

# INSPECTION REPORT

## **EASTLING PRIMARY SCHOOL**

Eastling, Faversham

LEA area: Kent

Unique reference number: 118336

Headteacher: Mr Dave Walsh

Lead inspector: Margaret Dickinson

Dates of inspection: 25 – 28 April 2005

Inspection number: 266774

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:	89
School address:	Kettle Hill Road Eastling Faversham Kent
Postcode:	ME13 0BA
Telephone number:	01795 890252
Fax number:	01795 890252
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Louise Johnson
Date of previous inspection:	April 1999

## **CHARACTERISTICS OF THE SCHOOL**

Eastling Primary School is a small village school for boys and girls aged 4 to 11. There are 89 pupils on roll. Pupils come from a broadly typical range of socio-economic backgrounds and the proportion of pupils eligible for free school meals is broadly average.

Attainment on entry varies from year to year but is around average. The proportion of pupils with special educational needs and the proportion of pupils with a Statement of Special Educational Needs are below average. These pupils' needs largely cover moderate learning and social, emotional and behavioural difficulties. A very small number of pupils come from ethnic minority backgrounds. No pupils are in the early stages of learning to speak English. The number of pupils joining or leaving the school other than at the normal times is higher than average.

The school received a Healthy Schools Award and an Investors in People Award in 2003. The school is also involved in a broad range of initiatives that support community links. These include adult education, family learning and support, use of the school's facilities, and community outreach work for information and communication technology. This aspect was inspected as an additional feature of the inspection within the section of the report entitled 'partnership with parents, other schools and the community'.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12373	Margaret Dickinson	Lead inspector	English, science, art and design, geography, history, music
32677	Brian Horley	Lay inspector	
28009	Ruth Allen	Team inspector	Mathematics, information and communication technology, design and technology, physical education, religious education, the foundation stage, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school's **effectiveness** is **unsatisfactory**, and it gives unsatisfactory value for money. Pupils do not make enough progress because teaching is unsatisfactory overall. The school is satisfactorily managed but leadership is unsatisfactory. The headteacher is dedicated to the school but his leadership does not focus sufficiently upon how well pupils are achieving and whether they are making enough progress as they move from year to year.

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.

The school's main strengths and weaknesses are:

- Children in the reception class do well in their personal and social development and their knowledge and understanding of the world because teaching is good in these areas.
- Teaching and learning are unsatisfactory overall, and poor in Years 1 and 2.
- Leadership is not having enough impact upon how well pupils learn over time and is not ensuring that all pupils build upon their prior attainment and achieve their potential.
- Pupils do not achieve as well as they should in writing and mathematics from the reception class onwards but they achieve satisfactorily and sometimes better than this in reading.
- The headteacher has improved communication between the school and its governors and parents and has developed community links very well; they are a strong feature in the school.
- The instability in staffing in Years 3 and 4 has been managed well by the headteacher, who has deployed teaching assistants appropriately to support continuity for these pupils.
- Pupils are well behaved and form good relationships, supported by the school's friendly ethos and good provision for social and moral development.

Since the last inspection, the school has improved in some areas but not in others. Pupils are not achieving as well in writing, mathematics and science but are doing better in information and communication technology (ICT). Teaching is not as good. The curriculum is now better planned, and relationships and communication with parents and governors have improved. The school's assessment systems are better, but the information is not monitored effectively to support pupils' learning. Overall, improvement has been unsatisfactory.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	C	E	E
mathematics	E	A	E	E
science	E	D	E	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2. Caution is needed when comparing the results with the national averages because the number of pupils in each year group is small.*

**Achievement** is **unsatisfactory** overall. Performance in the national tests has varied over recent years, but this is typical when numbers in each year group are relatively small and some year groups have more pupils with special educational needs than others. Pupils' performance has been generally well below average in comparison with similar schools except in 2003, when it was above average. This suggests that pupils have not built well upon their prior attainment. Currently, standards by both Year 2 and Year 6 are average in speaking and listening, and reading and well below average in writing and mathematics. Standards in science are below average by Year 2 and

well below average by Year 6. Pupils achieve satisfactorily in speaking and listening, reading, religious education and ICT. Achievement is unsatisfactory in writing, mathematics and science. Standards in reception are average overall in relation to the goals children are expected to reach by the end of this year. They achieve satisfactorily but do better in their personal and social development and knowledge and understanding of the world than in developing their early writing skills and mathematical development.

**Pupils' personal qualities** are **good** overall. Their attitudes and behaviour are good and attendance is satisfactory. Spiritual, moral, social and cultural development is good overall.

## **QUALITY OF EDUCATION**

**The quality of education** provided by the school is **unsatisfactory**. **Teaching and learning are unsatisfactory** overall. Teaching varies widely and, whilst some is good, too much is unsatisfactory or poor. Writing, mathematics and science are not taught well and this affects pupils' progress. Overall, teaching, learning and assessment are satisfactory in reception. Teaching and learning are poor in Years 1 and 2. All the good teaching seen during the inspection occurred between Years 3 and 6. Since September 2004, pupils in Years 3 and 4 have had several changes of teacher, which has affected their achievement. During the inspection, this class was taught by temporary teachers and about half of the good lessons seen occurred in this class. In the best lessons, teachers manage pupils well so that pupils can work well together and learn effectively. Some good lessons were seen across a range of subjects and some teaching by teaching assistants was good. However, scrutiny of pupils' work in Years 1 to 6 and lessons seen show that teachers' expectations are not high enough between Years 1 and 6 and that assessment is not supporting pupils' learning sufficiently. Most teaching does not take enough account of the spread of ability within each class, so pupils do not always work at appropriate levels and at a sufficiently good pace. Marking is not effective in supporting learning.

There is a very good range of clubs and other activities to enrich the curriculum but the curriculum is unsatisfactory overall because it does not cater well for the spread of attainment in each class. Pupils' care, welfare health and safety receive good attention. The school involves pupils well in contributing to the school community. Links with parents are good. The school has an excellent website, which parents use frequently and find useful. Links with the community are very good, and links with other schools are good.

## **LEADERSHIP AND MANAGEMENT**

**The management of the school is satisfactory** but **leadership is unsatisfactory**. The headteacher has improved provision for ICT and has managed the difficulties with staffing in Years 3 and 4 appropriately. There are efficient systems for assessing pupils and recording results but the information is not used effectively to identify when individual pupils are not making enough headway. Leadership is not focused sufficiently upon key aspects of the school's work, namely the weaknesses in teaching, and whether pupils are learning in a secure and steady way. Governance is good and statutory requirements are met. Governors are fully involved. They give a clear strategic lead and challenge when appropriate. They do not receive enough information from the headteacher on how well pupils are achieving over time.

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

Parents say their children like school and are expected to work hard. They are supportive of the school's leadership and management. Some expressed concerns about the quality of teaching, whether their children were making enough progress and the extent to which they were kept well informed about their child's progress. Inspection evidence showed these concerns are valid. Pupils like school and feel cared for. They find other children are friendly and teachers treat them fairly. About a quarter of the pupils felt they did not find out new things in lessons and lessons were not always fun. Inspectors agree with these comments. Over a third felt that children were not always well behaved in lessons. Inspectors saw no evidence of inappropriate behaviour.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of teaching.
- Improve achievement for pupils across the attainment range.
- Improve the quality and impact of leadership to ensure a sharp and determined focus on how well all pupils learn and make progress.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

*Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.*

Achievement is unsatisfactory overall. Numbers are too low to make valid comparisons between the achievement of boys and girls. Standards are below average overall by Year 2 and Year 6.

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

- Children achieve well in reception in personal and social development and their knowledge and understanding of the world.
- From reception, children do not make enough progress in writing and mathematics.
- Standards in science are lower than they should be because pupils do not make steady progress from Year 1 onwards.
- Pupils make satisfactory and sometimes good progress in reading, helped by the extra support they receive at school and at home.

#### **Commentary**

1. In the 2004 tests at Year 2, standards were average in reading and below average in writing and mathematics. In comparison with similar schools, results in each area were below average. Numbers are low in the school. Comparisons with national averages must therefore be treated with caution as the attainment of pupils varies from year to year. In the previous year, pupils' performance was much better, but this was a more able year group. A more valid picture can be obtained by looking at how pupils perform over a period of three years. Over the last three years, at Year 2, reading and mathematics have been about average but writing has been below average.

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

Standards in:	School results	National results
reading	15.6 (16.8)	15.8 (15.7)
writing	14.1 (14.8)	14.6 (14.6)
mathematics	15.9 (17.2)	16.2 (16.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

2. At Year 6, numbers are also relatively small. Only 18 pupils took the tests last year and about a third of the class had special educational needs. Standards were well below the national averages in English, mathematics and science. In comparison with other similar schools, standards were well below average in English, mathematics and science. Analysis of pupils' performance over a three year period shows standards have been well below average in English, mathematics and science. The overall trend in performance at Year 6 has been below the national trend. Despite the small year groups, and the need for caution, these test results are indicating that pupils are not doing as well as they should during their time in school. This was confirmed during the inspection. Evidence from lessons, scrutiny of pupils' books and discussions with individuals and groups of pupils indicates that pupils should be doing better and reaching higher standards in writing, mathematics and science.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	24.7 (27.0)	26.9 (26.8)
mathematics	24.3 (28.8)	27.0 (26.8)
science	26.3 (28.2)	28.6 (26.6)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

3. Currently, by Year 2 and Year 6, standards are average in reading, speaking and listening, ICT and religious education but standards are well below average in writing and mathematics. Standards in science are below average by Year 2 and well below average by Year 6. Where standards are average, pupils achieve satisfactorily. However, pupils' achievement is unsatisfactory in writing, mathematics and science.
4. Children enter the school with broadly average skills and they achieve satisfactorily in reception. The majority of children will reach the expected goals for personal, social and emotional development. They do well in this area because staff support children well and help them to feel secure and happy as they learn. There are good relationships and children develop good levels of independence. The majority of children are also likely to reach the goals for knowledge and understanding of the world. They also do well in this aspect. They encounter a wide range of activities and staff encourage them to explore and talk about what they are discovering. ICT skills are taught well from this early age and children make good progress in developing confidence using computers and learning early ICT skills. Many are likely to reach the goals for physical and creative development.
5. Children make good progress in reading and in their speaking and listening in reception but not in writing. This is because they are not given enough opportunities to develop their early writing skills, including writing independently - even though higher attaining children are capable of this. In mathematical development, few children are likely to reach the expected goals. Many children, especially the higher attaining children, are not challenged sufficiently. Overall, achievement is unsatisfactory in mathematical development. Children with special educational needs in the reception class achieve satisfactorily overall. Their work is planned carefully and they are supported well in most lessons.
6. Writing continues to be a weakness in the rest of the school. Pupils' books show a heavy emphasis on the grammatical and formal aspects of writing but too little opportunity to write across a range of forms. There is insufficient evidence of pupils writing independently, on open-ended tasks when they can write at length if they are able. Books show that pupils often do the same work, even though there is a wide spread of attainment in each class from Year 1 onwards. Pupils are not having enough opportunity to develop their writing skills in other subjects.
7. A similar picture occurs in mathematics and science, where pupils are not making enough headway in their learning because work does not build sufficiently upon the levels that pupils have already reached. In many lessons, the average and higher attaining pupils in the older age-group in each class are often being asked to do the same work as the rest of the class which is not necessarily at the correct level for them. Two key weaknesses in teaching, that are affecting pupils' achievement, are:
  - teachers' expectations are often too low;
  - not enough use is made of the information from individual pupils' end of year assessments to establish what each pupil needs to learn next to move on in their learning.
8. Pupils achieve satisfactorily and sometimes well in reading. The school supports pupils' reading well, through providing a good range of books. The selections in classrooms are changed frequently, to provide variety and choice. Pupils who struggle with reading are identified and receive additional support. Some effective reading sessions were seen during the inspection, when pupils were making good progress. The school's data shows pupils achieve better in reading than they do in writing, mathematics and science.

9. Pupils with special educational needs also achieve unsatisfactorily overall though there are times when they do well. All pupils with special educational needs have clear targets to work towards that are reviewed regularly but the effectiveness of the support they receive is variable across the school. Where support is good, this often occurs when pupils are withdrawn in groups to concentrate on specific skills. Teaching assistants are not always used productively in class lessons and they do not take a sufficiently active role in pupils' learning. Work set for these pupils is not always well matched to their needs and this means that they are not being helped to improve.
10. The school collates a good amount of data on pupils' end of year tests and individual targets are set for each pupil to work towards by the end of Year 2 and Year 6. Scrutiny of this data indicates clearly where pupils are not achieving appropriately - for example, some pupils have stood still and not made progress from one year to the next, and a few have slipped back to a level that is lower than the previous year. The data is used to identify pupils with special educational needs, and this has been successful, as some pupils have received extra attention and are making up ground. However, the headteacher and teachers do not use this information effectively to monitor each individual's progress and highlight pupils who are underachieving so that this can be picked up and addressed at an early stage.

### **Pupils' attitudes, values and personal development**

Pupils' behaviour and attitudes to school are good. Spiritual, moral social and cultural development is good. Attendance is satisfactory.

### **Main strengths and weaknesses**

- Pupils have positive attitudes to school life and behave well in lessons and around the school.
- Pupils have good relationships with each other and with adults. This is the result of the caring ethos of the school and the good example set by staff.
- The school fosters pupils' spiritual, moral, social and cultural development effectively and this is why the school has a strong sense of community.
- Pupils could know more about the diverse cultures represented in our society.

### **Commentary**

11. Pupils enjoy coming to school. The majority of pupils have good attitudes to learning and take part in lessons enthusiastically although there are a few pupils in Year 1 and 2 who are not as motivated. In most lessons pupils listen to each other's opinions very carefully and help each other when they can. In the ICT suite, for example, pupils worked together well. They made sure their partner understood the task and helped them when they were stuck.
12. Children in the reception class work well together and share resources. They are spontaneous in their praise for each other. Children are taught effectively about relationships and how to work and play together. They are quick and ready to help others get dressed after physical development activities in the hall. Most children are set to achieve the learning goals in personal, social and emotional development.
13. Pupils behave well around the school and play well with each other in the playground. Pupils enter and leave assemblies calmly. The school council plays an important role in monitoring behaviour at playtimes and the 'Buddy System' ensures that pupils are taken care of at all times of the day. No bullying or unpleasant behaviour was observed throughout the inspection. The school has had a higher than average number of fixed term exclusions in the last year, but these related to a series of incidents on the part of two pupils, which are now resolved.

### ***Ethnic background of pupils***

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

Categories used in the Annual School Census	No of pupils	Number of	Number of
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	on roll	fixed period exclusions	permanent exclusions
White – British	88	9	0
Mixed – White and Black African	1	0	0

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

14. These attitudes lead to harmonious relationships at all levels throughout the school. Pupils respect and trust the adults and enjoy chatting to them out of lesson times. Pupils in Years 5 and 6 discuss issues in a mature way, respecting and listening to each other's opinions. All pupils care for each other because they all know each other well. Pupils know who to go to if they are unhappy. They feel confident and this supports their self esteem and helps them to enjoy school life. Discussions with pupils show they clearly appreciate the family atmosphere of the school.
15. All pupils are taught the difference between right and wrong. They know the school rules and understand that they need to follow them. There are many opportunities provided to celebrate pupils' achievement both inside and outside the classroom. Assemblies play an important part in pupils' social and moral development and they learn quickly about relationships and how to behave towards others in the school. For example, puppets were used effectively in an assembly to show how Jesus wanted his followers to behave like the sheep rather than the goats. This was then related to the pupil's modern day lives particularly effectively to include the whole age range in the school. In one Year 6 lesson pupils were observed discussing with great maturity how the story of the 'Good Samaritan' relates to their lives today and what can be learnt from it.
16. Pupils' spiritual development is fostered successfully through the trusting family ethos in the school. Although this area of development is not planned into lessons it was evident in one PSHE lesson that they were given time to think about themselves and their feelings through setting their own personal target to achieve. Children in the reception class are given many opportunities to discover new experiences through their development in knowledge and understanding of the world, such as planting seeds and learning how to care for animals. Assemblies contribute well to pupils' spirituality through carefully-chosen music and through giving pupils the opportunity to look at famous artistic works and reflect on them while waiting for other classes. Pupils' cultural provision is fostered well through learning about their own culture. This is done successfully through partnerships with the local church and the village, looking at contrasting localities and holding special celebration days in the school and the community. Pupils learn about Judaism, Hinduism and Islam in religious education lessons but there are limited opportunities for pupils to gain a deeper understanding of the diverse range of cultures represented in this country in other subjects.
17. The school has a satisfactory approach to promoting good attendance. School absence is broadly in line with the national average. Punctuality is good and lessons start on time.

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

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.5
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.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is unsatisfactory. Unsatisfactory teaching and learning are leading to underachievement for a significant proportion of pupils. The curriculum is satisfactory and is enriched very well. Pupils are well cared for and they receive satisfactory pastoral support but unsatisfactory support for their academic progress. Links with parents and other schools are good. Links with the community are very good.

### **Teaching and learning**

Teaching and learning are unsatisfactory. They are satisfactory in reception but poor in Years 1 and 2. Assessment is unsatisfactory.

### **Main strengths and weaknesses**

- Teaching in writing, mathematics and science is unsatisfactory.
- Some good teaching was seen across a range of subjects and in some group lessons for pupils with special educational needs.
- Reading is taught satisfactorily and pupils learn to read at an appropriate and sometimes good pace.
- Assessments are not used well and there are weaknesses in marking.
- Teaching was mostly good in Year 3 and 4 though lessons were taught by temporary teachers.
- Teachers manage pupils well so that other pupils are able to learn.
- Teaching assistants are effective in some lessons but not in others.

### **Commentary**

18. Teaching is satisfactory in reception, with the most effective teaching occurring in personal, social and emotional development and knowledge and understanding of the world. Teachers and support staff encourage children to become independent and to make choices. They plan a good range of activities to develop children's confidence and social skills. They use questions well to help children gain a greater knowledge and understanding of the world around them. A weaker aspect of the teaching relates to children's learning in writing and mathematical development. Teaching does not expect enough of children in these two areas, particularly the higher attaining children who are capable of working at a level beyond the expectations for their age.
19. Most teachers manage pupils well so that other pupils are able to settle to their work and concentrate. They have good relationships with pupils and most teachers monitor pupils well during lessons so that pupils keep to the task. Humour is sometimes used effectively, to capture pupils' interest at the beginning of lessons.
20. In the good lessons, teachers used questions well, to remind pupils of what they covered in the previous lesson and to help to set the context for what pupils were going to learn. In a Year 3 and 4 lesson, for example, the teacher led an effective discussion with pupils to explore key features of some local buildings before pupils planned their own three-dimensional model of a building in Eastling. In a Year 3 and 4 science lesson, on filtering, the teacher used a good balance between instructing and explaining, and allowing pupils to explore and experiment for themselves. As a result, pupils were challenged and interested in the activity and worked hard throughout the lesson.
21. Teachers sometimes plan imaginative activities which lift pupils' learning. This happened in a Year 5 and 6 religious education lesson, when pupils worked in groups to act out a modern-day version of The Good Samaritan story. Pupils were keen and excited. They were soon absorbed in the activity and this led to some perceptive discussion. Another good activity occurred in a Year 5 and 6 history lesson on the Crimean War, where pupils worked in groups to consider a selection of prompt cards on Mary Seacole and Florence Nightingale. They were spurred on by the competitive element and keen to discuss and negotiate, to come to a consensus.

22. Reading is taught satisfactorily and sometimes well, helping pupils to develop their skills, and foster a love of books. One effective session was seen in Year 5 and 6, when the teacher was working in depth with a small group of pupils reading the same book. The teacher was clear about which particular skills he wanted to develop and these were given a particular focus. By the end of the session, pupils were reading with more inflection and expression and were making good use of the punctuation marks to help them read in a lively way.
23. Teaching assistants are generally used well when teaching is good and the teacher has briefed them effectively. In other lessons, teaching assistants take a more passive role and do not support the pupils to whom they are assigned. In one lesson, for example, the teaching assistant was emptying water bottles during the final ten minutes of the lesson when she could have been encouraging pupils with special educational needs to participate and consolidate their learning.
24. The Year 3 and 4 class was being taught by a temporary teacher from another school during the inspection week. Another temporary teacher, who will teach the class until the end of term, was also present. These pupils have had a disrupted time, with several changes of teacher since September, which has affected their progress. The headteacher has allocated three teaching assistants to this class to provide continuity for the pupils and two of these were present during the inspection. The teaching was mostly good in this class and pupils were responding well and beginning to catch up. The work was varied to take account of pupils' differing needs and pupils were making good gains in their learning. The level of adult support meant that pupils had plenty of help when they needed it. Pupils with special educational needs were benefiting from a lot of support and were making good headway.
25. There are several weaknesses in teaching which have led to the overall judgement of teaching and learning being unsatisfactory. These relate to the quality of planning, the degree of challenge for pupils and the use of assessment. These are the main factors affecting how well pupils achieve.
26. Lessons seen and scrutiny of pupils' work in writing, mathematics and science shows that pupils in Years 1 to 6 often do the same work across the two year groups in each class. There is a wide variation between, for example, between the least able pupil in Year 1 and the most able pupil in Year 2. The same applies to the Year 3 and 4, and the Year 5 and 6 class. In one spelling lesson in Year 1 and 2, for example, the main activity was the difference between –oy and –oi. This was an appropriate for some pupils in the class but not all. The average and higher attaining pupils in Year 2 were marking time spending half an hour on this activity, and there was no opportunity for them to tackle a more challenging spelling task at the right level. Pupils' books in Year 1 and 2 show that the teacher's expectations are too low and there is frequently insufficient variety of task to cater for the full attainment range in the class.
27. Pupils' books in Year 3 and 4 show that past work has not been well matched to the range of abilities, although during the inspection this was much better. Their English books show pupils spend too much time on exercises and not enough on writing for a range of purposes, including extended writing. One pupil, who enjoys writing and wants to be an author, and who writes regularly at home, had very little writing in his books.
28. In Year 5 and 6, books also show that pupils do the same work for a large proportion of the time. This applies to English, mathematics and science. Too much of the work is identical, from the lowest attainer's book to the highest attainer's, showing that work is often copied. Expectations are too low and work is not planned to help pupils reach their targets. Pupils who are expected to reach above average levels in the national tests are not undertaking work at the correct level to help them achieve their potential. Too much time in English is spent on grammar and spelling exercises at the expense of more open-ended, independent writing. There is little opportunity for pupils to apply their knowledge to writing in a more creative and imaginative context. Marking in the three subjects is poor and often simply a series of ticks at

the end of the page. Sometimes, work is ticked correct when the pupil has made mistakes that should be picked up if the pupil is to reach their end of term target. A lot of work is unmarked.

29. Pupils with special educational needs do not learn sufficiently well in many lessons. Teaching is good where support staff plan and take responsibility for groups of pupils who are withdrawn from the classroom. In these cases, activities are often well planned and are matched well to the pupils' individual needs. In a small group lesson with pupils in Year 3 and 4 on books by Roald Dahl, for example, the adults asked good questions to draw out pupils' thinking about the different characters in a selection of books. This lesson built well upon previous class lessons and the pupils were keen to participate.
30. The school holds a good deal of assessment information, which gives an indication of the levels pupils have reached in reading, writing, mathematics and science the previous year. This is not being used effectively by teachers to help them plan work at a suitable level. In many lessons, a significant proportion of pupils were doing work that was not at an appropriate level for them. About a quarter of pupils indicated on the pupils' questionnaires - filled out shortly before the inspection - that lessons were not interesting and fun and that they did not find out new things. This is a valid reflection of the lack of challenge and pace in their learning.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	10	13	4	1	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons. Percentages are not given since fewer than 30 lessons were observed.*

### **The curriculum**

Curriculum provision is unsatisfactory. Opportunities for enrichment throughout the school are very good. Accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The curriculum is not planned adequately for the range of attainment in classes between Years 1 and 6.
- Provision for ICT has improved since the last inspection and is supporting the curriculum well in other subjects.
- Opportunities for enrichment across the curriculum are very good and have improved considerably since the last inspection.
- Insufficient attention is paid to the development of using and applying mathematical and scientific skills through practical activities.
- Literacy and numeracy are not promoted sufficiently well across other areas of the curriculum.

### **Commentary**

31. The curriculum plans cover the full range of subjects, including religious education. Requirements for drugs, sex and relationships education are met. All subjects are given appropriate amounts of time and the balance between subjects, including religious education, is appropriate. Requirements for collective worship are met. However, there is a distinct weakness in the way the curriculum supports pupils' learning. The school does not pay enough attention to planning for the broad range of attainment in each of the mixed-age classes. Pupils' books show that pupils in each class often do the same work, irrespective of their capabilities. Discussions with pupils also indicate that they sometimes repeat work when they are in the same class for two years. The way the curriculum plans are used by teachers, in planning lessons, is not supporting pupils' ongoing progress and this is causing a significant proportion of pupils to underachieve.

32. The headteacher has worked hard to improve the school's provision for ICT since the last inspection. The school benefits from good staff expertise in ICT. The ICT suite, additional resources and staff expertise and skills result in good provision. Pupils are improving in their knowledge and understanding of the subject and this is helping to raise standards and improve pupils' achievement. They are now using their ICT skills effectively to support their learning in other areas of the curriculum.
33. In mathematics and science, however, pupils are not being given enough opportunities to use and apply skills they have learnt by engaging in more practical and problem solving tasks. The use of literacy and numeracy skills across other areas of the curriculum is underdeveloped.
34. Support for learning outside the school day and the provision of other enrichment activities is very good. The pupils have opportunities to attend a wide variety of clubs such as cookery, French, choir, gardening and sports clubs. The school buddies run lunch time clubs for groups of pupils such as reading and drawing and there are a number of special curriculum and cultural days and weeks held throughout the year to support pupils' learning. Visitors to the school include the Life Education bus to support drugs education and a science theatre company. Other visitors include poets and artists. Pupils clearly enjoy these activities and feel they learn a great deal from them. Parents appreciate the time and effort that goes into these too. The school is active in the village and the local church and use these valuable resources well to enhance the curriculum in school. All these additional opportunities help to increase pupils' enjoyment of school and support their personal development well.
35. Provision for pupils with special educational needs is unsatisfactory. All teaching staff and support staff agree a programme of work and set appropriate targets for these pupils. These are often addressed well when pupils work in small groups with teaching assistants because appropriate work is planned. They do not receive an adequate curriculum in lessons, however, because they are often given the same work as the rest of the class, which is beyond their capabilities.
36. The accommodation and resources are used adequately to meet the needs of the curriculum. Teaching assistants are provided with good training opportunities and are deployed across the school to support groups of pupils in all year groups. This support is effective when pupils are supported in small groups but this is not always the case in lessons.

### **Care, guidance and support**

There are good arrangements to ensure pupils' care, welfare and safety and the school involves them well in its work by seeking and acting upon their views. However, overall, support, advice and guidance are unsatisfactory.

### **Main strengths and weaknesses**

- The school has a strong family ethos in which pupils have good relationships with each other and with staff.
- Good induction procedures ensure that children settle quickly into formal education.
- Advice and guidance are limited by the lack of rigorous monitoring and assessment of pupils' academic progress.
- The school has good methods to seek and act on pupils' views through surveys and the school council.

### **Commentary**

37. Parents and children appreciate the caring nature of the school. When asked what children like most they often say that everyone is friendly. Older children are encouraged to look after the



younger ones through the Buddy scheme. Instances of bullying are rare and the school acts quickly and effectively to deal with them. Relationships are enhanced by the many clubs run by staff and parents where pupils learn to relate to a wide circle of adults. A good example is the cookery club, which is run by a local resident who is a cordon bleu chef.

38. Parents recognise the good arrangements for the induction of their children. Parents and children are invited to join the school for a wide variety of social and classroom events. This greatly helps to familiarise the children with their new surroundings. The school produces a separate prospectus for parents of pupils joining the reception class which focuses on the needs and concerns about their first move into formal education. As a result parents can make an informed judgement about the school and children settle in quickly.
39. The school provides a safe environment. The headteacher and a school governor carry out a survey of the school every term. Risk assessments are carried out on all visits. Child protection procedures are in place and the control of medicines is effective.
40. The school council represents every year group and meets with a member of staff each week. The school also conducts a yearly survey of pupils' views. This helps pupils to understand that the headteacher and teachers are interested in their view of the school and will listen to their ideas.
41. This is a small school and every pupil is well known to the staff. Their personal development is carefully monitored and teachers and teaching assistants are able to help pupils to become mature and independent. The monitoring of pupils' academic progress and the school's use of assessment are unsatisfactory. These are important factors in the pupils' overall underachievement.

### **Partnership with parents, other schools and the community**

There are good links with parents and other schools. Links with the community are very good. The educational programmes for parents, families and members of the community are effective.

### **Main strengths and weaknesses**

- Very strong links with the local community benefit pupils' learning and the community as a whole.
- The majority of parents use the school's excellent website which provides wide range of constantly updated information about the school.
- Community provision is very good and is well focused on the needs of parents and the wider community.
- Educational support services provide effective support and the school works well with them.
- Reports to parents do not give enough information on progress and do not include focused targets.

### **Commentary**

42. The school is a valued part of the village community and works hard to develop its links. Social events at the school are open to local people and the school fete is the biggest event in the village year. The headteacher works closely with the parish council, the village planning committee and the village hall to ensure that the community gets the maximum benefit from the facilities available. Pupils benefit from educational visits to the farm and lands of the Belmont Estate. The local church is used for services and as a learning resource. The vicar and his team also visit the school to take services. The village public house raised funds for the school at their firework display.
43. Links with parents have improved since the last inspection when they were satisfactory. Parents believe that their children are happy at school and they particularly appreciate the

range of school clubs and activities. Most parents are comfortable approaching the school with any problems and stated that staff were easily accessible. Concerns by parents are normally dealt with informally but there is now a clear school policy agreed by the governors. Many parents help in school through hearing readers, running after-school clubs or organising the library and this enhances pupils' learning. There is very active PTA, the Friends of Eastling School, which raises a significant amount of funds to support the school and runs many family social events, which are open to the local community.

44. A significant minority of parents feel that their children are not making good progress and that they are not kept informed about their child's progress. The annual reports provide a good deal of information on their progress but the targets for the following year are lacking in detail. The school also provides a further short report each term which many parents say is valuable but others find it confusing.
45. General information provided to parents about the school is very good. The school produces two very good prospectuses including one aimed at parents of children entering the reception class. These are produced to a very high standard and include many photographs and cartoons. All this information, and much more, is included on the school's excellent website, which is used by the majority of parents. Children's work is celebrated and the notice board is updated virtually every day. Curriculum information is available and pictures of new books in the library enable parents to support their children's learning well.
46. There are good links with local schools particularly through the group of small rural schools. Combined training days for staff and the pooling of resources provide considerable benefits. Local pre-school groups are encouraged to participate in school events. Pupils go on to a variety of secondary schools, all of which visit the school to meet potential entrants and also provide additional resources for sport and academic development. These links benefit pupils' education and assist the process of induction and transfer.

### **Community Provision**

47. The school has worked hard and effectively to develop a range of adult and family education initiatives to benefit parents, pupils and the wider community. The headteacher is very committed to this work and sees it as an important aspect of this village school's provision. He has been instrumental developing the range of programmes and has been successful in attracting funding to support this. He has worked with the local authority District Community Learning Manager to provide a range of classes from swimming to genealogy.
48. Good use is made of the resources at the school such as the computer suite and the swimming pool. Classes are run in the evening and at weekends when the largest numbers can attend. Courses from basic understanding to advanced handling of digital photography have been well attended. Generally classes are run by specialist teachers qualified in adult education, some of which come from a nearby adult education college.
49. During the inspection a number of parents stated that they had learned a great deal and, by working with their children, their ability to help with their education was significantly increased. The success of the courses is evaluated by the headteacher and the District Community Learning Manager, who visits each course to meet participants and review their achievement. The Chair of the Parish Council sees this as a great benefit to the local community. The school, working with the Parish Council and the District Community Learning Manager, is now planning how these facilities can be extended by linking adult classes to after-school clubs for pupils.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are unsatisfactory overall. The headteacher's management is satisfactory but leadership is unsatisfactory. Governance is good and all statutory requirements are met.

## Main strengths and weaknesses

- The headteacher's leadership is not sufficiently focused to rectify key weaknesses in pupils' learning and improve pupils' achievement.
- The governors are effective and give a clear strategic lead to the school's work but they do not have enough information about how well pupils make progress over time.
- The headteacher has improved relationships with governors and parents and has developed the school's community links very well.
- The headteacher has managed the difficulties in staffing in Year 3 and 4 well and has kept pupils' welfare at heart in deploying staff.

## Commentary

50. The headteacher is dedicated to the school and rightly values the importance of the school in the life of the village community. He puts a lot of time and commitment into building links with parents and the community. This is reflected in the good proportion of parents who are pleased with the way the school is led and managed. Clear emphasis is placed on the friendly and open ethos of the school. Staff work well together as a team and a recent audit of staff well-being shows that this is very good.
51. The headteacher uses ICT well to ensure efficient systems are in place. All assessment data, for example, is entered by staff onto the tracking system. The school's excellent website is frequently updated, and this provides an interesting record of life at the school. The amount of assessment data is substantial but not enough use is made of this information by the headteacher and teachers. Close scrutiny reveals pupils not doing as well as they should, or regressing, and other instances where pupils appear to have made exceptional progress in a very short period of time. Some of the reasons for this have been identified and addressed by the school, and pupils are beginning to make up ground. Nevertheless, overall, pupils' progress is not monitored carefully enough by the headteacher or teachers, to ensure that individual pupils are making sufficient progress as they move through the school.
52. The headteacher is open about the school's strengths and weaknesses. The school's self-evaluation highlights weaknesses in teaching and judges achievement as unsatisfactory, which is an honest appraisal. The headteacher has taken determined steps to address the weaknesses in teaching in Year 3 and 4. He has wisely allocated additional teaching assistants to this class to assist continuity for pupils, as there have been so many changes of teacher during the year. Another appropriate decision was to withdraw some pupils who needed extra support in literacy and numeracy to help them catch up. These steps are working well, the teaching assistants are making a difference and the pupils in this class are beginning to make better progress.
53. Whilst the provision is showing improvement in Years 3 and 4, albeit with temporary teaching staff, there are weaknesses in teaching and learning in Years 1 and 2, and in Years 5 and 6. The headteacher instigated a programme of support from the local education authority which has led to improvements, but these are not yet well enough embedded to be providing pupils in these classes with an acceptable standard of education. The headteacher has monitored teaching and this highlighted some weaknesses which were affecting pupils' learning. He has taken some steps to address these, but subsequent monitoring has not been sufficient to secure improvements in the quality of teaching. Therefore, the weaknesses remain and affect pupils' achievement in writing, mathematics and science.
54. Leadership and management of ICT are good. Leadership of English, mathematics and science is unsatisfactory. In these subjects, the co-ordinators are not monitoring pupils' academic progress carefully enough and identifying where improvements need to be made to help pupils achieve more successfully.

55. The Chair of Governors work closely with the headteacher and meets him regularly, which is beneficial since the school does not have a deputy headteacher. The governing body has a very good range of specialist and professional expertise and governors bring their skills to their role in shaping the school's strategic direction. Governors are clear in the distinction between leadership and management and have reflected on the relative effectiveness of these two important aspects. They ask challenging questions of the headteacher when reviewing the school's effectiveness. However, although the headteacher's reports are very detailed, governors have not received sufficient information on pupils' achievement and have therefore not been as effective in monitoring how well pupils are making progress in the school.
56. The school's budget is managed and administered well. The bursar is efficient and provides the headteacher and governors with clear financial information. The school currently has a large carry-forward figure which is above the recommended limit. Last year's carry forward figure included £28,000 which the school had to pay back to the local education authority for the building of the school hall and to reflect reduced pupil numbers. This year, the carry-forward figure is also larger than it should be, but this is partly due to funding for special curriculum and community projects, which boost the school's income. The surplus funds are planned for and will be used to cover staffing costs and the projected budget shows that the surplus will reduce to an appropriate level within two years.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)	
Total income	383,108
Total expenditure	375,180
Expenditure per pupil	2,988

Balances (£)	
Balance from previous year	54,395
Balance carried forward to the next	62,233

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

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

57. The provision for the children in the Foundation Stage is not as good as seen in the last inspection, when they were making good progress. Children enter the reception class at the beginning of the year in which they become five and most attend full time by the beginning of the spring term. Most of the children arrive in school having had some pre-school experience. Overall, children's attainment on entry is in line with that expected for their age group. There is a very good induction process to ensure they settle quickly into school, which includes a clear and informative prospectus specifically for their parents.
58. Leadership in the Foundation Stage is satisfactory. The Foundation Stage leader manages the class and works alongside the teaching assistant. They work together as a strong team to support children's learning. Each area of learning is planned for in detail. Teachers make careful observations of each child's ability and progress and record what children know and can do. Although they use this information to plan activities for all groups of children it is not yet being used successfully to ensure that they achieve well enough in their mathematical and language development.
59. The quality of teaching and learning is satisfactory overall. The staff have a sound knowledge of the areas of learning and plan activities that are interesting and fun for all the children. They use a variety of teaching methods and have high expectations of behaviour. As a result children make satisfactory progress in their learning. They do not, however, have high enough expectations for pupils' early writing skills and mathematical development. In these areas, higher attaining children could be doing more demanding tasks.

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

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

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

- The children achieve well because they are taught well and encouraged to become independent at an early age.
- Staff support all children well, so that they are secure and happy while they learn.

#### **Commentary**

60. The good relationship established between staff and children in the reception class means children relate very well to adults and feel secure in the routines established for them. They understand the 'Golden Rules' and are learning to self register when they come into school in the morning. Staff encourage children to take part in all activities. They learn to make choices, share resources with others and be responsible for tidying away. Staff are constantly aware of children's learning needs. They work alongside groups of children encouraging and supporting their learning and making sure that all children are involved both in taught activities and in free choice activities. Children show respect for each other and are quick to help others to dress after PE and take care of them when they feel unhappy.
61. Through stories, such as 'Mr Gumpy's Outing', children talk about their feelings. They act them out and this helps them to learn how to relate to one another. Children are encouraged to dress up and act out a role, which is developing their confidence in new situations. They talk confidently about what they enjoy doing and what they find difficult. All children know how to use equipment and are rapidly learning appropriate language and how to interact with others, particularly through 'circle time'. All children behave well. The majority are on course to reach the expected goals by the end of the year.

## COMMUNICATION LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children enjoy reading and are making good progress.
- Children are confident in speaking and listen well to others.
- Children are not given enough opportunities to write independently and improve their writing skills.

### Commentary

62. Children achieve satisfactorily overall and teaching is satisfactory. They achieve well in their speaking and listening because staff take every opportunity during activities to develop the children's vocabulary, particularly through role-play and when talking about stories together. Most of the children can describe the story of 'Mr Gumpy's Outing' and recognise many of the key words. All children are encouraged to talk in sentences and give opinions. In circle time children introduce themselves and talk about what they like. There is a clear emphasis on ensuring that all children understand what is being said and express themselves clearly. Children have the opportunity to develop listening skills, by listening to their own 'Mother Hubbard' poem on the tape recorder, for example, and listening to sounds in the music corner.
63. Children also achieve well in reading. They enjoy books and listen attentively when a story is read to them. There are a wide variety of books available for the children to look at and enjoy. They are beginning to read simple books with confidence and enjoy taking library books home to share. The majority of children have a sound knowledge of a number of phonic sounds and key words.
64. Most children are on course to reach the goals for speaking and listening and reading, but this is not the case in writing. This is because they are not given enough opportunities to write independently and improve their pencil control. Children's recorded work is limited and the more able children are not writing often enough or well enough to achieve the expected goals by the end of the year. Most children can use a pencil to follow a pattern with some control and are beginning to write legible letters to convey sounds but very few are beginning to develop this further by attempting to write simple sentences.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

### Main strengths and weaknesses

- Children's use of mathematical vocabulary is generally good.
- The higher attaining children are not sufficiently challenged in their mathematical learning.

### Commentary

65. Pupils' achievement is unsatisfactory overall because higher attaining children are not making enough progress. All staff make sure that children are surrounded by mathematical vocabulary through appropriate displays. Frequent opportunities are used throughout the day to reinforce both mathematical vocabulary and skills, such as counting how many children are present and how many animals get into Mr Gumpy's boat. Children are confident in using words to indicate directions. In one lesson, for example, through using a floor grid, they helped Floppy the dog find the rabbit by moving up and down, round and left and right.

66. Children are already recognising some solid shapes, which they describe, and they sort bones into appropriate animal sets. They use and understand words such as circle, bigger, less and more and apply them when working with construction toys and in the sand. However, children's number skills are not well enough developed. Teaching and learning are unsatisfactory overall. There is a very limited amount of recorded work to support children's understanding of addition and subtraction. Children with good mathematical capability should be achieving a higher level of understanding in order to achieve the expected level by the end of the year. Few children are on course to reach the expected goals in this area of learning.

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

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

### **Main strengths and weaknesses**

- A wide range of activities are planned to promote learning in this area and children achieve well.
- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world about them.

### **Commentary**

67. Teaching and learning are good. A wide range of activities are planned to support children's learning in this area over the year. Staff encourage them to talk about their learning at every opportunity. They are able to talk about special people in their lives both at home and in school. Through the topic on animals and pets, children learn about the work of a vet and how to care for animals. They talk about their own pets and compare similarities and differences between animals and humans. They have designed and made a comfortable bed for the school cat as well as for Old Mother Hubbard's dog. They can compare old and new toys and understand how a caterpillar changes into a butterfly. The children are currently learning about other cultures through the festival of 'Holi'.
68. ICT skills are taught well and every opportunity is used to support children's learning. Children are already able to switch a computer on, use a mouse and begin to use known vocabulary and phonic sounds. They can use the mouse to move a shuttle backwards and forwards, left and right. Children make good progress in this area of learning and achieve well. Most are likely to reach the goals for this area of learning by the end of the year.

## **PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT**

Provision in physical development and creative development is **satisfactory**.

### **Main strengths and weaknesses**

- An outside play area, although small, is used well to promote physical development alongside other areas of learning.
- Role play is used well to stimulate and extend children's creative skills.

### **Commentary**

69. Most children are on line to reach the goals for these two areas by the end of the year. The outdoor learning area is used well to support all children's physical development. There is a wide variety of large toys for the children to use and areas where they can learn to balance and climb with confidence. All staff are readily available to join in, question, encourage and extend children's learning, particularly those who are shy and find communicating difficult. In PE lessons staff act as good role models and children are encouraged to move their bodies well, respond to commands and use a skipping rope with confidence.

70. Children enjoy listening to songs and their own poems on the tape recorder and singing rhymes and songs with the teacher. They listen to and join in with songs about the farm. They particularly enjoy role-play and show great enthusiasm in acting out the story of 'Mr Gumpy's Outing'. They use paint and a variety of materials in their bonfire pictures and animal pictures. Children have access to a variety of resources, which gives them the opportunity to create models, paintings and collages to support their learning. The staff support these areas of learning appropriately. Teaching and learning are satisfactory and the children achieve satisfactorily.

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

### **ENGLISH**

Provision in English is **unsatisfactory**.

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

- Pupils achieve satisfactorily in reading and benefit from some good guided reading sessions and good resources.
- Pupils do not make enough progress in their writing between Year 1 and Year 6.
- Teaching is unsatisfactory overall and does not cater well enough for the wide-ranging attainment levels in each of the classes between Years 1 and 6.
- Leadership in English has not focused effectively enough on whether pupils are making sufficient progress and whether assessment information is used well.

#### **Commentary**

71. Standards in English are below average by Years 2 and 6. Standards are average in speaking and listening and reading but well below average in writing. Children start school with broadly average skills but do not build upon these effectively. Achievement is unsatisfactory between Years 1 and 6.
72. In reading, pupils achieve satisfactorily and reach average standards by Year 2 and Year 6. The school has a good range of reading material in classrooms and the library, to stimulate pupils' interest in reading. Pupils enjoy reading and those who find aspects difficult are targeted for additional support. The teaching assistants play a key role in this, as do teachers. In an effective guided reading session in Years 5 and 6, for example, pupils were being given good guidance by the teacher to help them pay more attention to punctuation and to use their voices imaginatively to bring expression into their reading. This was a good example of a well targeted reading session which was really helping these pupils to succeed. Many pupils read regularly at home and receive good support and encouragement from their parents.
73. Pupils' do not make steady progress in learning to write. Expectations are too low in Years 1 and 2, where teaching does not cater well for the spread of attainment range. Pupils' books show pupils in Years 1 and 2 largely do the same tasks. Some below average pupils who receive support from teaching assistants during lessons produce more writing than above average pupils who are predicted to reach the higher levels in the national tests. Scrutiny of pupils' recent writing shows that a good many pupils in Year 2 are working at levels below their capabilities. Some who are targeted to reach above average levels are not using capital letters consistently or using connecting words such as 'and' and 'because' to extend their sentences. Over time, they are not developing their writing stamina. They do not have enough opportunity to practise using more complex sentences and imaginative vocabulary, in a broad range of writing contexts, to help them achieve a secure Level 3 (the higher level).
74. In Years 3 and 4, books show pupils have spent a lot of time on grammar and spelling exercises since last September. In most lessons, all pupils have done the same exercises. These have not been at the correct level for every pupil. Above average pupils are not given



work at a sufficiently demanding level given their prior attainment. Spelling and word exercises, such as 'good = nice' and 'bad = rotten' are not challenging the pupils in the class whose spelling is already well beyond this level. Very few pieces of work in average and above average pupils' books are pitched at an appropriate level for pupils' predicted target levels for the end of this year. Until very recently, teaching in the Year 3 and 4 class has not been well planned and has not been helping pupils to move on in their learning. The class has had many teachers across the year. Whilst some of the more open-ended work, such as writing a report and writing a letter is at an appropriate level, most is not. Expectations have been too low and this has held pupils back in their writing. Analysis of the school's data shows that only one pupil in Year 4 made good progress between the end of Year 2 and the end of Year 3. Half the year group made no progress, as attainment levels remained the same, and one pupil regressed during the year by the equivalent of about two terms.

75. In Years 5 and 6, pupils do not make enough progress in their writing. A substantial amount of the written work is identical across the full attainment range. Too much is copied and this often results in lower attaining pupils not finishing, or making errors in their copying. Written work is predominantly orientated around spelling, grammar and punctuation exercises. There are very few opportunities for pupils to put their own stamp on their writing and undertake independent work. Not enough is being expected of the above average and sometimes the average pupils to enable them to fulfil their individual targets. Few pupils are working consistently at the levels they have been targeted to reach by the end of this year. Marking is poor in that a lot of work is left unmarked and pieces that are marked are acknowledged generally with ticks, which do not help pupils to improve their writing. Scrutiny of the school's assessment data shows that too many pupils have not made enough headway in their writing since they took the national tests at the end of Year 2.
76. Leadership is unsatisfactory. The subject co-ordinator has developed assessment systems and broadened the range of resources. Additional advisory support has been brought in to develop the teaching of English and indications from the headteacher and the local education authority are that provision has improved. Nevertheless there is some way to go until the quality of teaching leads to satisfactory achievement in English for pupils across the attainment range. The co-ordinator has monitored pupils' books in December and this highlighted some weaknesses in marking. However, monitoring has not resulted in a determined effort to remedy the weaknesses in planning and the extent to which teaching challenges pupils across the attainment range. At the last inspection, pupils were judged to be making good progress in English across the school. Improvement since that time has been unsatisfactory.

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

77. The development of language and literacy skills across other subjects is unsatisfactory overall, although opportunities for developing reading skills are better than writing. Pupils use the Internet to research topics and are given texts on sheets or the interactive whiteboard in history to provide them with information. Writing is not developed well across subjects and there are missed opportunities in subjects such as science, history and religious education when pupils' writing skills could be developed more effectively.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Teaching and learning are unsatisfactory and pupils' achievement is therefore unsatisfactory.
- Assessments made are not being used effectively to ensure that pupils are making enough progress through the school.
- Leadership of the subject is unsatisfactory.
- The use of mathematics across the curriculum is unsatisfactory.

- There is insufficient attention given to pupils' using and applying their mathematical skills.

## **Commentary**

78. Results in the tests taken by pupils at the end of Year 2 show attainment was improving until 2004 when they dropped to below average. Results at the end of Year 6 have been consistently low and were well below average in 2004. This is because in both year groups too many pupils are attaining the lower levels and too few the higher levels. By the end of their reception year pupils in Year 2 were well on the way to achieving the level expected for their age. Of the 14 pupils in this year group only 4 are now working at the level expected nationally by the end of the year and none are working at a higher level. This indicates that attainment is well below average and pupils have not made sufficient progress in their learning over this two year period. Similarly, there are too many pupils in Year 6 who achieved the appropriate level in their Year 2 tests are who are now not on course to reach the nationally expected level by the end of Year 6. Standards by Year 6 are well below average and pupils' achievement over the last 4 years is unsatisfactory overall. Achievement of pupils with special educational needs is also unsatisfactory but in lessons when these pupils receive effective individual support, their progress is satisfactory.
79. Teaching and learning in Years 1 and 2 and in Years 5 and 6 are unsatisfactory. Tasks and activities planned in lessons do not take account of the ability of different groups of pupils. As a result higher attaining pupils are not challenged and they often waste time on low-level activities. Pupils who need more support in their learning are being asked to do the same work as the rest of the class and consequently become confused and bored and time is wasted. For example, one child in Year 6, working at a lower level, found solving division questions using different strategies and checking with a calculator beyond his understanding and wasted the majority of the lesson waiting for support. In a Year 2 lesson on making whole and half turns more able pupils quickly became bored and said they had done this work previously.
80. Scrutiny of books in all year groups shows that pupils often do the same work, regardless of their attainment levels. Much of the work is unmarked and unfinished. The targets that are set for pupils in the front of their books in Years 1 and 2 bear insufficient resemblance to the work carried out and are, in many cases, inappropriate for the pupil's capability.
81. Pupils are not being given enough opportunities to develop their knowledge and understanding of mathematical processes through undertaking more practical tasks. During the inspection, pupils in Years 3 and 4 were taught by a temporary teacher who was in school for two weeks. Scrutiny of pupils' work showed these pupils were beginning to work at a much better pace than they had in the past. However, across Years 1 to 6, because of the unsatisfactory teaching, too many pupils are not making the progress they should and therefore are not achieving levels of attainment of which they are capable.
82. Although assessments are carried out at regular intervals in all year groups these are not put to effective use. They do not inform future planning and teachers are not clear enough about individual pupil's performance and how this needs to be improved. As a result, too many pupils are standing still in their learning in some years. There is a significant amount of data in the school on individual pupil's attainment but teachers do not use it sufficiently well to help them set appropriate work for the wide attainment range in the class.
83. Leadership of the subject is unsatisfactory. Although there are monitoring procedures in place the results of these are not being positively used or followed up to help make any improvements in pupil performance. Data is not used to track progress across the school to ensure each pupil achieves consistently well. The co-ordinator does not have a secure knowledge of her subject and is therefore unable to support other teachers in their work. There has been unsatisfactory improvement since the last inspection.

## **Mathematics across the curriculum**

84. Mathematics across the curriculum is unsatisfactory. There is very little evidence in science books of pupils using their mathematical knowledge to support their learning in science. Pupils entered results onto a sheet in a Year 1 and 2 science lesson, though many pupils did not have the mathematical understanding to know why they were doing this, as the figures were copied from the board. Pupils in Years 5 and 6 have drawn on their mathematical skills in using an Ordnance Survey map to help them compare their own village with parts of London. Overall, however, other subjects could be making a much stronger contribution to developing pupils' mathematical skills.

## SCIENCE

Provision in science is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils' achievement is unsatisfactory between Years 1 and 6 and there are gaps in pupils' knowledge.
- There are limited opportunities for pupils to develop their investigative and enquiry skills in science.
- Teaching during the inspection was satisfactory but pupils' books show teaching and learning are unsatisfactory over time.
- Leadership is unsatisfactory.

### Commentary

85. Pupils should be doing better in science. This is acknowledged by the headteacher who has identified that standards are lower than they should be. Currently, by Year 2, standards are below average in science. Over the last three years, standards by Year 6 have been well below average and they remain well below average this year.
86. Teaching during the inspection was satisfactory overall. Pupils in Years 3 and 4 enjoyed a good lesson on filtering, where they were set a problem to solve. This was set up by the teacher with enthusiasm and this rubbed off on the pupils, who tackled the problem with motivation and interest. They worked well together in groups, discussing how best to sift a mixed collection of materials. They learnt a lot about how to approach the problem in a systematic way, helped by good support and pertinent questioning from the adults present.
87. In a Year 5 and 6 science lesson, on the phases of the moon, pupils were learning technical vocabulary associated with the moon's phases. Most of them knew about the moon's 28-day cycle and had learned specific terms such as gibbous, waxing and waning. The lesson followed on satisfactorily from previous learning though the tasks were directed by the teacher and left little scope for pupils to make their own decisions how to record their findings. Not all pupils were secure in their understanding when asked to explain what they had learned, or when asked to apply their knowledge and interpret the diagram they were copying from the board. The teaching assistant was supporting small groups with a demonstration, using a spotlight and model of the moon, but this was confusing for some pupils as they could not easily see the shadow of the 'sun's' light on the 'moon' because of the natural daylight shining through a nearby window. This activity was a good idea but did not result in clear learning for all pupils.
88. In lesson in Year 1 and 2, pupils were predicting which flavour crisps birds preferred. All pupils were filling in the same sheet, with information copied from the board. The task was more relevant for pupils in Year 1 than those in Year 2 and a group of Year 1 pupils benefited from the teacher working with them to steer their thinking and help them to record the findings. Several of the higher attaining pupils completed their sheet successfully although some did not understand the data they were copying from the board. Most had some good suggestions why the birds preferred plain crisps to salt and vinegar and this element could have been better

developed in the final session of the lessons, in order to extend these pupils' scientific thinking and draw their findings to a conclusion.

89. Scrutiny of pupils' books and discussions with pupils shows that learning is not steady enough as pupils move through the school. This is borne out by analysis of the data the school holds on pupils' attainment in science. About half the pupils in Year 6 have not made enough progress since the beginning of Year 3. Pupils do not develop their skills and knowledge in a steady way, across all aspects of the subject. There is insufficient work on materials and their properties and physical processes for pupils to acquire the skills and knowledge they need by Year 6. Books show some opportunities for pupils to carry out experiments and develop their investigative skills but this aspect of the subject receives too little attention over time, yet it is the practical work which the pupils say they particularly enjoy.
90. A lot of the work is the same, across the wide attainment range of each class. Pupils in Year 2 have limited work in their books and the expectations are too low. The higher attaining pupils are not recording enough independently, using drawings, diagrams, graphs or tables, to help them attain the higher Level 3. In Year 5 and 6, pupils do identical work in most lessons, irrespective of their attainment level. Some of the work, such as things they would find on a wood trawl, is very low level for this age range, and more typical of younger pupils' work. Many of the tasks over the year are undemanding and require pupils to write single words or circle the correct answers on worksheets.
91. The subject is being co-ordinated on a temporary basis by the headteacher. Leadership is unsatisfactory because pupils' underachievement has not been addressed sufficiently. Although the curriculum planning is in place, pupils are not getting enough regular opportunities to cover the full range of aspects and this is leading to gaps in their learning. Improvement since the last inspection has been unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching and learning in the subject is good in Years 3 to 6 and because of this standards are set to rise in the future.
- Pupils have regular access to computers.
- The focused leadership of the subject is helping staff and pupils to improve their ICT skills.

### **Commentary**

92. Overall, pupils' achievement is satisfactory. Attainment by the end of Year 2 is average. Although attainment by the end of Year 6 is currently average, pupils are making good progress in Years 3 to 6 and therefore standards are in a good position to rise in the future.
93. The ICT suite and computers available in other areas of the school are ensuring that all pupils have equal access to a well planned and broad curriculum. Pupils in Year 2 are learning how to design a branching program and control a 'Pixie' around different routes, using a series of directions. Pupils in Years 3 and 4 write some abbreviated instructions to create a repeated procedure with some exciting results. Pupils in this class clearly enjoy their lessons and can describe the skills they are learning each week. In Years 5 and 6 pupils are adding graphics and combining text and pictures in their own 'PowerPoint' presentation. Pupils have also used cameras to take close up photographs such as the veins in a dead leaf. The internet is used extensively across the school to support pupils' research in areas such as history and geography projects.
94. Teaching and learning are satisfactory overall. Pupils' learning in Years 1 and 2 is satisfactory overall, although some lower attaining pupils find the teacher's explanations difficult to follow at

times and they need significant help from support staff in order to understand the task in hand. Teaching and learning in Years 3 to 6 is good. Pupils are motivated and interested in their work and are keen to extend their knowledge and improve their work. The teachers have good subject knowledge and use this well to give clear instructions and demonstrations in lessons. As a result pupils are constantly gaining new knowledge and making good headway.

95. The improved provision in hardware and software and the improvements in the teachers' subject expertise have led to a marked improvement in the use of ICT in the school. Pupils have regular access to computers through clubs and support out of school hours. Leadership of ICT is good. The co-ordinator has provided a very clear scheme of work for staff to follow and, as a leading ICT teacher, has provided very good support across the school. He is very clear about the strengths and areas for further development in his subject and is realistic about the time it will take for the developments to be reflected in above average standards. There has been good improvement in the subject since the last inspection.

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

96. ICT is used well across the curriculum. There has been a clear focus on providing sufficient software to support ICT in other subjects. In the reception class children are using programs confidently to support counting and sound work. In literacy Year 2 pupils have written letters to Goldilocks and Year 5 pupils have used text manipulation and e-mails to follow Ellen McCarthy on her round the world trip. In geography, Years 5 and 6 have done extensive research on St Lucia and designed a 'PowerPoint' presentation on the Spanish Armada in History. Years 1 and 2 use 'Paint' and 'Colour Magic' to draw portraits and pictures and the Little Animals activity centre to enhance their skills in music.

## **HUMANITIES**

*Religious education is reported in full below. History and geography were sampled.*

97. In a good **geography** lesson, in Years 3 and 4, pupils were planning a three-dimensional model of a building in Eastling. The teachers used ICT well, to show a range of photographs of local buildings, and asked good questions to encourage pupils to observe carefully. Good links were made with pupils' knowledge of maps and symbols to refresh their memories. Pupils were motivated and enjoyed planning their models and higher attaining pupils had harder tasks, being required to produce plans for a more complex building. This lesson was well planned and all pupils benefited.
98. In a good **history** lesson, in Years 5 and 6, pupils enjoyed learning about Mary Seacole and Florence Nightingale. They worked with good motivation, helped by an interesting task, which required them to work in groups to sort some cards into priority order. They leapt to this readily and most pupils were quickly under way. They negotiated well together and worked in a lively way, with much animated discussion. This lesson helped pupils to learn key facts about two people from the time of the Crimean War but also supported pupils' social skills well.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- There are examples of good teaching which enables pupils to learn well.
- Pupils' social and moral development is encouraged effectively.
- Pupils' knowledge of religious education received more attention than developing their own values and responses.

### **Commentary**

99. Standards of attainment are in line with expectations of the locally agreed syllabus by Year 2 and Year 6. Pupils achieve satisfactorily across the school. This broadly reflects the findings at the last inspection.
100. Teaching and learning are satisfactory overall. In Year 1 and 2 pupils are acquiring a sound knowledge of the Hindu faith and can describe the inside of a temple very clearly. Teaching and learning in the lesson observed during the inspection were unsatisfactory because pupils were confused about the task they were asked to do. It is clear, however, from the planning and talking to pupils that they are enjoying their learning in RE, especially when they had to take off their shoes at the classroom door as they would when visiting a temple.
101. Teaching and learning in the in Years 5 and 6 was good. The teacher used effective and sensitive questioning, which reinforced pupils' understanding of the story of the Good Samaritan. When asked to relate the story to their own lives pupils' responses were valued and this encouraged some sensitive and thoughtful discussion. As a result pupils clearly understood the moral and social implications of the story. However, scrutiny of pupils' work shows that these connections are not often made. In most cases, teaching focuses mainly on learning about different religions. Opportunities for pupils to consider and explore their own views, values and beliefs are more limited.
102. Planning documents and scrutiny of books show that there is a clear progression in learning through the school and this is supporting pupils' satisfactory achievement. Leadership of the subject is satisfactory. The co-ordinator has improved the resources recently and is currently developing opportunities for pupils to visit other places of worship as well as the cathedral, which is clearly a 'special' experience for many of them. He has highlighted some appropriate areas for further development in order to support pupils' achievement further.

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

*Design and technology and music were sampled below. Art and design and physical education were not a focus on this inspection.*

103. In **music**, pupils have an opportunity to learn a range of instruments through the school, including recorder, guitar and keyboard. They enjoy singing and sing well in assemblies, encouraged by the headteacher's strong and rhythmic accompaniment on guitar. In a lesson, for pupils in Years 5 and 6, learning was poor because the level of work in the majority of the lesson was far too low for Year 5 and 6. Pupils passed round an instrument to make a sound and this took too long. Pupils were given a composition task but did not have the skills and knowledge to tackle the task. Several pupils became distracted and noisy. This lesson resulted in low standards of work for pupils of this age.
104. In **design and technology**, pupils in Year 3 and 4 designed a monster with moving parts. Teaching and learning were good because the lesson was well planned with good resources. Pupils were challenged appropriately to explain the workings of their monster, and its use, and they therefore worked enthusiastically. They learned about the workings of hydraulic action through the teacher demonstrating using a simple pump. Pupils contributed well to the class discussion.

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

*Personal, social and health education and citizenship was sampled.*

105. There is a planned PSHEC programme that allows pupils to discuss personal responses to a variety of issues that affect their health and wellbeing. Pupils learn about healthy food in Years 1 and 2. They consider what makes a healthy breakfast and list some foods which are unhealthy. The school complies with requirements for sex and relationships education and drugs education. In science, for example, pupils in Years 5 and 6 learn about the effects of substances such as tobacco, alcohol and drugs on our health. The school nurse also comes

into school to cover aspects of sex and relationships education with the older pupils. In assemblies, pupils are encouraged to reflect upon issues such as being a good friend and caring for one another. The school council promotes an awareness of citizenship well and pupils know that they can contribute their ideas and they will be considered carefully. Pupils have a lot of opportunities to take on responsibilities. Older pupils play a key role in this during playtimes. The Buddy system is effective in fostering a sense of responsibility for others.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
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	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	3
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	4

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