

INSPECTION REPORT

MENGHAM JUNIOR SCHOOL

Hayling Island

LEA area: Hampshire

Unique reference number: 116052

Headteacher: Mrs Jean Filtress

Lead inspector: Mrs Stephanie Lacey

Dates of inspection: 9th - 10th March 2005

Inspection number: 267307

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
Gender of pupils:	Mixed
Number on roll:	169
School address:	Palmerston Road Hayling Island Hampshire
Postcode:	PO11 9ET
Telephone number:	(023) 9246 2162
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Theresa Roche
Date of previous inspection:	18 th January 1999

CHARACTERISTICS OF THE SCHOOL

Mengham Junior School is an average sized school for pupils between the ages of seven and 11. It is one of two junior schools on Hayling Island. It has six classes. Pupils come from a wide range of social, economic and academic backgrounds. Many parents are engaged in seasonal work. Over 23 per cent of pupils are eligible for free school meals, which is broadly in line with the national average, but this does not reflect the economic disadvantages experienced by some families. Most pupils are white British, with two per cent from other ethnic backgrounds. Less than one per cent of pupils do not have English as their first language. When pupils start school in Year 3, their skills, knowledge and understanding are very wide-ranging. In most years, the overall profile is generally well below the levels expected for pupils of this age. Twenty-eight per cent of pupils have been identified as having special educational needs, which is above the national average. Four of these pupils have statements of special educational need for a range of physical, learning and behavioural difficulties, which is also above average. The percentage of pupils joining or leaving the school last year, other than at the usual points of entry or transfer, was very high.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3764	Mrs Stephanie Lacey	Lead inspector	English Art and design Music Religious education Special educational needs English as an additional language
11104	Dr Michael Fleming	Lay inspector	
24022	Mrs Julia Lawson	Team inspector	Science Geography History
30618	Mr Paul Story	Team inspector	Mathematics Information and communication technology Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school. Sound provision for pupils' education ensures that the achievement of most pupils is satisfactory. Clear leadership by the recently appointed headteacher is providing a sharp focus on the drive to raise standards and pupils are positive about learning. However, the school has serious weaknesses in relation to inconsistencies in teaching, which means that in some year groups, pupils' progress is not good enough in all subjects. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Most pupils are positive about school and work hard.
- Standards are not high enough in English, mathematics and science.
- The headteacher provides a clear educational lead for the new staff team.
- Staff and governors are committed to improving the provision for the pupils.
- There are inconsistencies in teaching, which have a negative impact on pupils' learning.
- Provision for pupils' moral and social development is good.
- Recent planning for work in different subjects provides a sound framework for learning, but is still being fine-tuned.
- There is a good partnership with parents.

The school has been through difficult times since the last inspection. Following the promotion of the previous headteacher a few years ago, there was a period of high staff turnover. As a consequence of this, pupils' behaviour deteriorated and standards fell. The school was run by temporary headteachers and appeared to be on a downhill slide. A new headteacher was appointed two years ago and, with the support of newly appointed senior staff this academic year, is beginning to turn the school around. Pupils' behaviour has also improved and most pupils are positive about learning. Planning for work in different subjects has improved and improvements to the accommodation have made the school an attractive place to work in. The school has tackled the issues from the last inspection related to: work in information and communication technology (ICT) and art and design; the role of subject co-ordinators; the accommodation: and provision for pupils' spiritual development. However, work on these weaknesses was superseded by the need to drive up standards and tackle the causes of pupils' underachievement. Although improvement has been unsatisfactory overall since the last inspection, the school is now making sound progress.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - bottom five per cent of schools. Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievement is satisfactory overall. This includes those with special educational needs, higher attaining pupils, those learning English as an additional language, pupils from minority ethnic groups and boys and girls. This year, pupils in Years 3 and 4 have made good progress in reading and Year 6 pupils have moved forward well in writing. However, in a few classes pupils do not achieve as well as they should in all subjects because of inconsistencies in teaching. This is

particularly so in Year 5. Standards remain well below the levels expected in English and mathematics and below those expected in science. Pupils' attainment is low when they start in Year 3 and they are not achieving well enough to raise standards overall. There is a large group of pupils in every year group working below the levels expected for their age and few working above those expected. The proportion of pupils joining the school after Year 3 is higher than average and this disruption also impacts negatively upon these pupils' progress. As the table shows, standards in Year 6 national tests have been well below average in English and Mathematics for the last three years and below average in science. In 2004, standards in mathematics were in the bottom five per cent of all schools. Standards were also well below those in schools with a similar free school meals entitlement. Overall, standards have fallen since the last inspection.

Pupils' personal development is good and fostered effectively by the school's good overall provision for their spiritual, moral, social and cultural development. Pupils are positive about school and behaviour has improved this year and is now satisfactory overall. Last year some pupils were excluded for inappropriate behaviour. Levels of attendance are well below the national average.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Teaching and learning are sound overall, although there are serious weaknesses in the teaching in different classes and subjects. A new staff team is working well together, but there are some inconsistencies in planning work, checking pupils' progress and setting high expectations for all pupils. These impact adversely on some pupils' learning in some subjects. Improvements in planning for different subjects mean that there is now a satisfactory curriculum, although some plans have been implemented very recently and are not fully developed. A good range of clubs and visits enhances pupils' experiences effectively. Care, guidance and support for pupils are good and staff have developed a good partnership with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are sound overall. The headteacher is an effective leader. New staff are developing their leadership roles well and currently providing sound guidance for staff. Governance is satisfactory. Governors are very supportive of the school and all statutory requirements are met. The school has a clear view of its strengths and weaknesses based on careful evaluations. Financial management is sound, but does not take sufficient account of the principles of best value.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents, who returned the questionnaire and attended the meeting held for them, were positive about all that the school does for their children. They praised the teaching, the approachability of the staff and the arrangements for settling in. There was some concern about behaviour and information about pupils' progress. Pupils clearly like their teachers and are very positive about having an adult to turn to if they are worried at school. Over half do not think that other pupils behave well. The inspection found that most pupils behave well, with a small minority finding it hard to conform to the school's high expectations. Information given to parents about their children's progress is currently satisfactory, with some good improvements planned.

IMPROVEMENTS NEEDED

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

- Raise standards, especially in English, mathematics and science.
- Tackle the inconsistencies in the quality of teaching by establishing clear expectations for lesson planning and evaluating how well pupils are doing, as well as ensuring that there is a consistent level of challenge for all pupils.

- Implement and fine-tune the new planning for work in different subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall pupils' achievement is satisfactory. Standards have fallen since the last inspection and in all year groups are well below the levels expected in English and mathematics and below those expected in science. Recent improvements in provision are beginning to have a positive impact on pupils' progress, especially in Year 6.

Main strengths and weaknesses

- Standards have been well below average in Year 6 national tests for several years.
- Pupils' achievement is satisfactory overall although standards in work seen in school are well below the levels expected in English, mathematics and below the levels expected in science in all year groups.
- Strong teaching in some classes enables pupils to achieve well, but in a few classes pupils do not do as well as they should.
- A strong focus on improving the teaching of mathematics is beginning to have a positive impact on pupils' achievement.
- Pupils with special educational needs often make good progress when they are supported by teaching assistants.

Commentary

Standards have been well below average in Year 6 national tests for several years.

1. Standards in national tests have fallen since the last inspection and for the last three years have been well below average in English and mathematics. Standards in science were also well below average in 2004, although slightly higher in previous years. For the last two years pupils have not done as well as those in schools with a similar free school meal entitlement or as in schools where pupils achieved similar standards in their Year 2 tests. (This latter comparison is tenuous in 2004 because of the high levels of mobility in Year 6.) Improvement has consequently been below the national trend. There are several reasons for these low standards. They include:
 - Low attainment on entry.
 - High staff turnover in the last few years.
 - Several changes in the leadership of the school.
2. As the table shows last year standards fell further and pupils did not reach the targets set for them. The particular reasons for this include:
 - These pupils had made insufficient progress in Years 3 to 6.
 - Poor behaviour in Year 6 affected pupils' progress.
 - Year 6 teachers had not followed the mathematics and science curriculum.
 - Both Year 6 teachers left in the middle of the year.
 - A high proportion of pupils had moved into the school recently.

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

Standards in:	School results	National results
English	23.9 (25.1)	26.9 (26.8)
mathematics	23.4 (24.9)	27.0 (26.8)

science	25.3 (28.3)	28.6 (28.6)
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There were 61 pupils in the year group. Figures in brackets are for the previous year.

Pupils' achievement is satisfactory overall, although standards in work seen are well below the levels expected in English and mathematics and below the levels expected in science in all year groups.

- The inspection found that overall most pupils' achievement is satisfactory and that pupils are making steady progress. This satisfactory achievement is not enough to raise standards significantly and overall they remain well below the levels expected in English and mathematics and below levels expected in science. This is because few pupils do better than expected for their age and a large proportion are working below the levels expected. There is no difference between the achievement of different groups, with boys and girls, higher attaining pupils, pupils with special educational needs and those learning English as an additional language all moving forward at a steady pace. Standards seen in other subjects were below the levels expected and well below the levels expected in ICT.

Strong teaching in some classes enables pupils to achieve well, but in a few classes pupils do not do as well as they should.

- In some classes, especially in Year 6, it is evident that strong teaching is having a positive impact on pupils' achievement. Good use is made of teachers' strengths and a range of different class and group arrangements means that most pupils are taught by at least two teachers. Consequently, most pupils benefit from good teaching at some time during the week and are making good progress. The school is tracking pupils' progress carefully and this year some pupils have moved forward well since September, with pupils in Years 3 and 4 doing particularly well in reading, although one of the mathematics groups did not make the progress expected. The school's monitoring indicates that this was related to the quality of the teaching. Year 5 pupils have not made as much progress this year as other year groups in English and mathematics because of inconsistencies in teaching. Year 6 pupils have made good progress overall, especially in writing, with a few pupils not doing so well in reading.

A strong focus on improving the teaching of mathematics is beginning to have a positive impact on pupils' achievement.

- This year, with support from the local education authority, the school is focusing on raising standards in mathematics. This is having a positive impact on work in classrooms and in most lessons seen pupils achieved well. Pupils' work indicates that these improvements are recent and have not yet impacted on standards.

Pupils with special educational needs often make good progress when they are supported by teaching assistants.

- The achievement of pupils with special educational needs is satisfactory overall. It is not any better because teachers do not always plan appropriate work for these pupils and it is sometimes too difficult. However, when these pupils are working with a teaching assistant they often move forward well because of the sensitive and focused support that they are given.

Pupils' attitudes, values and other personal qualities

Pupils are positive about all the school has to offer. Their behaviour is usually at least satisfactory and much improved this year. Overall, pupils' personal development is good and reflects the good overall provision for their spiritual, moral, social and cultural development. Attendance levels are well below the national average. This is a similar picture to that at the time of the last inspection.

Main strengths and weaknesses

- Relationships among pupils and between pupils and adults are good.
- Pupils enjoy their lessons and show good attitudes to learning.

- Pupils develop a good understanding of their responsibilities towards others.
- The overall rate of attendance is too low.

Commentary

Relationships among pupils and between pupils and adults are good.

7. Boys and girls get on well together. Pupils are normally polite and friendly. They are very positive about the effectiveness of arrangements such as the 'buddy system' that they helped to devise. They work together well in lessons and enjoy activities that involve co-operation, such as basketball. As a result, their social development is good.

Pupils enjoy their lessons and show good attitudes to learning.

8. Classrooms usually have a calm atmosphere in which pupils concentrate well on their work. Pupils relish the experiences, opportunities and instruction that are offered. They are excited when they achieve a new level of understanding or acquire a new level of skill. A small minority of pupils have behavioural and emotional difficulties and are supported effectively in class. There are some occasions when these pupils show reluctance to accept their teacher's direction, or become more absorbed with their own whims than the lesson. Usually they do not disrupt other pupils' learning. Last year, as the table below shows, there were a number of times when pupils were excluded from school for inappropriate behaviour. These exclusions involved six boys and four girls; most of these pupils have now left the school. Behaviour is much improved this year and there is little evidence of bullying. There have been no exclusions this term and only two pupils excluded last term. This improvement stems from a concerted effort by all staff to raise standards of behaviour. The 'top table' at lunch and the 'Fun time club' are good examples of this. Pupils' spiritual development is better than at the last inspection, so for example they readily take opportunities for reflection provided during assembly, but their experience of a wide range of cultural traditions is still not broad enough.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
No ethnic group recorded

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
144	22	0
1	0	0
1	0	0
1	0	0
1	0	0
21	0	0

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

Pupils develop a good understanding of their responsibilities towards others.

9. The programme for pupils' personal, social, health and citizenship education (PSHCE) helps pupils to develop a good understanding of their responsibilities towards others. Pupils understand and accept the school's promotion of the principle of caring. They develop into moral beings with a good understanding of the needs of their peers and sensitivity to others. Any call for volunteers, whether to answer a question or to tidy at the end of a lesson, leads to a sea of eager hands.

The overall rate of attendance is too low.

10. The table below shows that last year attendance was well below the national average. The school has numerous strategies to improve the rate of attendance. They include awards for attendance (which are popular with pupils), rapid contact with pupils' homes when an absence is unexplained and support from the Educational Welfare Officer. These have been successful in reducing the amount of absence during the current year, but despite the clear advice they receive from the school, some families still fail to ensure that full attendance is a top priority.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.4	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the school provides a satisfactory quality of education. Teaching and learning are satisfactory overall, but with serious weaknesses in the level of consistency in lesson planning, assessment and expectations. Planning for work in different subjects is satisfactory, with interesting development planned. The accommodation is good and provides opportunities for flexibility in grouping of pupils. Pupils are cared for well and the good partnership with parents enhances pupils' learning.

Teaching and learning

Overall the quality of teaching and learning are satisfactory. However, there are inconsistencies in teaching, which have a negative impact on the learning of pupils in some year groups in some subjects. Assessment procedures are also satisfactory, but not consistently applied. Pupils do not have a clear understanding of what they need to do to improve.

Main strengths and weaknesses

- Teachers' management of behaviour has improved and in most lessons pupils respond well, work hard and enjoy learning.
- There are inconsistencies in the quality of teaching, which have a negative impact on some pupils' learning.
- Teaching assistants provide good support for pupils with special educational needs.
- The current focus on mathematics is having a positive impact on the quality of teaching in the subject.
- Some teachers have particular strengths.
- Pupils do not have a clear picture of what they need to do to improve.

Commentary

11. Overall the quality of teaching is satisfactory. This ensures that most pupils make steady progress, but teaching is not yet good enough to enable pupils to make rapid gains in learning and to raise standards. As the table shows, the quality of teaching seen in lessons ranged from very good to unsatisfactory. The strongest teaching seen was in English and mathematics in Year 6 morning sessions. The quality of teaching is not as strong as it was at the time of the last inspection.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	8	11	2	0	0

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

12. Pupils are organised into six classes. There are three Year 3/4 classes and a further three Year 5/6 classes. Pupils work in these classes in the afternoons. In the mornings, which are currently spent on literacy and numeracy, pupils are grouped differently. In Years 3 and 4 pupils are grouped by ability for mathematics, while in Years 5 and 6, there are two Year 5 groups and two Year 6 groups. This means that most pupils are taught by two teachers. A job share arrangement in Year 5 means that a few pupils have three teachers.

Teachers' management of behaviour has improved and in most lessons pupils respond well, work hard and enjoy learning.

13. The school has worked hard and successfully to improve pupils' behaviour and attitudes so that there is a calm and settled atmosphere in classrooms. All staff are implementing the newly agreed whole school approaches to behaviour management. In most lessons seen behaviour was at least satisfactory and pupils settled to work sensibly. Pupils are now positive about learning and this helps them to acquire new skills and understanding. A few pupils have been identified with significant behaviour problems. They are supported well by staff, especially the teaching assistants and cause less disruption in class than was the case last year.

There are inconsistencies in the quality of teaching, which have a negative impact on pupils' learning.

14. In spite of the many good features in the quality of teaching, there are nonetheless some serious weaknesses related to inconsistency in practice. This means that overall pupils' learning and their overall achievement are satisfactory, rather than any better. These inconsistencies include:
- Variation in the quality of teaching in different classes.
 - Inconsistencies in planning from class to class, with insufficient account taken of pupils' different learning needs in some classes.
 - Lack of consistency in written planning and record keeping, which makes it difficult for teachers to track pupils who work with different teachers.
 - Varying degrees of challenge from class to class, with not enough expected of some pupils.
 - Variation in the quality of the learning experience planned, with some lessons interesting and lively and others rather boring.
 - A good concentration on using displays as visual aids in lessons, but less attention given to the display and celebration of pupils' work.

Teaching assistants provide good support for pupils with special educational needs.

15. Teaching assistants work well with teachers to provide good support for individuals and small groups. Frequently they work with pupils who have special educational needs, providing extra support in lessons. Sometimes they work with pupils outside the classroom on targets related to these pupils' individual education plans. This is helping these pupils to gain confidence and to make sound progress in their learning.

The current focus on mathematics is having a positive impact on the quality of teaching in the subject.

16. The school's work on the development of mathematical provision is beginning to raise the quality of teaching. Four of the six lessons seen were good, with pupils making good gains in their learning.

Some teachers have particular strengths.

17. Individual teachers have strengths in different subject areas and this good subject knowledge impacts positively on their teaching. This was particularly the case in ICT. The deputy headteacher leads the teaching in Years 5 and 6 by his good example.

Pupils do not have a clear picture of what they need to do to improve.

18. Staff track pupils' progress carefully and are building up a detailed picture of pupils' attainment and progress in English and mathematics particularly. Teachers use this information to organise groups and plan work. Assessment procedures for work in other subjects are at the early stages. Most pupils are not clear about what they have to do to improve. This is because:

- Marking of pupils' work does not always tell pupils whether they have met the objective for the lesson.
- Pupils do not know which level they are working at or what they have to do to reach the next level. The school has introduced individual targets for pupils, but these stem from what pupils do not know, rather than building on what they have learnt so far.

THE CURRICULUM

Good headway has been made in developing an interesting curriculum with support from the local education authority (LEA). Planning is still in the early stages in some subjects. The curriculum is enriched by a range of visits and visitors and by extra-curricular activities. Staffing is now more stable than in recent years. The accommodation is good and resources are well organised. There have been some improvements since the last inspection.

Main strengths and weaknesses

- Good attention is being given to developing an interesting programme of work, but planning is at the early stages.
- Systems for planning the timetable make it difficult to keep a check on the coverage of work in different subjects.
- Planning for PSHCE is good and has had a positive impact on behaviour.
- Good use is made of clubs, visits, visitors and special events to enrich the curriculum.
- Teaching assistants make a valuable contribution to pupils' learning.
- High staff turnover has had a negative impact on the work of the school.
- The accommodation and school grounds are spacious and used well to support teaching and learning.

Commentary

Good attention is being given to developing an interesting programme of work, but planning is at the early stages.

19. There has been a high turnover of staff since the last inspection and this has led to a lack of continuity in developing planning for different subjects. The present senior staff are committed to improving the curricular opportunities offered to pupils and are working hard to implement a 'whole school' curriculum that ensures continuity in pupils' learning. The new 'interim' curriculum is generally satisfactory and is sufficiently broad and balanced to meet statutory requirements and the local agreed syllabus for religious education. Where possible, planning for different subjects is linked by a 'theme' or 'topic' in order to make the work relevant and interesting.

20. The school has addressed the weaknesses highlighted by the last inspection in relation to planning for ICT and art and design. It has modified its long-term plans for ICT to cater for mixed age classes and adapted national guidance documents as a basis for planning in art and design. Planning for all subjects is now satisfactory overall. It is based on a combination of national guidelines, local authority planning documents and the school's own plans. The school is modifying these plans as they are implemented to cater for mixed age classes and the needs and interests of the pupils. The school has responded well to the introduction of mixed age classes by introducing a two-year rolling programme of topics. The school is at the early stages of implementing these new plans.

Systems for planning the timetable make it difficult to keep a check on the coverage of work in different subjects.

21. There are weekly 'year group' meetings to plan, evaluate and monitor work and this is improving continuity between parallel classes. At these times the classes' timetables for the following week are set. These vary from week to week and this makes it difficult for senior staff to ensure that the curriculum is being appropriately covered. Currently, there is an emphasis on English and mathematics, with most of the mornings spent on these two areas. Staff are aware of the need to check that pupils are actively engaged in these long sessions. Some subjects are 'blocked' and this can lead to long periods when pupils are not taught a particular subject. This has impacted adversely on their progress in religious education, for example.

Planning for PSHCE is good and has had a positive impact on behaviour.

22. There are good opportunities for pupils to learn about personal, social and health education and citizenship. This is because this area of learning is planned well into the schools curriculum map and is appropriately linked to other subjects. There has been good attention to developing this area in the last year and this is having a significant and positive impact on behaviour. Pupils talk enthusiastically about their responsibilities and feel that their views are listened to through the school council. There are opportunities for pupils to discuss different social issues such as behaviour and to share their expectations with one another. The provision for drugs education and the teaching of sex education and relationships is also given appropriate attention.

Good use is made of clubs, visits, visitors and special events to enrich the curriculum.

23. In addition to work in lessons, there is a range of activities organised for pupils at lunchtimes and after school. These include football, netball, ICT and cookery clubs. Pupils of all ages enjoy these activities and particularly enjoy the lunchtime 'play scheme' which they feel has helped to improve behaviour at this time. Pupils' learning is enhanced by well-chosen visits. The school minibus is used effectively to help pupils to explore their immediate locality and further afield. Through these experiences pupils learn about living things, compare contrasting locations and learn to sail. There are good opportunities for pupils to perform in front of others and to learn from the experiences of a range of visitors who bring learning alive.

Teaching assistants make a valuable contribution to pupils' learning.

24. The school benefits from a generous number of teaching assistants. They have clearly defined roles within the classroom and make a valuable contribution by supporting pupils with special educational needs. The school values the work of teaching assistants and places emphasis on training and support. As a result, all teaching assistants are enthusiastic and confident in their roles.

High staff turnover has had a negative impact on the work of the school.

25. In the last few years there has been a very high turnover of teaching staff. This has had a negative impact on the work of the school because it has been difficult to establish a whole school approach to teaching and curriculum development. Staff have left the school for a variety of reasons and in September four of the six full-time class teachers were new. There is every indication that the situation is now more stable with staff committed to improving provision for the pupils.

Accommodation and grounds are spacious and well used to support teaching and learning.

26. The school has improved its use of the accommodation since the last inspection. The building is very well maintained by the caretaker and cleaning staff. Pupils benefit from additional space for music, ICT and the library. Resources are now centrally stored and easily accessible to support teaching and learning. Good use is made of 'shared' learning areas to withdraw pupils for small group work and for more practical activities such as art and design and design and technology. The outdoor area is planned well to include quiet areas, an amphitheatre and grassed and paved playing surfaces. Pupils look after their school grounds in the 'environment club' and are proud of the recent upgrading of a memorial garden.

Care, guidance and support

The school takes good care of pupils and provides good guidance and support. Systems for ensuring pupils' health and safety are good. Good account is taken of pupils' views. This area has improved since the last inspection.

Main strengths and weaknesses

- Relationships between staff and pupils are good.
- Pupils are given good personal support and guidance.
- Pupils feel their ideas are taken seriously.
- Good account is taken of pupils' medical and other health needs.

Commentary

Relationships between staff and pupils are good.

27. Pupils get to know their teachers quickly in Year 3 and feel that they are understood well by them and by teaching assistants. Pupils like their teachers and are confident in approaching them for help with their work or any other problems. Relationships are developed effectively in the popular extra-curricular activities. These good relationships form a firm basis for teachers' high expectations of good behaviour and pupils generally feel confident that they are treated fairly. Consequently, behaviour has improved and is now satisfactory.

Pupils are given good personal support and guidance.

28. There are good procedures in place to guide and support pupils in their personal development and these are helping pupils to raise their self-esteem and feel confident in their own abilities. In lessons, there are sound procedures to support pupils in their academic progress. Teaching assistants provide effective support based on good preparation with class teachers before lessons and an understanding of what is required, both for pupils with special educational needs and others. Teachers take care to use pupils' responses in lessons, as well as their written work, to assess what they need to do in order to improve, but this is not always communicated successfully to pupils. Pupils with special educational needs have clearly written individual education plans, which are useful for staff, but there is more scope for involving pupils in writing the plans.

Pupils feel their ideas are taken seriously.

29. The school council operates effectively. Pupils are pleased to be consulted. They feel that their suggestions are taken seriously and are pleased with the impact they have had on the school. School council initiatives include the work that has been done on developing the outside areas, changes to lunchtime arrangements and the successful 'buddy' scheme.

Good account is taken of pupils' medical and other health needs.

30. There are suitable arrangements for dealing with any accidents or illness and to ensure child protection. Staff are briefed well to cope with pupils' particular needs, such as any that might require treatment for diabetes or asthma. The health and safety policy is regarded as a model of good practice by the local education authority. There have been worthwhile moves to improve pupils' knowledge and practice regarding healthy eating and the school intends to achieve official recognition as a Healthy School.

Partnership with parents, other schools and the community

The school has developed an effective partnership with parents, which has improved since the last inspection. Pupils benefit from the school's satisfactory relationships with other schools and the wider community.

Main strengths and weaknesses

- The school works hard to take account of parents' views.
- Parents are increasingly supportive of the school's work.
- Arrangements for pupils joining the school are effective.
- The partnership with other schools is satisfactory, with some opportunities lost to make greater use of its connections with other schools and the wider community.

Commentary

The school works hard to take account of parents' views.

31. Overall, the modest numbers of parents who communicated their opinions through the pre-inspection questionnaire and meeting suggests that there are still some parents who do not share their views with the school. However, the school has a good range of strategies to increase their involvement, for example by instituting annual surveys and by consulting parents about changes to policies. Parents were also consulted about the improved format of annual reports on pupils' progress. Individual approaches to inform the school of parents' issues, concerns or suggestions, are dealt with well. A significant minority of parents who did respond to the questionnaire sent to them before the inspection were concerned about pupils' behaviour. The inspection found that this was now satisfactory. Some parents were also unhappy with the information given to them about their children's progress. The inspection found that this was satisfactory as well, with regular consultations and improved reports. However, parents of pupils with special educational needs do not have the opportunity to comment in writing on their child's individual education plan.

Parents are increasingly supportive of the school's work.

32. In response to the school's efforts to develop and present itself as a caring community that operates for the benefit of parents and pupils, parents are increasingly attracted to becoming involved in their children's education. Most parents routinely hear their children read at home daily and some have helped with improvements to the school environment or by sharing their skills, such as an artist/potter. Parents' increasing enthusiasm for involvement has led to the revival of Friends of Mengham School (FOMS), which is poised to raise useful funds for the benefit of pupils, such as by increasing the number of interactive whiteboards.

Arrangements for pupils joining the school are effective.

33. Parents feel that preparations for entry to the school are good and their children are happy at school. The transfer of information about pupils is effective. Pupils get to know their future teacher while still in their infant school and they visit to be shown round by pupils who are already established. Pupils confirm that this process works for them and that they settle quickly.

The school could make greater use of its connections with other schools and the wider community.

34. The school has participated in a scheme that fosters communication and cooperation between teachers from the infant and junior schools about mathematics, but there have been few such initiatives in other curriculum areas or with the secondary school where most pupils continue their education. There are some useful links, including publicising classes for parents that take place in the community room at the nearby infant school, visits for French and ICT at the secondary school and support from a range of outside agencies. Pupils enjoy and benefit from visits and visitors; they would like more.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are satisfactory. Leadership is sound, with the headteacher providing strong, clear leadership, which is at the centre of the drive for improvement. The recently appointed deputy headteacher and assistant headteacher are developing their roles effectively. Management is also sound. Governance is satisfactory, with the very supportive governors having a clear view of what needs to be improved, but not always providing sufficient challenge. This is a similar picture to that at the time of the last inspection.

Main strengths and weaknesses

- The headteacher provides strong, clear leadership and has a determination to ensure all pupils succeed.
- The new senior managers support the headteacher well, although subject management is at an early stage of development.
- A systematic agenda for improvement is based on good analysis of data and monitoring of teaching and learning.
- The professional development of staff has been given a high priority.
- The very supportive governors have a sound understanding of the areas requiring development and are developing their monitoring role in order to offer a suitable level of challenge.
- The day-to-day running of the school is efficiently managed and there are good financial systems in place, although the principles of best value are not consistently applied.

Commentary

The headteacher provides strong, clear leadership and has a determination to ensure all pupils succeed.

35. Since her appointment two years ago the headteacher has led the school well. She has a clear vision for improvement based on valuing all pupils equally, developing their confidence and creating positive attitudes to learning and life. She has made a careful analysis of the school's strengths and weaknesses and developed a detailed agenda for improvement, although, a high staff turnover has made it difficult to move forward quickly.

The new senior managers support the headteacher well, although subject management is at an early stage of development.

36. Since their appointment in September the two senior managers have worked closely with the headteacher to form an effective leadership team. They have provided a clear and supportive lead in recent initiatives to improve pupils' attitudes and behaviour and raise standards in mathematics. Their effectiveness is reflected in an increasing unity of purpose and a calm and ordered atmosphere for learning. They have worked well to achieve much in a relatively short period of time. Subject management is at an early stage of development. Most teachers have taken on responsibilities for their subjects this year. The focus this year has been on work in mathematics, PSHCE and, more recently, in English. This work is beginning to have a positive impact on provision. The special educational needs co-ordinator has been in post for some time. She is well organised and manages the area well and, as a consequence, pupils with special educational needs achieve well when taught in small groups.

A systematic agenda for improvement is based on good analysis of data and monitoring of teaching and learning.

37. Over the past two years the headteacher has created a detailed improvement plan in consultation with staff, governors and local authority advisers. This has been central to the drive for improvement, although progress has been slowed by the high staff turnover. Good systems are now in place to monitor and evaluate provision through termly lesson observations, tracking and comparison of pupils' progress and analysis of data. Consequently, the headteacher has a very clear view of strengths and weaknesses in provision. Good use is made of this information and that from parental questionnaires to plan for the future. The headteacher plans to widen the consultation process in preparation for the next two-year cycle. She is aware that currently the criteria used to evaluate improvement are not linked sufficiently to the impact of new initiatives.

The professional development of staff has been given a high priority.

38. The headteacher has made good use of professional development opportunities for staff at all levels. Activities have centred on the induction of new staff, development of a common approach and work to support improvement plan initiatives on behaviour and mathematics. These are having a positive impact on the work of the school. Good opportunities are provided

for individual development and these arise from the performance management process and the school's priorities for improvement. There are good arrangements to support newly qualified teachers.

The very supportive governors have a sound understanding of the areas requiring development and are developing their monitoring role in order to offer a suitable level of challenge.

39. Almost all governors are relatively new to the post. They clearly care about the school and the headteacher keeps them well informed about the areas that need development. They ensure the school complies with statutory requirements and are developing their monitoring role through a programme of informal visits and training from the local education authority. They exercise suitable control over the school's finances and are beginning to develop a strategic role. However, they have been very dependent on the headteacher and local authority for support and guidance and are therefore not yet in a position to probe or challenge the school.

The day-to-day running of the school is efficiently managed and there are good financial systems in place, although the principles of best value are not consistently applied.

40. Secure systems have been developed to ensure the smooth day-to-day running of the school. Routines are simple and understood well by all staff. Teaching assistants, clerical and other staff all make an effective contribution to this. There are good financial controls in place and the reduction in budget as a result of falling pupil numbers has been managed well. Suitable account is taken of the school's needs and different possibilities explored in budget preparation. Good value for money is sought in purchases, but major expenditure is not yet linked clearly to improvements in standards. In addition, principles of best value are not consistently applied in spending decisions. A suitable carry forward provides the school with a cushion against any further changes in its situation.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	565,140
Total expenditure	563,064
Expenditure per pupil	2,917

Balances (£)	
Balance from previous year	15,511
Balance carried forward to the next year	17,587

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement is satisfactory but standards are well below the levels expected.
- Teachers are encouraging pupils to develop their speaking and listening skills, but planning for the development of these skills is at the early stages.
- There is some interesting work planned to help pupils to improve their reading skills, but there are some gaps in the overall provision for pupils' reading development.
- Pupils develop their writing skills through interesting tasks.
- Some teachers challenge pupils effectively, but overall the quality of teaching is satisfactory.
- The new subject manager is providing a clear lead.

Commentary

	Years 3 to 6
Standards of attainment	Well below levels expected
Achievement	Satisfactory
Quality of teaching and learning	Satisfactory
Quality of curriculum leadership	Satisfactory
Other factors affecting achievement	Standards are well below the levels expected when pupils start in Year 3
Improvement since the last inspection	Unsatisfactory until this year

Pupils' achievement is satisfactory but standards are well below the levels expected.

41. Overall pupils' achievement is satisfactory, with no difference between the achievement of higher attaining pupils, those with special educational needs, those from minority ethnic groups, those learning English as an additional language and boys and girls. Pupils achieved well in the lessons seen in Year 6 and satisfactorily in most other lessons. However, some pupils in Year 5 have not made sufficient progress this year in reading and writing because of inconsistencies in teaching. Good progress has been made by pupils in Years 3 and 4 in reading and by pupils in Year 6 in writing. Standards are wide-ranging, but remain well below the levels expected in all areas of English. There remain a large group of pupils in each year group who are working below the levels expected of them and only a few pupils who are working at higher levels.

Teachers are encouraging pupils to develop their speaking and listening skills, but planning for the development of these skills is at the early stages.

42. Teachers have correctly identified the need to develop pupils' speaking and listening skills so that they have a firm foundation for work in reading and writing. Many pupils have a limited vocabulary and have difficulty in understanding the meaning of simple texts, for example. Lesson introductions and conclusions are used effectively as opportunities for pupils to express themselves in a large group and many pupils speak confidently at these times. Planning for the development of pupils' skills in other subjects and for pupils to take part in a variety of activities such as debate, reporting back, interviewing and drama is not yet developed.

There is some interesting work planned to help pupils to improve their reading skills, but there are some gaps in the overall provision for pupils' reading development.

43. There are several good features in the provision that the school makes for pupils to develop their reading skills, especially in Years 3 and 4. Staff have a clear picture of which pupils need extra support, for example and the special needs co-ordinator organises extra help for those who need it. She is experienced and knows the pupils and their families well. These pupils are not always so well provided for when they work with the whole class and sometimes are expected to use texts that are too difficult for them. Planning for the teaching of reading skills is developing. Staff are now using group reading sessions as a way of moving pupils forward, although not all staff approach this in the same way. This is confusing for those pupils in Year 5 who have two teachers. There is also an expectation that pupils will read at home and share books with parents and carers. There is a useful reading diary that can be used as a basis for a dialogue between home and school. This is not monitored sufficiently in older pupils' classes and teachers do not keep a check on the suitability of individual pupils' selected books. Some pupils are trying to read books that are much too difficult. Some pupils benefit from sharing a book with one of the band of voluntary helpers who visit the school regularly. There is a spacious and attractive library. This has a good range of both non-fiction and fiction books. However there are not enough books for readers at the early stages. More books have been purchased very recently and the intention is that all fiction books should be organised into levels of difficulty. There are no book areas in classrooms to stimulate pupils' interest and enjoyment, although sometimes good quality writing is used as a basis for the literacy hour.

Pupils develop their writing skills through interesting tasks.

44. Teachers plan some relevant and purposeful writing tasks for pupils and this has led to some lively writing, especially in Year 6. There are a number of displays of pupils' poetry around the school, for example and some extended writing based on Philippa Pearce's '*Tom's Midnight Garden*'. In most literacy lessons there is a good emphasis on teaching pupils about spelling and grammar, although sometimes this lacks sparkle and pupils lose interest. Pupils find spelling difficult and the school is planning to put improvement in this area as a top priority for next year. A handwriting policy has been agreed and pupils have regular writing practice. Sometimes pupils do not form their letters correctly because they are not shown how to do so, but are expected to copy from a printed sheet or some board writing put up before the lesson.

Some teachers challenge pupils effectively, but overall the quality of teaching is satisfactory.

45. The quality of teaching ranged from good to unsatisfactory in the lessons seen. It is sound overall and ensures that pupils' achievement is satisfactory. Some teachers help pupils to learn effectively. Their lessons are lively and interesting, with challenging questions, a range of learning tasks to keep pupils' interest and clear expectations of what pupils should learn in the session. In the satisfactory and the one unsatisfactory lesson, the work was not presented in a very interesting way and not sufficiently modified for pupils of different ability. All teachers are using 'working walls' displays to remind pupils of what they have learned in lessons and this provides a useful visual aid. Generally teachers give pupils satisfactory feedback on how they are doing in lessons, but pupils are not clear about the levels they have reached, or what they need to do to progress.

The new subject manager is providing a clear lead.

46. The subject manager joined the school in September and already has a clear picture of what needs to be done to raise standards. He has audited the book stock and monitored the quality of teaching with the headteacher.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

47. Pupils develop their language and literacy skills satisfactorily in other subjects, particularly the humanities. Staff try hard to make reading and writing relevant for the pupils by linking the development of skills to work on 'topics'.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are well below the levels expected.
- Pupils' progress varies from class to class and is particularly slow in Year 5.
- Recent initiatives to develop a common approach and raise standards are beginning to have an impact.
- The quality of teaching and learning varies between classes.
- There is good leadership of the subject by the new subject manager.

Commentary

Standards of attainment	Well below the levels expected
Achievement	Satisfactory overall with slow progress in Year 5 and some other classes
Quality of teaching and learning	Satisfactory overall although there are inconsistencies between classes
Quality of curriculum leadership	Good
Other factors affecting achievement	Recent high turnover of staff has delayed improvement. Initiatives and focus on raising standards are beginning to have a positive impact
Improvement since the last inspection	Unsatisfactory until this year

Standards are well below the levels expected.

48. In 2004 standards achieved by pupils in Year 6 national tests were very low. The school's analysis indicates a similar position this year. In work seen most pupils are working below the level expected for their age. They often do not have a secure understanding of basic number skills and cannot apply these to solving problems. Pupils enter Year 3 well below the expected level. They do not make sufficient progress over time to overcome this. The school has seen raising attainment as a priority and has been having some success, but the high turnover of staff and changes in subject leadership have restricted progress.

Pupils' progress varies from class to class and is particularly slow in Year 5.

49. Careful tracking and analysis by the school clearly shows that progress made by pupils this year varies from class to class with pupils in Year 5, in particular, failing to make expected gains in learning because of inconsistencies in the quality of teaching. In other year groups progress varies between classes. In one Year 6 class and in the Year 3/4 top group pupils have moved forward well. All groups of pupils, including boys and girls and those pupils with special educational needs, make similar progress. Although pupils are introduced to new strategies and techniques, insecure previous learning limits progress. For example, Year 5 pupils had insufficient recall of multiplication tables or understanding of place value to solve problems.

Recent initiatives to develop commonality of approach and raise standards.

50. Over the past two terms the school has worked hard to achieve similar expectations across year groups and a common approach within the new teaching team. Good use has been made of the National Numeracy Strategy as a basis for planning and to ensure balanced coverage of all aspects of the subject. Assessment procedures have been developed to provide an informed view of strengths and weaknesses in provision. Adviser advice and input, lesson observations and scrutiny of pupils' work and teachers' planning have all been used to

improve consistency. The school now groups pupils by ability in mixed age classes in Years 3 and 4 and employs additional teachers to create smaller groups by age in Years 5 and 6, which is having a positive effect on pupils' achievement.

The quality of teaching and learning varies between classes.

51. The quality of teaching is satisfactory overall. Variations in approach and differences in the quality of teaching and learning between classes are hindering the drive to raise standards. Teachers follow the National Numeracy Strategy format and are focusing on developing mental strategies. However, pupils' recall of basic number facts are not sufficiently practised or reinforced. Teachers generally maintain a good pace in lessons and use different resources to capture pupils' interest. Insufficient use is made of resources such as whiteboards or number fans to ensure all pupils are contributing or to check their understanding. Tasks are introduced with clear explanations but often do not take account of what pupils already know, understand and can do. The quality of presentation, marking and target setting varies from class to class. Pupils are not always sure how well they are doing or what they need to do to improve. Well-briefed teaching assistants support pupils with special educational needs well and enable them to make similar progress to their peers. In three lessons teachers made good use of interactive whiteboards and digital projectors to illustrate teaching points but the use of ICT to enhance learning is still at an early stage of development.

Good leadership of the subject by the new subject manager.

52. The new subject manager has already made considerable progress on analysis, monitoring and evaluation. She has improved resources and is determined to raise standards. She has worked closely with colleagues and local authority advisers on this priority. Despite this emphasis and evident passion there is still clear evidence of variations in approach and expectations between classes.

Mathematics across the curriculum

53. Opportunities for pupils to use mathematics in subjects such as geography, science and design and technology often occur incidentally and rely on teachers identifying suitable tasks. They are not systematically identified in subject planning and do not therefore help pupils apply or extend their skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards have fallen since the last inspection and are below expected levels.
- There are good opportunities for pupils to undertake practical investigations.
- Work is not always matched well to the needs of all pupils.
- Pupils enjoy science; they show interest and excitement in their work.
- Marking does not make pupils sufficiently aware of their learning or how to improve their work.
- Resources are good, they are accessible and are used well.
- The subject manager is committed to improving standards in science.

COMMENTARY

Standards of attainment	Below expected levels
Achievement	Satisfactory
Quality of teaching and learning	Satisfactory
Quality of curriculum leadership	Satisfactory
Other factors affecting pupils' Achievement	<ul style="list-style-type: none"> • Low attainment on entry • Unsettled staffing in recent years

	<ul style="list-style-type: none"> • Inconsistencies in teaching and assessment
Improvement since the last inspection	Unsatisfactory until this year

Standards have fallen since the last inspection and are below expected levels.

54. Standards have fallen since the last inspection and have continued to fall in recent years. They reached their lowest levels in 2004 when they were well below the levels expected for pupils in Year 6. However, the very recent appointment of a more settled staff that is committed to raising standards means that all pupils, including those with special needs now make satisfactory progress. The introduction of regular testing means that staff are now better informed about how well pupils are achieving in the different strands of science. The most recent results show standards to be improving for all pupils in some topics covered this year. Analysis of pupils' work and observation of lessons in Years 3 and 4 show that standards still remain below levels expected for the majority of pupils.

There are good opportunities for pupils to undertake practical investigations.

55. The school has placed good emphasis on improving the range of practical activities in science. This is particularly beneficial to pupils with special educational needs, when they are supported by teaching assistants. Analysis of pupils' work shows that they now have sufficient opportunities for undertaking their own experiments and for investigating for themselves. This is helping all pupils to improve their enquiry skills in predicting, interpreting and drawing conclusions. For example, in Years 3 and 4 pupils understand the need for fair tests when testing the absorbency of paper and explained their results at the end of the lesson. During lessons pupils work effectively in pairs when undertaking practical work, they take turns to experiment and readily share their findings.

Work is not always matched well to the needs of all pupils.

56. Analysis of pupils' work highlights weaknesses in the planning for different abilities within each class and this is affecting pupils' achievement. There is generally a lack of additional challenge for higher attaining pupils and some methods for recording are inappropriate and work is unfinished. In lessons, pupils make good progress when tasks are matched to their ability or additional support is available. In these lessons pupils are well focused and sustain good interest in their work because they are appropriately challenged. When work is not well matched to the different needs of pupils, the pace of work is too slow for some pupils and others find the task too difficult to complete on their own.

Pupils enjoy science; they show interest and excitement in their work.

57. Pupils have positive attitudes to science. They say lessons are enjoyable because '*they can find out for themselves*'. They respond well to the practical elements of this subject. Pupils talk enthusiastically about visitors and using the school grounds to support their work on 'Forces' and 'Living Things'.

Marking does not make pupils sufficiently aware of their learning or how to improve their work.

58. Marking is inconsistent between classes and teachers do not make their expectations clear. For example, the presentation of pupils' work varies and some work is unfinished. Older pupils have recently started to evaluate their own learning at the end of each topic and identify areas for further learning. However, these new procedures are not applied consistently or used by teachers to plan further work.

Resources are good, they are accessible and are used well to support teaching and learning.

59. Teachers use a range of resources that support pupils' learning and sustain their interest. They use magnifiers to examine the properties of materials and droppers to test absorbency of different materials. The quality of resource books on display is good and these relate well to pupils' work in science. The organisation and accessibility of resources has improved since the last inspection.

The subject manager is committed to improving standards in science.

60. There has been unsettled staffing and a lack of continuity in subject leadership in recent years. This has led to a lack of subject development and has contributed to the falling standards in this subject. The new subject leader is an experienced manager and in the short time since her arrival has identified key areas for improvement. This role will be further enhanced when science becomes a focus for whole school development and when procedures for analysing and monitoring standards are more firmly embedded.

INFORMATION AND COMMUNICATION TECHNOLOGY

Work in information and communication technology was sampled and so it is not possible to make a judgement about provision. Nor was it possible to reach secure judgements about the quality of teaching and learning from the very limited evidence available. This included one full lesson, part of a lesson, a lunchtime club, teachers' planning and little recorded work.

Commentary

	Years 3 to 6
Standards of attainment	Well below expected levels
Achievement	Insufficient evidence
Quality of teaching and learning	Insufficient evidence
Quality of curriculum leadership	Sound
Other factors affecting achievement	<ul style="list-style-type: none"> • Improvement in resources • Good development of the curriculum • Staff confidence and expertise has improved
Improvement since the last inspection	Satisfactory

Standards in Year 6 are below those expected nationally.

61. It is evident from the work seen that standards at the end of Year 6 are well below those expected. Work on display shows pupils in Years 5 and 6 use word processing and incorporate pictures in English and history. They recall creating instructions for traffic lights and lighthouses last term but are only just beginning to enter data on a spreadsheet and create a simple formula. Older pupils have not been taught skills sequentially nor had sufficient opportunity to practise, develop or consolidate them at a level suitable for their age. Considerable changes in staff and key personnel have meant that the school has only recently introduced a more consistent and focused approach to the subject. The school sees this area of its work as a priority for development.

62. Pupils enjoy the opportunities for 'hands-on' activities and the chance to try out what they have learnt. Many have access to computers out of school and a lunchtime club offers younger pupils a chance to practise different techniques using a paint program. In a very good lesson seen in Year 5/6 the very brisk pace and brief clear explanations gave pupils the maximum opportunity to work at entering data on a spreadsheet. It also illustrated the need to begin at a very low level because of their limited previous experience.

Recent improvements in resources, development of teachers' expertise and the curriculum.

63. Recent additional computers in the ICT suite, the installation of interactive boards in two rooms and plans to extend these when funds permit, mean the school is now able to offer greater opportunity for whole class teaching. The teachers who have interactive boards and digital projectors use these as an illustrative teaching tool that captures pupils' interest and supports learning. The subject manager has worked closely with the local education authority adviser to modify national guidance to ensure coverage of all expected strands through a termly whole school focus. This term all pupils are working with spreadsheets. This helps address gaps in pupils' knowledge but has not yet raised attainment. Teachers have benefited

from support and guidance from the subject manager. An audit of teachers' skills and identification of areas needing improvement is planned.

Subject management is developing.

64. The recently appointed and knowledgeable subject manager is currently on maternity leave and the headteacher is 'caretaking' the subject. There has been no opportunity yet to monitor or evaluate the quality of teaching and learning other than through examples of work. Assessment is at an early stage of development and there are plans to create a portfolio of examples. Outside the sessions in the suite and the use made of the interactive boards, no use of the additional classroom computers was seen during the inspection.

Information and communication technology across the curriculum

65. Although some use is being made of digital projectors and interactive boards to illustrate learning in some lessons, teachers do not consistently use pupils' ICT skills and knowledge to support work in other subjects. The school is not yet promoting this effectively.

HUMANITIES

Work in the humanities was sampled. One lesson was seen in religious education and one in history. Geography was not timetabled for the week of the inspection in any class. History was taught in Years 5 and 6 and religious education was only timetabled for one class. It is therefore not possible to make an overall judgement about provision in these subjects.

RELIGIOUS EDUCATION

Standards of attainment	In work seen standards did not meet the requirements of the local agreed syllabus
Achievement	Satisfactory in lesson seen
Quality of teaching and learning	Satisfactory in lesson seen
Quality of curriculum leadership	Insufficient evidence
Other factors affecting pupils' achievement	Poor literacy skills make it difficult for some pupils to record their work.
Improvement since the last inspection	Insufficient evidence to make a judgement

Standards in work seen do not meet the requirements of the local agreed syllabus.

66. There was limited evidence to make an overall judgement on standards. Pupils record their work in a 'topic' book alongside work related to science and the humanities. The work related to religious education is minimal and because of the juxtaposition with work on other subjects, it makes it difficult for pupils to look back and reflect on what they have learnt. Much of the work is not recorded and involves class discussion. Currently there are no systems in place to record the knowledge and understanding that pupils demonstrate at these times. In conversation with older pupils it is clear that they have little recall of what they have covered. There are several factors that combine to account for the low standards. These include:

- Lack of a weekly lesson, with worked 'blocked' into longer sessions.
- Long term planning at the early stages. (The school has waited for the new agreed syllabus to be published.)

There are good links made with work in PSHCE.

67. Pupils' work and the lesson seen reflect the good links made with work in PSHCE. In the lesson, pupils were considering why the Bible is important to Christians and in preparation for this discussion, spent some time talking about what was important to them. The good quality of the class discussion demonstrated the hard work that the staff have put in, in order to help pupils to discuss their feelings and emotions.

Resources are organised well, but are insufficient.

68. There has been good improvement made since the last inspection in the organisation of resources. These are now clearly labelled in the resource room. However they are insufficient to teach the syllabus well. There are, for example, insufficient Bibles for a class to work with. There are not enough books about religions in the library.

History and Geography

69. Scrutiny of pupils' work in **history** and **geography** shows that pupils benefit from visits and well-chosen resources to support their learning. In geography, for example, pupils explore a coastal area to compare locations and use maps to identify natural features such as headlands and bays.
70. In history a wealth of resource materials helps pupils to research life for the ancient Greeks.
71. There is limited evidence of pupils' work in history and geography. However, work seen in books and in one lesson indicates that pupils are working below the levels expected. Teaching and learning were satisfactory in the history lesson seen. There are developing links with other subjects through well-chosen topics. In history, pupils develop their understanding of our world through mapping the Roman invasion. They use research skills to locate information and create simple 'dramas' from their findings. In both subjects new vocabulary is consistently introduced and reinforced in marking. Pupils record their work in different ways. There was no evidence of links with ICT.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Work was sampled in creative, aesthetic, practical and physical subjects. Part of an art lesson was seen as well as two design and technology lessons. Music was not taught during the inspection and two physical education lessons were seen. This was insufficient evidence to make a clear judgement on provision in these subjects.
73. At the time of the last inspection standards in **art and design** were judged to be below the expected levels. This was related to inadequate planning for the development of skills. With support from the local education authority, planning has improved. However, these improvements are fairly recent and not yet embedded in practice. The limited amount of work on display and pupils' sketchbooks indicate that standards are still a little below the levels expected. There is little evidence of painting, printing or work with fabrics. During the inspection pupils in Years 3 and 4 were working with papier mache to make 'bodies', with good support from a parent helper. Some carefully painted tiles in the entrance hall show that pupils sometimes use the work of famous artists as a basis for their own.
74. It is not possible to reach secure judgements about standards or the quality of teaching or learning in **design and technology** from the very limited evidence of work. National guidelines are used as the basis for planning with pupils studying topics linked to termly themes. From the examples seen it is clear that pupils are being taught to develop ideas, before designing and making products. Pupils examine and disassemble examples of products during planning, but there is little evidence of pupils evaluating their work or considering how to improve it. In the two lessons seen teaching and learning were satisfactory. Year 5/6 pupils prepared to make slippers for a specific person, examined a wide variety of examples, considered suitability and recorded construction and materials. In one lesson pupils progressed much further as more time was allocated to the task. Although teachers had chosen interesting resources, the attention of some pupils wandered during discussions, affecting the pace of learning adversely. The new subject manager has not yet

had the opportunity to monitor standards but recent training has been well used to improve staff confidence and expertise. Resources are sufficient for the topics studied and accommodation is good, with a specialist area for food technology. ICT is not yet being used to design or control products.

75. A specialist, who was not in school at the time of the inspection, takes all classes for **music** this year. The school has sensibly decided to teach music in this way, as a temporary measure, because some staff lack subject expertise. No class music lessons were seen during the inspection and so it is not possible to make a judgement on the quality of teaching and learning. There are also opportunities for pupils to learn to play the clarinet, flute, fife and recorder, keyboard and violin. Some pupils take advantage of this. A small group were observed playing the recorder, flute and clarinet with a visiting teacher. These pupils were at the early stages, but showed some familiarity with musical terminology and clearly enjoyed the session. Pupils' singing in assembly indicated that standards are broadly in line with the levels expected. The school is fortunate in having a separate music room, which has a satisfactory amount of pitched and un-pitched instruments. The subject co-ordinator has a clear and appropriate plan for developments in the subject this year related to revising long term planning.
76. In **physical education**, the scheme of work, teachers' planning and records show the expected strands of gymnastics, games, athletics, dance, swimming and outdoor adventurous activities are all being covered. During the year pupils in Years 3 and 4 enjoy regular swimming sessions and results are above average for their age. In a good Year 3/4 lesson on orienteering, teaching points ensured the well-prepared activity developed pupils' stamina and understanding of the task. Although pupils considered how to refine their performance they did not have an opportunity to apply this. In a less successful Year 5/6 football lesson pupils worked to improve their passing and ball control, but there were too few opportunities for them to reflect on or improve their technique. The inattention of some pupils slowed the pace of learning. The new subject manager has not yet had the opportunity to monitor work in the subject. National guidelines form the basis for planning. Resources are at least adequate overall and for gymnastics have been improved since the last inspection, with plans for further additions when funds permit. The large field, hall and playground areas support learning well. The wide range of clubs, coaching opportunities and success in competitive sports are a strength and pupils are clearly enthusiastic about these opportunities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. No lessons were seen in this subject, but the school's curriculum map and displays suggest that planning is good. All pupils benefit from a well-planned curriculum that includes health and safety and drugs education. A sex and relationships programme is part of the scheme of work and meets statutory requirements. The school follows a recurring topic approach on aspects such as '*behaviour*', '*feelings*' and the '*qualities of a friend*'. This enables the school to constantly reinforce its values and ethos.
78. There have been good improvements to this area in recent years. All staff are committed to addressing the needs of the pupils in their care. As a result, behaviour has improved and pupils are developing positive attitudes to their work. Pupils, including those with special needs, say they feel valued because there are opportunities for them to share their expectations and to work with independence. They feel the school council has made a difference to some aspects of their school life and enjoy their responsibilities. Pupils take seriously their playtime 'buddy' roles and help others to share their worries or to find friends.
79. Pupils experience a good variety of activities and tasks such as learning how to be a 'junior citizen' and listening to advice from visitors about keeping safe and healthy. They are encouraged to take responsibility for planning and carrying out their ideas such as raising money for charity. Pupils respond well to this approach and feel that their efforts are acknowledged and rewarded. The impact of the school's policy, plans and practice is evident in the improved attitudes and behaviour of the pupils during the inspection. Leadership and

management are effective in ensuring that PSHCE has an appropriately high status throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
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	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3

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	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
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).

