

INSPECTION REPORT

HOLY TRINITY CofE PRIMARY SCHOOL

Northwood, Middlesex

LEA area: Hillingdon

Unique reference number: 102418

Headteacher: Miss E Hawkins

Lead inspector: Eileen Chadwick

Dates of inspection: 8 – 10 November 2004

Inspection number: 267059

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	228
School address:	Ricksmansworth Road Northwood Middlesex
Postcode:	HA6 2RH
Telephone number:	01923 822529
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Suzanne Boddy
Date of previous inspection:	22/02/1999

CHARACTERISTICS OF THE SCHOOL

This is an average size primary school with a nursery. It has 228 pupils on roll, aged three to eleven, including the 26 part-time children in the Nursery. The Nursery is undersubscribed and has places for 40 children. Overall, there are more girls than boys and, in Year 1, there are twice as many girls. Pupils come mainly from the Northwood and Northwood Hills area although the school attracts about a quarter from further afield. The area the school serves is mainly one of relative social and economic advantage. Most pupils are from white British backgrounds although about a quarter are from ethnic minority heritages. About one fifth of all pupils speak English as an additional language although only four are at early stages of learning the language. The main other languages spoken are Gujarati, Italian and French. The proportion of pupils known to be eligible for free school meals, at six per cent, is below average. The proportion of pupils with special educational needs, at 17 per cent, is broadly average whilst the proportion with statements of educational needs is average. Pupils' difficulties are mainly related to literacy and language learning difficulties.

The level of pupil mobility is above average with slightly more leaving the school than joining at times other than the normal leaving or entry points. Most children have had some pre-school education before entering Reception either in the school's nursery or in private nurseries. Pupils' attainment on entry is above average overall but this ranges from high to below average. Since the previous inspection, there have been a number of changes to teaching staff, including one acting headteacher and two new headteachers. The last headteacher left in July 2004 after four years in post. The current headteacher began at the start of this term. In 1996 the school gained an Investor in People Award (reaccredited in 2004) and, in 2000, a Schools' Achievement Award. The school is currently involved in the Primary Leadership Strategy.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19115	Eileen Chadwick	Lead inspector	Science Design and technology Information and communication technology Special educational needs
11437	Anthony Anderson	Lay inspector	
18935	Christopher Bolton	Team inspector	English History Music
5565	Bimla Thakur	Team inspector	Art and design Foundation stage English as an additional language
31029	Peter Thrussell	Team inspector	Mathematics Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school does not provide a satisfactory education. It requires special measures because the curriculum and teaching are unsatisfactory in Years 1 to 6. Pupils' achievement is poor by Year 2 and unsatisfactory by Year 6. The new headteacher provides very good leadership and a very clear direction for improving the school but the management of other school leaders is often unsatisfactory. The school gives unsatisfactory value for money.

The school's main strengths and weaknesses are:

- The new headteacher shows very good leadership, has high aspirations for the school and an excellent grasp of what needs to be done to raise pupils' achievement.
- Pupils are delightful and their attitudes and behaviour are good. The school provides well for their moral and social development.
- Relationships in the school are good and form a strong basis for improvement by staff.
- Pupils' attainment is not high enough in English, mathematics, science and information and communication technology (ICT). Pupils' achievement is unsatisfactory.
- More capable pupils, including the gifted and talented, make poor progress.
- The curriculum and the quality of teaching are unsatisfactory in Years 1 to 6 because teachers have not been given effective support for improving their teaching or adequate resources.
- The leadership roles of senior managers, subject co-ordinators and the governing body have not been developed adequately. As a result the impact of their work is unsatisfactory.

Improvement since the last inspection is poor. The school has made unsatisfactory progress in addressing the weaknesses then identified. Standards in English, mathematics, science and ICT and the quality of teaching have significantly declined. The headteacher, senior managers and governing body are now implementing well thought through systems to address the most urgent priorities for accelerating improvement in English and in pupils' behaviour, with positive impact. However, there is much to be done and the school needs special help in order to improve rapidly.

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

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2002	2003	2004	2004
English	A	B	B	C
Mathematics	A	B	A	C
Science	A	C	B	D

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

Pupils' achievement is unsatisfactory. This table shows that standards fell from those reached in 2002. They have fluctuated widely since 2000 and there have been falling trends in Year 6 and Year 2 compared with national trends. In 2003 standards for Year 6 were below similar schools. The Year 6 pupils in 2004 had a consolidated period of revision that improved results in their national tests. Inspection finds standards for Year 6 pupils are lower and only average in English, mathematics and science and below average in ICT. Pupils' achievement is unsatisfactory.

By Year 2 pupils' achievement is poor. Standards are average in reading and below average in writing, mathematics, science and ICT. The achievement of the children in Nursery and Reception is satisfactory. By the end of Reception children are likely to reach above average standards in all areas of learning. In Years 1 to 6 pupils with special educational needs and those with English as an additional language make unsatisfactory progress.

Pupils' personal qualities are good, including their spiritual, moral, social and cultural development. Pupils' attitudes to school are good and they behave well although older pupils become distracted when teaching lacks challenge. Pupils' attendance and punctuality are satisfactory. The school promotes good relationships between pupils and good racial harmony.

QUALITY OF EDUCATION

The overall quality of education provided by the school is unsatisfactory. Teaching and learning are unsatisfactory. They are satisfactory in Nursery and Reception where children are given a sound start. They are poor overall in Years 1 and 2 because of poor teaching in Year 1 and in the mixed age class for Year 1 and 2. Teaching and learning are unsatisfactory in Years 3 to 6. Teachers have received little recent subject training and do not teach subjects in enough depth. There is a lack of challenge, especially for higher attaining pupils. The curriculum provided is satisfactory in Nursery and Reception and unsatisfactory in Years 1 to 6. Extra-curricular activities are good. The school takes good care of its pupils. Community links are strong whilst links with parents are unsatisfactory but improving.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are unsatisfactory because the school has declined significantly since the last inspection. The new headteacher has already demonstrated very good leadership and management in the way she is tackling a legacy of weak teaching, underachievement and underdeveloped management. Senior staff and subject co-ordinators are not effective. Governors have played a vital role in supporting the school but do not have adequate systems for holding the school to account. The school does not fulfil statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are not satisfied with the standards their children achieve, with homework and with the way their concerns were unheeded in the past. The new headteacher has already won the support of many parents who are pleased with the recent improved provision in English. Pupils have positive attitudes to school and are pleased with recent provision in reading.

IMPROVEMENTS NEEDED

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

- Raise standards and pupils' achievement in reading, writing, mathematics, science and ICT in Years 1 to 6.
- Raise achievement for the substantial proportion of more capable pupils, including the gifted and talented.
- Improve the curriculum, assessment and the quality of teaching in Years 1 to 6.
- Develop the leadership roles of senior managers, curriculum leaders and the governing body so their work is effective in improving the school, especially in raising standards.

and, to meet statutory requirements:

- Cover the full range of the National Curriculum in the breadth and depth required in mathematics, science and ICT.
- Ensure Year 2 pupils in different classes are given the same curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is poor in Years 1 and 2 and unsatisfactory in Years 3 to 6. Pupils begin school with above average attainment but, by the time they leave in Year 6, standards are only average in most core subjects. Pupils now enter Year 3 with below average standards in reading, writing and mathematics. Too much unsatisfactory teaching in Years 3 to 6 is preventing pupils catching up and causing further underachievement in writing, mathematics, science and ICT.

Main strengths and weaknesses

- Since September, improvements in reading provision have been welcomed by parents, who have already noticed some improvement in their children's progress.
- Poor teaching in Years 1 and 2 causes a drop from the above average standards reached at the end of Reception in reading, writing and mathematics.
- Too much unsatisfactory teaching and curriculum provision in writing, mathematics, science and ICT in Years 3 to 6 is causing further underachievement in these subjects.
- The overall achievement of higher attaining pupils, including the gifted and talented, is poor.

Commentary

1. Standards in the 2004 National Curriculum tests for Year 2 pupils were well below average in reading and below average in writing and mathematics. This is shown in the average point scores in the table below. Pupils' achievement compared with similar schools shows standards were well below average in all three subjects. The table shows a decline in standards from 2003. The overall trend is below the national trend and has been declining since the last inspection in 1999.

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

Standards in:	School results	National results
Reading	14.8 (15.6)	15.8 (15.7)
Writing	14.1 (14.9)	14.6 (14.6)
Mathematics	15.8 (16.2)	16.2 (16.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

2. Standards in Year 6 national tests in 2004 were above average in English and science and well above average in mathematics. This is shown by the average point scores in the table below. When compared with similar schools, these standards were average in English and mathematics but below average in science.

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

Standards in:	School results	National results
English	28.4 (27.9)	26.9 (26.8)
Mathematics	28.6 (28.1)	27.0 (26.8)
Science	29.5 (29.3)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

3. The results above show slight improvements compared with 2003 results in all three subjects when, compared with similar schools, standards were below average in English and mathematics and well below average in science. In all three subjects the trend has been below the national trend and standards are now significantly lower than when the school was last inspected in 1999. In 2004 standards were much higher than in 2003 for the proportion reaching Level 4 and above in English, mathematics and science. However, there was a decline in English at Level 5. Compared with similar schools standards at Level 5 were below average in English and science and average in mathematics, suggesting underachievement for higher attaining pupils in English and science.
4. The formal targets set for 2004 for Level 4 and above in English and mathematics were too low and targets for Level 5 were not published. The targets were exceeded in English and mathematics at Level 4. The targets set for pupils in 2005 are too low in English and mathematics at Level 4 and Level 5 and the school is likely to exceed them.
5. There was high mobility in the Year 6 cohort for 2004. Over a quarter of pupils arrived between Years 3 to 6 having taken their Year 2 tests in other schools. Most of these entered in Years 5 and 6 whilst a considerable number had left. By Year 6, this cohort was small and there were twice as many girls as boys. Later entrants to the school reached very high standards in English and well above average standards in mathematics. Their attainment provided a 'boost' to the overall standards reached by Year 6 pupils in 2004. Another reason for the improvement in 2004 was that much 'boosting' of standards occurred in school in Year 6 from the autumn term. A significant number of parents also say they employ private tutors to improve their children's standards in English and mathematics as they are so dissatisfied with school provision.
6. The inspection finds that the achievement of children in Nursery and Reception is generally satisfactory and they are on course to exceed the early learning goals in all areas except personal, social and emotional development, where standards are well above average. However, higher attaining children could achieve more in literacy and numeracy in both Nursery and in Reception.
7. By the end of Year 2, pupils' achievement is poor. Standards are average in reading and below average in writing, mathematics, science and ICT. This is the consequence of too much unsatisfactory teaching in Years 1 and 2 and poor teaching in the two younger classes.
8. By the end of Year 6, pupils' overall achievement is unsatisfactory. Standards are average in English, mathematics and science and below average in ICT. Pupils' achievement is unsatisfactory in English, mathematics and science and poor in ICT. The rapid decline in standards over the last two years in Year 2 means pupils now enter Year 3 with a legacy of underachievement. Too much unsatisfactory teaching and lack of rigorous provision in literacy and numeracy, including for pupils with special educational needs, has meant that standards are remaining low for younger junior pupils. Too much unsatisfactory teaching for older pupils is preventing standards rising sufficiently in mathematics and science.
9. Provision for pupils with special educational needs is unsatisfactory. Pupils with severe learning difficulties often make sound progress because of the support they receive from their assistants. Progress is poor for pupils with literacy and numeracy difficulties in Years 1 and 2 and unsatisfactory in Years 3 to 6. The school has perceived the lack of suitable provision and, since September, has introduced the national additional literacy support programmes throughout the school and numeracy programmes in Years 3 to 6. These programmes have been in place in the majority of primary schools for several years. Parents have already observed that the impact of these is improving their children's progress. However, too much weak teaching of literacy and numeracy in Years 1 and 2, where tasks for pupils are not

broken down into the small steps pupils need, is still causing considerable underachievement. In Years 3 to 6, writing across the curriculum is often too hard for these pupils.

10. Pupils with English as an additional language achieve poorly in Years 1 and 2 and unsatisfactorily in Years 3 to 6. Pupils' levels of spoken English competence have not been identified and their needs are not met. Gifted and talented pupils make poor progress. These pupils have not been systematically identified and there is no planning for them. During the inspection, no significant differences were found between the attainment of girls and boys. Over the past three years girls have outperformed boys in reading, writing and mathematics by Year 2 and in mathematics and science by Year 6.
11. The headteacher, since September, has introduced a new structured approach to teaching reading with extra guided reading sessions for improving pupils' progress. This is a very good initiative, which has been welcomed by parents. There is still some variation in teachers' provision of well-matched reading books and the regularity of hearing reading.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance and punctuality are satisfactory. Pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- The school has recently worked hard and effectively to improve pupils' attitudes and behaviour.
- The provision for pupils' moral and social development is good.
- Pupils' do not have sufficient opportunity to be independent in their learning.

Commentary

12. The overall attendance at the school is satisfactory. The incidence of unauthorised absence based on recent whole year records is well above average and this is unsatisfactory. However, this is largely due to the fact that children occasionally arriving at school just a few minutes late were classified as unauthorised absentees. From the start of the current school year, this misleading administrative procedure has been reviewed and amended. Consequently, the true attendance figures are now shown to be increasing at the same time as the current levels of unauthorised absence are decreasing. The vast majority of parents are supportive of their children and the school in terms of ensuring that they attend regularly and promptly. The school is good at following up all unexplained absences and in promoting attendance and punctuality.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.4	School data	1.4
National data	5.1	National data	0.4

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

13. Both pupils and parents feel that behaviour and attitudes have recently improved. The school is working hard to establish a set of principles and values that will help pupils to develop positive attitudes and to understand the importance of good and acceptable behaviour. In discussion, Year 6 pupils cited values such as respect, forgiveness, friendship and equality that

have been a focus for assemblies and personal development. A questionnaire for pupils indicated that many felt unhappy about lunchtime behaviour. In response, the headteacher has introduced zoned playground games, a 'chill-out' area and a buddy bus stop', for which pupils have expressed appreciation. Classes now discuss and set their own classroom rules. A consistent application of the behaviour policy by staff has become more evident. As a result of these initiatives, which contribute to the good opportunities provided for moral and social development, behaviour in lessons and around the school is mainly good. Relationships are positive and help to create a happy and harmonious school community. Any incidents of bullying and racism are effectively dealt with so that pupils are free from these forms of harassment. There have been two fixed exclusions in the last year.

14. Pupils are keen to take on responsibilities and the school is keen to encourage further participation. Older pupils take on roles such as house captains and prefects, and all classes appoint representatives to the school council. However, there are insufficient opportunities for pupils to take a greater responsibility for their own learning in their subjects. Parents also report that at times pupils are bored in lessons with not enough challenge. The lack of opportunity for inquisitiveness and time to develop thinking skills detracts from their spiritual development. The school has recognised the need to review teaching styles as a priority.
15. Pupils have good opportunities within religious education to visit different places of worship, helping them to understand the beliefs of others and how they affect day to day living. This makes a positive contribution both to their spiritual and cultural development. However, there are few planned opportunities in the full curriculum that draw on cultures past and present or help pupils to develop understanding and appreciation of the wider British society.

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	128	2	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Indian	13	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	2	0	0
Chinese	3	0	0

Any other ethnic group	4	0	0
No ethnic group recorded	9	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 because curriculum provision is unsatisfactory and teaching and learning are unsatisfactory in Years 1 to 6. Pupils are secure in school and are well looked after. There are unsatisfactory links with parents and very good links with the community.

Teaching and learning

Teaching and learning are satisfactory throughout the Foundation Stage. They are poor in Years 1 and 2 and unsatisfactory in Years 3 to 6. Assessment is unsatisfactory.

Main strengths and weaknesses

- Recent implementation of the additional literacy support strategy in Years 3 to 6 is helping pupils with lower attainment in literacy to catch up.
- Very good teaching was seen in a Year 2 science and a Year 5 literacy lesson.
- There is much poor teaching for pupils in Year 1 and in the mixed age Year 1 and 2 class.
- Unsatisfactory teaching in mathematics and science in Years 4 and 6 is preventing standards from rising.
- Teachers have not received enough subject training, which limits the rigour of subject teaching.
- Teachers spend too long instructing and do not enable pupils to solve enough problems.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (5%)	12 (32%)	16 (42%)	5 (13 %)	3 (8%)	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.

16. The overall quality of teaching is unsatisfactory. This represents a significant decline since the previous inspection, when it was judged to be good. There has been a steep rise in the proportion of unsatisfactory teaching with over a fifth of all lessons unsatisfactory and this includes some poor teaching. The number of good and better lessons was much lower than that found in other primary schools nationally.
17. Samples of pupils' work since the start of term and from last year also indicate much unsatisfactory learning for pupils. Much of the work in Years 1 and 2 has been of a low quality because of the poor learning in Year 1 and the Year 1/2 class. There is more variation in the quality of work in Years 3 to 6 but too much of it is unsatisfactory or poor. This has resulted in very uneven progress over time. Monitoring and support for improving teaching has not been effective in the past. The new headteacher has rigorously monitored pupils' learning this term and support has been provided where most needed. This has had a positive impact but there remains much to be done because of the legacy of underachievement.
18. Most teachers have good class management skills but have not received enough support for keeping their subject knowledge up to date and therefore underachieve. This results in low expectations of pupils and a lack of rigour in subject teaching. Teachers are also hampered by limitations to resources, which prevents them using visual and practical resources, including ICT, to help pupils learn. The school has now perceived these weaknesses. It has started to improve literacy and science resources and called in help from the local education authority for subject development in English, mathematics and science.
19. The quality of teaching in Nursery and Reception is satisfactory. Teachers and assistants manage children well and provide good support for them to adjust to the routines of school. There is a suitable practical base to learning. The teaching of literacy and numeracy is satisfactory overall, although there are inconsistent opportunities for higher attaining children to learn more advanced skills in reading and mathematics.

20. In the rest of the school, work does not build sufficiently on pupils' previous learning. Assessment is unsatisfactory. In English, in Years 1 and 2, in writing across the curriculum in Years 3 to 6 and in mathematics in Years 1 to 6, results of assessment are not used to provide well-matched work. This creates a lack of challenge for higher attaining pupils and work that is too hard for lower attaining ones. Teachers do not always have sufficient knowledge of National Curriculum levels and this is particularly weak for investigative mathematics and science. Year 2 pupils in the different classes are provided with unequal opportunities for learning; those in the mixed age class are often given the same level of work as Year 1 pupils.
21. In all the good and very good lessons observed, the teachers had good subject knowledge for the aspects taught, used time effectively and enabled the pupils to learn through investigative work or problem solving as well as through instruction. In a very good science lesson in Year 2, the teacher set a very relevant problem for pupils when they designed and made ear muffs to block out sound. She used her limited ICT resources very well for demonstrating pictorial representation of 'sound waves' from a bonfire party. In this lesson pupils learned very well because the work was relevant and challenging. In a good science lesson in Year 5 there was a good level of challenge for pupils, when they used mathematics for measuring, recording and analysing results with good levels of accuracy.
22. The teaching of English is unsatisfactory in Years 1 and 2. The teaching of reading lacks rigour during the literacy hour and too little time is spent on it. The new guided reading sessions are having a positive impact, although pupils are not always heard to read regularly enough. In Years 3 to 6, the overall quality of English teaching is unsatisfactory. Teaching in the literacy hour is satisfactory and there are now good opportunities for guided reading. Recent measures to improve handwriting and spelling have ensured some improvement in pupils' presentation of their work. However, the teaching of writing is unsatisfactory in other subjects. The content is narrow and too much writing is copied. Mathematics teaching is poor in Years 1 and 2. It is unsatisfactory in Years 3 to 6 because it is very inconsistent with too much unsatisfactory teaching in Years 4 and 6. Pupils' work is not well matched to their needs and often too easy for higher attaining pupils and hard for lower attaining pupils. The teaching of ICT is unsatisfactory. Although lack of resources hampers pupils' progress, teachers do not make best use of the ICT resources they have and rarely use computers in literacy, mathematics and science lessons.
23. The teaching of pupils with special educational needs is unsatisfactory, although provision has started to improve in English. There is a lack of match of work to pupils' needs in most literacy lessons in Years 1 and 2 and in too many numeracy lessons in Years 1 to 6. Pupils' Individual Educational Plans have recently been rewritten so they show the smaller steps they need to make progress in literacy. However, not all teachers are yet using these adequately to ensure that the pupils master all key words and grasp phonics. Additional literacy support strategies have been successfully introduced this term, although it is too early to judge their impact on raising standards. In Years 3 to 6, there is an unsatisfactory match of writing tasks across the curriculum to the needs of lower attaining pupils. Too often they copy work they are not able to read. Gifted and talented pupils are not systematically identified and they are given the same level of work as other pupils. Teaching and learning for these pupils are poor.
24. The teaching of pupils with English as an additional language is satisfactory overall in the Foundation Stage although this is not as good in Nursery as in Reception. Adults in the Nursery have limited information on the children's spoken English and comprehension needs. Consequently, teaching is not as well matched to their needs as it is for those in Reception. Teaching and learning for pupils with English as an additional language is poor in Years 1 and 2 and unsatisfactory in Years 3 to 6. There is a lack of a clear recording system for showing the pupils' progress in the different stages of speaking and listening and reading and writing.

25. Marking is unsatisfactory. It does not give pupils clear targets for improving their work and sometimes shows unsatisfactory subject knowledge. Examination of pupils' previous work shows teachers still do not set high enough standards for presentation and for the amount of work although this has significantly improved this year.

The curriculum

Overall, curriculum provision is unsatisfactory. It is satisfactory in the Foundation Stage but unsatisfactory in Years 1 to 6. It is enriched well by a good range of extra-activities and experiences. The accommodation is broadly satisfactory but staffing and resources are unsatisfactory.

Main strengths and weaknesses

- Art and design and design and technology are well planned.
- The curriculum for computer control technology is not covered in Years 3 to 6 and time spent on ICT is low.
- There are shortcomings in the depth and coverage of some subjects, particularly mathematics and science.
- The use of literacy, numeracy and ICT in other subjects is unsatisfactory.
- Year 2 pupils in different classes do not receive equal learning opportunities.
- Resources for learning have been improved recently but are unsatisfactory in English, science, ICT and for pupils with English as an additional language.

Commentary

26. There is a satisfactory curriculum for the Foundation Stage with good planning for children's personal development. Planning has been significantly improved this term. The curriculum is often interesting and based on practical enquiry. However, there is not always enough challenge in literacy and numeracy for higher attaining children in Nursery and Reception. Plans for teaching the National Curriculum alongside the areas of learning are not yet fully in place although the school realises the need for this given the substantial proportion of higher attaining children. The curriculum prepares children satisfactorily for entering Year 1.
27. In Years 1 to 6, the curriculum is unsatisfactory. All the National Curriculum subjects are included and, since September, there has been much review and improvement in the English curriculum. However, the curriculum does not comply with statutory requirements because subjects are not covered in the depth and breadth required, especially in mathematics, science and ICT. Although the school often uses national guidelines, teachers have been left too much to their own devices in planning their own curriculum. This has led to an unsystematic coverage of knowledge and skills with subsequent gaps in pupils' understanding. The curriculum does not steadily build on previous learning and often flits from topic to topic, giving superficial and unsatisfactory coverage of subjects. Investigative work in mathematics and science is poorly planned and, as a result, these aspects of pupils' learning are weak. Resources for computer control technology are unsatisfactory and this part of the curriculum is not covered. There is poor planning for more capable pupils, including the gifted and talented, with too few opportunities for them to learn at higher levels. For example, teachers use the national subject guidance for the age range rather than for their ability level. The school has realised the weaknesses in curriculum planning. It has made a start in addressing weaknesses by completing a review of the curriculum and produced a good plan to ensure that each subject receives an appropriate amount of time.
28. The curriculum for pupils with English as an additional language is unsatisfactory. The school has only recently introduced formal procedures for the early identification of pupils' language and learning needs. Individual language plans, based on the pupils' assessments of

language, are now being devised. However, this is not yet established in the teaching. Languages that are spoken at home have been identified, although there are no dual textbooks in the school or specific resources to help enhance pupils' confidence and esteem.

29. The school welcomes and makes effective use of a number of visitors to extend pupils' skills such as theatre groups and artists. Residential visits for Year 4 and 6 as well as visits to places of interest, such as Hampton Court and the Museum of Childhood, contribute positively to pupils' learning. Participation in competitions, such as the Hillingdon Maths Challenge, and fund raising for charity, broadens pupils' experiences. There are strong links with the community and with the local church. The school has made contact with a local Beacon school for staff development and older pupils visit a local secondary school for science and technology activities. There are good opportunities for pupils to take part in activities outside school hours. These include a variety of sports as well as choir, recorders and orchestra. Good planning for personal, social and health education and visits to the 'Life Education Caravan' help ensure pupils' personal development and knowledge of health and drugs misuse is promoted successfully. However, pupils are not well prepared for the next stage of their education because standards are not high enough.
30. The school's accommodation is satisfactory. Classrooms are bright and cheerful with displays of pupils' work. The entrance hall is attractive and welcoming to visitors and pupils alike. The ICT suite is too small and only half a class can be taught at any one time. This limits the amount of time pupils spend on the computer, which has an adverse effect on their progress. Staff work round the limitations of the accommodation for physical education well.
31. Resources are unsatisfactory. Whilst there are adequate resources for most subjects provision for literacy, science and ICT is unsatisfactory. ICT resources were insufficient at the time of the last inspection and, though improvements have been made, this remains a weakness. The school has only recently acted on the recommendation in the last report to remove old, out-dated and unsuitable books from the library. This has been done but the library stock is now insufficient for a school of this size. The school has recently purchased a new structured reading scheme. This is being used effectively for raising standards. The school is well aware that this needs supplementing with further books and plans are in hand to do this.
32. There are enough teachers although the number of support staff is low. Both teaching and support staff have not had effective training for teaching literacy, numeracy and science. Teachers are often underachieving because of weaknesses in their subject knowledge. This results in much underachievement for pupils.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. Support, advice and guidance based on monitoring are unsatisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- There are very effective child protection procedures.
- Teaching and support staff support pupils' pastoral needs very well.
- The school's provision for academic support and guidance is unsatisfactory.

Commentary

33. The teaching and support staff know their children very well and provide high standards of welfare and pastoral support to individual pupils. Health and safety procedures are very good. Good risk assessments are in place. The site manager plays a very important role in ensuring that the buildings and grounds are safe, clean and attractive.
34. There have been significant improvements in the monitoring of pupils' academic performance this term in order to begin to address underachievement. There has been rigorous analysis of national and the school's assessments. The results of this have been used to start to improve provision in English and for pupils with special educational needs. This is beginning to have a positive impact in Years 3 to 6. However, there remains much to be done and the use of assessment for monitoring and improving pupils' progress remains unsatisfactory because of the very weak systems in place prior to this September, including for pupils with English as an additional language and for gifted and talented pupils.
35. The school council is well established and all children in the school are made to feel that they have a voice in the way the school is developing. Discussions with several older pupils during the inspection endorsed this view and it is clear that many opportunities are provided for pupils to enhance their personal development through the responsibilities they are given to support and assist the teaching staff during each school day.

Partnership with parents, other schools and the community

The school's links with parents are unsatisfactory. The school's links with the local community are very good and with other schools they are good.

Main strengths and weaknesses

- The school utilises the local and wider community very well to support the curriculum.
- Good links with businesses enhance pupils' learning in design and technology.
- Parents were not pleased with the previous leadership and management.
- Parents are not pleased with pupils' achievement.
- Many parents feel that, until recently, the school did not act on their concerns.

Commentary

36. The effectiveness of the school's links with parents is unsatisfactory. Parents do not feel their concerns have been acted upon and feel their children are underachieving. This term, there has been much reaching out to parents to find out their views of the school and to further links with them. Parents are appreciative of all the headteacher is doing to improve learning opportunities for pupils, particularly in the recent structured approach to teaching reading, spelling and handwriting. However, it is too early for initiatives to have had an impact on pupils' achievement.
37. Parents are very interested in their children's education and provide good support at home. The parents' meeting with the inspectors was well attended and a relatively high proportion of parents returned the parental questionnaire. A significant number of parents feel that their children are not receiving an appropriate education. A very high proportion of parents who responded to the questionnaire felt that they were not kept well informed about the progress their children were making. Many parents also felt that the school was not approachable, until recently, with any problems and that parents were not consulted sufficiently and did not have their views taken into account.
38. It should be noted that many of the complaints voiced at the parents meeting with the Ofsted inspectors were not directed at the present senior management in the school. The new headteacher has already made significant progress in reaching out to parents and in taking steps to create an effective school/home partnership. One very good example of this approach could be seen in the very well attended parents' Literacy Workshop, which took

place during the week of inspection. This was extremely well resourced and presented. A few parents spoken to after the presentation had only the highest praise for this very positive and effective initiative on the part of the new headteacher.

39. The information provided by the school in the prospectus, the annual report to parents and the regular and well designed newsletters is of a good standard. Annual academic reports to parents include significant detail of each child's attainment and progress. There are two parents' evenings each year during which parents have the opportunity to discuss their child's progress and these evenings are generally well attended by parents who take a keen interest in their children's education. Parents have not always been consulted on previous school initiatives but the new headteacher is already taking measures to ensure that parents have a clear voice in the way the school moves forward in the future. Parents said that in the past, although their views were listened to, little action was taken to address concerns about pupils' achievement.
40. All parents are invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. The school is now strengthening opportunities for parents to become more involved in their children's learning in school. Parental attendance at school concerts, celebrations and sports days is very good.
41. The school makes very good use of the community, including links with businesses to enhance pupils' learning. Recent visits include one to a local supermarket, linked to food technology for pupils in Years 2 and 3. The school has good sporting links with Saracens Rugby Club and Middlesex Cricket Club. There are good links with other local schools and Year 6 children took part in a technology challenge event at Queensmead School. Very good new links are being developed with the London School of Theology and are also being created with a nearby primary Beacon school. Although at an early stage, additional links are also being created with a number of local secondary schools with a view to improving pupils' wider curricular access.
42. This term, the school has carried out a survey to investigate the extent of diversity in languages spoken at home. Useful links are being made with parents of children in Reception to help identify children's linguistic and other needs. Parents' comments are recorded in the children's profiles and provide a good basis for adjusting plans of work. This is helping teachers in the reception class to provide more suitable support in lessons.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are unsatisfactory. The new headteacher provides very good leadership and management. However, the leadership provided by the deputy, co-ordinators and the governing body are unsatisfactory. Governors are very hard working and supportive but their role as critical friend has only started to develop this term.

Main strengths and weaknesses

- The new headteacher has a very clear vision for improving the school and has begun to halt the school's decline.
- She has rapidly started to tackle the most urgent priorities with good impact. However, the legacy of weak teaching and underachievement remains.
- Governors have acknowledged shortcomings in their roles and are taking immediate steps to enable them to play their full part in helping to steer the school but are not yet fully effective.
- Structures for senior managers and governors to monitor and evaluate actions and spending on improving pupils' achievement are weak due to a lack of systems in the past.
- The deputy headteacher, subject and phase co-ordinators are not effective in their leadership roles because systems for helping them to do their jobs have been unsatisfactory until this term.

- The management of the curriculum is unsatisfactory and pupils are not given equal opportunities for learning.

Commentary

43. Since the new headteacher was appointed, the headteacher, the governing body and the senior management team have jointly reviewed pupils' achievements and acknowledged significant weaknesses in standards. This has helped the school to perceive and begin to address its weaknesses. Since the last inspection, there has been a large decline in standards, pupils' achievement and the leadership and management of the school. The new headteacher is showing very strong leadership and strategic management but there remains much to be done to redress the underdevelopment of other senior managers, subject co-ordinators and governors. The new headteacher has very high aspirations for the school and a very strong sense of purpose for improving pupils' achievement. Many parents expressed dismay over their children's lack of progress in the past few years and thought the school had significantly declined in recent years. They noted, however, that there had already been a positive impact in literacy and behaviour since the arrival of the new headteacher.
44. At the time of the last inspection in 1999, the headteacher had created a very effective management team and there was good subject co-ordination. However, the roles of these senior management and subject co-ordinators are now unsatisfactory through lack of effective systems for them to carry out their duties. The new headteacher has rapidly put systems in place for enabling senior managers and core subject co-ordinators to evaluate pupils' work and achievement. Senior staff and subject co-ordinators are very willing but still need training for their roles to enable them to be fully effective. The new headteacher has sought specialist help from advisers from the local education authority for this and the school is linking with a Beacon School in order to set the highest possible standards. At present, subject and phase co-ordinators are not setting a good enough example by their own quality of teaching. They, and teachers, are underachieving through lack of informed guidance.
45. Since this term, systems for reviewing the quality of teaching in lessons have become more rigorous. Action has already begun to eliminate weaknesses and improve the quality of teaching. Evidence of lesson monitoring in 2003/4 showed weaknesses in monitoring and evaluating the work of teachers in order to help them improve. Monitoring did not sufficiently emphasise the impact of teaching on how well pupils were learning and achieving. There was no evidence that National Curriculum level descriptions were used to measure and monitor standards. Curriculum management is unsatisfactory because there has not been enough guidance on what teachers should teach and they have been left too much to their own devices in their classrooms.
46. Governors have well-organised committees and are very regular visitors to the school. They want the best for the school and are very supportive. Governors often have the necessary evaluative skills but overall systems for them to evaluate the school remain unsatisfactory. Governors are working closely with the headteacher in her drive to improve the school but, overall, are still very reliant on her because this was their role in the past. Governors ensured that all policies were in place but relied too much on the previous headteacher's reports to confirm these were being put into practice. Governors have been involved in producing the school improvement plan, which was written prior to the current headteacher's arrival. It is a poor instrument for school improvement. It shows little attention to raising standards, an absence of numerical criteria for success and lack of detail for actions for raising standards and teaching. Monitoring and evaluating arrangements are poor and personnel for carrying out or monitoring actions are not shown. Evaluation criteria for success are not related to improving standards and achievement. Governors' involvement in monitoring the success of actions in the plan is minimal. The new emergency action plan for English, written this term, clearly identifies actions for raising standards and improving achievement.
47. Governors keep a careful check on finances to ensure the school keeps within the budget it has set. However, financial planning is unsatisfactory because spending is insufficiently linked

to raising pupils' achievement. Statutory requirements for control technology are not being met because the school is short of equipment. Resources are also inadequate in other areas, including English and practical science, although improvements have begun since the arrival of the new headteacher.

48. The school has carried forward above average savings from the pupils' budget in the past two years, however, there have been weaknesses in resources in the core subjects which have affected pupils' achievement, for example in books for helping pupils to learn to read. The projected savings for the end of the current academic year are very low. Because of a drop in pupil numbers, a sum of money has to be refunded to the local education authority. The need to finance the substantial improvements needed for the school to improve is a large issue especially as little money is available from the local education authority. The governors do not have adequate procedures for monitoring and evaluating the impact of spending on raising achievement. For example, spending on the computer suite has not been evaluated for its impact on improving provision and achievement in ICT and the use of the ICT suite is inefficient. The suite is infrequently used and not large enough for whole classes. Staff are now receiving subject training in English, numeracy and science in order to increase their subject expertise. Staff development was unsatisfactory until this term and teachers, the school's best resource, are underachieving.
49. Since September the headteacher has conducted a thorough analysis of assessment data and scrutiny of pupils' work with the governors and senior managers to identify pupils' underachievement so it can be addressed. There are no co-ordinators for pupils with English as an additional language or for gifted and talented pupils, which are serious omissions in this school, where there are above average proportions of each of these groups. National 'catch up' programmes for those with weaknesses in literacy and numeracy were not in place until the arrival of the new headteacher. These are now being systematically implemented where there is most need in order to raise standards. The school provides unsatisfactory value for money because it is not as effective as it should be. Day-to-day financial arrangements are good with sound arrangements for securing goods and services at competitive prices. Improvements have been seen from this term in the management of resources but it is too early for them to have had an impact on improving standards. The school's resources are not yet used to the best advantage for improving achievement; therefore application of 'best value' principles is unsatisfactory.
50. A barrier to improvement is that the monitoring by the local education authority did not highlight the serious underachievement issues and provide support at an early stage. For example, reports to governors about the quality of teaching in the school were positive. It is only since this term, as a result of requests by the headteacher, that the school is receiving help for curriculum development in English, mathematics and science.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	740,110	Balance from previous year	45,282
Total expenditure	739,678	Balance carried forward to the next	45,714
Expenditure per pupil	2,750		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory. This is not as good as at the time of the previous inspection when provision was very good. Progress since then has therefore been unsatisfactory. The management of the Foundation Stage is satisfactory, though the location of the Nursery on a separate site from Reception restricts the ease of communication. There is now good curriculum planning for continuity from Nursery to Reception because of significant improvements this term. However, the practice of teaching older and younger Nursery pupils together for the same sessions sometimes limits the progress of higher attaining children in the Nursery.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are provided with a wide range of interesting activities that effectively promote their personal and social development
- Planning is well-structured and incorporates some of the elements of the school's programme for religious education

Commentary

51. Children are on course, by the end of Reception, to reach well above the expected standards and they achieve well. Achievement is good in Reception and satisfactory in the Nursery through good quality teaching and learning in Reception and satisfactory teaching and learning in the Nursery. The management of children is satisfactory in the Nursery and good in Reception. Children settle quickly in the Nursery. Teachers and teaching assistants plan a wide range of activities, both inside and outside, that encourage children to co-operate and work with others. Children learn about school routines and show good social skills as they take turns and share their snacks. In Reception, children are enthusiastic learners. Teachers encourage independence and children successfully organise their own play, for example, at the 'Bakery'. While working on the computer, they concentrate and work together, often very independently, and also concentrate very well during whole class sessions. Children work well with children from other cultures. They learn the importance of religion and culture in people's lives and a respect for what others believe.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Reading and writing are well integrated through interesting activities.
- There is a good emphasis on developing children's knowledge of letters and sounds but less on practising their spoken language.
- Parents are involved in children's assessments and they provide good support in reading.
- Progress is not always fast enough in literacy for high and very high attaining children.

Commentary

52. By the end of Reception, children are on course to reach above average standards. Children's achievement is satisfactory through generally satisfactory teaching and learning in both classes. Throughout the Foundation Stage, children are provided with good opportunities to listen to stories and to take part in role-play. Opportunities are missed, however, to extend children's language when they are engaged in independent activities in both Nursery and Reception. Children in Reception who are at the early stages of learning English receive good encouragement and gain confidence in talking. Assessment is not as effective in the Nursery in identifying children's individual needs and, consequently, teaching is less geared to meeting these children's specific needs. Children in the Nursery are interested in books and handle them carefully. Often there is a 'five minute phonic' session but older and higher attaining children are not always challenged during this time. In Reception, there is a structured programme for reading and learning phonics. By the end of the year, most are able to read sentences from simple textbooks and recognise the initial, middle and final letter sounds in words. However, the introduction of the National Curriculum, alongside the Foundation Curriculum, could be faster, given the ability of a substantial number of potentially able children. Children are gaining confidence in writing independently for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan a good range of activities and use resources well to help children learn.
- Teachers' and support staff's good questioning enables children to develop their thinking.
- There is inconsistent challenge for higher attaining pupils in both Nursery and Reception.

Commentary

53. Children are on course to reach above average standards through achieving satisfactorily in Nursery and Reception. Teaching and learning are satisfactory overall in Nursery and Reception. By the end of Reception most children recognise, record and know the value of numbers up to at least ten and often well beyond that. They understand how to add and subtract and learn to use the mathematical language of comparison. Higher attaining children solve simple problems in practical contexts. The main weakness is the inconsistency in rigour and challenge for the more able children in Nursery and Reception. Teachers provide children with many opportunities to count, sort and compare the size of numbers. Children use two- and three-dimensional shapes to make patterns and frequently use the computer for this. Children in the Nursery learn through practical activities, often using brief sessions, for example, the 'five minute number game'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are a good range of activities and sensory experiences that help children to learn much about the world around them.
- Children use the computer as a natural tool for learning.

Commentary

54. The achievement of children is satisfactory in Nursery and Reception and children are on course to reach above average standards by the end of Reception. Teaching and learning are satisfactory overall in Nursery and Reception. In science, reception children learn satisfactorily about some of the properties of wet and dry sand and investigate the different smells made by the herbs that grow in the outdoor area. Children increasingly become more independent in their learning, particularly in using the computer in finding out things. They control the mouse well and are learning how to use the keyboard. At times, however, they need more adult support to help read instructions, in order to complete the program, for example when they investigated how some people celebrate Diwali. In the Nursery, children use small construction toys to design and make models for a purpose. They learn about cultures and beliefs and share significant events of their family or friends. In Reception, children are taught the importance of religion and how different people celebrate their festivals.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have a good range of activities to help them develop their physical skills and control
- Outdoor play areas are used well.
- Outdoor space is limited for Reception children.

Commentary

55. Standards are above average by the end of Reception after children have achieved satisfactorily. Teaching and learning are satisfactory throughout Nursery and Reception. Children in the Nursery benefit from their music and movement lessons in class, and learn different ways of travelling in the more spacious church hall. Throughout Nursery and Reception they learn to control their actions, negotiate space and work with their peers, as directed by the adults. However, teaching is too directed at times and does not give enough opportunity for children to develop their own ideas. Children select and use their wheeled toys and the larger climbing and balancing equipment. However, there is restricted space in the outdoor play area in Reception. Children develop their practical skills satisfactorily through activities such as threading cards and handling dough, pastry cutters, scissors and glue sticks. They learn to use scissors and simple tools safely. Teachers in Nursery and Reception provide children with good opportunities to build with bricks and construction kits. Children handle pencils and crayons correctly. They improve their writing skills by mark making, writing patterns and by practising forming letters and numerals accurately.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A wide range of activities helps to develop children's imagination and creativity, particularly in art and design, and in music throughout Nursery and Reception.

Commentary

56. Children achieve well and are on course to reach above average standards by the end of Reception. The quality of teaching and learning are good in Nursery and Reception. Good opportunities are provided in both classes for role-play and this helps children to develop their

imagination and use of language. In both classes, children learn to use a variety of media, to draw, paint, print, cut and paste and use a variety of tools, brushes and writing equipment with increasing skill. Children are encouraged to mix colours and to describe the effect. Children frequently sing songs and rhymes, and enjoy singing and listening to different types of music. Good quality lessons are provided in Nursery and Reception in music through using a specialist teacher. Children listen to the recorded music with much concentration. They respond well by using simple body movements and play instruments, showing an awareness of dynamics. There are good opportunities to use a variety of instruments and to create their own compositions.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- There is now a very good action plan to raise standards in reading and writing with new systems for teaching reading, spelling and handwriting.
- By Year 2 standards are average in reading and below average in writing. Pupils' achievement is unsatisfactory in reading and poor in writing.
- By Year 6 standards of writing are average and pupils' achievement is unsatisfactory.
- Standards of writing across the curriculum are unsatisfactory.
- Reading resources have been recently improved but there are still insufficient reading and library books.

Commentary

57. Standards at the end of Year 6 are above average in speaking and listening and reading but average in writing. Pupils' overall achievement is unsatisfactory, as it is satisfactory in reading but unsatisfactory in writing. Standards at the end of Year 2 are above average in speaking and listening, average in reading and below average in writing. Pupils' achievement is unsatisfactory in Years 1 and 2 in reading and poor in writing. Progress since the last inspection is unsatisfactory with poor progress in writing. Through recent rigorous analysis of test results the school is now taking steps to address weaknesses. These include setting challenging targets for pupils and a focus on improving the quality of English teaching. The inspection shows that this is already having an impact on improving pupils' learning in Years 3 to 6. However, there remains much to be done to raise standards in Years 1 and 2 and in writing across the curriculum for the whole school. There is no extra provision for gifted and talented pupils and their progress is poor.
58. Pupils with special educational needs make unsatisfactory progress in Years 1 and 2 in reading and writing. Their progress is now satisfactory in reading in Years 3 to 6 but unsatisfactory in writing. Pupils achieve well during the additional literacy support lessons. These groups are well-organised and frequent. Guided reading sessions are also improving reading opportunities. However, some lower attaining pupils in Years 1 and 2 are not heard to read frequently enough by an informed adult and there is sometimes a mismatch of reading books to their reading levels. Pupils often have limited understanding of phonics. The school has recently provided phonics guidelines and enlisted the help of parent volunteers who will be trained to hear pupils read in school. The small steps in reading are poorly taught in a mixed Year 1 and 2 class. Pupils make unsatisfactory progress in writing across the curriculum in Years 1 to 6. Too often the same writing tasks are given to all, regardless of ability. Those with English as an additional language make progress similar to their peers. Most of these pupils are fluent but they sometimes have inaccurate pronunciation or they do not understand

some of the subtleties of the English language. These pupils' speaking and listening skills have not been assessed. Planning for their needs is unsatisfactory.

59. By Years 2 and 6 speaking and listening skills are above average. Pupils develop their speaking skills well in English through discussion in small groups and role-play. However, there are insufficient planned opportunities for pupils to explain their ideas clearly in other subjects, and develop their subject vocabulary, particularly in mathematics and science.
60. Standards in reading are average by Year 2 and above average by Year 6. By Year 2, too few pupils reach average or above average standards considering their attainment on entry to the school. The school has recently introduced a new structured reading scheme with repeating word patterns although reading books are occasionally too hard for some Year 2 pupils. Teachers do not keep a close enough check that pupils have mastered the key words and have a thorough grasp of phonics. Some teachers do not spend enough time teaching the skills of reading during literacy sessions and this is particularly weak in a mixed Year 1 and 2 class. Reading journals and the 'Early Literacy Strategy' are included in the steps taken by the school to raise standards of reading. Guided reading sessions, which have been recently introduced, are well organised and productive especially in Year 6.
61. By Year 2, standards are below average in writing and they are average by Year 6. Pupils' achievement is poor in Years 1 and 2 and unsatisfactory in Years 3 to 6. By Year 2 there is little writing at length for higher attaining pupils in English, or in the rest of the curriculum. Most pupils now form their letters appropriately but spelling is weak. Year 6 pupils often write grammatically for a good range of purposes in English and use words imaginatively. However, weaknesses in spelling, punctuation and presentation limit pupils' writing. The school is well aware of this and has recently introduced structured approaches to teaching these aspects throughout the school. Comparison of pupils' current English work with their previous work often shows a significant improvement for older pupils but there is still more to be done to raise standards. Pupils do not write well enough across the curriculum. This is particularly weak for higher attaining pupils who spend too much time copying writing in Year 6.
62. The quality of teaching and learning is unsatisfactory overall in Years 1 to 6. In Years 1 and 2 no good lessons were seen and the quality of teaching was poor in one lesson. Examination of pupils' previous work, including written work in other subjects and hearing pupils read, indicates the extent of pupils' underachievement over time. In Years 3 to 6 there is some good teaching during the literacy hour, particularly in Year 6, and in guided reading. This is helping pupils to catch up. The best lessons move at a brisk pace and there is appropriate challenge for pupils of all abilities. In these lessons a good range of resources and activities engage pupils' interest. Spelling, handwriting and reading are emphasised throughout the lesson. However, some weaknesses in teaching exist in some classes. For example, in a Year 4 lesson on editing a paragraph on 'coastal erosion', lower attaining pupils did not understand the technical term. Sometimes higher attaining pupils are left too much to their own devices. In Years 3 to 6 the teaching of writing in other subjects is weak. In Years 1 and 2 there is a lack of rigour in teaching the skills of reading during whole class reading and during group work. In a mixed Year 1 and 2 class pupils often cannot read what they are intended to write and the steps in reading, writing and spelling are poorly taught.
63. The co-ordination of the subject is unsatisfactory. The subject leader has been given little opportunity to develop the role in the past although this has now improved a great deal this term. Test results have been well analysed to identify weaknesses and a very good action plan put in place to improve English. The co-ordinator has already monitored the teaching of handwriting and spelling in all classes to ensure consistency in the school's approaches. Good additions have been made to resources but they remain unsatisfactory. The school is well aware of the need to supplement the reading scheme and to re-stock the library.

Language and literacy across the curriculum

64. The use of writing across the curriculum is unsatisfactory throughout. There are some good examples of extended writing in history but, too often, pupils are all given the same recording task regardless of ability. In science expectations are low. Pupils do not write for a range of purposes, there is too much copied writing and presentation is unsatisfactory. Too many unchallenging worksheets are used in Years 1 and 2. There is limited recorded work in geography. The many potentially more capable pupils and the pupils with literacy difficulties make poor progress because the tasks are aimed at average levels of ability.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- By Year 2, standards are below average. Pupils' achievement is poor.
- By Year 6, standards are average. Pupils' achievement is unsatisfactory.
- Teaching and learning are unsatisfactory.
- Assessment is not used well enough to identify appropriate starting points for learning.
- Co-ordination has been very ineffective and resulted in poor improvement since the last inspection.
- Pupils do not apply mathematics well enough across the curriculum.

Commentary

65. There has been a recent downward trend in standards by Year 2 and they are now below average. Standards by Year 6 are now average. There is not enough attainment at higher levels and very little recognition of gifted and talented pupils. In the previous Year 6, standards were raised through a booster programme for most of the year. Sets were created within the year group to facilitate more focused learning and revision opportunities. From an above average attainment on entry to the school, achievement by Year 2 is poor due to the overall poor quality of teaching and learning in Years 1 and 2. Teaching and learning in Years 3 to 6 are variable but, overall, unsatisfactory, so that by Year 6 achievement is unsatisfactory. Very ineffective co-ordination has only recently identified these declining levels of achievement. There are procedures in place to record pupils' attainment and progress based largely on the results of annual end-of-year testing, but these have only very recently been more closely analysed in order to identify where and why achievement is weaker.
66. There are particular weaknesses in pupils' ability to use and apply their mathematical skills, which the school recognises. This is due to lack of opportunity within lessons for pupils to respond to open questioning, to take part in discussion and to develop their thinking and reasoning skills. There are also too few opportunities for pupils to apply their skills to problem solving and investigation both in mathematics and in other subjects.
67. The quality of teaching and learning is variable, ranging from good to poor. It is unsatisfactory, overall. It is poor in Years 1 and 2 and unsatisfactory in Years 3 to 6. One good lesson was seen in Year 6 where higher attaining pupils, especially, made good progress in understanding pie charts. However, another Year 6 lesson was unsatisfactory; a lack of pace and challenge, especially for the substantial proportion of more capable pupils, led to some inattention and lack of progress. Lesson observation and examination of pupils' work shows too much unsatisfactory teaching in Year 4. The use of ICT in mathematics is poor in Years 1 and 2 and unsatisfactory in Years 3 to 6. In Years 1 and 2, two out of three lessons seen were poor whilst one was unsatisfactory. Lessons offered insufficient challenge, particularly for higher attaining pupils, so that little progress was made in learning. Subject knowledge is insecure, particularly in the teaching and development of place value. This was very apparent in a Year 1/2 lesson where many pupils, including higher attaining ones, failed to understand the significance and use of the 100 square; some were without the support of apparatus to help establish a basic grasp of tens and units. As a result of this teaching not only are pupils achieving poorly but vital gaps are left in their learning, hindering progress in this and later year groups. The work produced by pupils shows a lack of expectation by teachers in both its content and quality of presentation.
68. Planning is a weakness. Teachers have used assessment to identify ability groups within classes but the work planned does not take sufficient account of the very wide range of ability,

including those pupils with special educational needs and higher attaining pupils. Although the National Numeracy Strategy is used, plans used are for pupils' ages rather than their abilities. This is inadequate for the needs of high and very high attaining pupils who are capable of learning at higher levels. Past work is of variable presentation and shows that higher attaining pupils often work through too many examples rather than being challenged. Pages of correct work are commented on simply as 'excellent' or 'fantastic'. Lower attaining pupils' work shows they often struggle to grasp ideas, showing that the work is inappropriate to their learning needs. In the lessons observed few mental starters were evident to get pupils thinking quickly. A consequence of this is poor mental agility, including the recall of times tables. This further hinders progress. Introductions to lessons are often too long and set a slow pace for learning. This leaves insufficient time for both teachers and teaching assistants to focus more fully on groups and to support and develop their learning and understanding. The conclusions to lessons do not encourage pupils themselves to comment on their learning and lesson effectiveness. Classes are managed well; despite the high proportion of unsatisfactory teaching, pupils behave well and are keen to learn.

69. In the past, there has been insufficient expectation of the co-ordinator's role with little time or opportunity to carry it out. The co-ordinator does not have strong enough subject knowledge. Until this term, staff have received very little training and their subject knowledge is also unsatisfactory. Little has been done in the past to identify weaker teaching fully or to stem rising underachievement. Improvement since the last inspection is poor. Standards have declined from well above average; the approach to mental mathematics and questioning is still not good enough; presentation of work remains variable and at times unsatisfactory.

Mathematics across the curriculum

70. This is unsatisfactory, as other subjects offer few planned opportunities for pupils to use and develop their mathematical skills. In science, especially, the use of mathematics is often weak, although some good work was seen in Year 5. Although ICT draws on the skills of data handling and forming equations in spreadsheet work, little evidence was seen of these uses either in mathematics or in other subjects; some work in design and technology shows that pupils make careful measurement in design and construction.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Good teaching and learning was seen in a Year 2 and a Year 5 class.
- The curriculum and the overall quality of teaching are unsatisfactory from Years 1 to 6.
- Year 2 pupils from different classes are given unequal opportunities for learning.
- Pupils' investigative skills are below average throughout the school, which is poor achievement for such capable pupils.
- Teachers' subject knowledge is often weak. They have not received enough subject training and guidance to help them improve their teaching.
- Subject leadership and management are unsatisfactory.

Commentary

71. By Year 2, standards are below average. Pupils' achievement is poor. This is very poor improvement since the last inspection in 1999, when standards were very high. Pupils' investigative skills are weak. Pupils have limited understanding of how to carry out tests and higher attaining pupils are not gaining an adequate understanding of the fair test. Pupils do not suggest ideas for their own experiments. The use of mathematics for measuring,

- recording and seeking patterns in results is poor. Pupils do not take enough responsibility for experiments. Pupils' understanding of biological, materials and physical aspects of science is unsatisfactory. There are very few opportunities for pupils to learn at higher levels.
72. By Year 6, standards are average overall. Pupils' achievement is unsatisfactory although poor in investigative science. Pupils do not plan their own experiments, select their own equipment or have adequate understanding of how to control variables. Their use of mathematics in science is weak. Improvement since the last inspection, when standards were very high, is very poor. Standards in national tests started to decline rapidly from 2001 and the overall trend for improvement has been falling compared with a rising national trend. All evidence suggests there was an extensive period of revision prior to the 2004 national tests which boosted standards although these were still below those of similar schools. Examination of pupils' books from last year shows the curriculum provided was unsatisfactory and there was too much learning of facts.
73. Pupils with special educational needs and those with English as an additional language make poor progress in Years 1 and 2 and unsatisfactory progress in Years 3 to 6. No significant differences between the achievement of boys and girls were observed during the inspection. However, in 2004 national tests, boys did far better than girls. The achievement of gifted and talented pupils is poor throughout the school because of the lack of rigour in teaching all aspects of science. This is linked to teachers' underdeveloped subject knowledge.
74. The use of literacy in science is unsatisfactory. In Years 1 and 2 there is limited recording and, when it occurs, it is often at a low level. In Years 3 to 6 pupils are not taught how to record their work adequately and, in Year 6, there is far too much copied writing. Pupils' presentation has improved recently but is still unsatisfactory. The same literacy tasks are given to all pupils regardless of their prior attainment.
75. The quality of teaching and learning is unsatisfactory in Years 1 to 6. Poor curriculum planning through the school does not support teachers in their teaching. Teachers' subject knowledge is unsatisfactory. This results in science often being taught as a factual subject with little time for practical enquiry. There is insufficient depth in learning tasks. There are few opportunities for Year 2 pupils to learn at higher levels. The recent opportunities for specialist teaching in one Year 2 class are improving learning experiences for these pupils. However, examination of pupils' work shows there is a legacy of low standards with very little attainment at higher levels. The learning of Year 2 pupils in a mixed Year 1 and 2 class is very poor. In this class, pupils are given the same learning opportunities as Year 1. These tasks are at a low level even for Year 1. In Years 3 to 6 the overall quality of teaching is unsatisfactory. Although sound or good lessons were observed in Years 3 and 5, examination of pupils' work shows unsatisfactory teaching in Years 3 to 6 with poor teaching in Years 4 and 6. In these years there is superficial coverage of all aspects of science. In an unsatisfactory Year 6 lesson, the practical work had a slow pace, was unchallenging and too much time was spent on the teacher instructing with not enough opportunities for problem solving.
76. Planning for the range of ability is unsatisfactory. It is not linked to the National Curriculum levels. Assessment is weak. Teachers do not have enough knowledge of National Curriculum levels, especially for investigative science. The use of ICT in science is poor. The school does not make enough use of word processing or data handling software and does not have the equipment for monitoring and measuring data.
77. Subject leadership and management are unsatisfactory. A new science co-ordinator has been appointed this term and is now receiving training for her role. She has, with the help of the local education authority, written a satisfactory action plan for addressing the most urgent priorities. These include the need to produce guidelines to ensure teachers cover the curriculum and provide breadth and balance in the science curriculum. It also prioritises the

need for training the co-ordinator for her role. The monitoring of science provision, including teaching, and support for teachers, has been poor. Teachers have been left to their own devices and given poor guidance on how to best teach the subject. The curriculum provided

is often superficial and does not steadily build in depth skills and knowledge and flits from one science topic to another. Resources and their accessibility are unsatisfactory, although improvement has been started.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching and learning were seen in Year 5.
- Pupils' achievement is poor by Years 2 and 6.
- Hardware resources are unsatisfactory.
- Pupils do not spend enough time using computers.
- Statutory requirements are not met for computer control.
- There is not enough forward planning for keeping abreast of developments in ICT.
- Subject leadership and management are unsatisfactory.

Commentary

78. By Years 2 and 6, standards are below average. All pupils' achievement is poor by Years 2 and 6. Since the last inspection the school has made poor progress in improving standards in ICT as, then, standards were average by the end of Year 2 and above average by the end of Year 6. Although there has been a new computer suite since the previous inspection, it is very small and only a half a class can use it at once. This prevents the efficient use of learning time. Very little use is made of classroom computers in Years 1 and 2 and pupils' files showed poor progress over the last half term. Many pupils have computers at home and enter Year 1 with well-developed ICT skills. These are not built upon. Pupils can save information and use the print icon. However, they do not use ICT to present their work adequately in words, graphics or through data handling software. Opportunities for research and problem solving using computers are rare. In one Year 2 class there is more evidence of pupils using ICT than in the mixed age class. However, there has been slow progress since the beginning of the year for all pupils and especially for higher attaining pupils to learn at higher levels.
79. By Year 6 standards are below average because there is little work at higher levels and control technology aspects of the curriculum are not covered. The school does not possess all the basic control technology equipment. Pupils' progress is erratic through Years 3 to 6. Examination of pupils' previous work shows pupils have often learned at a slow pace and not covered the curriculum in enough depth. During the inspection, pupils reached above average standards in data handling in Year 5 when they used spreadsheets to calculate the cost of food for a Christmas party. However, in Year 6 standards were only average when pupils followed instructions to use hyperlinks to find historical information about World War Two. Pupils showed limited problem solving in this lesson and little skill in selecting their own information.
80. The overall quality of teaching is unsatisfactory. The quality of teaching is poor in Years 1 and 2 and unsatisfactory in Years 3 to 6. Several teachers have sound subject knowledge and this was seen in a good lesson in Year 5. Despite the limitations in the school equipment, this teacher successfully prepared the whole class prior to using the ICT suite through the use of

his laptop and an overhead projector screen. The pace of learning was good for pupils who subsequently used the ICT suite and satisfactory for the half of the class who, because of the small size of the suite, worked in the library. In an unsatisfactory Year 4 lesson, the quality of teaching of skills was generally satisfactory for those pupils in the suite but unsatisfactory for the other half of the class who were not using the suite. These pupils were not provided with challenging enough work and not managed adequately by the assistant when using the library.

81. Teachers' use of ICT to support pupils' learning in literacy, numeracy and science lessons is unsatisfactory. There are very few school laptops available and there is only one class computer in each classroom. Classroom computers are not yet networked which prevents teachers from easily developing skills that pupils learn in the suite. Nevertheless teachers make unsatisfactory use of the available resources and rarely use their classroom computers. Assessment is unsatisfactory. Teachers do not have adequate understanding of National Curriculum levels or use assessment to plan work at higher levels for higher attaining pupils.
82. Leadership and management of the subject are unsatisfactory. There is a new co-ordinator and major weaknesses have been recognised but, due to the need to address the school's most urgent priorities, weaknesses in ICT have not yet begun to be addressed. Opportunities for the co-ordinator to develop, lead and monitor the subject have been poor. The curriculum is not adequately covered and there are differences in provision for the Year 2 pupils in different classes. Pupils spend too little time using the computers. Time is not used efficiently because the suite cannot take the whole class. Pupils often mark time during ICT time when they do not use the suite. There has not been forward planning for the continuous improvement of ICT despite the constantly improving technology.

Information and communication technology across the curriculum

83. This is poor. Both the suite and classroom computers rarely support learning in other subjects. An exception is in Year 5 when ICT is used to develop problem solving in mathematics and links with healthy eating in science. The use of ICT in literacy and numeracy lessons is poor.

HUMANITIES

84. In humanities, work was sampled in history and one lesson seen in year 2. However, none were seen in geography due to the inspection timetable. It was, therefore, not possible to form an overall judgement about provision in either of these subjects.
85. In the good Year 2 lesson seen in **history** good use was made of a whole class time line, photographs of war memorials and medals presented to soldiers during World War Two to help pupils to understand the significance of Remembrance Day. Activities such as visits to the British Museum and a whole history week on the Victorians help to bring the subject to life for pupils. However, there is limited recorded work in history apart from that displayed on the walls of corridors and classrooms. Writing tasks are not always matched to the needs of lower attaining pupils.
86. In **geography** the scheme of work is now based on national guidelines and the policy has recently been reviewed. The issue of short time-allocation from the last inspection has only recently been addressed. The subject is not timetabled for the autumn term in Years 1 and 2 and no written work was seen for these pupils. The work produced in Years 3, 4 and 6 shows that the units from the scheme of work are not yet being taught in sufficient depth to bring knowledge and understanding in the subject up to expected levels. The use of extended writing and mathematics is unsatisfactory. Visits, particularly residential ones in Years 4 and 6, offer good opportunities for field work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. Only one lesson was seen in art and design. None were seen in design and technology and only one in music. Therefore, it is not possible to make a judgement about provision in these subjects. In addition to observing lessons, inspectors spoke to subject co-ordinators and to pupils and looked at pupils' work from last year in design and technology and art and design. Two lessons were observed in physical education, in years 4 and 6 but it is not possible to make a judgement on overall provision.
88. In the one lesson observed in **art and design** in Year 6 teaching and learning were good and pupils achieved good standards in the use of line to show movement. Pupils' drawings were based on the work of Henry Moore and they learned different shading and blending techniques, to give a three-dimensional effect to their pictures. Pupils were self-critical when evaluating their work in pencil and comparing it with their previous work in oil pastels. Pupils in Years 3 to 6 use their sketchbook well to try out different techniques used by famous artists and express their ideas. Pupils investigate a range of media and techniques, including the Internet, to collect visual information and to explore ideas in art and design. The use of the sketchbook is not evident in Years 1 and 2. This limits their opportunity to learn from and improve their drawing skills. There have been several changes recently in the co-ordination of the subject. The co-ordinator has just taken over this responsibility. Art and design has a good profile in the school. Pupils are encouraged to take part in national competitions and have managed to raise funds through winning a competition. There has been some monitoring of teaching and evaluation and there is an action plan for improvement. One priority is to increase teachers' subject knowledge through in-service training. The school has not yet considered ways of developing suitable programmes of work for the gifted and talented pupils. The co-ordinator has identified suitable opportunities for pupils to use ICT.
89. In **design and technology** a good curriculum is followed and the subject is well led by a very keen and knowledgeable co-ordinator. Evidence from pupils' previous work showed a suitable range of materials is covered in Years 1 and 2 and in Years 3 to 6, although there was less evidence of pupils' previous work in Year 6 than in other year groups. The co-ordinator provides much specialist teaching for Years 1 to 3. There was evidence of high quality designing and making for Year 1 pupils when they designed and made 'vegetable people'. Some good work was also seen in Year 2 when pupils designed and made sculptures from willow on the theme of 'The Butterfly'. Pupils are provided with a rich range of experiences, which include a gradual development of pupils' understanding of mechanisms. Planning and examples of work show a systematic development of designing, practical and evaluating skills in Years 3 to 6. Throughout there are strong links with art and design and also evidence of links with science. Design and technology has a high profile in the school.
90. In **physical education** the scheme of work is now based on national guidelines and the policy has recently been reviewed. The school has no playing field but nevertheless continues to make the best use of its limited facilities, drawing occasionally on those of a nearby school. The school has recognised its lack of sufficient storage space for equipment. There are good opportunities for sport through extra curricular activities; clubs for dance, football, netball, athletics and indoor games, along with opportunities for competitive sport, enrich the curriculum.
91. In **music**, the curriculum is enriched through extra-curricular activities such as the choir and recorder club. Visiting music teachers come to the school to teach a variety of instruments. Visits of the choir to sing at Sunshine House and to the elderly provide an opportunity for pupils to refine their musical skills further and to develop their spiritual, moral, social and cultural understanding.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. No lessons of direct teaching of personal, social and health education and citizenship were seen during the inspection. An appropriate amount of time is allocated by each class to the teaching of personal, social and health education. The benefits of this, along with further opportunities provided - for example, through assemblies, circle time and religious education - can be seen in the good behaviour, attitudes and values shown by the pupils. However, the lack of systematic opportunities for pupils to develop their problem solving and decision-making skills in mathematics and science limits the development of these skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	5
The effectiveness of management	5

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