
- Good use is made of mathematical language.
- Good use is made of resources to promote learning.

### **Commentary**

57. Most children are likely to exceed the expected standards by the end of the reception class. Children enter the reception class with a wide range of experiences and knowledge and understanding above that expected. Teaching, learning and provision are good, with staff planning a wide range of activities to promote mathematical understanding, and most achieve well. Children are encouraged to count and match numbers and explore shapes using a good range of resources, in structured and less formal activities. Adults use number rhymes and songs to help children reinforce counting and many children are already beginning to count accurately to at least five. Children have regular access to sand and water activities to explore their properties. Adults ensure they use correct mathematical words to develop and extend children's understanding of mathematical language which was evident during the inspection. Children explored taller and shorter through looking at objects within and outside the classroom, with their experiences recorded using the digital camera to illustrate and make topic books.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- A good range of interesting activities is planned and provided to promote learning in this area.
- Staff use questioning effectively to enhance the children's knowledge and understanding of the world about them.
- There is a good range of visits and visitors to the school.
- Children have regular access to, and confidently use, computers.

### **Commentary**

58. Most children are likely to exceed the expected standards by the end of the reception class. The quality of teaching, learning and provision is good and children achieve well. The classroom is well organised, with a range of activities to stimulate children's natural curiosity and enthusiasm. Through the use of road layouts, simple construction kits and role-play areas, children increase their knowledge and understanding of the world. There is a range of visits and visitors to extend children's

knowledge and understanding. Opportunities are provided for children to develop early scientific skills through simple observations of materials, a sensory garden, and interactive displays such as light and dark. They learn to plant seeds, grow and take care of plants and observe how materials change through cooking. They begin to learn about their own culture and that of others and how to live harmoniously together through weekly religious education lessons. Children have regular access to computers in the classroom and the computer suite using the mouse and keyboard to design and print pictures and control objects on the screen.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Good use is made of the outdoor play area and children have regular access.
- Hand and eye co-ordination is encouraged in a variety of activities that require the use of small hand tools, crayons, pencils and brushes.

### **Commentary**

59. Most children achieve well and most are likely to exceed the expected standards by the end of the reception class. The quality of teaching, learning and provision is good. Outdoor play provision is good and improved since the time of the last inspection. Children move freely, with growing confidence, and are developing sound awareness of space and of others. They confidently use large wheeled toys and are encouraged to take turns. Most respond very well to instructions, stop and start on request, and clearly enjoy the opportunities provided during outdoor playtime. Staff are clearly aware of health and safety issues as they support children. There is regular access to the facilities in the hall for running, jumping, climbing, gymnastics and dance. Children are given a wide range of opportunities to develop their co-ordination and manipulative skills by handling dough, cutting with scissors, making models and painting with a range of brushes, pencils and charcoal. There is a good range of construction kits and jigsaws which are readily available to develop co-ordination and fine control. Displays in classrooms and photographic evidence show that children are given frequent opportunities to encourage fine hand movements and control.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Opportunities for creative development have improved since the last inspection.
- Good use is made of role-play to develop children's creativity and imaginative responses.
- There is a good range of planned creative activities and children have regular access to a role-play area.

### **Commentary**

60. Most children are likely to exceed the expected standards by the end of the reception class. Many children enter the reception class with a wide range of creative experiences, and adults nurture these through a good range of activities. The quality of teaching, learning and provision is effective and children achieve well. Planning and displays show that through the use of art and design, role-play, songs, rhymes and stories and small world toys, children successfully develop their imagination and creativity. Children confidently use paint to create imaginative pictures of the

'Rainbow Fish' and 'Bubble Pictures'. They enjoy making beds from recycled materials and learn to join and stick. Good quality resources are plentiful and well used. Children readily take part in role-play activities in the home area, showing a good understanding of parenting skills while feeding the dolls. They are given regular opportunities to explore musical instruments and sounds using both tuned and un-tuned instruments during music and story activities.

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

### **ENGLISH**

Provision in English is **unsatisfactory**.

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

- Pupils come into school with standards which are above average but leave Years 1 and 2 and juniors with below average standards in writing.
- Pupils with special educational needs make unsatisfactory progress.
- Teaching is unsatisfactory, especially in Year 2 and marking is unsatisfactory both in Years 1 and 2 and in the juniors.
- The presentation of pupils' work is untidy.
- The use of literacy in other curriculum subjects is unsatisfactory.
- Leadership and management are unsatisfactory.

#### **Commentary**

61. In 2004, results of national tests indicated at the end of Year 2 that standards in reading were in line with all schools nationally but well below those of similar schools. Standards in writing were above average when compared with all schools but average when compared with similar schools. By the end of Year 6, standards in English were in the top five per cent nationally and well above those of similar schools. Inspection results for this present cohort, many of whom are below-average attainers, indicate that standards in Year 2 are below average. They are above average in speaking and listening, average in reading and below average in writing. A similar picture is reflected in Year 6. Standards in Year 6 are below average overall because of the number of pupils who are unlikely to attain the average level in English, especially in writing. All groups of pupils are underachieving.
62. Pupils enter Year 1 with above-average levels in speaking and listening, reading and writing. They speak clearly and listen well. They can follow instructions, make themselves understood and communicate well with adults and children. They begin to build words phonetically and read and write simple sentences independently. By Year 2, whilst higher attaining pupils maintain this standard, they make little progress in all aspects of English. The number of pupils attaining below average levels exceeds the number of average and above average-attaining pupils at the time of the inspection and so standards in writing are below average overall. By Year 6, there are a significant number of pupils whose standards in reading are average overall but in writing standards are below average. A contributory factor to the average standards gained in reading is the help that is given to pupils by members of the community who hear pupils read and the high levels of support they receive from parents. Punctuation and spelling have many errors and presentation is untidy. Pupils write insufficient amounts of work and their knowledge of sentence construction and grammar is not developed well enough, especially when taking into account the good quality of pupils' speaking and listening skills they bring from home and the help given to them in reading by parents and the community. Standards are not high enough for these pupils and all groups of pupils are underachieving.

63. Attitudes to learning are unsatisfactory. Although attitudes and behaviour are good in Year 1, in Year 2 they are poor. In this class pupils are disruptive, do not listen to their teachers and are bored. Pupils with special educational needs are particularly at risk because of bad behaviour and unsatisfactory relationships between staff and pupils. Individual education plans are not used effectively for pupils with special educational needs and behaviour strategies are not in place. The learning support assistant is not well deployed to support pupils' learning and the management of the class is inconsistent. As a result, they do not learn well. By Year 6, a significant number of pupils lose concentration during their lessons and are not interested in their work.
64. Teaching is unsatisfactory overall. In Year 1, teaching is good but in Year 2 it is unsatisfactory, with poor elements. Behaviour management has broken down, so even when clear explanations are given, it is not possible to deliver the lesson because pupils are bored and unruly.
65. Whilst lessons in Years 3 to 6 seen during the inspection were mostly satisfactory, scrutiny of pupils' work shows that progress and achievement over time is unsatisfactory, work is inconsistently planned, marking is poor and assessment unsatisfactory. There is a weakness in teachers' subject knowledge especially in teaching guided reading and developing pupils' writing based upon the structures that pupils have encountered in their reading sessions. Whilst the basic curriculum is covered, it lacks depth and variety. The use of ICT to present and record information is unsatisfactory. As a result, teaching and learning are unsatisfactory and pupils' achievement is unsatisfactory.
66. Leadership and management are unsatisfactory. Assessment procedures and tracking are not effective and teaching and learning have not been monitored. Standards have not been analysed and governors have not been kept properly informed.
67. There has been no improvement since the last inspection and the quality of teaching and learning has declined. Overall improvement has been unsatisfactory.

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

68. Pupils do not use their skills of literacy across the curriculum sufficiently well and this is unsatisfactory. Links with other subjects are not properly planned and many opportunities to extend vocabulary and to teach literacy and different styles of writing through other subjects are missed. Standards in speaking and listening of Year 6 pupils are above those expected nationally but there are insufficient opportunities provided for pupils to engage in discussion and debate in different subjects. Too few opportunities are provided for pupils to write across the curriculum and development of their research skills is unsatisfactory.

### **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Results of pupil assessments are now analysed to identify strengths and weaknesses.
- Teaching and learning in mathematics are unsatisfactory and pupils make insufficient progress as they move through the school, resulting in significant underachievement.
- The role of the subject manager needs further development, with more involvement in the monitoring of teaching, learning and standards that all groups of pupils attain.
- Insufficient use is made of assessment in planning challenging activities for different groups of pupils.
- ICT does not support mathematics teaching sufficiently across the school.
- There are insufficient opportunities for pupils to apply their mathematical knowledge in practical problem-solving activities.
- The use of mathematical skills across the curriculum has not been systematically addressed or monitored and pupils do not have sufficient opportunities to practise skills learnt in mathematics lessons.

## Commentary

69. At the end of Years 2 and 6, standards of work seen during the inspection are below average and a significant number of pupils do not achieve as well as they should. Standards are not as good as at the time of the last inspection and there has been underachievement because pupils enter Year 1 with above-average ability in mathematics. In Years 1 and 2 and Years 3 to 6, pupils' knowledge of number is better than their application of it. Problem solving and handling data are particular weaknesses that need to be addressed.
70. The results of national tests for seven year-olds in 2004 showed standards to be broadly similar to the national average but well below average when compared to similar schools. This is because there were insufficient pupils attaining the higher level. Standards in national tests for 11 year-olds are average compared to all schools nationally but above average when compared to similar schools. Above average attainers are not sufficiently challenged because data analysed from previous test results is not yet used sufficiently well to alter curriculum planning.
71. There has been some improvement in developing planning since the last inspection, with the introduction of the National Numeracy Strategy. However, not enough use is made of assessment information to plan tasks that are progressive, appropriate and sufficiently challenging for different groups of pupils. Scrutiny of pupils' past work shows that marking procedures are inconsistent across the school and do not provide pupils with sufficient guidance as to how they can improve. Work is not always dated and there are examples of unfinished work which is not followed up by teachers. Pupils do not have workbooks as activities are usually completed on worksheets or paper and saved in loose-leaf files, with insufficient attention paid to ensuring that pupils present their work neatly and accurately. The recently-appointed headteacher has a clear understanding of the weaknesses in mathematics teaching and has enlisted the help of the local authority adviser to help improve standards. She teaches Year 4 on a daily basis to ease the pressure on the mixed-age classes in Years 3 to 6; however, this is not cost effective and is not the best use of her time as so many other things need to be done in the school which demand her time.
72. The quality of teaching and learning in lessons seen and from looking at pupils' work is unsatisfactory overall. In lessons observed, the quality of teaching ranged from

unsatisfactory to very good, with good teaching seen in Year 1 and Year 6 and very good teaching of Year 4. However, scrutiny of pupils' work indicates that this is not consistent or maintained across the school. Teachers' subject knowledge varies from good to unsatisfactory, which impacts on the pace and challenge of lessons. Overall it is unsatisfactory, as insufficient links are made with other subjects, expectations are too low and, as a result, pupils have unsatisfactory attitudes to learning. Their work throughout the school is untidy and is not neatly presented. Most lessons begin briskly but learning intentions are not always shared sufficiently with pupils and oral activities do not always sharpen pupils' mental ability sufficiently. Introductory sessions are sometimes too long and teachers do not fully engage all pupils because they often only take answers from those who put up their hands and there are no challenging follow-up questions. Plenary sessions do not always give pupils sufficient opportunity to talk about what they have been learning and explain the strategies they used because teachers do the explaining. Pupils usually undertake the same tasks which are often not adequately challenging or appropriate to their needs and they do not always have sufficient time to complete them. Where teaching is very good, as in Year 4, pupils respond eagerly to the high expectations of them; they work very well in groups and are keen to solve problems. Resources are well used to support and a high emphasis is placed upon pupils' mathematical language learning and, as a result, pupils learn very well.

73. Throughout the school, teachers do not provide sufficient opportunities for pupils to use mathematics to solve real-life problems. Classroom assistants are used soundly to support groups of pupils during the main part of the lesson but are not used effectively during the beginning and end of sessions. ICT is not used sufficiently to support pupils' learning in mathematics, and pupils are not given sufficient opportunities to develop their reasoning skills.
74. The role of the co-ordinator is underdeveloped and whilst an effective start has been made at developing planning and assessment, leadership and management are unsatisfactory and there are insufficient opportunities for rigorous monitoring of the quality of teaching, learning and standards. The analysis of recent test results has identified strengths and weaknesses and this information now needs to be fully implemented in planning to raise standards. There has been a lack of a whole-school approach to the progressive development of calculation but this is now being addressed by the newly-appointed headteacher.
75. Improvement since the last inspection has been unsatisfactory. There has been a fall in standards at age seven and areas identified for improvement to raise standards at the time of the last inspection have not been addressed sufficiently to raise standards.

### **Mathematics across the curriculum**

76. The use of mathematical skills across the curriculum is unsatisfactory and has not been systematically addressed or monitored. Links between mathematics and other subjects, such as science, history and geography, are not yet sufficiently developed to give pupils opportunities to use their mathematical knowledge and understanding, especially in problem- solving and interpreting data.

## SCIENCE

Provision in science is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils do not attain the standards of which they are capable, and they are underachieving.
- The curriculum is not sufficiently well planned to ensure that pupils accumulate skills and knowledge in a progressive manner.
- Pupils do not present their findings in a variety of ways and their skills of experimental and investigative science are below those expected of pupils aged seven and eleven.
- There are significant weaknesses in teaching and learning.
- Assessments are unsatisfactory and are not used to challenge different groups of pupils.

### Commentary

77. The 2004 national test results and teacher assessments show that by the end of Year 2, in comparison with all schools, standards in science were below national averages in relation to the percentage of pupils achieving average and above standards. The percentage of pupils achieving the higher levels was broadly in line with the national average. In comparison with similar schools, standards were well below average; the percentage of pupils attaining the higher levels was below the national average. By the end of Year 6, in comparison with all schools and similar schools, pupils attained average standards. Inspection findings show that there is considerable underachievement of all groups of pupils and standards are below national averages in Years 2 and 6. This is because there are weaknesses in teaching.
78. By the end of Years 2 and 6, pupils have not sufficiently developed their skills of scientific enquiry and do not have the expected depth of knowledge and understanding in the aspects of science required by the National Curriculum. Those currently in Year 6 have a basic understanding of what is meant by a 'fair test'. They make predictions and carry out scientific investigations under the direction of teachers. They have not attained the expected level of independence for their age in planning and setting up investigations. Even pupils capable of higher attainment are unable to equate their findings with their initial hypothesis or give reasoned explanations as to why results turn out as they do.
79. In Year 2, pupils are not gaining sufficient knowledge of scientific skills. Work is far too easy for them and consists of drawing, sticking and gluing activities, colouring in of pictures and going over well-known facts to pupils for example, that plants grow in soil; as a result, pupils get bored and misbehave. In Year 2, insufficient attention is paid to the work that pupils have covered in Year 1 and pupils repeat what they have already learnt, such as which household items run on electricity.
80. There is superficial coverage of the curriculum with much repetition of work throughout the school and all groups of pupils are underachieving. Pupils with special educational needs make unsatisfactory progress; those with statements of special

educational needs make satisfactory progress over time due to the individual support that they receive from support staff.

81. Teaching and learning are unsatisfactory and this is a contributory factor to pupils' underachievement, together with weaknesses in teaching and in the way the science curriculum is planned, particularly in mixed-age classes. There is a lack of clearly defined expectations of what pupils should be achieving in acquisition of both knowledge and skills. Teaching is unsatisfactory because teachers throughout the school, with the exception of Year 1, do not focus sufficiently well on developing pupils' skills of experimental and investigative science and spend too long on delivering subject knowledge at the expense of developing rigorous scientific skills. Teachers' expectations are not high enough as teaching is pitched at the same level for all pupils. This results in a lack of understanding and frequently unfinished work by less able pupils and the lack of challenge for those capable of higher attainment, which holds them back. Teachers' subject knowledge is weak and insufficient emphasis is placed on giving pupils opportunities to develop subject-specific vocabulary. There is an overuse of worksheets which test pupils' comprehension and colouring-in skills rather than developing their scientific skills of observing, categorising, predicting and presenting their information in a variety of ways, including using ICT; pupils are not given sufficient opportunities to present their findings in a variety of ways. Marking is weak and work is not marked in a way that helps pupils to know what they have to do in order to improve. There are too many examples of unmarked work and low standards are praised. Standards of presentation are untidy and because pupils' work is not sufficiently valued, learning deteriorates. Pupils have unsatisfactory attitudes to learning; whilst many of them are well mannered and genuinely want to please their teachers, they are passive in lessons because too few opportunities are given to them to become responsible for their own learning. In Year 2, pupils are bored because they repeat work that they already know. Assessments are unsatisfactory and teachers do not sufficiently measure pupils' progress against nationally expected standards or against their prior attainment.
82. The leadership and management of the subject are unsatisfactory. Teaching and learning are not sufficiently well monitored and planning is not monitored to ensure that science skills are appropriately identified. Improvement since the last inspection has been unsatisfactory. The school's senior management team have been too slow to raise standards and have failed to identify weaknesses in teaching and curriculum planning due to weak systems of performance management. This has resulted in considerable underachievement for all groups of pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- The quality of teaching and learning has improved since the last inspection especially in developing specific ICT skills.
- The curriculum is soundly planned and delivered, based on national and local authority guidance to ensure progression of skills and knowledge.

- The use of ICT to support learning in other subjects is in need of further development.
- There are currently no whole-school assessment procedures to monitor pupils' skills, knowledge and understanding and this is unsatisfactory.

## Commentary

83. By the end of Year 2 and Year 6, from discussions with pupils and limited samples of work, most achieve standards broadly in line with national expectations. All groups of pupils, including the small number identified as having special educational needs, make at least sound progress as they move through the school and achievement is satisfactory overall. No lessons were observed in Year 2 and there was insufficient evidence to make a judgement on teaching and learning but pupils are not using ICT sufficiently well to support their learning.
84. Improvement since the last inspection has been satisfactory and average standards have been maintained. Government funding has been used efficiently to establish a small computer suite, improve the number of computers and raise teachers' knowledge and understanding through staff training within the local schools cluster. This has meant that most are more confident and knowledgeable and this has raised the quality of teaching. The small suite is used well to teach specific skills to small groups. Older pupils also visit the local high school during each term for more specialised teaching in data handling, spreadsheets and multimedia presentations. Pupils have satisfactory attitudes to learning and behave satisfactorily.
85. In lessons seen in Years 3 to 6 and from looking at samples of pupils' work and discussions with pupils, the quality of teaching and learning are satisfactory overall and sometimes good. Teachers plan lessons carefully, using national and local guidance to ensure ICT skills and knowledge are soundly covered. Most teachers show at least satisfactory subject knowledge and motivate pupils so that they have a good attitude to learning. Observations and conversations with pupils show they are positive about the use of ICT, clearly enjoy their lessons and work effectively with partners or groups. Many older pupils have regular access to computers at home which they say they use for research, word-processing and practising skills learnt at school.
86. Leadership and management by the part-time subject leader are satisfactory overall. She is hardworking, keen and enthusiastic and leads by example but has several other subject responsibilities. She provides good support to colleagues but has insufficient opportunity to undertake rigorous monitoring of planning, teaching, learning and standards across the school to ensure there is sufficient progression of skills and knowledge. There are currently no whole-school assessment procedures in use to monitor and track pupils' progress as the previous recording system is no longer in use, and this is unsatisfactory. This is an area for development so that teachers ensure there is sufficient improvement in subject-specific skills and knowledge. Planning is soundly based on national and local authority guidance and provides a sound structure for teaching skills and raising standards. The subject leader is aware of the need to further develop the use of computer technology across all subject areas and make staff aware of the software available. One classroom is currently equipped with an interactive whiteboard which is used by other classes and there are

plans in place to increase this to three. Most classrooms are equipped with at least three computers, although not all have printers attached so that pupils cannot always print out their work. There is a small computer room with five computers which is used to teach specific skills. There is a good range of supporting resources, including two scanners and digital cameras, overhead projectors, listening centres and headphones.

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

87. The structured use of ICT across other curriculum subjects is unsatisfactory and in need of further development.

### **HUMANITIES**

No judgement could be made on provision for **geography** as it was not inspected. Planning showed a suitable curriculum but subject-specific skills and links to other subjects were poorly defined or absent. Scrutiny of pupils' work indicates that they learn and record too little.

## HISTORY

Provision in history is **unsatisfactory**.

### Main strengths and weaknesses

- Standards are below those expected nationally and pupils' achievements are unsatisfactory.
- Teaching is unsatisfactory in Years 3 to 6.
- The curriculum does not define subject-specific skills adequately.
- Displays in Years 3 and 4 are used well to enhance learning.
- Insufficient opportunities are provided for pupils to develop their skills of literacy, numeracy and ICT.
- Leadership and management are unsatisfactory.
- Educational visits are used well to enhance learning.

### Commentary

88. Standards are not high enough and pupils' achievements are unsatisfactory. Pupils know certain facts about the Aztecs, Tudors, and Victorians and know how transport has changed but are unable to provide reasons for change and how it affected the life of people, for example, in Victorian times how transport affected living conditions and created wealth. Teaching was observed in Years 3 to 6 only as no lessons were available for inspection in Years 1 and 2. Scrutiny of pupils' books in Years 1 and 2 indicated that ideas of time are not built up and developed consistently and that too little information is presented and recorded. Pupils do not write enough and undertake too many low-level tasks such as sticking and gluing pictures in chronological order. There is a lack of opportunity for pupils to record their findings in a variety of ways and pupils in Years 1 and 2 do not learn enough. Throughout the school, pupils have underdeveloped research skills and have difficulty in extracting evidence from a variety of primary and secondary sources. They do not know enough about the social, cultural, ethnic and religious diversity of the societies studied both in Britain and the rest of the world.
89. Teaching and learning is undermined by a lack of clarity in the development of subject-specific skills and knowledge as pupils progress through school. As a result, they do not build effectively on previous skills and knowledge and are vague about what they know. Weaknesses in curriculum planning undermine teachers' planning. Teachers' planning is unsatisfactory and too few opportunities are provided for pupils to write at great length and they do not make enough progress. In Year 2, pupils do not have sufficient opportunities to learn from artefacts and not all of them fully understand the passage of time. The use of visits to places, such as Holdenby House, provide good learning opportunities for the pupils but insufficient opportunities are provided to capitalise on this learning through well-structured activities. There is an overuse of worksheets and too much teaching is teacher-directed. ICT is not used sufficiently well to support learning and pupils do not use their skills of literacy, numeracy and ICT to develop historical enquiry and communication of what they have learnt. Displays in Years 3 and 4 are attractive and in a lesson seen, pupils made good use of a pupil's family photographs to learn about life in Victorian times. This also

made a positive contribution to pupils' spiritual, moral, social and cultural development. Pupils have unsatisfactory attitudes to learning and get bored easily.

90. Provision for pupils with special educational needs is unsatisfactory and these pupils are underachieving. This is also true of higher attainers who are not being challenged to their full potential.
91. The leadership and management are unsatisfactory because it has failed to produce a relevant up-to-date curriculum to give teachers a clear lead on how to develop historical understanding and skills and how to plan their lessons effectively. The subject has not been monitored and reviewed and the school has not undertaken a thorough assessment of the quality of its provision.
92. There has been no improvement since the previous inspection and standards have declined significantly. There appears to have been no action taken in response to the national changes in curricular provision made four years ago.

## **RELIGIOUS EDUCATION**

Provision in religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards at the end of Years 2 and 6 are well below the expectations of the locally agreed syllabus and pupils' achievements are poor.
- Teaching has weaknesses and is a contributory factor to the low standards.
- Short-term planning is unsatisfactory and too often in planning teachers confuse the skills of Personal, social, health and citizenship education and religious education.
- Insufficient opportunities are provided for pupils to develop their writing skills in both Years 1 and 2 and in the juniors.
- Pupils do not know enough religions identified for study in the agreed syllabus.
- Weak assessment procedures prevent teachers from pitching work at the correct level and higher attainers are not sufficiently challenged and are making unsatisfactory progress.

### **Commentary**

93. Standards by the end of Years 2 and 6 are well below the expectations of the locally agreed syllabus and all groups of pupils are underachieving due to unsatisfactory teaching, planning of the curriculum, lack of assessment and rigorous development of the curriculum.
94. Teaching and learning are unsatisfactory because teachers have insecure subject knowledge and do not teach the subject in a rigorous and systematic manner as the two curricula for personal, social and health education and religious education have become confused and intertwined. There is no clear definition between one subject and another.
95. Pupils are vague about what they have learnt and in Year 6, they think that Gods of Ancient Greece have the same status as those of the major world religions.

Throughout the school, pupils do not know enough about Christianity and other world faiths. Work in their books demonstrates that tasks set are pitched at too low a level, there is an overuse of worksheets and pupils do not have sufficient opportunities to write extensively and undertake research. Pupils' achievement is unsatisfactory overall, including for those with statements of special educational needs, as the curriculum is weakly planned.

96. Pupils have unsatisfactory attitudes to learning because they are not sufficiently challenged. Too often, written work is left unfinished and standards of presentation are untidy. There is a lack of spirituality in the work that pupils undertake and teachers' planning does not stress the central feature of all religions that there is a deity to be worshipped.
97. Teachers do not teach subject-specific vocabulary sufficiently well and too few opportunities are provided to teach pupils how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meaning for symbols, stories and language. Pupils do not show a clear understanding of what belonging to a religion involves. In Year 6, pupils have learnt about the story of creation but the work covered is very similar to that found in Year 2 and relies on a series of drawing of pictures rather than comparison with world faith stories of creation. ICT is not used sufficiently well to enable pupils to develop their research skills and is underused in teaching and learning.
98. Assessments are unsatisfactory and do not represent an accurate record of what pupils know, understand and can do. Assessment is not sufficiently well used to move pupils on in their learning and pupils of different capabilities are covering the same work.
99. The leadership and management of the subject are unsatisfactory. Insufficient monitoring of teaching and learning, and curriculum planning has been undertaken and all groups of pupils are underachieving.
100. Improvement since the last inspection has been unsatisfactory.

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

102. **Art and design, music, design and technology** and **physical education** were sampled subjects. Pupils' work, teachers' planning, discussions with pupils and a very small amount of lesson observations formed the evidence base for judging standards and pupils' achievements. Standards are below national expectations for seven and eleven year-olds and pupils are underachieving in art and design and music. The fundamental reasons for pupils not attaining higher standards is largely attributable to weaknesses in the curriculum, short-term planning, use of assessment and monitoring of the curriculum by subject co-ordinators for clear skills progression. Pupils are not achieving as much as they can as teachers have unsatisfactory subject knowledge and do not teach pupils' sufficient subject-specific vocabulary to help them with their learning and do not focus sufficiently on developing subject specific skills. Too often, work set for pupils is unchallenging and does not take into account their previous learning; as a result, pupils have unsatisfactory attitudes and behaviour

deteriorates. The few lessons seen in these subjects had weaknesses for example, work was not matched closely enough to pupils' needs and prior attainment, due to unsatisfactory assessment procedures. Insufficient emphasis was placed on developing subject-specific vocabulary and skills and higher-attaining pupils were not receiving sufficiently challenging work. Pupils who have special needs underachieve because their individual education plans are not sufficiently well used to match tasks to their needs. Pupils with statements of special educational needs receive satisfactory support and make satisfactory progress but their skills of independence are not sufficiently well developed and they are too reliant on the support staff. Opportunities for literacy, numeracy and ICT are unsatisfactory and pupils do not have sufficient opportunities to apply these skills to other subjects. Improvement since the last inspection has been unsatisfactory, the curriculum is not as well planned as judged previously, teaching has deteriorated and standards are not as high as judged previously.

103. Standards in **art and design** are below those expected nationally by the end of Years 2 and 6 and pupils are underachieving. Pupils have not made sufficient progress in developing techniques of colour-mixing, shading, working with textiles and three-dimensional work and, although pupils have sketch books, these do not show progression of skills acquisition. Pupils in both Years 1 and 2 and in the juniors have not studied enough work by famous artists, especially those from different cultures.
104. In **design and technology**, due to very few lessons seen, there was insufficient evidence available to make an overall decision on the quality of teaching. It is therefore not possible to make a judgement on provision. There was insufficient evidence to make a judgement on standards by the end of Year 2. However, from talking to pupils, looking at work folders and samples of work, standards by the end of Year 6 are below expectations which is not as good as at the time of the last inspection when standards were considered to be high and a strength of the school. Pupils' designing and planning skills are underdeveloped and standards of presentation are below expectations. There are insufficient opportunities for pupils to undertake small focused practical tasks to develop design and technology skills before making final products. Pupils in Years 3 to 6 are regularly withdrawn in small groups from other lessons for design and technology and this is unsatisfactory. In Years 3 to 6, whilst pupils have had appropriate experiences of working with a range of materials, they have not developed the necessary skills in planning, designing, making or evaluating as they move up the school. Activities are often too prescriptive, providing pupils with little opportunity to develop their own ideas and specific skills and knowledge. In a Year 4/5 design and technology lesson, a small group of pupils spent nearly 30 minutes sanding down corners of wooden cubes; this did not challenge their thinking skills and very little learning took place. Discussions with the temporary subject leader indicate that the subject is planned using national guidance, although the school needs to review the topics to ensure that there is sufficient development of skills and knowledge as pupils progress through the school. There are currently no opportunities to monitor the quality of teaching and learning to identify strengths and areas for development. Resources are soundly organised and provide a satisfactory range and quality to support pupils in their learning. Assessment is unsatisfactory. Although teachers informally assess pupils' work, there are no whole-school systems in place, making use of National Curriculum level descriptors, to

monitor pupils' standards and progress and provide more challenge for higher attaining pupils.

105. In **music**, pupils can sing in tune and can use percussion instruments to accompany their singing, keeping a sense of rhythm. In acts of collective worship, their singing is harmonious and reverent and pupils pronounce their words clearly. In Year 1 in a good lesson seen, pupils were given good opportunities to compose music to accompany a story studied in literacy. However, the same learning objectives were identified in an unsatisfactory Year 2 lesson and pupils repeated work that had previously been learnt in Year 1. This lack of focus on developing pupils' skills is having a detrimental effect on pupils' learning and subsequent achievement. In Years 3 to 6, there are weaknesses in the delivery of lessons in some classes as pupils are taught foundation subjects in groups; for example, pupils are withdrawn for design and technology lessons to work with the support assistant, this means that they miss elements of the main lesson conducted in class.
106. **Physical education** was not a focus during the inspection so that it is not possible to make an overall judgement on provision or teaching and learning as not enough lessons were observed. Leadership and management of the subject are satisfactory overall in the limited time available. The subject leader provides sound support to colleagues, has recently updated the policy and produces an annual action plan. However, there is insufficient involvement in scrutinising planning, teaching, learning and standards and this has been identified as an area for development by the very recently appointed headteacher. Planning, based on national guidance supported by a commercial scheme, is satisfactory overall. Teachers use this guidance soundly to plan their lessons. The school is linked to a local secondary school which is developing an initiative for sport in school and after school within the local schools cluster. Extra teaching support is provided from various coaches through outside organisations, including Northampton Football and Rugby Clubs, basketball and tennis who provide specific sports expertise. Resources for the subject are satisfactory, soundly-organised and accessible. Facilities for physical education are satisfactory, with an adequately-sized hall which is soundly equipped for gymnastics and dance. There are suitable hard play and grassed areas for outdoor activities and access to the village playing field when required. The subject is supported by a good range of after-school clubs for older children and there are regular fixtures and competitions with other schools, which promotes personal and social development well. Swimming takes place from Year 3 and the majority of pupils can swim at least 25 metres, and many much further by the end of Year 6. However, there are currently no whole-school assessment procedures to monitor pupils' progress in physical education and this is unsatisfactory. Improvement since the last inspection has been satisfactory, with improved curriculum planning providing more balance, and updated resources. Areas for improvement identified at the time of the last inspection have been fully addressed.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

107. Provision in this area was sampled. The school sees pupils' personal development as an important part of its work. The programme of **personal, social and health education and citizenship** is broadly satisfactory and includes work on diet, health, sex, drugs and personal safety but planning gets confused with religious education

and this is an area that has not yet been sufficiently addressed by the senior management team. The school has a good range of visits and visitors which help support pupils' safety, health and knowledge of living in a community. Circle time, when pupils have an opportunity to discuss matters of importance to them, is not yet fully established in all classes and there are variations in the way that staff approach it. A good lesson on citizenship was seen in Year 4/5 when pupils discussed the need for rules. In this lesson, pupils devised rules for the fictitious planet of Anarchiston and good use was made of talking partners which had a positive effect on developing pupils' skills of co-operation. The school council provides pupils with opportunities to take part in democracy at first hand and pupils relish the opportunity to accept responsibility.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	5
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>5</b>
Attendance	2
Attitudes	5
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	5

<b>The quality of education provided by the school</b>	<b>5</b>
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	5
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>3</b>
The governance of the school	5
The leadership of the headteacher	3
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).*