

INSPECTION REPORT

LYNDHURST JUNIOR SCHOOL

Portsmouth

LEA area: Portsmouth

Unique reference number: 116491

Acting Headteacher: Mrs M Bullock

Lead inspector: Ms S Billington

Dates of inspection: 28 February – 3 March 2005

Inspection number: 267259

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	574
School address:	Crofton Road North End Portsmouth Hampshire
Postcode:	PO2 0NT
Telephone number:	023 9266 3645
Fax number:	023 9265 0737
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Lovett-Turner
Date of previous inspection:	17 th May 1999

CHARACTERISTICS OF THE SCHOOL

This is very large junior school with slightly more boys than girls on roll; the most significant imbalance is in year 3. The school serves a broadly average area in socio-economic terms. The proportion of pupils with special educational needs is below average; most of these have learning, communication and social and emotional difficulties. The proportion of pupils with statements of special educational needs is broadly average.

There is a small proportion of pupils from minority ethnic groups. Most of these pupils speak English fluently and none receives support with learning English.

The majority of pupils attend the neighbouring infant school before joining the juniors. Their attainment on entry is above average.

At the time of the inspection, there were several temporary staffing arrangements in place. These included an acting headteacher and acting deputy head. Two senior staff were overseeing the management of English in the absence of a permanent co-ordinator.

The school has gained the Investors in People and healthy schools standards. It provides a holiday club and after school care and a breakfast club.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4343	Ms S Billington	Lead inspector	Science Art and design Religious education English as an additional language
11096	Ms M Davie	Lay inspector	
4341	Mr D Clegg	Team inspector	Mathematics Information and communication technology Geography Physical education
23158	Ms M D'Arcy	Team inspector	English Design and technology History Music Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **sound** education for its pupils. The majority of pupils are achieving well in English and science but a significant number could do better in mathematics. Teaching is satisfactory overall and some aspects are good, but there is too much variation in the quality. The school is going through a period of transition with several temporary staffing arrangements in place. Key staff are providing a clear steer through a difficult period and there have been some good recent improvements in aspects of management. The school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Teaching is good and sometimes very good in English, but is too varied in other subjects
- The school has identified the right areas for improvement and is putting in place plans to achieve these
- Pupils with learning difficulties benefit from well targeted support from teaching assistants
- There is good provision for pupils' personal, social and emotional development
- The acting head and key staff are providing a clear lead in bringing about improvements
- Strategies for behaviour management are inconsistent
- There are weaknesses in the allocation of the budget
- A very good range of clubs and visits extends pupils' opportunities for learning

Since the last inspection, overall improvement is satisfactory. Disruptions to the leadership have slowed improvements until recently. Standards are similar; test results in English dipped and then improved, science has been consistently strong but mathematics is still the weakest subject. Most of the issues raised in the previous report have been successfully addressed, but there is still some work to do to extend the monitoring of teaching to all subjects. Professional development arrangements have improved, but restrictions in the budget mean that there are still some limitations in opportunities for staff training.

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	B	C	B
mathematics	C	A	C	C
science	A	A	B	A

*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.*

Overall, pupils' achievement is **satisfactory**. Inspection findings largely reflect the most recent test results. Standards in English are broadly average, but are improving, particularly in reading. Girls generally do better than boys in this subject; this is most noticeable in writing with a significant proportion of older boys being reluctant writers. In mathematics, standards are broadly average but should be higher, given pupils' good skills in the subject when they join the school in year 3. In science, standards are above average. Pupils with learning difficulties make good progress when supported by teaching assistants individually or in small groups.

QUALITY OF EDUCATION

The overall quality of education is **satisfactory**. Teaching is **satisfactory** overall but the quality is too varied across the school. Learning is satisfactory for the vast majority of pupils, but the poor behaviour of a few impacts on their learning and that of others. Assessment arrangements are good in English and improving in mathematics, but the information is not used well enough to match work to pupils' existing skills and understanding. The quality of marking; there are some good examples of helpful comments but too often marking is superficial and does not indicate what pupils are achieving or need to do to improve.

The curriculum is satisfactory. It includes all subjects of the national curriculum and provision for religious education. Provision for some subjects is constrained because of limitations in accommodation. The curriculum is enriched well by a range of extra-curricular opportunities.

Good attention is paid to pupils' welfare and safety. Their views are sought and taken into account in planning for improvements. Pupils are well known to individual staff and those with learning difficulties get good support and guidance in lessons. For pupils with behavioural difficulties, the quality of support varies and there is a lack of a coherent system for managing behaviour.

Links with parents and the community are satisfactory. Good links with other local schools extend opportunities for learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The acting head is providing a clear sense of direction and working well with senior staff to bring about improvements. Governors are taking a more active role in aspects of strategic management. However, some of their statutory responsibilities are not met. Some good management systems have been introduced recently and information from evaluation is being used effectively to target areas for improvement. However, there are weaknesses in the management of provision for pupils with special educational needs because records on these pupils are not kept up to date. Financial constraints restrict some aspects of school development, for example, staff training and resources for some subjects are limited.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally satisfied with the school but would like more information about the curriculum and how their children are getting on. Pupils are positive about the school but many would like more activities at lunchtime. The school is addressing these concerns.

IMPROVEMENTS NEEDED

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

- Improve the strategic management of resources
- Improve strategies for behaviour management
- Ensure a more consistent quality of teaching

and, to meet statutory requirements:

- Ensure that the governors' annual report and prospectus includes all the information that they should
- Ensure that the progress made by pupils with special educational needs is regularly reviewed and the outcomes of the reviews are systematically recorded.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English are broadly average but showing improvement. In mathematics, standards are broadly average, but should be higher. In science, standards are above average. Pupils' achievement is satisfactory overall.

Main strengths and weaknesses

- Pupils achieve well in reading and in science
- Standards in writing are improving throughout the school
- Some pupils do not achieve as well as they should in mathematics
- Pupils with learning difficulties benefit from extra support and often achieve well in lessons

Commentary

Test results

1. Results of national tests show some variation in pupils' performance in different subjects over a four year period. Science has been consistently strong, with results above or well above the national average. English and mathematics results have been broadly average in this period, although performance was strong in 2003 with results above the national average in English and well above in mathematics. There has been no significant difference in the performance of boys and girls, although girls have done slightly better than boys in English, particularly in writing.
2. The school recognised that, given their good base at the start of year 3, pupils should be doing better in English and mathematics. Detailed analysis of data on the attainment of pupils in each year group identified underachievement. A range of initiatives, supported by the local education authority (LEA) has been introduced to try to address this and to boost standards. Specific training and extra support have led to a consistent and structured approach to teaching reading and writing throughout the school. Specific targets have been introduced in English and mathematics to try to address some areas of weakness; this work is still in the early stages.

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

Standards in:	School results	National results
English	27.4 (28.2)	26.9 (26.8)
mathematics	27.1 (28.4)	27.0 (26.8)
science	29.7 (30.6)	28.6 (28.6)

There were 155 pupils in the year group. Figures in brackets are for the previous year

Inspection findings

3. The work that has gone on in English is having a positive impact. Good teaching, particularly in reading, and the strong focus on teaching key skills in writing are leading to improvements in standards throughout the school. Pupils are achieving well in reading and progress is improving in writing, although a significant number of boys, particularly at the upper end of the school, are reluctant writers. In mathematics, there are some weaknesses in teaching and this is a factor in a significant proportion of pupils not achieving as well as they should. There is no particular pattern

in terms of the group that is affected; capable pupils are sometimes not stretched or challenged, lower attainers do not always have work that is well matched to what they already know and understand. In science, standards are above average and pupils achieve well in both their knowledge of different elements of the subject and their understanding of scientific ideas.

- Standards in information and communication technology (ICT), religious education (RE), physical education (PE) and design and technology (DT) are broadly average. It was not possible to judge standards in other subjects.
- Pupils with learning difficulties get good support from teaching assistants. Work is well matched to their short-term targets and they make good progress towards these. However, it is difficult to evaluate how well they do over time because records are not regularly updated and the outcomes of reviews of their progress are not noted.
- The achievement of pupils from minority ethnic groups is in line with that of their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good. Their personal development and behaviour are satisfactory. Attendance rates are good.

Main strengths and weaknesses

- Most pupils have positive attitudes to learning
- A good range of clubs and visits makes a positive contribution to pupils' personal development
- The vast majority of pupils behaves well, but some year 6 pupils behave inappropriately and disrupt lessons
- Attendance is above the national average

Commentary

- Throughout the school most pupils are positive about learning. They are particularly well motivated when their teachers make their work interesting. This was clearly shown in a year 3 science lesson. Pupils became really enthusiastic about learning because of the very interesting range of resources used by the teacher to demonstrate how plants get their food. However, in some lessons pupils do not apply themselves as well as they might. Pupils in a year 6 mathematics lesson, for example, really struggled to take in and remember the information they were being given and this impacted on how much they learned.
- The vast majority of pupils are friendly and polite and work with each other productively. Most say they are happy at school. However, there is a small, but significant group of boys in year 6 whose poor behaviour sometimes disrupts learning. In a recent survey carried out on behalf of the school, pupils confirmed that their work was occasionally hindered by the behaviour of other children in their class. There are some inconsistencies in the measures taken to support and help these pupils to manage their behaviour better.
- Sensible arrangements have been made to split playtimes in the morning break in order to lessen the impact the very small outside space has on pupils' behaviour. At lunchtime, however, all pupils are outside at the same time and the playgrounds are very overcrowded. Behaviour in the upper school area is particularly boisterous, with a daily football match dominating a large part of the available space. Attempts have been made to provide play equipment and games other than football but these have been largely unsuccessful in bringing about improvements. Pupils feel there is not enough for them to do at lunchtime; as a result, the school is working on making some improvements in this area with the help of the school council.
- Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. There are some particular strengths in the provision made for this through learning experiences outside

of lessons. Each year group goes on visits to support their learning. Year 4 pupils have visited the Mary Rose and year 6 pupils joined a junior citizens day at Fort Purbrook where they were given the opportunity to face dangerous situations in a controlled environment. The local vicar is a regular, very welcome visitor to the school, not only supporting work in RE but also leading assemblies and collective worship. The whole school community participates in some way in the annual theatre production and there are regular visits from the local police liaison officer. A range of fundraising activities for charities such as the Make a Wish Foundation are supported and, through this, pupils learn about the circumstances of those less fortunate than themselves.

Attendance

11. Attendance rates are above the national average and pupils generally get to school on time. This impacts positively on their attainment. The school takes the need to promote good attendance seriously, publishing weekly rates in the newsletter in order to keep pupils and parents fully informed.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.6
National data	5.1	National data	0.4

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

Exclusions

12. After being given a lot of additional support, six boys were temporarily excluded during the last school year because of their inappropriate behaviour.

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	526	9	0
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	15	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	11	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

Teaching and learning

Teaching and learning are satisfactory overall, but the quality varies in different subjects. Assessment arrangements are satisfactory but again there is variation in different subjects.

Main strengths and weaknesses

- English teaching is good and some lessons are very good
- Some lessons are not well prepared and activities are not always adapted to take account of what pupils have already learned
- In many lessons, pupils work well but, at times, inappropriate behaviour affects the quality of learning
- Teaching assistants give good support to pupils with learning difficulties
- Assessment information is used well in English but not in mathematics; marking is very variable in all subjects

Commentary

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	6 (11%)	19 (36%)	22 (42%)	6 (11%)		

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.

13. In English, the quality of teaching and learning is generally good and some lessons are very good. Some of the best teaching is seen in the guided reading sessions which are very well organised and provide a good range of activities to enable pupils to extend and apply their reading skills. As a result of recent training on the teaching of writing, there is good planning for this area. This is supporting good specific teaching of key skills and opportunities for pupils to apply what they are learning. Teachers' subject knowledge is generally good and most lessons have a good pace, ensuring that a good deal of ground is covered in the time available. With the exception of one lesson, all the very good teaching seen during the inspection was in English.
14. Teaching in other subjects is varied and not of the quality seen in English. While there is no particular pattern to the unsatisfactory lessons in terms of year groups or subjects, there are some common weaknesses in teaching that are found even in lessons that overall are satisfactory. Occasionally there are weaknesses in preparation; teachers are not sufficiently familiar with the materials that they are using or they use inappropriate resources that do not engage the pupils or do not adequately support the learning intended in the lesson. In some lessons in mathematics, tasks are not sufficiently adapted to take account of what pupils have already learned. This results in higher attaining pupils marking time and lower attainers struggling with tasks that they do not understand or are too difficult.
15. The majority of pupils are keen to learn and often apply themselves well to their tasks. They often work well together in small groups, discussing the organisation of the activity and sharing the findings. Just occasionally, inappropriate behaviour affects teaching and learning. This occurs in some lessons where routine behaviour management is not well established and, for example, the teacher does not wait for all pupils to be listening before continuing with teaching. In a few lessons, particularly in year 6, the poor behaviour of a minority of boys sometimes causes time to be lost and this affects the learning of the whole class. While some strategies have been put in place to tackle the poor behaviour, these are having limited impact in the classroom and the application of sanctions is having little effect.

16. Throughout the school, extra support from teaching assistants helps pupils with learning difficulties. In group work, the teaching assistants clarify what pupils need to do and help them to understand how to tackle a task. Sometimes they act as scribes for the pupils; this is particularly beneficial in subjects such as science because it means that pupils' achievement in the subject is not constrained by literacy difficulties. Teaching assistants keep detailed notes about the gains that pupils make and any difficulties they experience in lessons. These are used well to plan further work with class teachers. Just occasionally, teaching assistants could play a greater role in introductory sessions of lessons.
17. Assessment information is used well in English to organise tasks to meet the varying skills and needs of the pupils. While there is also good information available in mathematics, it is not used enough to match work to pupils' differing levels of skills. In some instances, the same task is set for all pupils in a group, though there is often a wide range of abilities within it. There are some good examples of evaluative marking that help pupils to appreciate what they have achieved and to understand what they need to do to improve. However, other marking is superficial and makes no reference to progress towards the targets that have been set.

The curriculum

The school provides a satisfactory curriculum with very good opportunities for enrichment. Resources are satisfactory but the accommodation is unsatisfactory.

Main strengths and weaknesses

- There is a very good range of learning opportunities outside of lessons and pupils' personal, social and health education is good
- Provision for guided reading is very good, however, the library is not well resourced
- The accommodation constrains provision in some subjects and contributes to some unsatisfactory behaviour at lunchtime
- The curriculum has been improved since the last inspection but there are still gaps in pupils' experiences in some subjects

Commentary

18. The very good range of learning opportunities outside of lessons is a strong feature of the curriculum and contributes significantly to pupils' personal development. Clubs operate both at lunchtime and at the end of the school day. Football, netball and rugby clubs are well supported by both girls and boys and sporting teams have been very successful in local competitions, despite the lack of facilities in the school. The ICT club operates every day and is a very popular lunchtime activity. Special curriculum days are held every year, such as the science/technology and the multicultural maths days, and each year group has an annual themed history day. The school has staged seven very successful productions at the Theatre Royal in which every member of the school community is involved in some way. There is a school choir and year 6 pupils took part in the national 'Music for all Project', performing in a concert at the Barbican in London. All year groups get the opportunity to go on a residential visit, an unusual feature for primary aged pupils. This culminates with a visit to Normandy in year 6, where pupils make links with their work in history.
19. Good provision is made for pupils' personal, social and health education (PSHE). All pupils benefit from weekly lessons as well as circle time activities, which give them the opportunity to discuss personal issues. The school has had a healthy schools award for a number of years and is planning a renewed emphasis on healthy eating and exercise in the next school year.
20. Following a thorough analysis of pupils' progress, the teaching of guided reading was restructured and is now very well organised. A range of attractive and interesting books was provided and these are used well during the reading sessions. As a result, pupils' achievements

in this area are particularly good. However, the library is unappealing and the poor condition of some of the books does not encourage pupils to use it regularly.

21. The accommodation is unsatisfactory as it limits provision in some subjects. Because there is so little additional space, practical activities in subjects such as art are severely limited. There is not enough space to do large-scale work and completed work cannot be left out. This impacts detrimentally on the development of skills. The school makes good efforts to overcome the lack of playing fields by taking pupils to use neighbouring schools and community facilities, but this is necessarily time consuming and unworkable on a regular basis. The surface on the playground is uneven and the hall is not generous for the number of pupils in the school. The outdoor play area is inadequate in terms of space and this has a negative impact on behaviour at lunchtime as there is no room for pupils to spread out.
22. Weaknesses in the breadth of curriculum coverage identified at the time of the last inspection have been successfully addressed and DT, ICT and music are now all adequately covered. ICT is used well to enhance pupils' learning in subjects across the curriculum. A good range of practical experiences supports learning in science. However, there are gaps in pupils' experiences in art and geography that have some impact on their attainment in these subjects.

Care, guidance and support

Pupils are well cared for and their views are valued. The support they get as a result of checking their academic progress and personal development is satisfactory.

Main strengths and weaknesses

- There are effective arrangements to ensure pupils are well looked after
- Good links are maintained with outside agencies to get additional support for some pupils There are weaknesses in the way some pupils with behavioural difficulties are managed
- Pupils' views are sought and valued

Commentary

23. Parents are very positive about how well their children are looked after and are pleased with the recent improvements to site security. Regular checks are carried out to make sure that pupils are working in a safe environment and a risk assessment is completed for every off site visit. Medical arrangements are well established and parents are properly advised of any serious accidents. The pupil manager is very knowledgeable about child protection procedures and she ensures that all staff are aware of their responsibilities toward vulnerable pupils. Close links have been established with outside agencies such as health care providers to ensure that pupils get any additional help they need. Pupils with learning difficulties usually get helpful, well targeted support from the teaching assistants. Their individual education plans (IEPs) include clear targets and useful guidance for teaching assistants. However, the IEPs are not kept up to date and the outcomes of reviews on pupils' progress are not systematically recorded. This makes it difficult to track how well they are doing.
24. Pupils say they like their teachers and they feel that their views are valued through the good opportunities they get to share their opinions on the school council. At a recent meeting they discussed ways in which lunchtime arrangements could be made better; they are putting their ideas to the rest of the school community to see if they think it would be beneficial to have a quiet area and some organised games.
25. The behaviour policy provides clear guidance to staff about managing behaviour and dealing with any bullying. However, this is not always followed and in some lessons the management of behaviour is weak, The use of behaviour points and golden time, during which pupils get to choose to do a favourite activity for a short time as a reward for good behaviour, is well established and largely successful. However, there are insufficiently rigorous systems in place to

deal with the few pupils for whom these systems and sanctions do not work, with the result that some lessons are unnecessarily disrupted. Not all pupils with behavioural difficulties have support plans to address their needs and provide guidance to staff who are working with them.

Partnership with parents, other schools and the community

Links with parents and the community are satisfactory. Links with other local schools are good.

Main strengths and weaknesses

- Weekly newsletters keep parents up to date, however, there are some weaknesses in the curriculum information that they get
- A very good level of care is available outside the normal school day
- Links with other local schools enhance curriculum provision

Commentary

26. Parents feel well informed about school life. They are supportive of the school and generally positive about the provision that is made for their children. The school recognises the importance that parents play in their child's education and encourages good home/school links. Parents are welcomed in school, however, there is no systematic way of consulting them about issues that affect their children's education.
27. Parents appreciate the curriculum booklet that is given to them when their child starts in year 3, but many are justified in the view that they need more detailed information on a regular basis in order to keep abreast of what their child is learning. Year-end reports are satisfactory and well supplemented by good information in the progress book that is sent out termly. Parents get regular opportunities during the year to meet with their child's teacher, however, a small but significant number are not entirely happy with the way these meetings are arranged, stating they would like more easy access to teachers and particularly those that teach their children English and mathematics. This concern does not appear to be well founded as the school offers meetings with these teachers by appointment. Class teachers also have notes on the progress of children that are taught by other teachers, which are shared with parents on consultation evenings. The prospectus and governors' annual report to parents are informative; however, both are missing some required information, such as the results of standardised assessment tests (SATS) and the relevant national results so that parents can see how well the school is doing.
28. Parents who need childcare are catered for very well. A breakfast club, which starts very early in the morning, provides a warm welcome to children whose parents need to make an early start. There is also a daily after school club and summer holiday play scheme, which provide a safe and secure environment for children. All of these schemes are very popular and well supported.
29. Some good links with other local schools have been established in order to enhance curriculum provision. For example, the school is able to use the playing fields of another local school; work with sports alliance provides specialist sports teaching and promotes extra curricular team sports. Pupils who are identified as gifted or talented are able to attend special activities such as the Challenge Week, which is organised by the local education authority (LEA).

LEADERSHIP AND MANAGEMENT

The quality of leadership, management and governance is satisfactory.

Main strengths and weaknesses

- The acting headteacher is providing a clear steer for school improvement
- Some subject managers need more training and support to help them to carry out their roles
- There are weaknesses in the management of provision for pupils with special educational needs
- Staffing costs are very high and this limits expenditure in other areas
- Governors are beginning to play a more strategic role in school management but do not fulfil all of their statutory responsibilities

Commentary

30. The acting headteacher enjoys the confidence of governors and parents who are positive about recent improvements under her leadership. She has created a team of key staff who are checking on teaching and making a good start in raising standards further. There has been a thorough analysis of test results and assessment data and this has led to the identification of the right priorities for development. For example, the teaching of reading has been reorganised with a clear structure for all teachers to follow and this has resulted in good standards being achieved. A similar exercise with the teaching of writing has not yet brought about the desired improvement in standards, although there are good indications that this is starting to happen now.
31. Several subject managers are at an early stage in their careers and are fairly new to their roles. All take their responsibilities seriously and are keen to support developments in the areas for which they are responsible. However, many of those most recently appointed have had no specific training for their leadership roles. For these subject managers, but also for others who are more experienced, opportunities to gain a clear view of the strengths and weaknesses in provision for a particular subject area are limited. In particular, some do very little classroom observation; this has had an impact in mathematics where some weaknesses in teaching have not been identified. There is no specific support for newly appointed subject managers, despite the considerable demands on the role in such a large school. In addition, some inexperienced teachers are not always given enough support to help them manage pupils with very difficult behaviour.
32. The special educational needs co-ordinator (SENCO) spends considerable time providing pastoral support to individual pupils and liaising with parents and outside agencies. However, she is not sufficiently involved in monitoring the quality of provision that pupils receive. Records are not kept up to date; in particular, reviews have not been held on specified dates and the outcomes of reviews are not systematically recorded on IEPs. Overall, the management of the provision for pupils with special educational needs is unsatisfactory.
33. The bursar manages day-to-day finances efficiently and keeps a clear overview of spending. However, for several years very high staffing costs have limited the funds available to spend on resources and staff training and this has an impact on the quality of educational provision. Strategic management of finances is unsatisfactory. The imbalance in the budget is now being addressed as the staffing structure is gradually being reorganised to reduce expenditure in this area. A small overspend in the last financial year has been cleared.
34. Governors are supportive of the school but have previously been too reliant on the headteacher. They have played too slight a part in strategic management or in holding the school to account for its performance. This has changed recently and they are now sensibly re-appraising their own organisation and involvement in the school. They take their roles very seriously; some making regular visits to classrooms and establishing links with various subjects. New governors have taken up available training. Some of their statutory duties are not met; records on pupils with

special educational needs are not maintained in line with requirements and there are omissions in the information given to parents.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,566,388	Balance from previous year	1,612
Total expenditure	1559,368	Balance carried forward to the next	7,020
Expenditure per pupil	2,612		

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching is leading to improvements in standards
- Pupils are achieving well in reading, which is planned and taught very effectively
- Writing skills are improving, but progress for some pupils is slowed by their negative attitudes
- Leadership and management of the subject are good

Commentary

35. By the end of year 6, standards are broadly average. Although this represents a less positive picture than at the time of the last inspection, the fall that occurred in the interim is now being addressed and standards are beginning to improve. Inspection evidence shows that pupils' achievement in reading is good and in writing it is satisfactory. Data from test results bears this out. Overall, girls do better than boys, especially in writing.

36. Although the school is more advanced in implementing the action it has taken to improve reading, the teaching of both reading and writing is rarely less than good. A significant factor influencing pupils' better progress in reading is linked to their attitudes, which are much more positive towards reading rather than writing. Most pupils really enjoy the highly structured reading sessions planned for them each day. Here they take part in a good range of stimulating experiences, including reading and discussing stories and information texts and using books and computers to find and present information. Pupils show very good interest in these lessons and their behaviour is often exemplary. They work well independently, in pairs and in groups, frequently offering each other good support and praise. Pupils' relationships with the many adults who help them in these sessions are very good. By the end of year 6 average and higher attainers read accurately and fluently showing good understanding. Below average attainers read suitable texts competently, paying good attention to punctuation, which is helping them develop expression and understanding. All pupils have a good awareness of authors and can express reading preferences.

37. In other literacy lessons, where writing is frequently the focus, pupils are organised into sets so that work can be matched more accurately to their needs. This is working well. In introductory sessions, lively teaching generally moves along at a brisk pace and captures and sustains the interest of virtually all pupils, including those with learning difficulties and behaviour problems. As such, teaching is effective in helping pupils to learn good strategies to plan and produce different types of writing, such as stories, fables, poems, instructions and reports. Average and higher attainers are keen to use these strategies and are becoming successful writers. By year 6, they give good thought to the content and structure of what they write and carefully consider their choice of vocabulary, grammar and punctuation. However, whilst many lower attainers know how to structure their written work, for example, they can say that a story needs to have an opening, then introduce and develop characters and the storyline and finish with a resolution, a significant minority, many of whom are boys, are very reluctant to write. At this point in lessons, these pupils apply themselves poorly to their tasks or find excuses to avoid writing, including misbehaving. Despite good teaching, therefore, the rate of learning for many pupils in these sets is sometimes not as good as it could be.

38. Pupils with learning difficulties are given good support in lessons. Teaching assistants work closely with them, keeping them focused and providing good encouragement and praise. Teachers ensure that these pupils are included well in lessons by, for example, answering

questions and sharing their work with the class. As a result, they make good progress. Pupils who speak English as an additional language are given additional help where necessary, but rarely have any problems understanding what is taught. Overall, they progress as well as their classmates.

39. Speaking and listening skills are promoted well in English and other lessons. The good opportunities that pupils have to voice their opinions, answer questions, discuss and present their work is supporting their confidence and good progress in this aspect.
40. Some particularly good features of the teaching are the good use of assessments to match work to pupils' needs and set them targets for improvement. Teachers also make very good use of ICT in reading lessons. A weaker aspect is the quality of marking, which is inconsistent. Some gives pupils good information about how to improve and reach their targets, whilst some is cursory.
41. The school is currently planning to appoint a new subject manager. In the meantime the role is being shared by two senior members of staff, one of whom has been leading and managing the subject for a number of years. Recent innovations, such as the revised organisation for teaching reading and the carefully structured approach to writing, are being well led and managed, despite these individuals' other major responsibilities.

Language and literacy across the curriculum

42. Provision for pupils to develop speaking, listening and reading skills across the curriculum is good. In many subjects, pupils are given a wide range of opportunities to talk and listen, for instance, explaining mathematical strategies or devising questions in geography about what they might look for when collecting data about their locality. Year 4 pupils research the meaning of key words linked to their history topic on ancient Egypt and practise spelling them correctly. The promotion of writing skills across the curriculum is less effective, although some good work was seen in history; for example, year 6 pupils' good accounts of life in Victorian times.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is too variable and this affects the rate of progress in the subject
- There is increasingly good use made of performance data
- The quality of marking varies

Commentary

43. The standards attained in mathematics are broadly in line with the national average. By the time pupils leave the school they have a secure grasp of how numbers work and know their tables, although only the higher attaining pupils have rapid recall. Most pupils use what they know to solve mathematical problems. The majority of pupils work confidently with the four number operations. However, in too many lessons pupils could achieve more.
44. The quality of teaching varies across the school between unsatisfactory and good. Overall, not enough is done to meet the needs of pupils of different abilities. In the good lessons, the teaching is lively and lessons move along at a good pace. Often there is work prepared for different groups of pupils so that all are working at the right level. However, there are occasions when all the pupils do exactly the same work. This results in some pupils struggling and others not being sufficiently stretched. For instance, higher attaining pupils are often expected to do more work rather than more challenging work. A good feature of much of the teaching is the use of individual whiteboards in introductory sessions. These make sure that all pupils are working to

answer questions but teachers do not take advantage of this situation to give a range of work to meet the needs of different pupils.

45. The quality of marking is too variable. Some work is not marked frequently enough and there is little in the way of helpful guidance about how children can improve. By contrast, other books are marked regularly and thoroughly. In these instances, teachers provide clear acknowledgment of how well children have done and there are constructive comments about how to improve. All pupils have learning targets for mathematics; this is a recent helpful improvement in teaching. However, marking makes no reference to the targets and so there is a missed opportunity to indicate to pupils how well they are progressing.
46. The management of the subject has some good features. The school recognises that there are pupils who could do better and is working hard to improve. There is some good use being made of the results of tests to identify pupils who may not be making enough progress. This information is being used to plan intervention programmes to help pupils to catch up. However, the subject manager does not have the opportunity to check on the quality of teaching and not enough is being done to identify where there is a need for improvement.

Mathematics across the curriculum

47. This is a good feature of the subject. Pupils throughout the school get some good opportunities to use mathematics in a range of subjects. They use their skills in subjects such as ICT when they work with data handling programs and in science to record results of experiments. They also use numeracy skills in aspects of geography when comparing rainfall in different countries. They use measuring skills in design and technology when planning and making models.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- A good range of practical experiences extends pupils' scientific skills
- Pupils enjoy science and most work well together in lessons
- A strong focus on scientific vocabulary encourages accuracy in describing and recording findings

Commentary

48. Pupils achieve well, making good progress in both their knowledge and understanding of scientific principles. A well-structured programme of work ensures progression and continuity in their experiences. In year 3, for example, pupils learn about the functions of the parts of a plant and about different life processes. In year 6, they study interdependency and adaptation, creating food chains and describing the function of micro-organisms. Enquiry skills develop well; pupils in years 3 and 4 understand the basic principles of testing and close observation of the outcomes while older pupils decide on methods for testing and draw conclusions based on evidence.
49. Teaching is generally good. Lessons are well organised, often starting with a recap of earlier learning so that pupils are made aware of what they already know and how this can be applied to new learning. In a lesson with year 4, for example, pupils used their knowledge of the properties of materials and the principles of electricity to predict what might act as a conductor in a circuit. Teachers give clear instructions about test procedures and often provide helpful pro-formas or encourage the use of tables or diagrams to record predictions and outcomes; this ensures that pupils can concentrate on the scientific elements of the lesson without spending too much time writing up their findings. Key vocabulary is introduced and emphasised and teachers generally encourage pupils to use it themselves to describe accurately what they observe. Just

occasionally, lessons could move on more quickly; teachers sometimes under-estimate the abilities of many pupils to organise tests and start to draw conclusions from what they find.

50. Pupils are enthusiastic about the subject, particularly the opportunities to have ‘hands on’ experiences. Most work sensibly together, sharing equipment and talking about their findings. In lessons in years 3 and 4 in particular, pupils worked very productively and learning moved on at a good pace. Occasionally, immature behaviour from a few of the older pupils slows the rate of learning as teachers take time to re-direct activities and remind them of what they should be trying to achieve.
51. The subject is well managed. A structured programme of work ensures good coverage of all aspects of the national curriculum. The subject manager has accurately identified some areas for improvement, including better tracking of pupils’ skills. A new assessment system has recently been introduced and initial use of this has resulted in some inaccuracies; the subject manager is aware of this. There are some shortages in resources and this sometimes affects learning. For example, in the lesson where pupils made circuits there was limited equipment and some time was lost as pupils negotiated, very sensibly, their turn in setting up the tests. ICT is used for research and spreadsheets are used to record results; however, the school has only one digital microscope.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been good improvement since last inspection
- Not all teachers are sufficiently confident in using and teaching the subject

Commentary

52. Provision for the subject has improved since the last inspection and standards are now broadly in line with those expected. The majority of pupils are confident in using computers; they understand how technology is used in a variety of ways but are more confident in some aspects than others. For instance, most pupils are very confident about using word processing and use their skills to improve the quality of their written work. However, not all year 6 pupils are as confident about using spreadsheets; some struggle to enter data accurately and are unsure about how to manipulate the cells to fit what they want to achieve.
53. Some of the work in simulations and in using art packages is particularly good. Pupils are very confident when working their way through adventure programs that make significant demands on a range of skills, many of them outside ICT. Some of the artwork produced by year 5 pupils demonstrated a sharp grasp of the potential use of technology to produce a range of images.
54. Most teachers are comfortable using the ICT suite and teach confidently, ensuring that learning moves on at a good rate. Just occasionally teaching is tentative due to a lack of confidence about particular programs or a lack of sufficient preparation for the lesson. The technical support is particularly effective in this situation, assisting the teaching and helping pupils. A few teachers are not sufficiently confident about their own abilities to teach in the ICT suite and their classes are taught by colleagues. Whilst there is no apparent impact on pupils’ learning as a result of this arrangement, some pupils may be at a disadvantage as ICT teaching becomes more integral to mainstream lessons.
55. The subject is enthusiastically led. The manager works closely with the technician and has a clear view of how the subject needs to develop further. A useful procedure for assessing pupils’ progress is being introduced and the current limited opportunity for pupils to use sensing

programs is being addressed. There is, however, a range of outstanding training needs that are required to improve the overall quality of teaching.

ICT across the curriculum

56. This is a good feature of the subject. ICT makes an impact on a range of subjects through the programs taught to teach ICT skills and some incidental use of ICT in other lessons. In the ICT suite, case, specific programs focus on subjects such as mathematics and art. In some classes, ICT supports work in history and geography through research opportunities and presentation of information, such as the year 6 multi-media presentations on St Lucia. Technology is also beginning to be used in teaching. The use of projectors and laptop computers is contributing to making lessons more interesting and improving the range of resources available for teaching.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good links with PSHE encourage pupils to appreciate key elements of the subject
- A shortage of artefacts affects the quality of teaching and learning

Commentary

57. The subject is currently in a state of transition with a new locally agreed syllabus being phased in over this academic year. Standards are broadly in line with expectations, with pupils making steady progress in learning about practices in three main religions and about the importance of faith in the lives of some people. Lessons during the inspection were focused on aspects of the Easter story. The most effective teaching used pupils' own experiences as a starting point; a lesson in year 5, for example, highlighted the importance of symbols used in our everyday lives before exploring the meaning of symbols that are significant to Jews and Muslims and the importance of the crucifix to Christians.

58. Scrutiny of pupils' work shows that they have explored similarities and differences across the three religions studied. In year 4, for example, there is some good comparative work on prayer and customs at significant times. Discussion and drama are sometimes used to enable pupils to empathise with significant characters and events, for example, the fear felt by Muhammad. Discussion is also used well to encourage pupils to appreciate the significance of special things and feelings through comparison with their own lives.

59. Teaching is satisfactory overall, but varies from unsatisfactory to good. There is clear guidance for planning and the most effective lessons draw sensibly on this and are focused on enhancing pupils' knowledge and understanding. In some lessons, limitations in resources and some dull activities inhibit learning. For the unit of work on Easter, for example, resources are outdated and do not capture pupils' interest or bring the subject to life. There are few visits to places of worship other than the local church and few visitors representing a range of faiths; the subject manager has identified this as an area for development.

History

60. It is not possible to make secure judgements about provision, standards or achievement in this subject. No lessons were seen, but pupils' work showed adequate coverage of the curriculum. Presentation is generally of a good standard and there are some good links that develop pupils' literacy skills, through, for example, research, writing and drama.

Geography

61. Only one lesson was seen in geography so no overall judgement is made about the quality of provision. Evidence from previous work, curriculum planning and discussions with the subject manager indicate that the curriculum covers all the aspects that it should, although there is limited study of places overseas for years 3, 4 and 5. Work in some areas is well up to the expected standards. There is some good emphasis on teaching mapping skills through the study of different places including the immediate locality. Pupils also develop some simple geographical skills that include conducting local surveys about the traffic problems in the local area. This gives them the chance to think about how their environment can be improved. The subject manager has sensible plans to review the curriculum to ensure that geography topics occur more frequently and to make better connections in areas of study, for instance, focusing on the local area and contrasting it with a different locality. The plans to introduce some orienteering should also further enhance the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art

62. Only one lesson was seen and it is not possible to judge the overall quality of provision. Discussion with the subject manager and scrutiny of the guidance for planning and work on display and in sketchbooks indicates that there are some gaps in pupils' experiences and their skills do not progress systematically as they go through the school. In years 3 and 4, pupils learn about a range of techniques such as colour mixing to create hues and tints. They experiment with shading and blending using paints, pastels and pencils and explore textures and printing techniques. Further up the school, use of sketchbooks and coverage of the prescribed units of work is very patchy. There is some good work, for example, detailed designs for Greek pots, occasional sketching and observational drawing and some work based on the study of artists such as William Morris. However, there is little improvement in pupils' skills; work on portraits in year 6 is at a similar level to that in year 3. Pupils do not get the opportunity to visit galleries or to work with artists in school. Limitations in accommodation restrict opportunities for large scale work or keeping work in progress.

Design and technology

63. It is not possible to make a secure judgement about provision in design and technology (DT). However, work on display and the one lesson seen suggest that pupils make satisfactory progress and reach the expected standards for their age. Since the last inspection, resources and the time allocated to the subject have been increased to a satisfactory level. Work shows that pupils engage in the full range of planning, designing, making and evaluating tasks. They think about the best materials to use and consider various joining techniques. When their product is complete, they evaluate how effective it is for its intended purpose and think of ways that it could be improved. In a year 4 lesson, pupils made good progress in developing measuring, folding and cutting skills whilst constructing various mechanisms, such as levers. Some good moving models of fairground rides were seen in year 6 where the work had been linked well to that done in science and ICT. Work in other year groups included using reclaimed materials to construct models of musical instruments and making sandwiches with a variety of fillings and different types of bread. Throughout the school, there is a notable weakness in the way that pupils record their work, much of which is untidy and does little to promote writing skills.

Music

64. It is not possible to make secure judgements about provision, standards or achievement in music. However, satisfactory improvement has occurred since the last inspection. Pupils now have sufficient time to study the subject and significantly more opportunities to perform and appraise music. The overall quality of teaching seen was satisfactory. During the inspection, lessons taken by the part-time specialist music teacher in the music room centred around pupils using the steel pans that were on loan to the school, so this presented a situation that was rather

different to the norm. In the two lessons seen, the teacher's good subject knowledge was clearly evident and the lessons were planned effectively. However, whilst pupils were keen to play, some became very frustrated because they had to wait to have a turn and this resulted in some inappropriate behaviour. In both lessons, the teacher had to spend considerable time dealing with behaviour issues, which ultimately slowed the learning of all pupils. In a class-based lesson for year 6 pupils, learning was also slowed by the attitudes of a significant minority so good teaching was not as effective as it should have been. In assemblies, pupils sang enthusiastically showing some awareness of musical elements, such as pitch and dynamics. Some good opportunities are provided for pupils to learn to play various instruments and to develop singing skills in the choir.

Physical education

65. Only lessons in games and dance were seen during the inspection and so it is not possible to make an overall judgement about the quality of provision. The lessons observed, the programme of work and discussions with the subject manager show that pupils receive a full programme of PE that includes all the required elements.
66. The lessons seen were overall satisfactory. Some dance lessons were weakened by the lack of preparation and not all of them provided enough exercise. Games lessons were more successful, although the lack of proper dress by teachers is not helpful in setting the right example and limits participation in the lesson.
67. The subject is supplemented by a significant number of extra activities that give many pupils good sporting opportunities. These include (or have included) football for both boys and girls, netball, athletics and regular cross country running. The school is a member of a government initiative 'sports alliance' that encourages schools to work together to increase the range of sporting opportunities and the expertise available.
68. Facilities for PE within the school are unsatisfactory. There is only one hall which is also used for assemblies and school meals thus restricting its availability. Outside games are restricted to relatively small uneven playgrounds that are covered in puddles after rainfall. This places some restrictions on the organisation of lessons. Use of outside facilities, such as local sports centres and the infant school's swimming pool, supplements what the school can offer.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

69. This area has high status in the curriculum. No lessons were sampled during the inspection, but there is a well-established programme of study which is given regular time and is well linked to other subjects. For example, work in religious education (RE) encourages pupils to empathise with people in different situations, consequently helping them to develop a greater understanding of feelings and risks.
70. There are well established visits from the local police liaison officer who delivers the 'Getting It Right' programme to all year groups covering aspects of drugs awareness. The school nurse supports the sex and relationships education programme in years 5 and 6. To help the oldest pupils develop their sense of responsibility, a regular feature of their lessons is 'baby minding' which involves nurturing an egg.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
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	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

