

# INSPECTION REPORT

## **HOPTON PRIMARY SCHOOL**

Lower Hopton, Mirfield

LEA area: Kirklees

Unique reference number: 107665

Acting headteacher: Mrs Barbara Lockwood

Lead inspector: Barbara Crane

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> November 2004

Inspection number: 267071

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	249
School address:	Woodend Road Lower Hopton Mirfield West Yorkshire
Postcode:	WF14 8PR
Telephone number:	01924 326600
Fax number:	01924 326601
Appropriate authority:	Governing body
Name of chair of governors:	Mrs L Swire
Date of previous inspection:	June 1999

## CHARACTERISTICS OF THE SCHOOL

This is an average sized primary school with a Nursery. There are 249 boys and girls altogether, 28 of whom are part-time in the Nursery. Numbers are high in the junior classes, with up to 39 pupils. The proportion of pupils entitled to free school meals is lower than in most schools.

Most pupils come from white British families, with 15 pupils of dual ethnic heritage and a few from Black British (African) families. All pupils speak English as their mother tongue. Attainment on entry to the Nursery is slightly below average, although the full range of attainment is represented and not all Nursery children transfer to the Reception year. An average number of pupils have special educational needs, mainly involving moderate learning difficulties, and the number of pupils with Statements of Special Educational Need is typical for the size of school.

There has been a very high turnover of staff in the last two years, due to retirement, promotion or relocation. Five of the school's ten teachers were new to the school in September. The headteacher has been absent due to ill health since last February and the deputy head is currently acting headteacher. The acting deputy teacher is on maternity leave, as is another senior manager and so two of the new staff are temporary.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English, art and design, history, geography.
19426	Chris Farris	Lay inspector	
30745	Pat Thorpe	Team inspector	Mathematics, information and communication technology, music, physical education, special educational needs.
27591	Madeline Campbell	Team inspector	Science, areas of learning in the Foundation Stage, design and technology, religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This school does not provide a satisfactory education for its pupils and consequently it is ineffective. Pupils do not do as well as they should and standards are not high enough. Teaching and learning are unsatisfactory. The school's collective leadership and management are unsatisfactory and despite the recent sound developments that have been led by the acting headteacher, there are still significant weaknesses. The school has faced extreme difficulties in terms of staffing because of long-term absences and a high proportion of new staff this year. The lack of effective systems to support the school's work has meant that pupils' achievement has got worse. The school provides unsatisfactory value for money.

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

- The school has, until recently, lacked basic systems of management to ensure that improvements can be brought about.
- Pupils' achievement is unsatisfactory, overall, and standards are not high enough in English, science, information and communication technology (ICT) and religious education.
- Teaching does not effectively use information from assessments to meet pupils' different needs.
- Children get off to a good start in the Foundation Stage unit because of good teaching.
- Junior pupils achieve well in mathematics and standards are above average in Year 6.

The school has declined significantly in important areas such as pupils' standards and achievement, teaching and leadership and management since its previous inspection in 1999. The school has not sufficiently developed subject managers' ability to support improvement. However, there has been good improvement in provision for pupils in the Foundation Stage (children of Nursery and Reception age).

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

### STANDARDS ACHIEVED

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

*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** in Years 1 to 6. With so many new staff, the picture of standards shown in the table above is not seen in pupils' present work in English and science. While standards were average for eleven year olds in 2004, for the present pupils standards are below average in both subjects. The above average standards in mathematics in 2004 are seen now and pupils' achievement is good in mathematics.

Standards in reading, writing and science are average in Year 2 but pupils' progress slows in Year 1 and this limits better standards. Standards are average in mathematics and achievement is satisfactory. Standards and achievement in ICT are poor throughout the school. No judgement is possible about standards in religious education by Year 2, but standards in Year 6 are below expectations; for pupils' age. Children in the Foundation Stage achieve well and reach the goals for their age in all areas of learning and exceed these for personal, social and emotional development.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory, overall.** Pupils' behaviour and attitudes are satisfactory and relationships are good. Behaviour on the playground and in assemblies is good but pupils sometimes lack motivation and interest in lessons and become restless. Pupils' spiritual development is unsatisfactory and is not well promoted through opportunities to reflect on what is important in their lives. Children in the Foundation Stage behave well and have more positive attitudes to work. Attendance is good and has improved over recent years and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided is not good enough.** Teaching and learning are **unsatisfactory** and do not promote pupils' achievement well enough. Teaching in the Foundation Stage is good and supports children's good progress because the teaching team here has been more stable. Teaching elsewhere has suffered from staff changes. Planning does not always move pupils of different abilities on to the next step in learning because the assessments of pupils' attainment too often do not provide a secure picture of where to start. There is some good teaching in mathematics where teachers follow a helpful scheme; in other areas there is too little structure, engagement of pupils' interest or promotion of their initiative, and a lack of challenge. Teaching assistants do not always know how to support pupils' learning. The curriculum has recently been improved so that there is better guidance for teaching but it is unsatisfactory because it does not cater sufficiently for pupils' diverse needs. Provision for pupils with special educational needs is satisfactory however, because of suitable support and more accurate assessment of their needs. There is adequate enrichment through activities outside normal lessons, with strengths in provision for sport. The school takes satisfactory care of pupils, relationships are good and pupils know who to ask for help if they have problems. The school has a reasonable partnership with parents and its community, and satisfactory links with other schools to broaden pupils' experience.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **unsatisfactory** because the school has lacked essential systems to identify and deal effectively with its weaknesses. The acting headteacher provides satisfactory leadership and has worked tirelessly in challenging circumstances to provide the school with a clear direction. There has been a concerted effort to strengthen the curriculum, improve the effectiveness of staff with management responsibilities and develop systems that enable pupils' progress to be tracked. These sound initiatives are too new, however, to show much positive impact. The significant changes in staff at the start of this school year have made the school's problems worse, and benefits from some of the work undertaken last term have been lost. The governance of the school is unsatisfactory and while governors have recently ensured that statutory requirements are met, their role in checking what is happening, asking the right questions and supporting improvement has been slight.



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

Parents are mainly supportive of the school and feel that their children enjoy school, but they have concerns over the stability of staffing. Pupils' views of the school are satisfactory and they appreciate recent efforts to improve the environment through redecoration, but they are frustrated by their lack of access to computers.

### **IMPROVEMENTS NEEDED**

The most important things that the school needs to do now are:

- Improve teaching, assessment, pupils' achievement and standards in English, science, ICT and religious education.
- Improve the extent to which teaching and the curriculum meet the needs of pupils of differing abilities and support pupils' attitudes to learning and their spiritual development.
- Improve the leadership and management of the school so that key staff and governors have a better understanding of how to bring about school improvement.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is unsatisfactory, overall, and standards are mainly below average at the ages of seven and eleven.

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

- A significant proportion of pupils throughout the school are underachieving and standards are not high enough in English, science, ICT and religious education.
- Children's achievement is good in the Foundation Stage.
- Pupils achieve well in mathematics in Years 3 to 6 and standards are above average.

#### **Commentary**

1. Standards have declined since the previous inspection and pupils' achievement in Years 1 to 6 is not as good as it was. The more able pupils are often not sufficiently challenged and the less able struggle because work is not pitched at the right level.
2. There has been a good upward trend in standards by the end of Year 2 over recent years but standards now are not as high as they should be and pupils are not doing as well as they should be. Standards in reading and writing are average in Year 2 but pupils' achievement is unsatisfactory. Standards are average in mathematics and science and while pupils' achievement is satisfactory, again, they should be doing even better. A major factor in pupils' underachievement is the slower progress made by pupils in Year 1. This means that pupils, particularly the more able pupils, are not at the point they should be reaching at the start of Year 2.
3. Standards by the end of Year 6 have been more variable in English and science and much more consistently strong in mathematics, but taking all subjects together, the trend has been better than the national trend over time. Standards in English and science are currently below average and pupils' achievement in both subjects is unsatisfactory. Pupils do not use their skills in reading and writing sufficiently in other subjects. Speaking and listening are below average in Year 6 because pupils do not have enough opportunities to talk about their ideas. More able pupils lack the challenging work to spur them on. Less able pupils often struggle because the work is too difficult for them. Standards in mathematics are above average and pupils are achieving well. This is because the work is better matched to pupils' different abilities and so different groups usually make equally good progress. Even so, pupils' opportunities to use their mathematical competency in other subjects are limited.

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

Standards in:	School results	National results
Reading	18.2 (17.1)	15.8 (15.7)
Writing	17.3 (16.7)	14.6 (14.6)
Mathematics	18.8 (17.6)	16.2 (16.3)

*There were 38 pupils in the year group. Figures in brackets are for the previous year*



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

Standards in:	School results	National results
English	26.7 (28.9)	26.9 (26.8)
Mathematics	28.3 (28.2)	27.0 (26.8)
Science	29.2 (29.6)	28.6 (28.6)

*There were 38 pupils in the year group. Figures in brackets are for the previous year*

4. Pupils' achievement and standards in ICT are poor at the end of Year 2 and Year 6. Pupils are not mastering the basic skills in the subject at a sufficient rate because of their very limited access to computers. Pupils' use of ICT to support their learning in other subjects is extremely limited and further restricts their progress.
5. There is too little evidence to make a secure judgement about standards in religious education by Year 2, but in Year 6, standards do not meet the expectations of the locally agreed syllabus and pupils' achievement is unsatisfactory.
6. The major factor underpinning the decline in standards is that pupils are not benefiting from a secure curriculum and accurate assessments from which teaching plans work for different abilities. The influx of new teachers has compounded the problem.
7. Children achieve well in the Foundation Stage because of effective teaching. While children's attainment when they start in the Nursery is generally below average, by the time they reach the end of the Reception year, most are likely to meet the early learning goals set for them in all areas of learning. Most children are likely to exceed the goals in personal, social and emotional development. This provides children with a good start to their education and means that their good attitudes to work, independence and confidence form a secure springboard for future learning.
8. Pupils with special educational needs achieve satisfactorily because their needs are usually better identified and supported through suitable planning. Even so, there are times when they struggle if they are not directly supported because the work is too difficult.

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

Pupils' attitudes and their behaviour are satisfactory. Their personal development, including their social, moral, spiritual and cultural development is satisfactory, overall. Punctuality and attendance are good.

### **Main strengths and weaknesses**

- Children in the Foundation Stage have good attitudes to their learning and behave well.
- Pupils are less motivated to learn when teaching does not engage them or stimulate interest.
- Good relationships exist at all levels and pupils enjoy an environment free from bullying and any harassment.
- Pupils' spiritual development is unsatisfactory.
- Good promotion and monitoring have helped to improve attendance.

## Commentary

9. There has been a decline since the previous inspection in pupils' behaviour, attitudes and personal development, although this is not the case for the youngest children. Children in the Foundation Stage do very well in their personal development because of effective teaching. They behave well and meet the high expectations that the adults have of them. They develop good learning habits from the start and quickly master the classroom routines. Children soon develop confidence and good independence. They recognise the benefits of working together and soon learn to share. Children playing in the 'Bear Cave', for example, saw there was a spare torch and invited another child to come and join them.
10. In some other classes, pupils' attitudes to learning are less positive, although the picture is one of satisfactory attitudes, overall. When lessons are lively and interesting, pupils respond with real enthusiasm, as in a mixed Year 3 and 4 art and design lesson when pupils drew action pictures. However, when the pupils find the lesson unexciting and the work either too easy or too hard, they often lose motivation and interest or talk while teachers are talking and become restless.
11. Behaviour is also variable but, again, is satisfactory overall. This, too, represents a decline since the previous inspection. Much of the behaviour is good, particularly out of lessons and on the playground. Most pupils are outgoing, cheerful and polite and generally remember the common courtesies. However, there are times of low-level disruption during lessons when teaching does not maintain sufficient control. Such behaviour adversely affects the learning of the whole class. Pupils enjoy good relationships with staff and with their peers and are supportive of those who find the work difficult and tolerant of those who find it hard to behave well. No incidents of any bullying or other harassment were seen and both pupils and parents say that such incidents are rare. There have been no exclusions in recent years.
12. While pupils' social, moral and cultural development is satisfactory, their spiritual development is unsatisfactory. The perfunctory nature of some class assemblies gives pupils very little opportunity for self-reflection and the development of spiritual awareness. Religious education does not effectively support pupils' spiritual development. Pupils' moral and social development is satisfactorily promoted through the personal, social, health and citizenship education curriculum. They are encouraged to care for each other and the world about them and their confidence and social awareness are furthered through the range of duties and responsibilities that they willingly undertake. Such duties help the smooth running of the school. Pupils' cultural development is also satisfactorily promoted through the curriculum, although there is relatively little first hand experience to prepare them for life in a modern multicultural society.
13. Attendance is good, and has improved since the previous inspection. Pupils' punctuality is good. The school's arrangements for monitoring and promoting attendance are good. Office staff are efficient in seeking reasons for absence when they are not already known, and this includes contacting parents on the first day of absence.

## Attendance

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

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

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

The school provides an unsatisfactory education. Teaching and learning are unsatisfactory and do not meet the needs of different groups of pupils. An unsatisfactory curriculum does not securely promote pupils' progress. Resources are insufficient in some areas and although there is good accommodation, the best use is not made of it. Pupils are taken care of satisfactorily. Links with parents are satisfactory.

## Teaching and learning

Teaching, learning and assessment are unsatisfactory, overall, although good for the youngest children.

### Main strengths and weaknesses

- Teaching in the Foundation Stage is good because it stimulates children's interest and gives them what they need to achieve well.
- Teaching in English, science, ICT and religious education is unsatisfactory.
- Assessment is not used effectively to match work to pupils' different abilities.
- Teaching assistants are not always sure of how they will support pupils' learning in lessons.
- Teaching is good in mathematics.

### Commentary

14. Teaching is good for the youngest children. The staff in the Foundation Stage form a strong teaching team because they are clear about what they want children to learn through activities and they know how to support the needs of different ability groups. Children are enthusiastic learners because the work areas are stimulating and adults are always on hand to talk to them about what they are doing. Teaching makes very good use of assessments of children's progress to adapt or re-visit areas of work so that children do well and gain confidence.
15. Teaching for pupils with special educational needs is satisfactory. Teaching assistants provide particularly effective support when dealing with withdrawal groups. This was evident when a teaching assistant worked on specific aspects of Year 5 pupils' writing. When teaching assistants work in classes, supporting lower attaining groups, they sometimes are not clear about the specific support they need to give because teachers' planning is not explicit about what is needed and this lessens the teaching assistants' effectiveness.
16. Teaching in the infants and the juniors is unsatisfactory, overall, even though some very effective teaching is evident in both parts of the school and some good teaching in mathematics. There is a much more positive picture in mathematics because the scheme of work more easily lends itself to quicker identification of pupils' different levels and teachers' subject knowledge is more secure. Teaching in English, science, ICT and religious education is unsatisfactory because it lacks some of these features. Expectations are often too low, teaching does not sufficiently engage pupils, subject knowledge is lacking or teaching pitches the work at the wrong level to support pupils' learning.
17. There are constraints on teaching that are beyond the control of individual teachers but nevertheless reduce the effectiveness of their teaching. For example, teaching has a limited range of information upon which it can draw to establish starting points for pupils' work. This affects the effectiveness of teaching in ICT, as does the lack of access to suitable software and the unreliability of the computer system. The data from the school's tracking system, which is a very recent development, shows that teachers' assessments in English and science have often been unreliable and so do not always form a secure point from which to plan pupils' learning. In addition, teaching has little way of knowing what pupils' previous experience in different subjects has been, as there was no curriculum planning for most areas prior to the current school year.

### Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	10	4	9	0	0

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

18. Some good teaching in Year 2 embodies strengths in subject knowledge and a range of teaching methods that work well to support learning. In the best lessons, teaching fully engages pupils' interest because the work is challenging and pupils want to do well. This was evident in very good lessons in mathematics with Year 2 pupils and in an art and design session with Year 3 and 4 pupils.

### The curriculum

The school provides an unsatisfactory curriculum that is enhanced by a satisfactory range of additional activities outside normal lessons. The accommodation is satisfactory but resources are unsatisfactory, overall.

### Main strengths and weaknesses

- The well-planned and interesting curriculum for the children in the Foundation Stage promotes their good achievement.
- The curriculum does not meet the needs of pupils of different abilities sufficiently well in other years and they do not sufficiently use their skills in literacy, numeracy or ICT across different subjects.
- Resources are inadequate in several subjects and the school does not make the best use its accommodation.

### Commentary

19. Overall, the curriculum is not as good as it was at the last inspection, although for the youngest children, it has improved well. There is a good curriculum in the Foundation Stage, with all areas of learning firmly represented and planned in an effective way to promote children's good achievement. There is a good balance of activities where children have choice and use their own ideas as well as times when they benefit from good direct teaching at a level that is matched to their different needs.
20. The curriculum for Year 1 to 6 pupils is much more fragile and does not promote their progress so well. Much of it is newly planned and the overall management of the curriculum is ineffective. There have been positive steps to ensure that there is now planned coverage of all subjects so that the school can deliver what it needs to in all subjects. As yet, however, it is too early for this to have had the desired impact of better promoting pupils' learning. The work planned for pupils is not consistently at the right level for different abilities and the more able pupils and lower attaining groups are most affected. Pupils do not use their skills in literacy, numeracy and ICT sufficiently in other subjects because opportunities to do this are not exploited through planning and teaching.
21. Enrichment of the curriculum is satisfactory, through visits and visitors as well as activities that pupils take part in outside normal lessons, such as sport. Pupils' personal development is suitably supported through a planned programme of health education



that is delivered through science lessons and other specific times when pupils consider how to deal with the pressures of growing up. The school has recently made sure that the governors have approved its policy of teaching sex education.

22. Accommodation is satisfactory, and has recently been upgraded by redecoration that pupils greatly appreciate, but is not used effectively. There is plenty of space available, with three large areas that do not have teaching groups on the ground floor. However, the school does not make the best use of its accommodation to support pupils' learning and insufficient consideration has been given to access. The large central area that forms part of the Foundation Stage unit has been well thought out and it is used imaginatively so that children have ease of access to resources. Other areas, however, have not been as carefully planned. The small library for junior pupils is rarely used because it is cramped and difficult to access. Resources are limited in terms of supply or usefulness. There are too few books and ICT software available to support older pupils' learning in geography, religious education, science and history. The school has experienced severe problems with the computers in the ICT suite, and the technology that links these together so that pupils can work in large groups and access the Internet often does not work. These factors limit pupils' achievement.

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

The provision for the care, welfare, and health and safety of pupils is satisfactory. Support, advice and guidance for pupils are satisfactory. Involvement of pupils through seeking, valuing and acting on their views is satisfactory.

### **Main strengths and weaknesses**

- Pupils enjoy good relationships with teachers and other adults.
- Assessment systems do not ensure that the teaching meets pupils' needs.
- Children in the Foundation Stage get good support when they first start school.

### **Commentary**

23. This aspect of the school's work is not as strong as it was at the previous inspection. The day-to-day support and advice provided for pupils are effective. The school is a warm and friendly place and pupils are happy and secure and mostly enjoy their school life. Good relationships make it easy for pupils to talk to adults about any worries they may have, knowing they will get a sympathetic hearing. The procedures for taking account of pupils' views are adequate. There is a school council that discusses issues of interest to the pupils. Satisfactory attention is given to the issues raised in these meetings.
24. Support for pupils' progress in their work is unsatisfactory overall, although it is good in the Foundation Stage. This represents a decline since the previous inspection. Weaknesses in marking pupils' work or ensuring that assessment information is used well enough mean that there are shortcomings in the guidance provided. The significant number of recent staff changes has made this particularly problematical.
25. Children starting in the Foundation Stage enjoy a smooth and confident start to their school life because of the good support given by staff. Pupils are also given a sound induction to familiarise them with their secondary school before they move on at age eleven.

26. The management of health and safety presents a mixed picture but is satisfactory overall. This also represents a decline since the previous inspection. The school has recently recognised the need to focus more closely on developing roles and responsibilities of staff and governors in ensuring everything is in place to protect pupils' safety. Child protection procedures are satisfactory. The teaching staff have very recently received training, but the training has not yet been extended to all support staff and lunchtime supervisors. There is a policy for health and safety and satisfactory assessments of risks are carried out. On a day-to-day basis, health and safety concerns are identified and quickly dealt with, usually by the caretaker. All emergency procedures are in place, including fire drills, which have been re-established after a gap of several terms.

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

The school has satisfactory links with parents, the community and other schools.

### **Main strengths and weaknesses**

- Parents are mainly supportive of the school but have some concerns.
- There is some good information for parents.
- Parents' involvement with children's learning is good in the Foundation Stage.

## Commentary

27. Overall, the relationship between parents and the school is satisfactory. This is a deterioration of the position at the time of the previous report. Parents' views are supportive of the school in many aspects but they also have a number of concerns. On the positive side they see their children liking school, settling in well and being treated fairly in an environment that is free from bullying. Inspection evidence supports these views. Concerns include inconsistent provision of homework and information on their child's progress. Some parents feel uncomfortable approaching the school with a problem and that the school does not take their views into account. There is concern about the stability of staffing and class sizes. The inspection found that the improvements made to setting homework have been very recent and although provision for homework is satisfactory, guidance is not yet followed consistently in all classes. The school has been in an extraordinary period of disruption caused by the extended absence of the headteacher, a large number of new staff and major changes in the governing body. The uncertainties of the situation have meant the school has not been able to make clear to parents when the period of instability would end. This has led to difficult relationships between the school and some groups of parents. The governors have made themselves available to talk to concerned parents. The inspection did not find that the large classes in Years 3 to 6 adversely affected pupils' achievement.
28. Parents receive generally good information about the school and about their child's progress. The prospectus and the governors' annual report are both informative documents and are written in a 'user friendly' style. Pupils' annual reports mostly provide good information for parents on their child's attainment and progress. There is very good information for parents of children starting in the Foundation Stage, giving good details of how to help at home. The school has canvassed parents' views via its own questionnaire and has informed them of the outcomes and proposed action on items identified as concerns. The Parents and Friends Association is an active group that raises substantial funds to provide additional resources to the school.
29. Children in the Foundation Stage receive good assistance from home, because their parents are better informed about what help is needed. There is also some good guidance about how to help with reading at home for Year 1 and 2 pupils' parents.
30. The school enjoys satisfactory links with the local community. This represents a decline since the previous inspection. Younger pupils visit local shops and for the older pupils, the area is used as a resource for history. Regular visits by the police, fire services, school nurse and local vicar all widen the pupils' horizons and support their social development. Local industry is supportive, with a bakery helping with a topic on bread and a chemical company helping sponsor the playground equipment. Pupils receive training in tennis and football, provided by coaches from local clubs.
31. Relationships with other schools, including the secondary school that most pupils transfer to at age eleven, are satisfactory. The secondary school helps support ICT and French and pupils take part in technology and music events. Drama groups and a jazz band from the secondary school visit and provide entertainment.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory**. The acting headteacher's leadership is **satisfactory**. The school's overall management and its governance are **unsatisfactory**.

## **Main strengths and weaknesses**

- The acting headteacher has worked diligently to put basic management systems in place to support the school's work but it is too early to see the impact of the many sound initiatives.
- Good management of the improvements to the Foundation Stage provision has resulted in better achievement by children.
- Staff with management responsibilities have not contributed effectively to the school's planning for improvement, as their role in checking provision has been undeveloped.
- The governors have not checked the school's provision effectively or asked the right questions to help it gain a considered view of its priorities.

## **Commentary**

32. The instability in leadership and management has been a major factor in the school's decline in provision. The acting headteacher has done all that was possible, in the time available, to put in place what is needed to support teaching and ensure that pupils' achievement is secured. The senior management team has been extended and roles and responsibilities have been redefined. Those presently in post are giving good support for staff morale, but their overwhelming workload has meant that the effectiveness of management has been limited.
33. Basic systems for underpinning the school's work, such as long-term planning in the curriculum and setting up systems by which pupils' progress can be measured have been introduced very recently. The school's planning for development highlights the right areas to work on and is based on monitoring of provision by the acting headteacher and acting deputy. The cycle of target setting and review to manage the performance of teachers has been revived. However, the large turnover of staff at the start of this year, combined with absences of senior managers, has meant that teaching has not benefited from the stability of robust management and it is too soon to see the impact of the many sound initiatives so recently introduced.
34. Most of the subject managers are new this term, or are holding responsibilities on a temporary basis. Those who are new have very little information to help them with the task of identifying what is working well and what needs to improve in their subjects. Most are starting from scratch in ensuring that the long-term planning for subjects covers requirements, and establishing samples of work to support teachers' expectations for different pupils' ages.
35. Where management structures or teams are more firmly established, as in the Foundation Stage, mathematics and special educational needs, there is better achievement by children and pupils. The improvements to provision in the Foundation Stage have been particularly well managed and checked to see where adaptations to teaching, resources or planning were needed.
36. Governance is unsatisfactory. There have been many changes of governors and they have recently been much more active in checking that the school is doing all that it is required to do by law. This has resulted in all statutory requirements being met, but governors are at a very early stage of holding the school to account for its decisions or asking challenging questions that help it review its actions. Too often, governors have relied on the school telling them that all is well, without putting in place proper checks.

Governors have not been able to check the school's progress towards priorities, as the school did not have comprehensive development planning until very recently. Additionally, governors have not checked that value for money has been forthcoming from expenditure on the computer suite or provision of extra teaching assistants to support the very large classes in the juniors.

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

Income and expenditure (£)	
Total income	645480
Total expenditure	619983
Expenditure per pupil	2214

Balances (£)	
Balance from previous year	2617
Balance carried forward to the next	28114

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

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

37. Children in the Nursery and Reception classes (known as the Foundation Stage) are given a good start to their education. Provision is good for these children, which is an improvement from the last inspection. The good management of the initiatives to improve the curriculum and teaching for children has been a significant factor in this improvement. The organisation of teaching groups is effective and all staff adopt a consistent approach. Assessment is built into daily activities so that children's progress is measured and future planning is adapted to meet their needs. Children's attainment is generally below average when they start in the Nursery but by the end of the Reception year most reach the goals set for their age in all areas of learning and exceed those in personal and social development. This is due to good teaching in the Foundation Unit and the judicious blend of child-initiated and teacher-directed activities, which are appropriate to the age and abilities of the children. The enthusiastic and effective support staff play a full part in the teaching team and they add to the quality of experience that the children receive. Children with special educational needs make good progress because of effective support from adults.

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

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

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

- Children settle quickly and their achievement is very good because of the warm support from adults and well-established routines.
- Children quickly learn the benefits of working and playing together and helping each other.

#### **Commentary**

38. Teaching and learning are very good and so children achieve very well in this area of learning. Most are likely to go beyond the targets set for their age by the end of the Reception year. This is because good work habits are set right from the start and children thrive because of adults' warm encouragement. Children feel secure because the routines are clearly explained and adhered to and so they know what is expected of them. They receive patient, caring and appropriate support that builds confidence to have a go at activities. All staff work hard to ensure that children learn to share and play together co-operatively and they are very good role models. As a result, children learn that doing things with others is enjoyable and rewarding, as when Reception children take part willingly at tidy up time, because they have learnt that working together makes the task easier. The Nursery children set off on their tasks confidently because of adults' clear guidance, sharing resources as they play in the home corner, for example.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

## **Main strengths and weaknesses**

- The exciting and varied activities provided promote children's talking and listening well.
- Children benefit from good opportunities in play to learn that writing carries meaning.
- Insufficient use is made of words displayed around the role-play areas to promote learning.

## Commentary

39. The high priority adults give to extending children's language skills enables children to make good progress and achieve well in this area of learning. Many children are on track to reach the early learning goals by the time they leave the Reception year because of good teaching and the good range of opportunities provided. The staff consistently make clear their expectations for speaking and listening right from the start so children learn how to listen to each other and take turns in speaking. Small group work provides good opportunities for all children to engage in discussion and to listen to others. Children are given many opportunities to speak, both in groups and as staff interact with them individually whilst they work at chosen activities, and so help those who are reluctant or lack confidence to speak. This approach to encouraging confident speaking was effectively seen with the Reception age group, when individual children gave the rest of the group instructions to carry out a certain procedure using the computers.
40. The development of children's writing is well promoted through play activities and Reception children begin to write 'News' individually and consult letter charts so that they can write letters in the correct direction. Some higher attaining Nursery children are beginning to write their names independently. With the Nursery children, listening to stories with adults, or singing action songs and rhymes are used effectively to help children learn letter sounds and some simple words. The development of early reading skills has a high priority and Nursery children enjoy the book corner, handling books with care and respect. They know which way the pages are turned and most know what a title page is. Reception children talk about what happens in stories such as *Peace at Last* and *We're going on a Bear Hunt* and use the vocabulary learned when they play together in the 'Bear Cave'. However, there are limited examples of labels or other writing around the role-play areas to further help children's recognition of words.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Teaching ensures that there are good practical activities provided for all children, which help them learn and raise motivation.
- Effective teaching provides good opportunities for all children to learn and use mathematical language but there are too few written prompts in the environment to enhance learning further.

## Commentary

41. Teaching and learning are good. Teaching makes good use of lively, practical activities to promote children's mathematical development throughout the Foundation Stage so that children learn by doing. Teaching emphasises the use and development of a mathematical vocabulary, which is evident in practical activities like matching the torches to the number of children allowed in the 'Bear Cave' at any one time. These factors contribute strongly to the children's good achievement and most are likely to reach the goals set for their age by the end of Reception. Number rhymes and songs are used very well to engage Nursery children and to teach counting. Simple games promote and reinforce Reception children's learning effectively. For example, one



teacher had a collection of two-dimensional and three-dimensional shapes and Reception children had to choose a shape and say its name. They knew square, circle and rectangle and could say how many sides and points each shape had. The teacher introduced a cube, sphere and cone and children quickly learned these shapes. However, because there were no labels for the shapes, children could not learn to recognise the words for them.

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

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

### **Main strengths and weaknesses**

- Plenty of practical activities mean that children enjoy learning.
- Children have good access to computers and enjoy using them.
- Visits and visitors enrich the curriculum, making teaching and learning stimulating, exciting and fun.

### **Commentary**

42. Teaching and learning are very good, as is children's achievement. Most children are likely to reach the goals set for them by the end of their Reception year. Nursery children are provided with a very good range of opportunities to learn about their world. They are given, for example, a variety of torches with which to experiment and they use them in the 'Bear Cave' to find out how far they can see. Reception children make lanterns and investigate which materials let the light through best. They manipulate small construction equipment well and create scenes with small figures and animals. Nursery children are beginning to understand the importance of eating healthily and know their snack fruit is good for them. There are plenty of visits and visitors to enhance children's learning. They have recently benefited from a visit from the local fire service and children remember counting the number of lights on the fire engine, as well as looking at the fire-fighters' equipment. They made close observational drawings of the vehicle. Children frequently use computers. Most of the Reception children manipulate the mouse skilfully and have good hand-eye co-ordination. They understand what the tool bar is for and can 'click and drag' objects to re-position them on screen. The teacher gave those children who found this hard good support in one session so that they overcame their difficulties.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children are given a very wide range of exciting opportunities to develop their control over tools and to play vigorously and imaginatively outdoors.
- In physical education lessons, Reception children have too few opportunities to learn from each other.

### **Commentary**

43. Good teaching ensures that children's achievement is good in this area of learning. Most children are on track to reach the goals in this area of learning by the end of their time in Reception. Nursery and Reception children have good opportunities to develop their skills in manipulating equipment such as scissors, writing and drawing pencils, paint brushes and other tools and in handling a range of equipment when making models. There is a very good range of opportunities for children to develop an awareness of space and so they learn to control their bodies in various situations. Nursery children use tools well to roll or cut play dough into shapes. Reception children

demonstrated a good degree of control in spreading and cutting when they made honey sandwiches. When children work outside, they have good opportunities to move, climb, tunnel, ride and balance and adults set challenges for them. Reception children benefit from lessons in the hall and in one session of dance learned how to adapt movements to represent moving like stars in the sky. Although the teacher gave a very good demonstration of how they might move, opportunities were missed for children to benefit from watching and learning from each other.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Very good activities are provided for role-play.
- Although there is a wide range of activities, children's choice over materials can be limited, at times.

### **Commentary**

44. Good teaching ensures that children have a wide range of creative learning opportunities and children achieve well. Most children are likely to reach the goals for their age by the end of Reception because of good teaching. Children experiment well with techniques such as bubble painting, marbling, colour mixing and collage work. Conversations with adults in these activities are a strength of teaching, expanding ideas and vocabulary. While children learn a good range of skills and there are opportunities for them to express themselves freely in painting and drawing, some of the other work indicates that children do not have a sufficiently wide choice over materials. Children particularly enjoy the many and varied role-play areas and they have access to good quality props that support their play effectively. These stimulate good interactions as children work together in pairs or small groups. Children quickly learn to sing songs and rhymes and some record 'compositions' after experimenting with the sounds made by percussion instruments.

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

### **ENGLISH**

Provision in English is **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils are not doing as well as they should because work is not matched to their different needs.
- Teaching does not promote pupils' speaking, listening, handwriting or spelling effectively.
- Marking does not consistently help pupils to understand how to improve.
- Some very good assessment of reading in Year 2 promotes pupils' good progress in this year group.
- Pupils have too few opportunities to use their skills in reading and writing across the curriculum.

### **Commentary**

45. There has been unsatisfactory improvement since the previous inspection. Pupils' achievement is unsatisfactory and they should be reaching better standards. While pupils with special educational needs make satisfactory progress, lower ability and more able pupils are not doing well enough. Boys achieve similarly to girls.

46. Standards are below average in reading, writing and speaking and listening in Year 6, with too few pupils reaching above the level expected for their age. In Year 2, standards are average in writing and reading and below average in speaking and listening. While there is evidence of good progress because of effective teaching in Year 2, these pupils are not at the point that they should be and teaching is having to make up a great deal of lost ground because of slower progress in Year 1.
47. Overall, teaching and learning are unsatisfactory in Years 1 to 6. As a result, while learning and achievement for the average ability pupils and for pupils with special educational needs are sound, the more able and less able pupils' learning and achievement are unsatisfactory. Pupils are not sure of their targets. The unreliable assessments made of pupils' attainment have caused difficulties, particularly with teachers new to the school, in pitching work at the right level. Pupils are often given the same task, regardless of ability. In a lesson with Year 1 pupils, for example, all pupils were asked to spell the same words, and the more able pupils could do so easily, but the less able pupils struggled. In a lesson with Year 5 pupils, all had to write a recount of a video that they had seen previously, using their notes. Too little support for the lower attaining pupils meant that they could not achieve the task. Average and lower attaining pupils' spelling of common words is often inaccurate and there is no whole-school approach to help pupils overcome their problems. The school has recently looked at ways to improve pupils' handwriting, but the strategies are not applied consistently across the school. In Year 1, teaching does not build suitably on skills that pupils bring with them from the Reception year because too little notice is taken of assessments of pupils' attainment. As a result, any gaps in learning about letter formation are not resolved effectively.
48. Teachers' marking corrects the same spelling repeatedly, but the pupils often continue to spell them wrongly. Although there are some good examples of marking helping pupils to improve, as in Year 2 and Year 3, the school's newly introduced marking policy is not implemented consistently. Where teaching is good, as in the Year 2 and Year 3 lessons seen, there is good questioning and insistence on listening carefully, so that pupils can voice their ideas and learn from each other. In less successful lessons, teachers talk too much and pupils do not contribute ideas or listen attentively. The slow pace of some lessons results in bored pupils, who either become passive or restless because they are not actively involved. Teaching assistants are not always fully involved in supporting pupils' learning because they are unsure of the exact skills being promoted. Their understanding of how to support pupils in withdrawal groups is better than when they support in class because they are clearer about what needs to be done.
49. There is some effective support for pupils' reading in Year 2 and assessments made when pupils read together in a small group are used very effectively to pinpoint what needs to improve. The effective use and accuracy of assessment are not, however, widespread. Pupils lack opportunities to talk about their reading and explore their ideas further. Pupils are not generally enthusiastic readers. There is some good guidance for parents as to how they can help pupils' reading at home in Years 1 and 2 and many parents do so.
50. The subject is not led or managed effectively. There have been too few checks on where weaknesses lie or on opportunities to disseminate good practice. The school has had a focus on improving pupils' writing over the past three years, including staff training, but initiatives have not been as successful as they should have been. There is a new subject manager, who has had little chance to make any impact as yet.

## Language and literacy across the curriculum

51. Pupils do not use their competency in language and literacy sufficiently in other subjects because teaching does not make the most of opportunities to do so. The lack of books in the library for older pupils, and the inaccessibility of this room mean that pupils' research is very limited. Teaching does not sufficiently enable pupils to write in different styles and organise their writing, and thus to make use of what they have learned in English lessons, for example, in religious education and science.

## MATHEMATICS

Provision for mathematics is **satisfactory**.

### Main strengths and weaknesses

- There is some good teaching that mainly ensures that work is properly matched to different abilities.
- Teachers and support assistants work well together to keep pupils fully focused and learning at each stage of the lesson.
- Opportunities for pupils to use their mathematical skills in other subjects are too limited.

### Commentary

52. There has been overall satisfactory improvement since the previous inspection. Standards in Year 2 are average. Although achievement is satisfactory overall in the infants, it is good in Year 2, where the work is more challenging. In Year 1, the rate of learning is slower because work is not always pitched at the right level for pupils. Pupils in Year 6 reach above average standards and pupils' achievement is good in the juniors. Pupils with special educational needs are usually well supported and make progress at a similar rate to other pupils. These standards are similar to those at the last inspection.
53. The quality of teaching of mathematics is satisfactory overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers' subject knowledge is good. Most lessons are carefully planned and teaching ensures that the pupils have a good understanding of what they are going to do in each lesson. Teaching uses the national guidelines for mathematics effectively and adapts these in nearly all cases to meet pupils' developing needs. These factors mean that lessons have clear structures that develop children's knowledge and understanding.
54. Pupils' attitudes to the subject are good and, where teaching is good, pupils concentrate well and make good progress. In most lessons teachers plan work for pupils that matches their ability and ensures that they make gains in their learning. In a very good infant lesson a problem-solving approach helped all pupils to make good gains in their understanding of subtraction. Higher attaining pupils were able to set their own problems. In another lesson with infant pupils, however, the lack of challenge and the ineffective management of pupils led to some unsatisfactory learning.
55. Teaching uses a good range of methods to help pupils enjoy learning. Clear explanations and effective questioning help pupils to develop thinking skills. Teachers

and support staff work well together and teaching assistants know what to do with groups of pupils with varying ability, effectively ensuring that pupils receive the help that they need. In a lesson with Year 6 pupils, for example, on finding the area of shapes, the teaching assistant supported a lower attaining group effectively in independent work because of good communication with the class teacher about the skills to be developed and how this could be brought about. Most work is marked but marking does not always give pupils enough information about where they went wrong or how they could improve.

56. The leadership and management of mathematics are satisfactory. Test results are analysed to highlight areas for development for the whole school. Individual and class targets have also been recently introduced, but there have been too few checks on how well teaching helps pupils to use their mathematical knowledge and skills across the curriculum.

### **Mathematics across the curriculum**

57. While pupils' competency in mathematics is good, they do not use or extend skills sufficiently in other subjects because opportunities for them to do so are limited. There are some examples, as in a history lesson when teaching enabled pupils to estimate how many people could be seated in an amphitheatre, when pupils use mathematics successfully. These occasions, however, are not routinely planned or exploited, particularly in ICT and science.

## SCIENCE

Provision in science is **unsatisfactory**.

### Main strengths and weaknesses

- Standards are too low in this subject and many pupils underachieve.
- Teaching is unsatisfactory as many pupils, especially higher attaining pupils, are not sufficiently challenged
- There are limited opportunities for pupils to develop science investigational skills.
- There are few opportunities for ICT to be used in science and pupils are given limited chances to use their literacy skills to write scientifically.

### Commentary

58. There has been insufficient improvement in science. Standards in Year 2 are average but pupils' achievement is unsatisfactory overall, because of much slower progress in Year 1. Pupils in Year 6 are not achieving well enough and standards are below average. This indicates a decline in standards since the last inspection. The main reasons why pupils are not doing as well in this subject are weaknesses in teaching, a lack of rigour in the management of the subject and the lack of assessment of pupils' knowledge and skills. The scientific skills of many pupils are underdeveloped because they have done too little investigative work in the past.
59. Teaching is unsatisfactory and many of the pupils make insufficient progress. Pupils' work shows that, in most classes, there has been too little investigative work and where it does occur, it is often too teacher directed. This is limiting pupils' opportunities to think scientifically by planning and executing their own investigations and developing skills such as hypothesising and drawing conclusions. There are, nevertheless, some pockets of good teaching in the school, for example in the Year 2 class, where a combination of secure subject knowledge, encouragement and effective questioning generated excitement and interest in pupils in one lesson, as they explored making sounds quieter.
60. The main weakness in the teaching is the lack of provision for the varying needs of the pupils. Evidence from work in pupils' books shows clearly that in too many lessons, all pupils are expected to undertake similar tasks, irrespective of their abilities. This practice limits the progress of higher and lower attainers in lessons. Pupils in a Year 1 class, for example, had worksheets which they were unable to read whilst Year 6 pupils were all given the same planning sheet with too few opportunities for extended scientific writing that used their own ideas. Pupils with special educational needs are generally well supported so that they achieve satisfactorily and complete tasks because of appropriate guidance.
61. An additional reason why pupils are not doing so well in this subject is that assessment is not used to best advantage. The school has not yet developed a secure system for teachers to assess the attainment of pupils accurately. Consequently, targets are often not demanding enough of pupils and so work does not challenge individual pupils sufficiently well. The marking of pupils' work varies between classes. At best, it reinforces scientific understanding, acknowledges effort and helps pupils to understand how to improve. At other times, pupils' efforts are valued with little more than a tick.



62. Throughout the school, there has been insufficient emphasis on investigational science. This aspect of teaching is a focus for development and with a recently appointed, knowledgeable co-ordinator and a new scheme of work supporting such an approach, there has been an increase in opportunities for pupils to engage in practical activities. However, although this aspect is improving, there is still too much direction by teachers and too many tasks that provide few opportunities for pupils to use their scientific knowledge to devise and conduct their own investigations.
63. Throughout the school, there is a growing emphasis on the use of correct scientific vocabulary but pupils have too few opportunities to practise this in recording their ideas. There are few opportunities for pupils to use ICT in their science work although in a good Year 2 lesson the class teacher used a sensing programme which displayed the different noise levels an alarm clock made when wrapped in different materials.
64. Leadership and management of the subject are ineffective. While the new subject manager has made some checks on what is happening in classrooms and knows what needs to be done, as yet, initiatives have not impacted sufficiently to improve teaching, learning and pupils' achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for ICT is **poor**.

### **Main strengths and weaknesses**

- The school's investment in resources and accommodation for ICT has not resulted in improved achievement.
- There are very few times that pupils can use or extend their skills across the curriculum.

### **Commentary**

65. Standards in Year 2 and Year 6 are poor. Pupils' achievements throughout the school are poor. This is a significant decline in standards and achievement since the last inspection.
66. The school invested heavily in creating a spacious computer suite about a year ago but the equipment has been out of action for long periods and so the pupils' learning has not benefited. Although each classroom has one computer, this is not adequate to teach essential ICT skills to a large number of pupils or allow them sufficient time to put what they know into practice. Consequently, pupils often forget even basic knowledge such as how to log on and they lack confidence in keyboard skills. However, pupils enjoy using ICT and are keen to learn. For example, pupils in Year 6 talked enthusiastically about their recent introduction to a multimedia program. However, pupils have very limited experience of using the Internet, as connection has often not been possible due to faults on the system. Pupils and staff find this frustrating.
67. Teaching is unsatisfactory and has been constrained by the difficulties with resources and planning prior to the current year. This has meant that there have been too few opportunities for pupils to learn essential skills and build on these skills year on year. In some areas pupils have not had the opportunity to go beyond the first stages of

learning skills. Staff are not sure of the skills on which their teaching is building because of the lack of assessment information to guide them as to pupils' knowledge and skills. Year 6 pupils have basic word-processing skills but lack confidence in how to change and amend text or add graphics. They could not remember using a database or simple spreadsheets. Management is aware that there is an urgent need to plan different levels of challenge and support in lessons and to ensure that the computer suite is functioning and its regular use becomes established. A start has been made with the introduction of a folder for each pupil in which to store their work.

68. The leadership and management of ICT are ineffective. Although an action plan has now been drawn up, little has yet been achieved to make an impact on pupils' achievement and raise standards. Recently, teachers have had training in the use of interactive whiteboards and the school now has two whiteboards in classrooms. However, they are not always used imaginatively to enhance and support pupils' learning.

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

69. There is very little evidence that ICT is used to support learning across the curriculum. Pupils use programs to help them practise learning multiplication tables or other number facts, but do not sufficiently use CD-ROMs for research, for example in history, science or religious education. There is insufficient software to support pupils' learning adequately.

## **HUMANITIES**

### **History and Geography**

70. Only one lesson with Year 6 pupils was seen in **history**, and part of a session with Year 2 pupils was observed. No overall judgements can be made on provision, standards or teaching, but it is evident that pupils gain a reasonable understanding of how people's lives have changed over time. Year 2 pupils were enthralled by the teacher's dramatic presentation of life as a soldier in World War II and asked good questions of the teacher, about conditions endured. This short session linked very well to the pupils' previous work on Remembrance Day. Year 6 pupils have a reasonable grasp of facts about their topic on Ancient Greece, but struggle to explain what democracy means. Pupils' sense of chronology is not well developed and they have too few opportunities to find out for themselves by using the library or researching from the Internet or CD-ROM. Opportunities are missed for pupils to use and extend their skills in literacy and language through work in history.
71. No lessons were seen in **geography** and there is very little recorded work. The school has recognised that it needs to improve the planning, resources and teaching in the subject and has put in place a suitable action plan. The planning for the curriculum now ensures that the pupils' learning can build year on year. Resources, however, are currently poor. The library has few books or atlases. There are no globes and very few ICT programs. In Year 2, the local area has been well used to further pupils' learning about natural and man-made features in the environment. Pupils have used an ICT program effectively to make pictorial maps of the area and can interpret these. There are well-established visits to places of geographical interest such as Scarborough and an environmental centre

### **Religious education**

Provision for religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- There have been insufficient checks to ensure that the full curriculum is being taught and so weaknesses in pupils' achievement and learning have not been resolved.

### **Commentary**

72. The positive position of the last inspection, where standards were judged to be above national expectations, has not been maintained. The contribution of religious education to pupils' spiritual development is not as strong as it should be. No judgements can be made about standards, achievement or teaching in Years 1 and 2 because no lessons were seen. There is very little work recorded and there was no sample of work or assessments from last year to indicate pupils' levels of attainment. Standards in Year 6 are below average and pupils' achievement is unsatisfactory. There are considerable gaps in pupils' knowledge and understanding and, at present, no effective strategies to identify these or to ensure that teaching can build securely on pupils' previous learning. As a result, teaching and learning are unsatisfactory.
73. Most work in religious education involves discussion and so no sample of work was available from the previous year for pupils in Years 3 to 6 and a very limited amount of recorded work has been completed this term. This limits pupils' learning and recall of vocabulary that is specific to the subject, as was evident in talking about topics previously studied. Pupils often struggle to remember terms connected to artefacts, places of worship or festivals associated with different religions. Year 6 pupils have some basic knowledge of Christianity and Islam, but few could speak with any clarity or confidence about past work on Judaism, or go beyond recalling isolated facts about different religious practice. There is very little evidence to suggest that pupils benefit from reflecting on how religious beliefs influence people's lives. In the one lesson seen, with Year 6 pupils, teaching satisfactorily promoted pupils' understanding of the importance of giving aid to those who need it.
74. The leadership and management of the subject are ineffective. Monitoring of coverage of the religious education syllabus has only just been introduced and there has been no recent monitoring of the quality of teaching and learning in the subject. Having recognised weaknesses in the coverage of the locally agreed syllabus for the subject, management has ensured that this is represented in current planning for all classes. The temporary subject manager is unsure if pupils are given enough opportunities to reflect on a range of religious and moral issues.

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

### **Art and design and Design and technology**

75. One **design and technology** lesson and one **art and design** lesson were observed and there is too little evidence to make judgements with regard to standards, teaching or provision in either subject. The planning for both subjects, however, has been established for longer and this is reflected in the pupils' ability to talk about their learning with a greater degree of detail and confidence. Pupils in Years 3 to 6 take part in a 'carousel' arrangement each week, where they experience these subjects for half a term. For many pupils, these are the most popular part of the curriculum.

76. There is some good quality work in art and design in drawing, pastel work and modelling in clay. Year 4 pupils, for example, have created very individual and finely detailed jars in connection with their work on Ancient Egypt in history. Year 3 and 4 pupils, in a very successful lesson, learned how to represent movement by looking at the way that figures move. Year 3 and 4 pupils' pastel work in the style of Lowry shows sensitive use of colour and captures the characteristic features of the way in which figures are drawn. Year 1 pupils have created a quilt of collage squares on an autumn theme that shows good control over stitching to attach pieces. There is too little awareness by pupils, however, of art and design from different cultures.
77. In design and technology, pupils experience all aspects of designing, making and evaluating their work. Year 2 pupils plan playground equipment whilst Year 5 pupils explore the relative merits of a range of biscuits and design advertising posters. Year 6 pupils have designed and made a variety of money containers. Pupils suggest how their work could be improved and which aspects of construction are difficult. Year 4 pupils have made slippers to meet the needs of four different user groups and their planning identified suitable materials and decoration. In the lesson seen with Year 5 and 6 pupils, teaching made good use of review of pupils' learning from the previous session to adapt work for different groups.

### **Music and Physical education**

78. No lessons were observed in **music** or **physical education** and insufficient evidence was seen to form an overall judgement on pupils' standards and achievement, teaching or overall provision. However, both subjects have recently been planned in a coherent way across the school so that the pupils can benefit from all aspects of both subjects. The school's management has ensured that suitable planning is now being followed. Pupils sing regularly in assemblies and are able to remember songs they have learned in lessons. Some pupils choose to learn to play a tuned instrument with a visiting teacher. Resources for music-making in lessons are too sparse.
79. In physical education, planning indicates that all strands of the subject are covered, including swimming. Planning for the subject has been greatly improved this year and schemes of work have been put in place to support dance, games and gymnastics. Pupils have the opportunity to take part in after-school sports activities, such as the football, netball and gymnastics clubs and have had coaching in rugby from a local team. The school is working towards the Activemark over the current school year.

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

80. No specific lessons were seen and so an overall judgement is not made on provision. There is, however, suitable guidance for teaching in this area and times are set aside for pupils to consider specific issues. Some of the work is integrated into subjects such as science, where pupils learn about the benefits of exercise and healthy eating.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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