

INSPECTION REPORT

GREYSTOKE PRIMARY SCHOOL

Narborough, Leicester

LEA area: Leicestershire

Unique reference number: 119941

Acting Headteacher: Mr A Crompton

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 4th - 6th October 2004

Inspection number: 266929

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:	5 - 11
Gender of pupils:	Mixed
Number on roll:	282

School address:	Thornton Drive Narborough Leicester Leicestershire
Postcode:	LE19 2GX

Telephone number:	(0116) 286 2286
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Joanne Bates

Date of previous inspection:	11 th November 1999
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CHARACTERISTICS OF THE SCHOOL

Greystoke Primary School is an average-sized school with 282 pupils on roll, situated in the village of Narborough in Leicestershire. Mobility is not significant in this school. The percentage of pupils eligible for free school meals is 7.5 per cent, which is below average. Socioeconomic circumstances are favourable and children's attainment on entry is above average. Most children have attended nurseries and pre-school settings. There are very few pupils from ethnic minorities and there is one pupil, who has recently been admitted, who has English as an additional language and receives extra support from the local education authority. The percentage of pupils on the special educational needs register is 13 per cent, which is broadly in line with national average, and three (1.6 per cent) pupils have statements of special educational needs, which is below average. The nature and range of special educational needs difficulties are largely concerned with emotional and behaviour problems, moderate learning difficulties and autism. The school has gone through some very troubled times due to the lack of consistency in the leadership and management of the school. The school has had two acting headteachers and a new headteacher is due to take up permanent appointment at Easter. At present, the school is being led and managed by an acting headteacher, who will stay at the school for two terms. In 1998, the school attained an Achievement Award. The school is not involved in any national initiatives.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	Art and design Religious education Provision for pupils with English as an additional language
11084	J Hughes	Lay inspector	
10611	M James	Team inspector	Areas of learning for children in the Foundation Stage Science Design and technology Physical education
11642	C Parkinson	Team inspector	English Geography History Provision for pupils with special educational needs
22157	M Roussel	Team inspector	Mathematics Information and communication technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school does not provide its pupils with an acceptable standard of education due to significant weaknesses. Pupils are underachieving and standards at the end of Year 6 are below the national average. The quality of teaching and learning is unsatisfactory over time. There are weaknesses in curriculum planning and assessment. Leadership and management of the school are poor and governance is unsatisfactory. The school provides poor value for money.

The school's main strengths and weaknesses are:

- Standards by the end of Year 6 are below average in English, mathematics and science, and pupils' achievements are unsatisfactory, especially those who are higher attainers.
- Standards in speaking and listening are above average by the end of Year 2 and Year 6 and parents contribute well to their children's learning.
- The newly-appointed acting headteacher, senior managers and the chair of governors have been working very hard to ensure that systems are put in place to stop the school from declining further and their commitment has been admirable.
- Attendance is very good and pupils like coming to school as their emotional needs are well met by a caring staff. Pupils behave well in lessons.
- Teaching, curriculum planning and assessment are unsatisfactory.
- Provision for pupils with special educational needs is unsatisfactory and for those with statements is poor.
- Leadership and management are poor and governance is unsatisfactory; financial management is very poor.
- The role of subject co-ordinators is unsatisfactory overall.

Improvement since the last inspection in 1999 has been poor and standards have deteriorated. Virtually none of the key issues have been addressed and staff have not been sufficiently well led to implement the previous report's recommendations. Whilst schemes of work have been put in place, there are inconsistencies in their application and pupils' academic standards have deteriorated.

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

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	D	D
mathematics	C	C	C	C
science	A	B	D	D

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Pupils' achievements are unsatisfactory overall. All groups of pupils are underachieving in most subjects. Attainment on entry to the school is above that expected of five-year-olds. By the end of Year 6, pupils do not attain the academic standards that they are capable of, as evidenced by the 2003 national test results. Standards are below those expected nationally in comparison both with all and similar schools in English and science; they are average in mathematics. Inspection findings show that by the end of the Foundation Stage, pupils exceed the expected standards in all areas of learning and make satisfactory progress overall. By the end of Year 2, pupils attain average standards in English, mathematics and science but their achievements are unsatisfactory. In writing, standards are below average. By the end of Year 6, standards in English, mathematics, science and information and communication technology (ICT) are below average. The achievement of pupils with special educational needs is unsatisfactory; and for those with statements is poor. **Pupils' personal development, including their spiritual, moral social and cultural development, is satisfactory.** Pupils have good relationships with one another and the school is racially harmonious. Attendance is very good and punctuality is satisfactory.

QUALITY OF EDUCATION

The overall quality of education, including teaching, is unsatisfactory. Teaching broadly meets the needs of children in the reception class but is not adequately sustained throughout the school. Pupils are under-challenged and not enough account is taken of the range of pupils' differing needs. In mixed year groups, teachers do not distinguish adequately between pupils of different ages to ensure their knowledge, understanding and skills are developed continuously, and expectations of pupils are not high enough. The use of literacy, numeracy and ICT across the curriculum is unsatisfactory. The curriculum is unsatisfactory and is not sufficiently well planned to meet the needs and interest levels of the pupils. Pupils' care, welfare, health and safety are good but provision of support, advice and guidance is unsatisfactory. Partnership with parents, other schools and the community is satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school over time has been poor. The present acting headteacher has the ability to take the school forward and, in the short time that he has been at the school, he has nearly managed to win the confidence of staff. The leadership and management of key staff are unsatisfactory, but much work has been done by the literacy and numeracy co-ordinators to implement the literacy and numeracy strategy. Governance of the school is unsatisfactory because governors have not held staff accountable for the low standards attained by the pupils. Not all aspects of the religious education agreed syllabus and programmes of study for ICT are fully implemented; therefore, governors do not fully meet statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents know that the school has difficulties and most parents are very supportive because they know that their children are happy; their concerns about low standards and inadequate leadership and management are justified. Pupils like their school and their teachers but the oldest pupils say lessons are boring because work is repeated too often.

IMPROVEMENTS NEEDED

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

- Raise standards in all subjects and ensure that all groups of pupils are effectively challenged.
- Improve teaching, curriculum planning and assessment procedures and their use to move pupils on in their learning.
- Improve provision for pupils with special educational needs, especially for those with statements.
- Improve the financial management of the school.
- Develop the role of subject co-ordinators in checking standards.
- Develop leadership and management and governance to ensure that all staff are accountable for academic standards;

and, to meet statutory requirements:

- Ensure that all aspects of the religious education agreed syllabus and ICT programmes of study are effectively implemented.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Achievement is unsatisfactory. Pupils' achievement is broadly satisfactory in the Foundation Stage. Overall, pupils' achievements are unsatisfactory throughout the school. Standards in Year 2 are broadly average but they are below those expected nationally of 11-year-olds and pupils are not attaining the academic standards that they are capable of. By the end of Year 6, standards are below average in nearly all subjects of the National Curriculum. Higher attaining pupils are not achieving their full potential and are under-challenged. The progress of pupils with special educational needs is unsatisfactory and for those pupils with statements of special educational needs is poor. The very small minority of pupils with English as an additional language make satisfactory progress.

Main strengths and weaknesses

- Higher attaining pupils throughout the school are under-challenged and their achievement over time is unsatisfactory.
- Throughout the school, pupils are under-achieving and standards are not high enough by the end of Year 2 and Year 6 in all subjects.
- Standards in speaking and listening and reading are above those expected nationally by the end of Year 2 and Year 6.
- Pupils' achievement in swimming is good.
- Pupils with special educational needs are not making the required gains in learning in relation to targets identified in their individual education plans.
- Pupils are not using their skills of literacy, numeracy and ICT well enough across the curriculum.
- The best rates of progress are in one class in Year 3/4 where the quality of teaching is consistently good and pupils learn well.
- Pupils' achievement in religious education is poor, both in the infants and juniors.
- In mathematics, data handling skills are not sufficiently developed in the juniors; in science, pupils' skills of experimental and investigative science are weak and are below those expected nationally.
- Standards in writing are below those expected nationally by the end of Year 2 and Year 6 and all groups of pupils are underachieving.

Commentary

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

Standards in:	School results	National results
reading	15.9 (16.4)	15.7 (15.8)
writing	13.9 (14.3)	14.6 (14.4)
mathematics	17.9 (17.7)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	26.5 (27.3)	26.8 (27.0)
mathematics	27.0 (27.5)	26.8 (26.7)
science	28.1 (29.5)	28.6 (28.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

1. The 2003 national test results show that, by the end of Year 2, in comparison with all schools nationally, pupils attained average standards in reading, below average standards in writing and well above average standards in mathematics. In comparison with similar schools, standards in reading and writing were well below average and in mathematics, they were above average. The attainment of pupils in reading showed that too many pupils attained average standards and in writing, too few pupils attained the higher levels. Based upon test results, there was underachievement in reading and writing. In mathematics, the percentage of pupils attaining the higher levels was well above average. This is because the newly-appointed co-ordinator had worked very hard at ensuring that the advice given by the local education authority consultant was appropriately implemented. There were no major differences in attainment by gender, although boys did better than girls in the infants in reading. The trend in the school's National Curriculum points for all core subjects was broadly in line with the national averages. In science, pupils attained average standards, with the percentage of pupils attaining the higher levels being above average.
2. By the end of Year 6, in comparison with all schools nationally, standards in English and science were below average and standards in mathematics were average. In comparison with similar schools, standards in English and science were below the national average and in mathematics, pupils attained average standards. In English and science, too few pupils attained the higher levels. Boys did better than girls in mathematics and science. The trend in the school's average National Curriculum points for all core subjects was broadly in line with the national trend but nevertheless, there had been underachievement in 2003 in the juniors, especially in English and science. The 2004 uncorroborated test results show that standards have not risen sufficiently well, especially in English, where only three per cent of pupils attained the higher levels in Year 6.
3. The school is at the very early stages of target setting and, as yet, the systems needed to ensure that all pupils reach their potential are not established. There are many contributory factors as to why pupils' achievements are unsatisfactory:

- The previous report of 1999 identified many weaknesses in pupils' achievements, especially in the juniors. Since that time, these have failed to be addressed and improvement has been poor.
 - There have been long standing weaknesses in the leadership and management of the school; acting headteachers have not been at the school long enough to ensure that the systems that they have introduced have been fully accepted by all staff to raise standards quickly and effectively.
 - Staff have not been effectively led and managed; they have not been made accountable for the standards that pupils attain due to the lack of rigorous implementation of performance management systems.
 - The good work started by the literacy and numeracy co-ordinators, in conjunction with help from the local education authority, has not been fully implemented by all staff; there has been widespread disaffection, with not all staff working together as a team.
 - Curriculum planning and assessment procedures are unsatisfactory; this has created a lot of extra work for staff, who are spending far too long planning.
 - Staff have not had sufficient training to understand how the impact of their teaching affects pupils' learning; the role of the co-ordinators has been underdeveloped and co-ordinators are not yet developing the best practice in their subjects; as a result, the school has not implemented many of the issues identified in Curriculum 2000.
 - Governors, whilst very supportive of the school, in spite of their best efforts, have not been receiving sufficient information about standards and finance and have been unable to judge cost effectiveness of their spending decisions. Due to very weak financial management, the school is under resourced in most subjects.
 - For too long, staff have been left to their own devices, which has resulted in a lack of consistency of approach to lesson planning and implementing the school's aims. Teaching and learning have not been sufficiently monitored and it is only very recently that whole school processes have been introduced to bring about consistency of practices in year groups.
 - Insufficient training has been given to staff to ensure that they fully understand how to assess pupils' work using National Curriculum level descriptors; as a result, tasks set in lessons have not always matched pupils' needs and interest levels.
4. The newly-appointed acting headteacher, together with the governing body, have identified the many weaknesses the school faces but it will take some time for their best-laid plans to have a significant impact on pupils' achievements and the standards that they attain in national tests. There is evidence to suggest that standards are rising, especially in mathematics, due to the hard work of the numeracy co-ordinator and the numeracy consultant but, as yet, standards are not where they should be. Several examples of pupils making good progress were seen in the same Year 3/4 class, where the quality of teaching was nothing less than good.
5. Inspection findings show that children's attainment on entry to the Foundation Stage is above that expected nationally. Children have a good command of English, mathematical concepts and language and general knowledge. In the Foundation Stage, provision is satisfactory overall but it could be better, especially in moving higher-attaining children on in their learning; too much time is spent on repeating things that children already know, especially in the acquisition of phonics.

6. Overall, children's achievement in the reception class is broadly satisfactory and nearly all of the children exceed the expected standards in all areas of learning, except in writing, where they do not attain the national expectations of five-year-olds and overall, their attainment in communication, language and literacy meets that required nationally. Children capable of higher attainment do not achieve as well as they could and their achievements are unsatisfactory over time. This is because tasks set are not matched to their needs due to weaknesses in assessments.
7. Throughout both the infants and the juniors, all groups of pupils underachieve, apart from the very small minority of pupils with English as an additional language, who make satisfactory progress due to the satisfactory provision made for them in lessons.
8. Pupils with special educational needs make unsatisfactory gains in learning and the achievement of pupils with statements is poor because, at present, there is a lack of whole-school systems to ensure that these pupils receive the support that they need, such as targeted resources, regular reviews of individual education plans and well-implemented education plans.
9. In English, mathematics and science, standards are average by the end of Year 2 but pupils' achievements are unsatisfactory because they are capable of achieving more. In speaking and listening, standards are above those expected nationally and pupils' achievements are satisfactory, with the exception of above average attainers, whose achievements are unsatisfactory because they are not sufficiently challenged. Standards in reading are average. In writing, standards are broadly average for higher attaining pupils but they are below average for the vast majority of average attaining pupils. In ICT and all other subjects, for example, history and art and design, pupils attain below average standards and their achievements are unsatisfactory. In design and technology, pupils broadly attain the expectations of seven-year-olds and their achievements are satisfactory. In religious education, both in Year 2 and Year 6, pupils do not attain the expectations of the locally agreed syllabus and standards are well below those expected nationally, and pupils' achievements are poor.
10. By the end of Year 6, pupils are not building upon their skills of what they know, understand and can do, and they do not attain the expected levels in English, mathematics, science, ICT, geography, history and art and design. In English, whilst standards in speaking and listening are above average, standards in reading and writing are below average. Overall, pupils' achievements are unsatisfactory. Insufficient evidence was gathered in both the infants and juniors to make judgements on music, geography and physical education, although several examples of good achievement in music were seen in Year 5/6, where pupils were taught by the music co-ordinator. Standards in swimming are high and pupils' achievements are good. In design and technology, pupils attain the national expectations of 11-year-olds and their achievements are satisfactory. A particular weakness in mathematics throughout the school is the lack of opportunities given to pupils to develop their data-handling skills and in science, too few opportunities are provided for pupils to develop their skills of experimental and investigative science. Pupils throughout the school are not given sufficient opportunities to develop their skills of literacy, numeracy and ICT in all subjects. A particular weakness throughout the school is to be found in writing in all subjects.

11. Parents are very supportive at home, ensuring that pupils do their homework and read regularly. Pupils have good access to ICT but their achievements are not fully capitalised upon in school and most of the work in lessons is dull, uninspiring and lacks challenge. Parents, whilst supportive of the school, are rightly concerned about the low standards that pupils attain.
12. Improvement since the last inspection has been poor. Standards have regressed and key issues identified with respect to raising standards have not been addressed.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Attendance is high in comparison with other schools and is well above average. Most pupils are punctual. Pupils' attitudes to school and their behaviour are satisfactory. Pupils' personal, including spiritual, moral, social and cultural, development is also satisfactory overall.

Main strengths and weaknesses

- Attendance is well above average.
- Pupils like coming to school, as reflected in well above average attendance levels.
- Pupils get on well together and relationships between adults and pupils are strong but too few opportunities are provided for pupils to be independent learners.
- Opportunities for spiritual development are infrequent.
- There is insufficient emphasis on extending pupils' knowledge of the diversity of modern British society. This was a concern during the last inspection.

Commentary

13. Pupils' attendance is well above average because parents are conscientious about sending their children to school and the secretary follows up any absences. Most pupils are punctual and are eager to start work each day.
14. Pupils say they like school because their teachers are kind and they have lots of friends. Overall, in lessons, pupils show interest in their work, even when some lack challenge or the teacher talks for too long at the start. Pupils are generally polite and listen attentively when adults or other children speak. Relationships between pupils, and also those forged between adults and children, are a strong feature of the school. There is evidence of mutual trust and respect that permeates all aspects of school life. Overall, pupils' attitudes to learning are satisfactory but too few opportunities are provided for pupils to be independent learners and develop their skills of research and recording their findings in a variety of ways.
15. Parents' questionnaires show some concerns over behaviour, although pupils stated that they feel it is acceptable. The school takes all incidents of bad behaviour, bullying and racism very seriously and initiates immediate action to resolve any issues. Parents are involved where necessary. There have been two fixed-period exclusions in the past year, relating to one pupil. Behaviour in lessons was generally satisfactory during the inspection, although in classrooms where teaching was either ordinary or unsatisfactory, pupils became restless and their concentration wandered. This led to wasted time and pupils did not achieve as much as they could have. The behaviour of pupils around the

school, in collective worship and in the playground, for example, is generally satisfactory. Pupils treat one another well and are polite to visitors and all adults working in school.

16. Children in the Foundation Stage develop satisfactory attitudes to learning but more could be done to develop their skills of independence. Behaviour of pupils with special educational needs is generally satisfactory but they tend to lose interest in their work when it is not matched to their needs and does not produce a suitable level of challenge.
17. The school promotes pupils' spiritual, moral, social and cultural development with varying degrees of success. Overall, provision is satisfactory but opportunities for spiritual enrichment are few and far between and are neither planned nor a high priority. This is unsatisfactory. Collective worship is used well to provide opportunities for reflection, prayer and worship songs but little else is in place to enrich pupils' spiritually. Provision for pupils' spiritual and cultural development is unsatisfactory.
18. There is a sound emphasis from staff on pupils' moral and social development. Pupils discuss concepts of right and wrong and are clear about the new code of conduct. They respond particularly well when teachers pique their interest with variations to the usual routines. For instance, one of the Year 1/2 classes often compete in a lesson for 'Carpet Listener of the Day' and try hard, through good behaviour and effort, to win ten carrots for the class 'bunny' – which then entitles the whole class to a reward. Pupils have opportunities to show their compassion for those less fortunate as they fundraise for a number of charities. Pupils delight in undertaking new responsibilities and are throwing themselves into school council debates, determined that they will have greater influence on what happens in school. The acting headteacher actively encourages them to do this and it is helping pupils to become more self-confident. Residential visits and other educational trips help pupils to experience a variety of different social settings.
19. Unsatisfactory progress has been made since the last inspection to ensure pupils learn enough about the multicultural nature of Britain today and provision for pupils' cultural development is unsatisfactory. Current arrangements lack sufficient planning and depth to prepare pupils adequately for life in the wider community. There are few opportunities for pupils to meet with members of other ethnic groups. Issues of racial equality are properly addressed. Pupils have a sound understanding of their own cultural heritage, helped by support from parents and visits to local places of interest. Provision since the last inspection has deteriorated and overall, pupils' attitudes to learning are now satisfactory rather than good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	243	2	0
White – any other White background	5	0	0
Mixed – White and Asian	3	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – any other Asian background	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory. It does not ensure that pupils achieve satisfactorily in relation to their capabilities. This is because teaching is unsatisfactory and there are many shortcomings in the range of learning opportunities offered to pupils, especially those who have special educational needs. Assessment is unsatisfactory and is a contributory factor to pupils' underachievement.

TEACHING AND LEARNING

The quality of teaching and learning is unsatisfactory. There is an unacceptably high percentage of unsatisfactory teaching in lessons throughout the school. The teaching in the Foundation Stage is broadly satisfactory but there are weaknesses in the teaching of communication, language and literacy. Assessment is unsatisfactory.

Main strengths and weaknesses

- Teachers do not have high enough expectations of their pupils, especially those who are higher attainers, and their range of teaching methods is limited.
- The teaching of pupils with special educational needs is unsatisfactory and these pupils are not identified quickly enough due to unsatisfactory assessment procedures throughout the school.
- Teaching of English, mathematics, science, ICT and religious education is unsatisfactory over time and teachers' knowledge of assessment is weak.
- There are weaknesses in the teaching of phonics, guided reading, data handling and problem solving in mathematics and experimental and investigative science.
- Teachers are all capable of at least satisfactory teaching but the lack of whole-school systems, especially in relation to curriculum planning and assessment, are at the heart of the high percentage of unsatisfactory teaching seen.
- Teachers have good relationships with their pupils and generally manage behaviour well but the quality of marking is unsatisfactory, apart from that seen in one Year 3/4 class.

- In the Foundation Stage, there is not enough adult involvement in self-chosen activities and there are weaknesses in the teaching of communication, language and literacy.
- Parents helping out in the school make a good contribution to pupils' learning.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4 (9 %)	7 (15 %)	24 (54 %)	10 (22 %)	0	0

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

20. The quality of teaching and learning is unsatisfactory. Teachers in the infants and juniors do not have sufficiently high expectations of their pupils, resulting in pupils' underachievement. In English and mathematics in the upper juniors, pupils have been set according to their ability but within the sets there are wide variations of ability levels and tasks set do not always match pupils' needs and prior attainment, and pupils underachieve. The scrutiny of pupils' work, which shows the experiences that pupils have had over a longer period, provides clear evidence of inconsistent and ineffective teaching of subject-specific skills in most subjects but especially in religious education, writing, science and ICT. The result is that there is significant underachievement of all groups of pupils.
21. The teaching of children in the Foundation Stage is satisfactory overall but there are nevertheless weaknesses in the teaching of communication, language and literacy and providing opportunities for children to develop their skills of independence. Too long is spent on teaching letter sounds out of context, there are weaknesses in the teaching of writing, and children who are higher attainers underachieve. Learning is less effective in some of the activities that children select for themselves, because there is not enough adult involvement and the purpose of the activities is not clear enough. The result is that children sometimes flit from one activity to another without learning enough.
22. Throughout the school, older and higher attaining pupils are required to work on the same tasks as others without adult intervention and sufficient extension activities, rather than being given more demanding work, and their learning is not moved on well enough during these lessons. This is especially the case when pupils are timetabled for guided reading and phonics in the infants. In these lessons, pupils are not purposefully involved in learning and underachieve. For example, in a Year 1/2 lesson, pupils were learning how to blend words and find words with the "oo" sound. This they did very quickly but, due to the lack of extension activities, they wasted time, having finished the easy tasks set for them, and they did not make enough progress in the lesson. Throughout Year 1 to Year 6, teachers do not do enough to develop pupils' skills of literacy, numeracy and ICT in other subjects, especially writing across the curriculum. The development of these skills is unsatisfactory as there is no whole-school approach to rigorously identifying these skills in teachers' medium-term plans and valuable opportunities are missed for pupils to both consolidate and extend these skills in other subjects. In the teaching of mathematics, insufficient attention is paid to developing pupils' skills of data handling and opportunities for independent problem solving are too few, both in the infants and juniors.

23. In the teaching of science throughout the school, teachers do not ensure that work builds on that done previously as pupils move up through the school. In particular, there is too little account taken of the differing needs of pupils in mixed-year group classes, and the teaching of experimental and investigative science is underdeveloped, although some effective examples were seen in Year 5/6, where pupils were starting to devise their own experiments to test the absorbency of paper. Teaching and learning in ICT are unsatisfactory because there is too little teaching undertaken to develop skills, a situation that has been compounded by problems with equipment, space and the historically underdeveloped role of the competent ICT co-ordinator.
24. Teachers' knowledge is insecure in some elements of the programmes of study of subjects in the National Curriculum, especially in religious education, guided reading, progression in phonics, art and design, ICT, experimental and investigative science, history and problem solving in mathematics. As a result, pupils are not sufficiently challenged and do not attain the standards of which they are capable.
25. Teachers manage behaviour satisfactorily and have good relationships with pupils. In one Year 1/2 class, the very positive emphasis on a culture of "I can do", is enabling pupils to feel secure in their learning; for example, in a satisfactory art and design lesson, the class teacher set high expectations of pupils by asking them to draw portraits of their friends, the teacher expertly modelled for pupils what was expected of them and this had a positive effect on their learning, especially in developing their skills of observation, shading and smudging.
26. The teaching of pupils with special educational needs is unsatisfactory and that of pupils with statements is poor. Whilst these pupils' emotional needs are met, support staff do not always receive the guidance and help that they need, due to weaknesses in teachers' medium-term planning, unsatisfactory assessments and insufficient guidance given because of weaknesses in management of their work. Work is not always broken down into small enough steps and pupils do not have enough opportunities to practise and review their work independently. Support staff do not receive enough help to plan access to the curriculum for pupils with statements. The recommendations made by outside agencies are not always sufficiently well implemented and pupils make poor progress. In many cases, the weaknesses in assessment procedures prevent pupils with special educational needs being identified quickly enough and pupils struggle with their work.
27. All teachers are capable of at least satisfactory teaching but an "institutional malaise" has disempowered them and they are not yet taking the necessary steps to put historical events behind them and ensure that pupils receive the best education that they are capable of getting. Not all staff are taking full responsibility for being accountable for the standards that pupils attain and, whilst they unquestionably work hard, they now need to work smarter and raise attainment levels as quickly as possible so that the school's aims of ensuring that each child is stretched to its full potential can be met.
28. Where examples of good and very good teaching were seen in mathematics in Year 1/2 and 3/4, science in Year 3/4 and music in Year 5/6, pupils made good gains in learning because learning objectives were clearly stated and pupils knew what was expected of them. Teachers moved learning on at a brisk pace and pupils were clearly enjoying learning.

29. The range of teaching methods used is unsatisfactory; pupils are not given enough opportunities to use ICT to support learning. Group work is satisfactory but there are too few opportunities for pupils to develop their research skills and opportunities for independent learning are limited. Teachers have not had sufficient training in a range of new teaching and learning techniques and are not fully aware of the latest methods employed by many teachers to keep pupils on task, for example, the use of “brain breaks” when pupils start to feel tired after concentrating for a long time.
30. Assessment is unsatisfactory. It is underdeveloped in all subjects and is not consistently used to move pupils on in their learning. Tasks are not sufficiently well matched to pupils’ needs and pupils underachieve. In the Foundation Stage, there is a lack of detailed observations undertaken of children’s learning and children are not rigorously assessed according to the criteria identified in the stepping stones.
31. A significant minority of parents have rightly been concerned about low standards attained by pupils and pupils interviewed said that they like their teachers but they get bored repeating things that they already know.
32. Overall, most staff’s knowledge of skills underpinning level descriptors of the attainment targets of the National Curriculum is unsatisfactory and is a contributory cause to the widespread underachievement throughout the school.
33. Improvement since the last inspection has been poor. The quality of teaching and learning and assessment has deteriorated and staff morale is low.

THE CURRICULUM

The curriculum is unsatisfactory and is not planned effectively enough to ensure that pupils make at least satisfactory achievement. The School Development Plan highlights the importance of an effective curriculum development because it impacts strongly on the quality and content of the teaching and learning. However, it is the unsatisfactory planning of the curriculum that has been a contributory factor in the disaffection of staff. Opportunities for enrichment are satisfactory overall. There are sufficient numbers of staff to meet the needs of the school. Accommodation is unsatisfactory overall as are resources. Resources are satisfactory in the Foundation Stage, but unsatisfactory in the main school. Improvement since the last inspection is unsatisfactory.

Main strengths and weaknesses

- There is a lack of whole-school approach to curriculum planning in ensuring that subject specific skills are clearly identified in mixed-age classes.
- Mathematics, language and literacy and ICT are insufficiently taught through or used in other subjects.
- Challenge for the more able pupils is limited.
- Monitoring of planning for the development of subject-specific skills by subject co-ordinators is weak.
- Provision for pupils with special educational needs is unsatisfactory.

- Programmes of study in religious education, history and art and design are not taught in sufficient depth.
- Good opportunities are provided for pupils to participate in the arts.
- The range of extra-curricular activities, whilst satisfactory overall, is limited.
- Regular visitors to the school enrich pupils' learning.

Commentary

34. The curriculum overall in the infants and juniors is unsatisfactory and does not meet the needs and interest levels of its pupils. It is not sufficiently broad and balanced and does not fulfil statutory requirements. The curriculum for the Foundation Stage is broad and balanced and meets statutory requirements. Although religious education is broadly taught in accordance with the local education authority agreed syllabus, there is a lack of spirituality in its content and the programmes of study are not taught in sufficient depth. The school's personal, social, health education and citizenship programme has not been sufficiently reviewed to support the development of multicultural opportunities and to focus on Healthy School initiatives. However, it includes teaching about the misuse of drugs, but sex education is not part of the taught curriculum and teachers address issues through questions from the pupils as and when they arise.
35. The curriculum for children in reception is satisfactory. Detailed plans are in place which successfully incorporate all the areas of learning that should be taught to children before they enter Year 1. Lesson planning is comprehensive, and the children have access to a suitable range of interesting activities and learning experiences, both in the classroom and in the outdoor area. The classroom is appropriately resourced and the children are well supported and encouraged by the teachers and teaching assistants.
36. The National Literacy and Numeracy Strategies have been implemented and are taught daily. However, the teaching of phonics and guided reading is weak, as is the teaching of data handling in mathematics and use of ICT. There are no planned opportunities to develop pupils' skills of literacy, numeracy and ICT across the curriculum. Insufficient time has been allocated to many subjects and not all teachers stick rigidly to timetables. As a result, some programmes of study, especially in religious education, art and design and history, are not taught in sufficient depth.
37. Equality of opportunity is satisfactory. All pupils are able to take part in all activities offered by the school. Pupils undertake roles in the school, such as class monitors, and are also elected to represent their peers in the School Council. There are satisfactory opportunities for pupils to experience an enriched curriculum through the links with the Spotlight Youth Theatre, singing with other schools in the spring music festival, and taking part in school music productions, playing the violin, recorders, keyboards and guitars. There is a Spanish club, and although there are no netball clubs at present, there are two football clubs for boys and girls and a Saturday morning football club. Pupils also have the opportunity to take swimming lessons in the school pool.
38. A good range of visitors enrich the curriculum. These have included the Greek Theatre, Quantum Theatre, storytellers, an author and illustrator as part of the school Arts Week, first introduced in the summer term 2004. Trips out of school include a residential trip by the older pupils to Aberglaslyn, visits to Beau Manor Hall, Botanical Gardens, Conkers

Wildlife Centre and Stonehurst Farm. Satisfactory links are maintained with outside agencies and other institutions, including effective transfer liaison for pupils moving to secondary education and links with the secondary schools for science and ICT.

39. Teaching staff have the necessary qualifications and experience to meet current curriculum needs. However, the planning and teaching of mathematics, language and literacy and ICT through other cross-curricular subjects is limited and is an area for further development. There is a weakness in planning for the teaching and learning to match the needs of all abilities in mixed-aged classes, especially challenge for the more able pupils, and subject-specific skills are not incrementally built upon in mixed-age classes. Furthermore, older pupils interviewed state that they often repeat work in literacy and numeracy and generally find the work too easy. The leadership and management of subjects are unsatisfactory, although the management is better in literacy and numeracy. The work of teaching assistants is better where their deployment is planned for and they know exactly what they have to do. This is notable in the planning where there is a better quality of teaching and planning is more secure. Monitoring of programmes developing subject-specific skills in the foundation subjects by subject co-ordinators is a weakness. The school has not addressed the issues from the last inspection in order to identify in mixed-aged classes what specific skills year groups are taught by the end of each year.
40. Provision for pupils with special educational needs is unsatisfactory. Resources are not sufficiently plentiful or modified, especially the use of ICT, and are unsatisfactory overall. Individual education plans, although they are in place, are not often used well enough in lessons to make the focus of the lesson precise enough. Learning support assistants do not have enough support and guidance on keeping and using their records consistently. The special educational needs co-ordinator is very recently appointed, has just begun training and is in the early stages of learning what the post entails. There are very few procedures in place and, at present, there is no clear shared understanding about how funding can provide adequately for these pupils. Systems for sharing information with class teachers and learning support assistants are at an early stage of development. The special educational needs co-ordinator receives reasonable out of class time for her work but the level of administrative support is not adequate. All members of staff are caring and make satisfactory efforts to keep parents informed. The curriculum, at present, is not innovative enough for all groups of pupils to make at least satisfactory progress as too few formalised opportunities for literacy, numeracy and ICT are identified in teachers' planning and the unsatisfactory accommodation limits their opportunities for learning because of the lack of space, especially in quiet areas.
41. The very small minority of pupils with English as an additional language make satisfactory progress because satisfactory provision is made in class to provide access to the tasks all pupils undertake.
42. The accommodation is unsatisfactory overall, especially the accommodation in the infants, which is open plan, not very spacious and prevents pupils from developing their skills of independent learning. The outside accommodation is well maintained, has adequate outdoor hard play area and there is an outside learning area with a pond. Classrooms in the juniors are better than those in the infants and they are generally providing an attractive learning environment. Resources in all subjects are not all sufficient to effectively support pupils' learning and are unsatisfactory overall.

CARE, GUIDANCE AND SUPPORT

The school makes good provision for pupils' care, welfare, health and safety. Staff offer unsatisfactory levels of support, advice and guidance to children. There are satisfactory efforts by staff to involve children in the work and development of the school.

Main strengths and weaknesses

- Adults create a secure and caring learning environment in which children flourish.
- Trusting relationships are established throughout the school.
- Underdeveloped assessment procedures prevent staff from offering appropriate levels of challenge and support to pupils.
- The acting headteacher is helping pupils to become more actively involved in the running of the school.
- Induction procedures in the Foundation Stage are good.

Commentary

43. Staff promote pupils' welfare, health and safety effectively through well-managed routines with which everyone is familiar. Pupils say that they are happy at school and consider the 'kind staff' to be one of its strongest features. They feel secure enough to alert an adult if they have concerns about bullying, for example, and are confident that their worries will be taken seriously. The acting headteacher rightly prides himself on answering parental or pupil concerns the same day and he is successful in resolving such issues. There are clear procedures for following up any child protection matters and staff are trained to deal with concerns. The school has now updated its health and safety policy to ensure that all who work in the school are aware of its contents and maintain consistent attention and good practice in all matters relating to health and safety.
44. Parents are encouraged to stay with their children as they settle into school and induction procedures are good. Staff have also established a fruitful working relationship with the on-site nursery. Children from the nursery can visit the school, experience physical education sessions in the hall, have lunch and really acclimatise to life in a bigger school, and this helps them to settle easily into the routines without being overwhelmed. There are equally effective procedures for pupils who join the school after term has begun. The school recently went to great lengths to ensure that a newly-enrolled overseas pupil had language support in her mother tongue.
45. Just as assessment procedures are unsatisfactory in school, so the scant data they produce is insufficient to allow staff to offer appropriate levels of advice and guidance to pupils. As a result, pupils do not receive clear enough targets about what they need to do next to improve. Different groups of pupils, such as those with special educational needs or higher attainers, do not benefit from individual analyses and this slows the progress they make. Lip service is paid to pupils' record of achievement files; these more closely resemble untidy scrap books than folders of treasured works and accomplishments.
46. Sometimes, pupils with special educational needs do not have their difficulties recognised early enough because the school's assessment procedures are

unsatisfactory. This delays pupils' progress and achievement. Pupils with English as an additional language are satisfactorily supported and their achievements are satisfactory.

47. The school is beginning to develop ways for pupils to make their feelings and views known. Pupils are able to discuss issues during personal, social, health and citizenship education lessons, for example, and occasionally complete questionnaires about aspects of school life. The newly-formed school council is fully embraced by pupils who, until very recently, have been starved of opportunities to make their mark on the school. In the past, adults have held on too tightly to the controls and only now are pupils' qualities of independence and innovation starting to blossom. They are taking their new-found responsibilities very seriously and are truly embracing the democratic process of voting and campaigning for change in school, and are excited that, finally, they can make a difference. Provision since the last inspection has deteriorated, especially in the unsatisfactory provision for pupils with special educational needs.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

There are satisfactory links with parents and the community. Links with other schools and colleges are also satisfactory.

Main strengths and weaknesses

- The school offers parents appropriate advice and helpful information.
- Parents show their support for the school in many different ways and helping out in the school makes a valuable contribution to learning.
- Initial liaison with local schools provides a firm foundation for future partnerships.

Commentary

48. Most parents hold positive views of the school overall. They are most pleased about staff expectations, the fair treatment their children receive, the teaching, children's personal development and the range of activities on offer. They are particularly pleased that their children enjoy school. However, they express significant levels of concern over how well informed they are of their children's progress in school, the approachability of staff, the leadership and management of the school, homework, and that parental views are not sought often enough.
49. The school occasionally canvasses the views of parents; it is clear that in the last few months, the school has begun to value pupils' and parents' opinions and to respond to them. The revamped school newsletter paints a colourful picture for parents of what is happening in school. It has been well received by parents. Parents' meetings are well attended. Written progress reports to parents provide a satisfactory picture of what pupils can do in literacy and numeracy. Many of the other subjects lack individual comments and provide very limited evaluative comment for parents about what their children can do in the foundation subjects of the curriculum. The school invites parents to participate in a number of events, such as the Friday achievement assembly, the new 'Helping Hands' group and in general fundraising activities. The parent teacher association helped to raise a large sum of money last year and this funded more school resources. Parents make a worthwhile contribution to their children's learning as they attend parents'

meetings, support homework activities and make sure their children attend school regularly.

50. The work of members of staff with parents of pupils with special educational needs is satisfactory. They make sound efforts to keep in touch and use home/school books as necessary. Communication systems between and within the school and with outside agencies and arrangements for annual reviews are still at an early stage of development.
51. Although links with the community are broadly satisfactory, the school could do a lot more to establish even more fruitful liaisons. There are no business links and local clergy no longer visit the school regularly. Pupils lap up any opportunity to learn from local community representatives – a good number attend football coaching each week run by members of a local club. Outside clubs from around the area make use of the school's facilities out of hours to extend the skills of local people.
52. The school sits firmly within the local 'family of schools' and the acting headteacher attends meetings. Lines of communication are open and subject leaders from each curriculum area meet. Close links with the local nursery ensure children are primed for a flying start when they join the school. Transition arrangements from Year 6 to Year 7 are carefully managed to offer sound support to pupils. Students and work experience pupils spend time in school, working with pupils on a regular basis. Improvement since the last inspection is poor as previously partnership with parents was judged as very good and a strength of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are poor. The leadership of senior staff is unsatisfactory. Governance is unsatisfactory with very poor financial management.

Main strengths and weaknesses

- Leadership has been poor so the school has had no clear educational direction.
- Financial management is very poor.
- The recently-appointed acting headteacher has a clear vision of the school's strengths and weaknesses.
- Management systems within the school have broken down and are poor.
- The role of subject leaders is unsatisfactory.
- The chair of governors has done everything possible to identify the school's difficulties while helping to maintain its day-to-day work but the overall governance of the school has weaknesses and is unsatisfactory overall.
- Arrangements for day-to-day administration are not cost effective.

Commentary

53. Improvement since the last inspection has been poor. Leadership of the school has been overwhelmed by a backlog of lack of systems, regular evaluations of its cost effectiveness and financial mismanagement. As a result, subject co-ordinators have not had the resources, training and support they need to carry out their duties and raise

standards because there has been poor leadership and management with no clear educational direction established.

54. A deputy headteacher had not been appointed because of financial constraints, which left the existing headteacher with an intolerable burden. Academic standards of pupils' work have fallen in most areas because pupils' performance has not been sufficiently well monitored. Performance management has not been implemented effectively and the school's assessment procedures are at an early stage of development. Arrangements for pupils with special needs are unsatisfactory and for pupils with statements they are poor. Financial mismanagement, due to the lack of detailed information given to the governors, has led to the lack of allocation of monies for staff's continuous professional development and unsatisfactory resourcing of subjects. This has resulted in low staff morale and subsequently has impacted on the unsatisfactory ethos of the school.
55. The acting headteacher, in post for less than half a term, has already made a significant improvement to the school, despite the seriousness of the difficulties it faces. He has a clear understanding of the problems of leadership and management and is beginning to win the confidence of staff because he is a fair and consistent leader, full of enthusiasm whilst being realistic about what needs to be done. He communicates well with children, parents, staff and visitors to the school and is strong enough to see the school through this unsettled time in its history.
56. Governance is unsatisfactory, despite the very hard work of the chair of governors. Governors failed to realise the seriousness of the school's predicament. In particular, the governing body has presided over and taken financial decisions which have proved very damaging to the school and all those involved with it due to lack of financial systems which could provide reliable information. The recent audit uncovered serious deficiencies. Financial management is very poor. Day-to-day administration does not run smoothly, is not cost effective and urgently needs review. Governors are not comparing and evaluating themselves with other schools and are not fully judging the cost effectiveness of their spending decisions. They are knowledgeable, supportive and committed and, under the present leadership of the acting headteacher, they are clearly getting the information they need to make more informed choices.
57. Governors have ensured that the race and equality disability access policies have been implemented but these have not been sufficiently well monitored to evaluate their impact. There is a lack of strategic planning which promotes the school's ambitions and goals and staff are not relentlessly focusing on raising pupils' achievement because of the lack of rigorous systems of performance management. The acting headteacher has just put these in place but it is too early for them to impact on raising pupils' standards. Staff, over time, have not been sufficiently well led, motivated and inspired, and there are still degrees of disaffection among them. Systems for school self-evaluation lack rigour and the school does not sufficiently monitor performance data in an attempt to change existing practices, which clearly are not bringing about results of which pupils are capable.
58. The school cannot provide for initial teacher training as the quality of teaching and lack of management systems are too weak. Recruitment, retention, deployment and workload of staff are poorly managed, especially the work of support staff.

59. The school has not yet fully taken on board the recent guidance given about remodelling the workforce and staff are having to execute cumbersome administration duties which are preventing them from getting on with their teaching. The biggest barrier to raising standards and moving the school forward has been the lack of clear, focused leadership, strategic planning and systems for accountability of staff in relation to the standards pupils attain.
60. The headteacher, senior management team and teachers do not always receive the support they require to help them get on with their work. The literacy and numeracy co-ordinators are knowledgeable and able practitioners who have the potential to be good leaders and managers due to clear analysis and arrangements for their subjects. However, leadership and management had broken down to such a significant extent that even they have not been able to implement their plans because of the lack of systems and administrative support for them. The school's curriculum is unsatisfactory as the result of poor leadership, management and allocation of resources.
61. The management of special educational needs is unsatisfactory. The governors have made persistent efforts to keep themselves informed but still do not have enough information about financial arrangements and what constitutes satisfactory achievement and provision for these pupils.
62. The chair of governors has worked tirelessly and bravely to uncover the issues facing the school. As a result, the governing body is now very much better informed than previously. However, various statutory requirements remain unrecognised and unmet, and minutes of financial meetings are not kept, despite the school's problems in this area. Governors do not meet their statutory requirements as there are subjects in the National Curriculum, such as, ICT, religious education and art and design, where the full programmes of study have not been sufficiently implemented.
63. The poor leadership and management of the school and unsatisfactory governance have led to pupils achieving lower standards than they should.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	688,322
Total expenditure	609,169
Expenditure per pupil	2,072

Balances (£)	
Balance from previous year	29,732
Balance carried forward to the next year*	79,153

** This figure includes funds already committed but not spent, the usable carry forward figure is £30,986*

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**. Induction procedures are **satisfactory**, and the children are well cared for. The curriculum provided is **satisfactory**. The leadership and management are **satisfactory**, and the behaviour of the children is **satisfactory**. The overall quality of the teaching is **satisfactory**, and this allows the children to make **satisfactory** progress. Overall, provision is similar to that reported at the time of the previous inspection. However, assessment procedures are **unsatisfactory**; as a result, higher attaining children do not attain their full potential.

Children enter the school with a wide range of abilities, but overall, their knowledge and understanding are higher than that expected, especially in their social skills, and in their language and mathematical skills. The children are on course to be above the levels expected, overall, by the end of reception, and they are making satisfactory progress, with the exception of higher attainers, who are under-challenged and do not make satisfactory progress.

The children receive sound teaching overall, with teachers and teaching assistants complementing each other satisfactorily in providing for them. However, the use of assessment does not always ensure that the children are provided with suitably demanding work, especially in writing.

The classroom is of an appropriate size, with a satisfactory array of resources, which have improved since the last inspection, and colourful displays of the children's work. It is a warm, welcoming environment and the children clearly enjoy being there. Their behaviour is satisfactory, as are their attitudes to learning, they are happy and this helps them with their learning processes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children play well with each other, and they readily take turns.
- Assessments are unsatisfactory and this prevents pupils from developing their skills of independence.

Commentary

64. The children are on course to exceed the expected levels by the time they leave reception. Their achievement is satisfactory. The children have settled well into school life. They have learnt how to behave in school and be part of a social group. They are

eager to explore new learning, and they are able to concentrate on work being undertaken. The children are prepared to work with other children, take turns and share fairly. They are able to move confidently around the classroom, and the school, and they ask for assistance where necessary. The adults know the children well, and they respond appropriately to their individual needs. The children are continually encouraged to be involved in a range of activities, and, where necessary, they are reminded about such things as sharing and politeness. Overall, their behaviour is satisfactory. Occasionally, when introductions to activities are too long, a small number of children become restless and inattentive. The quality of teaching is satisfactory but too few opportunities are provided for pupils to become independent learners. Teachers have good relationships with their pupils, they provide a warm and caring atmosphere, and children work in a safe and secure environment.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children are on course to exceed the expected levels by the end of reception in speaking and listening and reading. However, they are currently on course to only reach the expected standard in writing, and this represents unsatisfactory achievement.
- Most children are keen to speak, and express their opinions.
- Children show good appreciation of books, and they enjoy reading; they achieve satisfactorily in spite of weaknesses in provision.
- The overall quality of teaching and learning is unsatisfactory, with adults making little use of assessment to provide challenging writing activities for higher attainers.
- Time is not used effectively to teach communication, language and literacy.

Commentary

65. Children exceed the expected standards in spite of unsatisfactory achievement in writing due to their above average attainment on entry and good support from parents. All children pay close attention to their teachers, listening with interest and concentration to stories, poems and instructions. Most children are able to provide detailed spoken comments when asked. Children show a keen interest in books, and they handle them with care. The majority of the class understand letter sounds, and many are able to recognise a range of simple words, which they readily read. They write their names with good control, and some are starting to write short phrases. The teachers provide an interesting range of books to read to the children, as well as suitable opportunities to develop their speaking skills, both in front of the class and in the 'Doctor's Surgery'. They also provide pupils with suitable reading books, as well as opportunities to read. However, teachers do not adequately challenge children with writing activities. They do not demonstrate clearly for the children how to develop the form and content of their writing, especially those who are more competent, and this limits their progress. The quality of teaching and learning is unsatisfactory because teachers do not capitalise on the good language skills that pupils bring from home and, as a result, children underachieve. This is partly to do with the correct use of time, which is not sufficiently well structured to enable all groups of pupils to make satisfactory gains in learning. Assessment procedures are under-used and teachers do not take into account what children have learnt in their pre-school settings.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Children's basic knowledge of number is good.
- They are increasingly confident in using mathematical language.
- Assessment is unsatisfactory and does not build upon children's prior attainment.

Commentary

66. The children are on course to reach above the expected level. Their progress is satisfactory. Most children can successfully count to ten, with many counting further. The majority clearly understand the concept, and most can count out an appropriate number of objects with confidence. Most children can identify 'one more'. In using water and sand, most children understand such words as 'empty' and 'full', and in comparing size they are aware of 'long' and 'short'. Most children successfully extend their mathematical vocabulary to name a variety of two-dimensional shapes. The work is well planned and usually appropriately matched to the needs of the children. Occasionally, the work provided for higher attainers is rather undemanding. Many opportunities are provided for the children to count, often within practical activities, such as counting shapes or small figures. An appropriate provision of resources, such as water, sand and number games and number lines, helps children develop their mathematical language and understanding. The quality of teaching and learning is satisfactory, with many suitable opportunities provided for counting and measuring. Assessments are unsatisfactory and do not build upon children's prior attainment. This restricts the rates of those children who are higher attainers. Teachers use mathematical vocabulary appropriately and several examples of satisfactory modelling were seen when the youngest pupils were asked to form their numbers correctly. Teachers generally have secure subject knowledge and this has a positive effect on developing children's mathematical vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children's knowledge of the human body is good, and better than expected.
- The children readily produce work on the computer.
- Children know about aspects of Christianity, but are not made aware of other cultures.
- The quality of teaching and learning is satisfactory, although on occasions pupils are kept for too long during the introduction, and this limits their time carrying out activities.
- Assessments are unsatisfactory and are not sufficiently well used to move pupils on in learning.

Commentary

67. Children are on course to exceed the expected level by the end of the year, and their achievement is satisfactory. Children can name the main external features of the human body, such as hand, foot and elbow. They are aware of the various human senses, and they can explain the difference, for example, between tasting and smelling. Children have been provided with opportunities to work with food, and they have successfully made items such as biscuits and sandwiches. All children have used the computer, and independently they have used the mouse to produce pictures of themselves and different shapes. However, not enough notice is taken of their prior attainment and the knowledge that they bring from home. This is largely as a result of unsatisfactory assessment procedures, which are not used sufficiently well to move higher attaining children on in

their learning and, as a result, these pupils do not make sufficient progress. Children are able to relate some of the stories of Jesus, but they are not aware of stories from other religions. Children are provided with a varied range of experiences, such as looking at pictures and photographs, tackling simple experiments, being taken on trips around the school, using the computer and undertaking practical activities, such as working with food. The teaching assistants provide effective help to the children in many of these activities.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The lack of appropriate assessment procedures means that adults cannot ensure that the children tackle all available activities.
- Adults readily demonstrate the required skills for the children in lessons.

Commentary

68. Children are on course to exceed the expected levels by the end of reception, and they are achieving satisfactorily. Children's dexterity in handling large and small items in the classroom is developing well, such as when they use construction kits and jigsaws, and thread small objects onto a string. Children's manipulative skills are good. Malleable materials, such as play dough, are used successfully, for instance, when they make items such as small animals, letters and numbers. They use construction toys with confidence, producing a range of houses and vehicles. Most are also happy when further developing their skills through using the various wheeled-vehicles in the outside area. Both the teachers and the teaching assistants join in with the children, and demonstrate how to carry out different activities and develop various skills; this has a positive effect on learning. A wide and varied array of activities is provided, and children are encouraged to 'keep busy' with them throughout the day. However, on occasions, through a lack of suitable record keeping, some children spend too long on one activity, at the expense of others. All adults are keen to emphasise the need for the children to carry out the various activities safely. The quality of teaching is satisfactory; teachers know how young children learn and provide suitable activities to develop their skills of co-ordination.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children's ability to use their imagination, in taking part in role-play activities, is good.

Commentary

69. The children are on course to exceed the appropriate levels by the end of the year. Their progress is satisfactory. Children confidently use a variety of paints and crayons, and they

produce pictures both from direct observation as well as from their imagination. They have successfully produced, for example, pictures of themselves and their families, and wolves. They have also shown some confidence in making three-dimensional items, and they have, for instance, successfully produced models of houses and vehicles. Children readily take part in role-play activities. Currently, the home corner is in the form of a 'Doctor's Surgery', and the children happily play the parts of doctor and patient with equal enthusiasm! The children employ their speaking and listening skills well in this activity. The quality of teaching and learning is satisfactory, with the children being given an appropriate mix of directed activities and independence. Teachers' planning, however, although it provides some opportunities for independence for the children in choosing their tasks, does not always ensure that all the children take part in all activities. Adults make sure that help is always available for the children, when it is needed, and they provide suitable demonstration of the activities to be undertaken, such as mixing paint and drawing portraits of themselves.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- By the end of Year 6, standards are below those expected nationally and all groups of pupils are underachieving, in spite of standards in speaking and listening being above average.
- Teaching is unsatisfactory and does not build well on the good skills and knowledge pupils bring to school and independent activities are not sufficiently well structured by teachers to enable pupils to learn quickly and effectively.
- Resources are unsatisfactory and there is an over-reliance on worksheets, which restricts pupils' progress.
- Accommodation is unsatisfactory because noise carries and pupils cannot undertake quiet study.
- There are weaknesses in the teaching of phonics and guided reading; time is not used well in lessons and the structure of independent learning tasks is weak.
- The subject co-ordinator is a good practitioner and has made a very good analysis of the school's provision.
- Pupils, throughout the school, do not write enough in other subjects and ICT is not used sufficiently well to support learning.
- Standards of presentation of written work are unsatisfactory.

Commentary

70. Inspection findings show that standards are in line with national averages by the end of Year 2, but there are weaknesses in pupils' writing, which is below national averages. By the end of Year 6, standards are below those expected nationally and achievement is unsatisfactory, although standards in speaking and listening are above average and pupils' achievements are satisfactory. Throughout the infants and the juniors, all groups of pupils are underachieving, especially in reading and writing, and higher attaining pupils, who are constantly under-challenged due to teachers' insecure subject knowledge of using assessment data to plan the next steps of learning. The 2004 uncorroborated tests show that once again, pupils are not attaining the standards that they are capable of and are underachieving.
71. Children come to school with good standards of speaking and listening and reading but the school does not capitalise on this ability. Teachers' questioning skills are limited, although this area has been identified as in need of development by the subject co-ordinator. Few opportunities are provided by teachers for pupils to develop their listening skills, although this was done well by one teacher in a Year 1/2 class. The open plan accommodation in the infants is noisy and unhelpful to staff trying to teach pupils phonics and auditory patterns. Few planned opportunities to extend and exploit pupils' speaking and listening skills were seen during the inspection and there is a lack of space for pupils to undertake private study and research.

72. Pupils' reading skills are average in the infants but are below average in the juniors. Throughout the school, their achievements are unsatisfactory because higher-order reading skills are not properly developed and this affects pupils' ability to use examples of text that they have read in their writing. Pupils receive very good support from home and parents are keen to help their children to read. Furthermore, pupils enter the school with well-developed speaking and listening skills. They like books and are pleased with the new guided reading books. However, they do not make satisfactory progress because few teachers are using time allocated to guided reading to pinpoint and accentuate particular aspects of reading to extend pupils' reading skills. This is because not all teachers have secure knowledge of how to teach reading effectively. This is not true of all classes, notably year groups 3 and 4. Time allocated to reading is not sufficiently well structured in lessons and this has a detrimental effect on pupils' reading skills as when they are not working with teachers they have difficulty in organising themselves in independent activities. In the juniors, pupils are not taught sufficiently well to interpret authorial intent and to look at structures authors use to convey meaning in order to be able to use more complicated phrases in their writing.
73. Pupils make unsatisfactory progress in both the infants and juniors, especially in writing, and their achievements are unsatisfactory. Spelling is unsatisfactory by the end of the infants, and by the end of the juniors, it is poor. A significant number of pupils in Year 1/2 have below average phonic skills and are making unsatisfactory progress. This is partly because of quality of teaching and the noisy conditions in which pupils work. There is a lack of a whole-school structured approach to teaching phonics based upon pupils' prior attainment. By the time pupils are in Year 6, lower attaining pupils find it difficult to word-build and cannot use phonics effectively. Many spellings are composed as pupils think the word sounds. There are too few opportunities for extended writing and by the time pupils are in Year 6, their written work shows weak spelling, sentence structure work and use of paragraphs. Sometimes, it is poorly presented because the standards set for pupils by teachers are not high enough. The very small minority of pupils with English as an additional language make satisfactory progress due to the provision made for them in lessons.
74. Pupils have satisfactory attitudes to learning and behave satisfactorily. Pupils consult each other about their work and co-operate well together. At times, when teaching is dull, they are not fully enthusiastic in the work that they are set and on occasions, they are frequently bored. Generally though, they are keen to learn, and they are pleased when adults talk to them and want to improve. Pupils with special educational needs make unsatisfactory gains in learning and those who have statements achieve poorly because tasks set do not take into consideration targets identified in their individual education plans.
75. Teaching is unsatisfactory overall, particularly in writing and guided reading, and all groups of pupils underachieve as independent tasks are not structured enough and do not challenge and extend the abilities of different groups of pupils well enough for them to make good progress. Opportunities are missed to extend speaking and listening skills and guided reading is not developed well enough in all classes for pupils to develop higher order reading skills. This was an issue at the last inspection and has not been effectively addressed. Computers are not used enough in teaching or learning and too

few opportunities are provided for pupils to write in other subjects. The financial difficulties facing the school have held back the acquisition of resources and the development of the curriculum. For example, further new guided reading books have been introduced to the school only recently. This has hampered the work of the subject co-ordinator, who has made a good, detailed analysis of the shortcomings the school faces in its provision for English. She has good subject knowledge and has made strong efforts to improve teachers' professional development and teachers' planning. However, because of the entrenched long standing problems in the school, beyond the control of the subject co-ordinator, progress has been slow and subject leadership and management are rendered unsatisfactory, despite all good efforts.

76. Improvement since the last inspection is poor. Difficulties identified at the previous inspection have not been addressed effectively and standards have regressed due to the inconsistencies among teaching approaches used by staff. The clear and determined example set by the literacy co-ordinator has not been acted upon, resulting in all groups of pupils underachieving.

Language and literacy across the curriculum

77. Standards of literacy skills in other subjects are below average. Too few opportunities are provided for pupils to develop their reading, writing and research skills in all subjects and there is a particularly marked absence of writing opportunities across the curriculum, including a complete lack of written work in religious education.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievements are unsatisfactory.
- The advice and support of the local education authority mathematics consultant are helping to improve provision.
- The work of the subject co-ordinator is beginning to impact on the work in the school.
- Planning to meet the needs of all pupils is underdeveloped.
- Weakness in data handling and limited use of problem solving.
- Marking across the school is inconsistent.
- The use of ICT in mathematics is unsatisfactory, especially data handling.
- Use of mathematics across the curriculum is weak.

Commentary

78. Standards are in line with national averages by the age of seven and below by the age of 11. Pupils' achievements are unsatisfactory by the age of seven and 11. Standards have been slipping since the last inspection and, in the last year, the local education authority mathematics consultant has worked alongside the co-ordinator to monitor and analyse the impact of the teaching and learning in mathematics across the school. This has included a detailed analysis of national standard attainment tests, internal school test results, interviewing a sample of children on what they had learned and observing the

teaching and learning. This information was circulated to teaching staff to inform them of areas of weakness to focus on when constructing the medium-term plans. In addition, some staff have been involved in extended mathematics courses and a whole-school target on the development of mathematics was set for all staff. However, at the present time, the impact of all this developmental work has not yet had time to impact upon standards.

79. Scrutiny of pupils' books from the previous academic year shows that overall, all pupils had been set the same tasks, regardless of ability. The planning failed to take account of the different abilities, especially lacking in challenge for the more able pupils. Where there was a better quality of teaching, pupils were more effectively planned for, although this was limited to Year 3 and 4. Furthermore, there was an inconsistency in practice across the school, with some pupils repeating work later in the school year. It is too early at present to identify any impact on standards and by the age of 11, pupils are still underachieving. The very small minority of pupils with English as an additional language make satisfactory progress due to the provision made for them in lessons. Pupils with special educational needs make unsatisfactory progress; those with statements make poor progress.
80. Pupils generally have satisfactory attitudes to their work and are keen to contribute in lessons. In talking to pupils, it was clear that they were enthused in lessons where their teacher made the lessons interesting and challenged them, often with interesting starting points to topics. For example, in a Year 3 and 4 class lesson, pupils were learning about two and three-dimensional shapes. The teacher introduced the lesson by telephoning an imaginary 'Shape Shop' to ask if they had a particular type of shape. Pupils were stimulated by this and all abilities were set tasks matched to their ability. Teaching assistants were well deployed with groups and had a mobile telephone to pretend to call the 'Shape Shop' so that pupils were able to identify the described shapes and learn to use the correct vocabulary to get their shape. However, some lessons observed had not been effectively planned for the age range; consequently, in the same lesson, some younger pupils were required to undertake tasks for which they had no prior experience, whilst the older pupils were more confident because they had this experience and made more progress in the lesson. A particular weakness was identified in using and applying mathematics, especially in independent learning through developing pupils' own strategies in problem solving and also in data handling. Some satisfactory examples were seen of data collection but not enough to ensure that pupils fully consolidated their understanding. ICT is also under-used in mathematics, especially in use of spreadsheets and graphical representation.
81. The overall quality of teaching and learning is unsatisfactory. However, examples of good and very good teaching were seen in a small sample of classes. Use of assessment is underdeveloped and is unsatisfactory overall, especially in short-term assessment, such as marking across the school, where it is inconsistently applied, with the exception of Year 3 and 4, where the quality of marking was very good. Monitoring and assessment procedures are being put in place, but as yet, they are not consistently applied across the school. Teaching lacks sparkle and creativity and not enough time is devoted to developing pupils' knowledge of data-handling. Teachers do not use time effectively and the use of quick fire questions is underdeveloped and is unsatisfactory overall.

82. Leadership and management are unsatisfactory overall due to the long standing problems that the school has faced. However, with the advice and support of the local education authority mathematics consultant in working alongside the subject co-ordinator, the quality of the leadership and management is improving and is beginning to impact upon the work of the school. The mathematics curriculum is planned in line with national requirements. However, the practice used in the planning for teaching and learning is still in its early stages and is inconsistently applied across the school. This is because the advice that is being offered to improve practice is not being taken up by all staff; not all staff are willing to change and give up previous practices. This is most evident in the lack of using and applying mathematics and developing individualised responses to recording and problem solving. There has been poor improvement since the last inspection as standards have regressed.

Mathematics across the curriculum

83. Standards of mathematics across the curriculum are below average. Pupils do not have sufficient opportunities to develop their mathematical skills in all subjects but especially in science. Several examples of satisfactory use of mathematics were seen in history in the juniors when pupils were learning about chronology but the use of data handling is particularly weak.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards at Year 2 are broadly average, and at Year 6, they are below average, as they were at the time of the previous inspection. Based on their prior attainment, pupils' achievement is unsatisfactory.
- There is a lack of opportunities for pupils to develop their skills in experimental and investigative science and to use ICT to support learning.
- Teaching and learning are unsatisfactory, with teachers, in particular, making little use of assessment to provide pupils with challenging activities.
- The curriculum, especially in relation to planning for appropriate practical activities, is unsatisfactory.
- Leadership and management are currently unsatisfactory.

Commentary

84. By the end of Year 2, pupils generally show a factual understanding that is similar to that expected. For example, they successfully name the main features of the human body and a flowering plant, and they are able to identify the items needed to sustain life. Most pupils can describe the human senses. They recognise and name common materials, and many successfully explain that some are natural and others are man-made. They understand that pushes and pulls are examples of forces. Pupils are less skilful in tackling practical activities independently, and this limits their overall understanding of some scientific concepts such as hypothesising, synthesising and evaluating their findings.

85. By the end of Year 6, where standards are below average, pupils generally have a reasonable knowledge of life processes and living things, but many are less secure in aspects of work on materials and physical processes. However, the low standards being achieved owe much to weaknesses in pupils' skills in scientific enquiry, which were also identified at the last inspection as a weakness. Inadequate opportunities have been provided for pupils to carry out suitably challenging work in this area, and as a result, the curriculum provided is unsatisfactory. Few pupils are yet confident enough to select their own resources and organise their own experiment. This is contributing towards some pupils' lack of understanding of scientific ideas and principles. Discussions with pupils indicate that many are not sure about the meaning of a fair-test. Further, a number of pupils are not secure in their understanding of scientific terms, and this is having a detrimental effect on their ability to tackle questions in word form. The very small minority of pupils with English as an additional language make satisfactory progress due to the satisfactory provision made for them in lessons. Pupils with special educational needs make unsatisfactory progress and those with statements make poor progress because their needs are not fully met in lessons.
86. A study of the standard of work in pupils' books shows that teaching and learning are unsatisfactory. Whilst a suitable range of work has been tackled, there is little evidence of challenge in the activities, nor always a clear understanding by teachers of the standards expected. Teachers' expectations are too low of these pupils. The work itself is reasonably presented, but little helpful marking is provided, except in some of the Year 3/4 classes. Assessment has not been undertaken, and although the school has plans to introduce it, there is currently no formalised way to check on either standards or progress. As a result of this lack of assessment, pupils are usually presented with the same activities. Lower attaining pupils then find the work difficult, whilst higher attainers often find the work mundane. In the lessons seen during the inspection, most individual lessons were satisfactory. Teachers had satisfactory subject knowledge, and provided suitable resources where necessary. In all lessons, they attempted to develop pupils' knowledge of scientific language and fair-testing, recognising these as important areas for development. However, over a period of time, planning, especially in relation to challenge and high expectations in general, and to the needs of higher attaining pupils in particular, has been very limited, with the result that pupils' achievement over time has been unsatisfactory.
87. Pupils generally enjoy science, and the attitudes of most are satisfactory. Even though their knowledge is sometimes insecure, many are prepared to talk about the work they have done. During the introductory sessions to lessons, some pupils are less keen to be involved, and they are sometimes difficult to motivate. However, when they tackle practical activities, most pupils are more enthusiastic, and they readily work with others on the tasks set. They understand the need for safety, and they handle items with care.
88. The co-ordinator has only recently taken over the subject, but she has not been provided with any opportunity to monitor the work being undertaken in school. This was also identified during the previous inspection, and the leadership and management role remains unsatisfactory. As a result, the co-ordinator has had little chance to identify significant strengths or weaknesses, nor to look at ways of improving matters. The lack of assessment or tracking procedures, or the opportunity to analyse pupils' performance in

the national tests, has also meant that the co-ordinator has been unable to confirm the cause of the low standards at Year 6 or the lack of progress throughout, and to put in place appropriate remedial action. The co-ordinator is well qualified, however, and thanks to the support of the acting headteacher, she is now increasingly aware of the need to implement assessment procedures, to develop more challenging enquiry activities and to make particular provision for higher attaining pupils. She has made a good start by producing an assessment record for her colleagues to use, she is keen to observe classroom activities taking place, and she is now fully aware that the school needs to improve pupils' overall achievement by ensuring that more Year 2 pupils reach the national Level 3, and more Year 6 pupils reach Level 5. Nevertheless, due to long standing weaknesses, the leadership and management are unsatisfactory.

89. Improvement since the last inspection has been poor, due to unsatisfactory achievement of the vast majority of pupils. Whilst a scheme of work has been implemented, it is not consistently applied and teachers are not fully enabling pupils to develop their scientific skills accurately, due to underdeveloped use of assessment and opportunities for implementing more ways for pupils to develop their skills of setting up and evaluating their experiments. Standards have not risen fast enough in the juniors and the weaknesses identified still remain, such as the weaknesses in provision of experimental and investigative science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The new purchase of laptops is starting to have a positive effect on standards.
- Parents support learning well.
- The cramped computer suite is not used effectively enough to raise standards.
- Cross-curricular use of ICT is underdeveloped and is inconsistent throughout the school, and not all aspects of the ICT curriculum are taught in sufficient depth.
- There is a need to ensure opportunities are planned to encourage pupils to learn independently through more focused use of the classroom computers.

Commentary

90. Standards are below average by the age of seven and 11 and pupils' achievement over time is unsatisfactory. Many of the skills pupils have learned have been practised at home and this can be seen by the samples of work that consisted mainly of work from the infants. The very small minority of pupils with English as an additional language make satisfactory progress due to the provision made for them in lessons.
91. The computer suite is very cramped and is unsatisfactory. It has just enough computers for half a class at any one time. However, since September 2004, the school has purchased ten laptops so that the other half of the class can be taught in the classroom. In one Year 3 and 4 class lesson, the laptops have helped because the teaching assistant is able to take the other half of the class while the teacher takes the remainder of the class in the computer suite. However, where there is no support assistant, teachers still

have the problem of how to teach half the class in the computer suite if there is no supervision available for the rest of the class to use the laptops. However, during the inspection, the classroom computers were rarely seen in use, with many of them switched off. Some pupils explained that they rarely used the classroom computers and any skills they had learned were not practised or refined in the classroom situation. Planning for the use of ICT in lessons was not evident and when looking at the timetable for the use of the computer suite, although all classes had one session, with one Year 1 and 2 class having two sessions, there was a significant time when the suite was not in use. This constitutes missed opportunities, especially with older pupils, who could work independently accessing information and practising their use of ICT in other subjects.

92. Use of the digital camera was seen in displays across the school, but few examples of other ICT work were seen on display. In the samples of pupils' work, examples of word-processing, emails sent from home, labelling parts of the body, computer art, including in the style of Andy Warhol, book reviews and some information accessed from a CD-ROM were seen. However, work seen was generally isolated examples and not as an inclusive range of ICT work ongoing within the taught and learned curriculum.
93. Teaching is unsatisfactory overall. Although most teachers have secure subject knowledge, there are some who do not use ICT to support learning regularly in classes. Teachers do not capitalise on the skills pupils bring from home and do not challenge them enough in building upon their previously acquired skills. A small sample of lessons were seen, including a lesson where pupils were editing a text to correct for capital letters, commas, full stops and speech marks, and good support was given with a group of pupils on laptops by a teaching assistant. In another lesson pupils were learning to communicate ideas in pictures and were using a drawing package to draw various illustrations. Pupils were generally able to load programs and undertake tasks, save and print, and there were some pupils who were developing good keyboard skills. The attitude of pupils is satisfactory and in discussion with pupils they said they enjoyed using computers and practised their skills working on home computers. Limited evidence was seen in the use of control technology, although Years 3 and 4 had undertaken some control technology work with a teacher from the secondary school. However, there is no computer club, which limits the opportunities for pupils without home computers to develop and extend their computer skills.
94. Leadership and management are unsatisfactory. In the time that has been allocated, the subject co-ordinator has worked very hard but ICT, up until now, has not had a sufficiently high profile throughout the school and, as a result, standards and pupils' achievement have not risen at a fast enough pace. There is a lack of whole-school approach to raising standards in ICT. Resources are improving with the new purchase of laptops and there is a sufficient range of CD players, listening centres with earphones, overhead projectors, a programmable Roamer and digital camera but overall resources are unsatisfactory as pupils do not have sufficient resources to support learning in classes. Improvement since the last inspection is poor as standards have not risen fast enough and the full programmes of study, such as control and modeling, have not been fully implemented. However, there has been some movement to increase the level of resources in terms of hardware, but it is early days to judge how effectively these resources will be used in order to impact on standards.

Information and communication technology across the curriculum

95. Standards in ICT in other subjects are below average. There are too few opportunities across the school for pupils to use ICT to support their learning in other areas of the curriculum. Not only does this mean that pupils miss out on opportunities to use ICT to support their learning in other subjects, but also that there is minimal development of ICT skills in all areas of the curriculum.

HUMANITIES

No judgement is made on provision for **geography** because no Year 2 and Year 6 teaching was on the timetable during the inspection. From scrutiny of pupils' work, teachers' planning and interviews with pupils, standards are below the national expectations of Year 2 and Year 6 pupils and pupils' achievements are unsatisfactory. The very small minority of pupils with English as an additional language make satisfactory progress due to the provision made for them in lessons. The curriculum is unsatisfactory because specific subject skills and knowledge are not planned clearly enough for pupils to make satisfactory progress as they go through the school. Planning for pupils in mixed age classes does not take into consideration the differences in pupils' ages and prior attainment. The quality of resources allocated has been poor because of long term difficulties in financial management of the school. There has been an inadequate and unsatisfactory amount of staff training and materials to be used to teach the subject are old, limited and unsatisfactory.

HISTORY

Provision in history is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievements over time are unsatisfactory and standards are not high enough.
- Curriculum planning is unsatisfactory and pupils are not given sufficient opportunities to develop their historical skills.
- Resources dedicated to the subject are unsatisfactory.
- Assessment procedures are unsatisfactory, as is their use to move pupils on in their learning.

Commentary

96. By the end of Year 2 and Year 6, pupils have not developed a satisfactory range of historical skills and knowledge, and they are underachieving, although the very small minority of pupils with English as an additional language make satisfactory progress due to the provision made for them in lessons. Pupils with special educational needs and those who are higher attainers are not achieving as well as they can as the learning opportunities offered do not match their needs. The curriculum is underdeveloped and has not been properly tailored and extended to meet the different ability levels of pupils. Pupils are not making sufficient gains in developing their skills of chronology, historical interpretation and finding out about the past from a range of sources.

97. The use of ICT is unsatisfactory and pupils in both the infants and juniors are not given sufficient opportunities to develop their research skills.
98. Improvement since the last inspection has been poor and standards are not as high as they could be.
99. During the inspection, examples of teaching seen were satisfactory but, over time, due to unsatisfactory teachers' planning, learning experienced by pupils is unsatisfactory because they do not make sufficient gains in developing their historical skills and too few opportunities are provided for them to write using a range of genre.
100. Pupils are keen to learn and generally behave satisfactorily. Resources and opportunities for in-service training are unsatisfactory because money and time allocated have been unsatisfactory for a long time. This has undermined the position of the subject co-ordinator and leadership and management are unsatisfactory, as are assessment procedures and their use to move pupils on in their learning.

RELIGIOUS EDUCATION

Provision in religious education is **poor**.

Main strengths and weaknesses

- Standards attained by pupils by the end of Year 2 and Year 6 do not meet the expectations of the locally agreed syllabus and pupils' achievements are poor. All groups of pupils are underachieving.
- The curriculum is not suitably planned to meet the needs and interest levels of the pupils.
- Too few opportunities are provided for pupils to learn about different faiths.
- Resources are unsatisfactory and there are too few artefacts to support learning.
- There is very little recorded work in this subject and ICT is not used sufficiently well to support learning.

Commentary

101. By the end of Year 2 and Year 6, pupils do not meet the expectations of the locally agreed syllabus and their achievements are poor because too few opportunities are provided for them to record their work, the use of ICT is limited, insufficient emphasis is placed on developing the spiritual aspect of religious education, assessments are unsatisfactory and work is not sufficiently well planned to meet the needs of pupils in mixed-age classes. The very small minority of pupils with English as an additional language make satisfactory progress due to the provision made for them in lessons. Too often, lessons have too strong a focus on developing pupils' skills of personal, social and health education and not enough emphasis is placed on learning about the significance of religion in other people's lives.
102. Pupils in both the infants and juniors are not fully aware of the significance of religious festivals other than Christianity and their knowledge of symbolism, religious leaders and holy books is weak. Pupils interviewed in Year 6 had very little knowledge of why different religions have a variety of celebrations; whilst they know some Bible stories and

parables, they struggle with comparing similarities and differences between religious practices and they do not know enough about the major world faiths, especially Judaism.

103. The quality of teaching is unsatisfactory. Teachers do not have secure subject knowledge and their expectations of pupils are not high enough, especially of pupils who are higher attainers. Too few opportunities are provided for pupils to write extensively, opportunities for ICT are unsatisfactory, pupils are not developing their skills of independent learning sufficiently well and they are being under-challenged. Teachers do not provide sufficient opportunities for pupils to read religious material such as the Qu'ran and the Bible in order to improve their knowledge of different genres of writing. Teachers manage behaviour appropriately and, in spite of weak teaching, pupils have satisfactory attitudes to learning and behave well. This is because pupils are generally polite and well behaved and, in spite of not being sufficiently challenged in lessons, they genuinely want to please their teachers and work appropriately in lessons.
104. The curriculum is unsatisfactory; it is not planned sufficiently well in ensuring that sufficient time is allocated to all programmes of study and that these are covered in sufficient depth. For example, in the juniors, pupils have not had sufficient opportunities to study how religious practices affect the lives of religious communities and how religious beliefs guide people in their lives. Resources are unsatisfactory and are not plentiful enough to enable pupils to have hands-on experience of religious artefacts such as rosary beads, prayer mats, Seder trays and holy books.
105. At present, there are no assessments and this is unsatisfactory. The school is implementing the new Leicestershire Agreed Syllabus and the newly-appointed co-ordinator knows what needs to be done but has not been in the post long enough to bring about any significant developments, and the leadership and management are unsatisfactory.
106. Improvement since the last inspection has been poor as religious education had been identified as a weakness in the last inspection and has not been sufficiently well addressed and pupils have been underachieving for too long.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

107. **Art and design** was a sampled subject. Standards in art and design by the end of Year 2 and Year 6 are below the national expectations and pupils' achievements are unsatisfactory because there are still weaknesses in curriculum planning and not all of the programmes of study are covered in sufficient depth to ensure that pupils make consistently satisfactory progress. The very small minority of pupils with English as an additional language make satisfactory progress due to the provision made for them in lessons. Pupils with special educational needs make unsatisfactory progress but the progress of pupils with statements is poor as their needs are not fully identified in lesson planning and, at times, their individual education plans are not used sufficiently well to move them on in their learning. The recent participation of pupils in Arts Week has ensured that all pupils have had access to a wide variety of artistic experiences and have produced a range of interesting sculptures, paintings and three-dimensional work but this is not enough to sustain regular and systematic rates of progress. Sketchbooks have been introduced but there are inconsistencies with the way that these are used in different year groups and they do not provide an adequate record of the creative development of pupils' skills. Pupils' knowledge of famous artists is underdeveloped and pupils interviewed could only name a limited number of approaches used by different artists. Pupils in Year 1/2 were developing their observational skills by drawing portraits of their friends in a satisfactory lesson seen and they made sound gains in learning about shading and smudging. The co-ordinator has worked hard at providing exemplars of practice throughout the school and is in the process of bringing the scheme of work up to date. However, not all teachers are teaching the progressive development of subject-specific skills adequately enough to ensure that pupils make at least satisfactory progress throughout their time at school. At present, due to the low standards that pupils attain, leadership and management, curriculum planning and assessment procedures are unsatisfactory. Improvement since the last inspection has been poor; there are still inconsistencies in teaching due to teachers' weak subject knowledge and resources remain unsatisfactory.
108. During the inspection, no lessons were seen in **design and technology**, and no overall judgement is made. A study of plans and samples of pupils' work, however, show that a suitable allowance is now made for the subject throughout the school, and this has been satisfactory improvement on the last inspection. Standards are broadly in line with those expected nationally and pupils' achievements are broadly satisfactory, but, higher attainers are not sufficiently challenged and their achievements are unsatisfactory. Average attaining pupils are making satisfactory progress and this is satisfactory improvement on the previous inspection findings. For example, younger pupils make model houses and purses, and older pupils make picture frames, pop-up cards, sandwiches, toys with a cam mechanism, and various structures, such as model shelters. The very small minority of pupils with English as an additional language make satisfactory progress due to the provision made for them in lessons. Teachers provide pupils with the opportunity to both plan and evaluate their work, and on occasions, they also disassemble commercially-produced items to help pupils identify the components they need for their own product. Suitable materials and an improved array of tools are also provided. Overall provision for the subject has improved since the time of the previous inspection, and the key issue has been appropriately addressed.

109. It is not possible to give a judgement on the provision of **music** because only one lesson was seen and evidence was gained mainly from the subject co-ordinator's file. The subject co-ordinator, who has musical expertise, has had the responsibility for music for one year and in that time has updated the music policy and introduced a new scheme of work, and during the school Arts Week, pupils took part in the Schools' Music Recording Project and produced a CD of music in the school. This included music performances from the guitars, recorders, keyboards, violins and the whole school singing. The quality of singing in the school, as seen in whole-school assemblies, is satisfactory. Pupils sing in tune and can keep a steady beat. Music has been included as a priority area in the School Development 2004-05 and the goals are to: increase the range of instruments to include more representation of multicultural music, and improve the quality and opportunities for singing throughout the school. The school joins other schools to take part in a music festival in the spring term and other school events are: Harvest Festival, Christmas productions for infants and juniors, junior children sing Christmas carols in the local church and there are Easter celebrations and the Summer Leavers' Concert.
110. During the inspection, only one lesson was seen in **physical education**, in Years 3/4, and no overall judgement is made. However, in the lesson seen, pupils showed satisfactory control and co-ordination in carrying out various games activities, based on basketball. In particular, most pupils showed suitable accuracy and skill in throwing and catching, as well as in 'dribbling'. The quality of teaching was good, and the pupils' behaviour was also good. The teacher took care to coach the art of good passing and catching, and her demonstrations clearly benefited pupils' learning. Pupils in Years 1 to 4 attend swimming lessons during the year, using the school's own pool, and by the end of the year, the vast majority of Year 4 pupils can swim 25 metres, with many swimming significantly further. They also tackle water-safety and personal survival skills, and the overall standards in swimming are higher than expected. Planning for the subject has improved, and it shows that all areas of work are now tackled during the year. Provision of extra-curricular activities is limited to football for pupils in Years 3 to 6, and the school has no sports teams. This provision is unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

111. No personal, social, health and citizenship education lessons were seen during the inspection but a range of other evidence was considered. The new school council is just beginning to help pupils to make a more significant contribution to the daily life of the school. Sex and relationships education is not formally taught throughout the school, but the school nurse offers a specific programme to older pupils, along with a monthly drop-in service for parents and pupils. Younger children learn about health and personal safety issues through the different curriculum areas. There is a drugs education policy in place. Lessons are timetabled regularly throughout the school but, currently, there is inconsistent coverage across the year groups. The new subject co-ordinator is starting to have a positive impact on the subject and its integration across other curriculum areas but, as yet, there is a lack of a whole-school approach to its implementation and, as a result, progress throughout the school is inconsistent and is unsatisfactory overall.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	6
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	6

Overall standards achieved	5
Pupils' achievement	5

Pupils' attitudes, values and other personal qualities (ethos)	4
Attendance	2
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	6
The governance of the school	5
The leadership of the headteacher	6
The leadership of other key staff	5
The effectiveness of management	6

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