

INSPECTION REPORT

REEDHAM PRIMARY SCHOOL

Reedham, Norwich

LEA area: Norfolk

Unique reference number: 120844

Headteacher: Jean Dorling

Lead inspector: Alison M Cartlidge

Dates of inspection: 10th - 12th January 2005

Inspection number: 267554

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 5 - 11
Gender of pupils: Mixed
Number on roll: 75
School address: School Hill
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Norfolk
Postcode: NR13 3TJ
Telephone number: (01493) 700 271
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Appropriate authority: The governing body
Name of chair of governors: Rev Clive R Duxbury
Date of previous inspection: February 1999

CHARACTERISTICS OF THE SCHOOL

The school is much smaller than most primary schools but has grown considerably since the time of the last inspection. This will be the first year when Year 6 has sufficient pupils to make national test results more reliable indicators of attainment. Most pupils come from owner occupied homes in the village and surrounding area. Attainment on entry to the school varies and is broadly average this year. Most pupils are of white-British origin and no pupils have English as an additional language. The number of pupils joining the school after the Reception Year is proportionally quite high and the uptake of free school meals is average. The number of pupils identified as having special educational needs, including statements, is **average**. Most pupils with special educational needs are in Years 4 to 6 and have either emotional and behavioural difficulties or learning difficulties.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------|----------------|---|
| 23609 | Alison Cartlidge | Lead inspector | Mathematics Science Art and design Design and technology Music Physical education Religious education |
| 1112 | Peter Oldfield | Lay inspector | |
| 23239 | Mike Capper | Team inspector | Foundation Stage English Information and communication technology Geography History Personal, social and health education Special educational needs |

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REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 4 - 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 7 - 9 |
| Standards achieved in areas of learning and subjects | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 9 - 14 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 14 - 15 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS | 16 - 24 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 25 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Reedham Primary School provides an **acceptable standard of education** but has serious weaknesses. Teaching is satisfactory overall, and members of staff are caring and friendly. There is a commitment to school improvement, but the underachievement of pupils in English, mathematics and science has not been identified and therefore action has not been taken to check the decline in standards by the end of Year 2. Pupils are positive about their school and develop satisfactory attitudes and behaviour. The school does not provide satisfactory value for money.

The school's main strengths and weaknesses are:

- Leadership and management have not ensured that weaknesses in provision are identified and rectified quickly.
- Pupils do not achieve well enough in English, mathematics and science.
- Reception children achieve well in personal, social and emotional development.
- Teaching takes insufficient account of pupils' differing needs in the mixed age classes, though a new teacher is having a good influence on learning in Years 5 and 6.
- There is good provision for the care, welfare and safety of pupils.
- Parents are positive about the school and the school has good links with the community and other schools.
- Good use is made of visits, visitors and clubs to enrich the curriculum.
- Pupils are given too few opportunities to use their literacy, numeracy and information and communication technology (ICT) skills to support learning in other subjects.

The school is not as effective as it was at the time of the last inspection in February 1999. Leadership and management are less effective and not all issues raised at that time have been addressed fully.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | A | B | A | D |
| mathematics | B | B | A | C |
| science | A | A | A | C |

*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.*

A very small number of pupils take national tests by the end of Year 6. In 2004 there were only 4 pupils in this year group. This makes national test results unreliable indicators of attainment because each pupil counts for a very large percentage. Year groups in the school are much larger than in the past, giving a more accurate picture of attainment and achievement.

Pupils' achievement is unsatisfactory. Children's attainment on starting school varies and is broadly average this year. Children's attainment is on target to exceed the expected levels by the end of the Reception Year in personal, social and emotional development, and to meet them in communication, language and literacy, mathematical development and knowledge and understanding of the world. Children achieve satisfactorily in this year group. They achieve well in personal, social and emotional development and in learning

letter sounds. No children in this year group have been identified as having special educational needs.

The achievement of pupils, including those with special educational needs, is unsatisfactory overall in Years 1 to 6, although pupils in the current Years 5 and 6 are making better progress than in the past. Teachers do not always plan work that matches pupils' differing needs, and in some weeks, pupils in Years 2 to 4 do not spend enough time working with the teacher. The needs of the potentially higher attaining and gifted and talented pupils are not consistently met because teachers do not always challenge them enough.

When compared with all schools, national test results at the end of Year 2 in 2003 and 2004 were well below average in reading, writing and mathematics. Standards of work seen during the inspection in the current Year 2 remain well below the expected levels in reading, writing, mathematics and science.

Pupils in the current Year 6 are working at the levels expected in mathematics and science but are below them in English, with writing being weaker than reading. There is insufficient evidence to form judgements on attainment and achievement in other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory. Pupils are happy at school and have satisfactory attitudes towards learning. Most behave well and develop good relationships with members of staff and each other. Rates of attendance are unsatisfactory, though attendance is better this year, and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall, with the best teaching being in Years 5 and 6. All teachers have good relationships with the pupils. However, they do not all use assessment information consistently to help plan tasks that meet pupils' differing needs. Teaching of children in the Reception Year is satisfactory overall and the nursery nurse and teacher work together closely to plan suitable work. In Years 2 to 4, there is too much unsatisfactory teaching, especially when pupils spend too long without contact from the teacher and when work is not matched well to pupils' needs. At these times, their attention wanders and they do not learn as well as they should. The curriculum is satisfactory with good opportunities for enrichment. Teachers provide too few opportunities for pupils to use their writing, numeracy or ICT skills to support learning in other subjects. There are good levels of health, care and safety provision, though pupils' academic progress is not supported adequately. There are satisfactory links with parents and good links with the community and other schools.

Accommodation and resources are satisfactory overall, though the accommodation for children in the Reception Year is unsatisfactory because it is cramped. The school has suitable plans to extend this area.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. The headteacher and other members of staff are committed to school improvement but weaknesses in the way the school's work is monitored and evaluated have limited school improvement and there is insufficient emphasis on raising attainment. The small number of co-ordinators are keen and hardworking but have heavy workloads and insufficient opportunity to monitor provision in their subjects. Governance is satisfactory overall. Governors are involved in all aspects of

the school's work and monitor spending and the development of the premises well. However, information collected from monitoring teaching and learning is not used well enough to help teachers improve and governors do not ensure that statutory requirements are met in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the work of the school, though some would like better information on their children's attainment and progress. Pupils are particularly positive about playtime and their friends.

IMPROVEMENTS NEEDED

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

- Improve the effectiveness of leadership and management by monitoring teaching, learning and standards rigorously and taking action to address weaknesses.
- Increase pupils' achievement in English, mathematics and science.
- Improve teaching, learning and assessment by meeting pupils' differing needs consistently.
- Provide greater opportunity for pupils to use their literacy, numeracy and ICT skills across the curriculum.

and, to meet statutory requirements:

- Ensure that the governors' annual report to parents includes statutory targets and the school brochure includes statutory information about national test results and targets.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils, including those with special educational needs, is unsatisfactory overall. By the end of Year 2, pupils' attainment is well below the nationally expected levels in English, mathematics and science. Attainment varies at the end of Year 6, due to year groups having been exceptionally small in the past. Pupils in the present Year 6 are on target to meet nationally expected levels in mathematics and science but are below them in English and, whilst achieving well this year, have not made enough progress in the past.

Main strengths and weaknesses

- Children in the Reception classes achieve well in personal, social and emotional development.
- Pupils do not achieve well enough in English, mathematics and science.

Commentary

Reception Year

1. Children's attainment on starting school in the Reception Year is broadly average this year and their achievement is satisfactory. Most children are on target to exceed the expected levels in personal, social and emotional development and to meet them in communication, language and literacy, mathematical development and knowledge and understanding of the world. Children make good progress in personal development and in learning about letter sounds because the teacher and nursery nurse focus particularly well on teaching these skills. No children in this year group have been identified as having special educational needs. Attainment is similar to that found at the time of the last inspection, though attainment has improved in knowledge and understanding of the world, where planning has been improved.

Key Stage 1 (Years 1 and 2)

2. When compared with all schools, national test results at the end of Year 2 in 2003 and 2004 were well below average in reading, writing and mathematics. The proportion of pupils achieving the higher than expected level (Level 3) was also well below average. Standards of work seen during the inspection in the current Year 2 remain well below the expected levels in reading, writing, mathematics and science. Attainment is lower than at the time of the last inspection because pupils of differing abilities often complete the same tasks, and some weeks, pupils spend too little time working with the class teacher in English and mathematics lessons.

Key Stage 2 (Years 3 to 6)

3. The number of pupils taking national tests in Year 6 has been very small for the last few years and, consequently, results vary from one year to the next. In 2004, attainment was well above average in English, mathematics and science when compared with all schools. However, when compared with schools with similar prior attainment, results were average in mathematics and science and below average in English and pupils did not make enough progress overall, since the end of Year 2. Inspection evidence indicates that attainment in the current Year 6 is below nationally expected levels in English, with reading being stronger than writing, and in line with them in mathematics and science. Pupils' attainment is lower than at the time of the last inspection in English and similar to that time in mathematics and science.

4. A scrutiny of pupils' work and the school's own assessment information shows that work is not always closely matched to pupils' needs and, as a result, some pupils do not achieve as well as they should. Leadership and management have not been effective in identifying and rectifying this underachievement. Attainment in speaking and listening is in line with nationally expected levels by the end of Year 6 and pupils' achievement is satisfactory in these aspects of English. However, not all pupils are good listeners in Years 2 to 4. There is no significant difference between the achievement of girls and boys.
5. There is insufficient evidence to form a judgement on pupils' attainment and achievement in religious education and ICT because no lessons were observed and there is little pupils' work in these subjects. Teachers provide limited opportunities for pupils to use their literacy, numeracy and ICT skills to support their learning in other subjects. This has a negative impact on the rate at which skills are developed. Other subjects were not a focus for the inspection and no overall judgements have been made on attainment and achievement.
6. The achievement of pupils with special educational needs is unsatisfactory. Whilst pupils receive some good support from teaching assistants and the special educational needs co-ordinator, teachers do not always indicate in their planning how needs are to be met and work provided is not always appropriate. Gifted and talented pupils have not been identified, and work in lessons is sometimes insufficiently challenging for potentially higher attaining pupils. Most parents are happy with the progress their children make at the school, though one in six parents in the pre-inspection questionnaire did not feel that their children were expected to work hard or do their best.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory. Pupils develop satisfactory attitudes towards learning. Relationships throughout the school are strong and pupils' behaviour is satisfactory overall. Attendance is unsatisfactory.

Main strengths and weaknesses

- Relationships within the school community are good.
- Older pupils are confident and most have good self-esteem.
- The school is successful in teaching right from wrong and children in the Reception Year demonstrate good personal development.
- Procedures for dealing with bullying are thorough.
- Pupils in Years 2 to 4 do not always behave well when working with a classroom assistant.
- Attendance figures are improving, but were well below average in the last reporting year.

Commentary

7. As at the time of the last inspection, relationships at the school are well developed. Most pupils get on well together and with members of staff. Older pupils help younger pupils in the playground and show them consideration and kindness. Pupils like coming to school and especially enjoy playtimes and the company of their friends. Reception children settle into school routines well. Most pupils in Years 5 and 6 are confident and enjoy sharing their ideas and views with adults. They especially enjoy helping with minor tasks about the school and in class. Pupils' attitudes towards learning are satisfactory overall, though some pupils do not take enough pride in their written work.

8. Personal development is promoted satisfactorily overall, with the difference between right and wrong being promoted well. Children in the Reception Year are on target to exceed the expectations for their year group in personal, social and emotional development. They have good attitudes towards learning and behave well because the teacher and the nursery nurse provide clear guidance and support in this area of learning. Older pupils appreciate the responsibilities of living in a small community and have a good awareness of moral responsibility.
9. The school's high expectations for good behaviour are clearly posted around the school. These are well understood and are followed by most pupils in class, around the school and on the playground. However, some pupils in Years 2 to 4 do not observe these expectations, especially when working with teaching assistants away from the classroom. Some pupils in the pre-inspection questionnaires noted that they did not like the naughty behaviour of a few pupils, and were not sure whom to speak to if they were worried. However, a discussion with pupils during the inspection week showed that pupils are happy with the way that class teachers deal with their concerns.
10. The school has thorough procedures for investigating and monitoring instances of bullying. Behaviour at the school is satisfactory overall and there have been no recent exclusions. Some parents feel that behaviour is not as good as it was in the past, and inspection findings agree that it is not as good as at the time of the last inspection, when it was judged to be good.
11. As at the time of the last inspection, pupils make satisfactory progress in developing spiritual awareness. The vicar is a frequent and welcome visitor to the school and leads a good assembly once a week. Pupils do not show a strong awareness or appreciation of cultural traditions other than their own.

Attendance

12. Attendance was unsatisfactory in the last reporting year, being well below national levels and not as good as at the time of the last inspection. Attendance in the current school year has improved as a consequence of the school highlighting attendance requirements and following up absences with telephone calls. Not all parents value the benefits of regular attendance, and some take their children on term time holidays. Pupils usually arrive at school punctually.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.1 | School data | 0.5 |
| 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

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall, though assessment procedures are unsatisfactory. The curriculum is satisfactory with good opportunities for enrichment. There are good levels of health, care and safety provision; however, pupils' academic progress is not supported adequately. There are satisfactory links with parents and good links with the community and other schools.

Teaching and learning

Teaching is satisfactory, although there are variations from class to class in how well pupils learn. Assessment is unsatisfactory because not enough use is made of assessment information to help plan work that meets differing needs.

Main strengths and weaknesses

- Good teaching of personal, social and emotional skills helps children in the Reception class to learn well in this area of learning.
- Pupils' differing needs are not always met successfully in Years 2 to 4, where there is too much unsatisfactory teaching.
- Teaching is good overall in Years 5 and 6.
- Teaching assistants are hard working and committed but too much is sometimes expected of them.
- Teachers do not make enough use of assessment information to help them plan what pupils need to learn next.
- The school does not have assessment procedures for all subjects.

COMMENTARY

Summary of teaching observed during the inspection in 15 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 0 | 7 | 6 | 2 | 0 | 0 |

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

13. The quality of teaching and learning is similar to that found at the last inspection, though there is more unsatisfactory teaching than at that time. Most of the good teaching seen during the inspection was in Years 5 and 6, where a new part-time teacher has been appointed in this academic year to work with the headteacher.
14. In the Reception class, teaching and learning are satisfactory overall. Teaching is most effective in personal, social and emotional development. The nursery nurse makes a good contribution to learning, showing good skills and a good understanding of the needs of young children. The teacher and nursery nurse work together closely and have high expectations of behaviour and independence. Members of staff have a good knowledge of both the social and educational needs of individual children. There are good opportunities for children to take the initiative in their learning, helping them to learn to take turns and to develop their own ideas. Children also learn well when being taught letter sounds. Teaching at these times is good because learning is fun and children quickly learn to associate letter 'names' and 'actions' with different letter sounds. There is a suitable balance between child-led and teacher-initiated activities but children sometimes work on the same task as the Year 1 pupils in the class. At these times, not all needs are met effectively.
15. In Years 2 to 4, the pupils' differing needs are not always met well enough. As a result, teaching and learning are unsatisfactory overall. Pupils spend too much time working with teaching assistants in numeracy and literacy lessons, with the teacher having insufficient input into their learning on a daily basis. Whilst the teacher provides sound support to the groups of pupils he is working with, this is not always the case when pupils are working with teaching assistants. The teaching assistants are hard-working and committed but they sometimes struggle to manage behaviour and they lack the skills of a qualified teacher. In subjects other than literacy and

numeracy, pupils of differing ages or abilities often do the same piece of work. This means that the work is not appropriate for all pupils, being either too hard or too easy for some. In this class, teaching is most successful when the teacher plans suitable practical activities. At these times, pupils respond well, quickly becoming engrossed in their work. For example, in a good design and technology lesson, the teacher made good use of demonstration to show how pneumatics work, and he then gave them good opportunities to apply these skills to a practical task, with the work taking good account of their previous experiences and learning.

16. In Years 5 and 6, teaching is good in over half the lessons and a new teacher is having a good influence on learning. A scrutiny of work shows that pupils are making good progress in the current academic year. The two teachers work together well, sharing information. They are well organised and are successful at managing behaviour. They set high expectations in literacy and numeracy lessons and there are clear routines in place to help pupils understand what is expected of them. As a result, there is a purposeful working atmosphere in most lessons and pupils quickly become engaged in their work. Better use is made of teaching assistants in this class. They support pupils well, either in small groups or individually, helping them to learn quickly in many lessons. Pupils with emotional and behavioural difficulties are handled sensitively and their needs are met well.
17. Pupils with special educational needs are given good support by a well-trained and knowledgeable support teacher and, at these times, they learn well. Targets in pupils' individual education plans are clearly focused and regularly adjusted so that they are able to succeed in small steps. However, in lessons, not enough account is taken of the specific needs of pupils with special educational needs. Tasks are not always adjusted to take account of their needs and, consequently, at these times, they do not always learn as well as they should.
18. Assessment is unsatisfactory overall. In the Reception class, there are sound procedures. Detailed assessments are made when children first start school, and this information is mostly used well to identify what children need to learn next. In Years 1 to 6, the school has established a wide range of assessment procedures for recording learning over time in English and mathematics but there are not yet procedures in place for most other subjects and this is an important weakness. Teachers do not always use the information from assessments effectively to plan what children need to learn next. Marking varies widely in quality; it is best in Years 5 and 6, where the teachers write detailed comments which help the pupils to understand what they have done well and what they could do to improve. This good practice is not consistent across the school. Individual target setting is underdeveloped, with targets not being varied enough according to the age or ability of the pupil. As a result, some pupils have only a limited understanding of how they can improve.

The curriculum

The curriculum is satisfactory. It is extended well through additional activities. Resources and accommodation are satisfactory overall.

Main strengths and weaknesses

- There are good opportunities for pupils to learn outside lessons.
- The curriculum is not adapted sufficiently to meet differing needs in mixed-age classes.
- There are too few opportunities for pupils to apply their literacy, numeracy and ICT skills in different subjects.
- A special needs teacher gives good support to individual pupils.

- There are a good number of teaching assistants in Years 2 to 6, but they are not always used effectively.
- There are weaknesses in accommodation for children in the Reception Year.

Commentary

19. As at the time of the last inspection, the school enriches the curriculum well. Teachers and other helpers work hard to provide a good variety of after-class clubs. These give pupils a wide range of experiences. Sport is well catered for through clubs and the use of specialist coaches from the local football club. Many pupils learn to play musical instruments and there are regular opportunities for these pupils to perform to parents and the local community. Learning is also extended well through a wide range of special events and visits and lessons in French.
20. The curriculum meets statutory requirements and is broad and balanced. However, there are weaknesses in the way that the curriculum is adapted to meet differing needs. Insufficient account is taken of the wide range of age groups in each class when planning the curriculum and not all teachers adapt what they have planned to ensure that work is suitable for each year group. For example, in science, pupils from Year 2 to Year 4 often complete exactly the same piece of work and, as a result, differing needs are not met effectively. This has a negative impact on pupils' achievement.
21. The school gives a substantial amount of time to developing basic skills, with most mornings taken up solely by literacy and numeracy lessons. However, pupils do not achieve as well as they should, partly because of weaknesses in teaching, but also because they do not get enough opportunity to apply these skills in other subjects. There is very little recorded work in subjects such as science, history, geography and religious education. The use of ICT across the curriculum is also underdeveloped, limiting achievement.
22. The school makes sound provision for pupils' personal, social and health education, including sex and relationships education and learning about the dangers of drugs. All classes have regular speaking opportunities called "circle time" to develop their self-confidence and understanding of personal concerns. Links with the community are used to develop pupils' understanding of the responsibilities of citizenship, for example, there are good links with the local community policeman.
23. The school ensures that all pupils have equal access to the curriculum. Provision for pupils with special educational needs is managed effectively. Pupils are given good support from the well-trained special needs teacher. Individual education plans set out clear targets and give teachers clear guidance when planning work. However, the school is slow to identify pupils with special educational needs. Only two pupils in Years 1 to 3 have been identified as having specific needs, even though some other pupils are working at much lower levels of attainment than is expected for their age. This means that they do not receive additional support quickly enough.
24. The school has sufficient teachers and a good number of teaching assistants. Teachers, the nursery nurse and teaching assistants work well together, though in some classes too much is expected of teaching assistants who work with the same group of pupils for much of the week in literacy and numeracy. Teaching assistants have not received specific training to help them take on this demanding role.

25. Resources and accommodation are satisfactory overall. Recent improvements in accommodation include the building of a new dining hall, which also doubles as a classroom. Several small rooms are used for group work, though some are part of thoroughfares and are located close to the toilets, resulting in pupils' learning being regularly disturbed.
26. Accommodation for the Reception Year is unsatisfactory. Some work areas are small and un-welcoming and there is no secure outdoor area. There are appropriate plans in place for improving accommodation based on a clear understanding of what needs developing.

CARE, GUIDANCE AND SUPPORT

The school provides good support and guidance for the pupils' personal needs and it promotes their welfare effectively in a friendly and caring environment. Provision for academic support is unsatisfactory. There are satisfactory opportunities for pupils to share ideas and views about the work of the school.

Main strengths and weaknesses

- The school takes good care of pupils' welfare, health and safety.
- Pupils' personal support is good, but their academic needs are not fully understood and supported.
- Pupils have trusting relationships with members of staff.

Commentary

27. As at the time of the last inspection, the school has good procedures for supporting the health, welfare and safety of all pupils, and pupils' personal needs are met well. The strong relationships pupils enjoy with teachers have allowed them to feel secure after a period of disruptive building development. As a result of support from members of staff, pupils are happy, and pupils in Years 5 and 6 are especially confident. Child protection matters are dealt with effectively. Good use is made of support agencies to meet pupils' individual personal needs. The happy family atmosphere at the school enables teachers to monitor pupils' personal development well and pupils are happy to approach a member of staff if they have a concern.
28. Young children and older pupils new to the school settle well because of the strong relationships they soon enjoy with teachers and other adults. The parents of young children can visit the class on a daily basis, and this helps them settle into the school routine.
29. There is a new system for monitoring pupils' academic progress but support and guidance are not well developed. Information collected on pupils' ongoing academic progress is not used rigorously to provide them with suitable work or advice on how they can improve.
30. There are satisfactory opportunities for pupils to contribute their ideas and views to the school. The personal, social and health education lessons allow older pupils to develop their ideas. For example, during the inspection, the class teacher encouraged them to discuss possible improvements to the playground.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has a satisfactory partnership with parents and carers. Community links, including links with other schools, are good.

Main strengths and weaknesses

- The school enjoys a good relationship with parents and has good procedures in place to deal with their concerns.
- There are some weaknesses in the information provided for parents.
- There are good links with other schools and the community.

Commentary

31. The very good links with parents the school was judged to have at the time of the last inspection have not been maintained. This is due to the information the school provides, particularly regarding pupils' academic development, being not fully developed. Parents agree that their children like school, but the concerns of some parents about information concerning their children's progress are well-founded. The school does not have a clear awareness of the academic needs of each pupil. Moreover, other than a consultation in the Autumn term, there are no other formal opportunities for parents to discuss progress until after the annual reports of progress have been dispatched. Annual reports do not always include the results of national or individual tests and do not all give a clear picture of the pupils' individual progress. There are some statutory omissions regarding national test results in the governors' annual report and the school brochure.
32. Generally, parents are provided with good information about the day-to-day life of the school through regular letters and newsletters, and they can meet teachers at the start and end of any school day. Most parents believe their visits and concerns are well considered and are happy with the work of the school. The well-constituted and very active Parent and Friends' Association has raised large sums of money for the school.
33. There are good links with other schools, particularly the secondary school, which has special status for mathematics and science. There are many links planned for older pupils in the coming term to aid smooth transition. The cluster of local schools enables members of staff to meet for professional development and mutual support.
34. Members of the community contribute effectively to pupils' learning and links with the community are good. Educational visits are used regularly and effectively to further extend the range of community links. The school is much valued and well supported by the local community. For example, a club for senior citizens enjoyed a visit from school musicians at Christmas.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory overall. Governance is satisfactory. The leadership of the school by the headteacher is not as effective as it should be because weaknesses in the way the school's work is monitored and evaluated has limited school improvement. Leadership by the small number of key staff is satisfactory overall. Governors are involved in all aspects of the school's work, though they do not ensure that statutory requirements are met in full.

Main strengths and weaknesses

- The senior management team and other members of staff are hard working and strongly committed to the school, but have not identified weaknesses in provision.
- Leaders provide strong support for the personal care of pupils.
- The school's monitoring of teaching, learning and standards is insufficient.
- Statutory requirements are not met fully.

Commentary

35. The school has been through a time of rapid growth and the informal systems for monitoring teaching, learning and standards are insufficient to be able to evaluate the school's work accurately. A new senior management team has been developed and there is renewed interest in school improvement. Members of staff are keen to work together as a team to improve provision at the school. They have high aspirations and new responsibilities. These have not been in place long enough to have had an impact on raising attainment.
36. The day-to-day running of the school is managed well by the headteacher, despite a heavy teaching commitment and recent disruption due to building work. However, the school development plan does not show raising attainment as a high priority and the procedures for measuring success are based on completion of actions rather than improvements in standards.
37. Performance management is in place, but there is insufficient rigour in the way teachers' work is monitored and monitoring records provide little guidance on what teachers need to do in order to improve.
38. The headteacher and other members of staff have worked hard to provide pupils with comfortable and attractive working conditions. The buildings have been improved and are well maintained. The atmosphere in the school is caring and friendly and there are good relationships between members of staff and pupils. Members of staff provide good role models for pupils' personal development. The school is keen to welcome and value pupils from a wide range of backgrounds and differing circumstances. Leadership and management of the provision for pupils with special educational needs by a specialist teacher is good. However, pupils are not identified early enough by teachers so that progress can be monitored and supported quickly. Teachers do not always plan work that meets pupils' differing academic needs and pupils with special educational needs are not given the consistent support and opportunities they need. Leadership and management of the Foundation Stage are satisfactory. Teachers each have several subjects to lead and manage and some are newly appointed. The effectiveness of co-ordinators is severely hampered by the lack of monitoring of teaching, learning and standards.
39. Governance is satisfactory. The governing body has clear aims and policies and ensures that most statutory requirements are met. However, there are some omissions in the school brochure and annual report to parents. The more experienced governors take an active part in supporting the school and are particularly effective in monitoring day-to-day finances and helping to develop the building. These governors also monitor teaching but information collected is not followed up sufficiently by governors or the school to help teachers to improve. The governing body has several new governors who are starting to develop their responsibilities. Whilst the governors are kept informed of the school's successes, weaknesses are not identified or challenged well enough. A slight deficit budget for the last two years has been agreed by the local education authority and is being managed carefully to help maintain staffing levels. However, the school does not provide satisfactory value for money because pupils' achievement has declined.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 237,715 |
| Total expenditure | 233,222 |
| Expenditure per pupil | 3,834 |

| Balances (£) | |
|--|---------|
| Balance from previous year | -12,000 |
| Balance carried forward to the next year | -7,507 |

40. Leadership and management are less effective than at the time of the last inspection when they were good. The school has grown considerably since that time and the monitoring of teaching, learning and standards has not been developed adequately. The school development plan shows limited links to raising attainment because it is not based on a knowledgeable evaluation of the school's work. New systems are in place to track pupils' progress, though these have not been used sufficiently well to identify where support is needed other than in Year 6.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Children achieve well in personal, social and emotional development.
- The teacher and nursery nurse work together effectively and plan many interesting practical tasks that engage the children well.
- Children are making good progress in learning letter sounds.
- Good relationships enable children to feel happy and secure.
- Accommodation is unsatisfactory and restricts the curriculum.

Commentary

41. The school has maintained the satisfactory provision for children in the Reception Year that was found at the last inspection. Children are taught in a mixed-age class, alongside Year 1 pupils. Achievement is satisfactory overall, with children's progress in personal, social and emotional development being a strength. Children are on target to exceed the expectations for the end of the Reception Year in this area of learning and are on target to meet them in communication, language and literacy, mathematical development and knowledge and understanding of the world. There is insufficient evidence to judge attainment and achievement in physical and creative development.
42. Teaching and learning are satisfactory overall. Both the teacher and nursery nurse are hard working and conscientious and they work well as a team to ensure that differing needs are generally met effectively. The key features of teaching are:
 - an experienced nursery nurse gives good support to children;
 - members of staff have good expectations of behaviour and good relationships with the children;
 - questioning is used well to challenge children and to keep them involved in their learning; and
 - children often work on the same task whatever their ability or previous learning. At these times, some opportunities to extend learning are missed.
43. There is a satisfactory curriculum. It is carefully planned and there is a reasonable balance between child-led and teacher-initiated activities. However, weaknesses in accommodation restrict the range of activities that can be offered at any one time. Accommodation is unsatisfactory. Some work areas are small and uninviting and there is no secure outdoor area. The school works hard to overcome these weaknesses by ensuring that the children are taken outside frequently and by planning regular physical education lessons. There are appropriate plans in place for improving accommodation based on a clear understanding of what needs developing.
44. Assessment of children's attainment and progress is satisfactory. Detailed assessments are made when children first start school, and this information is used effectively to identify what children need to learn next. Regular observations of

children show clearly how well children are achieving and the teacher keeps suitable records of progress over time.

45. Leadership and management of provision are satisfactory. The teacher and nursery nurse meet regularly to monitor provision and they have a clear understanding of the expectations of the Early Years curriculum. They have high aspirations for improving provision and some recent developments, such as the introduction of a more structured approach to teaching letter sounds, are already having a good impact on learning.
46. There are good links with parents and sound induction procedures. Children are given good opportunities to experience school before they join the class. This helps to make for a smooth and happy move to the Reception class. Parents are given a good range of information before their children start school.
47. The children's achievement is good in **personal, social and emotional development**. Children are very kind and sociable. They enjoy talking to visitors and work well in small groups, supporting each other effectively and happily celebrating each other's success. Teachers have good expectations and place a strong emphasis on teaching children to develop independence and good attitudes towards learning. Members of staff have a good knowledge of both the social and educational needs of individual children. There are good opportunities for children to take the initiative in their learning, to learn to take turns and to develop their own ideas.
48. In the area of **communication, language and literacy**, achievement is satisfactory, with the learning of letter sounds being a strength. A good range of strategies is used to teach children letter sounds, with a new approach that involves daily practice and the linking of letter sounds to different actions having a good impact on learning. There is a very strong emphasis on learning being fun and children happily join in with the teacher or nursery nurse as they learn how to 'sound out' new words. Children have positive attitudes towards writing and are given suitable opportunities to improve their skills. The well-organised classroom includes a writing area that encourages children to write for a range of purposes. Children improve their speaking and listening skills quickly. Children are given many opportunities to take part in discussions about their work helping them to become confident in speaking to large or small groups as well as to individuals.
49. Children's achievement is satisfactory in **mathematical development**. Children count confidently and are beginning to recognise and write numerals. Learning is made fun with mathematical concepts often being taught in a practical way that involves the children and ensures that they are well motivated and interested. For example, measuring skills were introduced effectively when children used cubes to measure objects around the classroom. They did this very sensibly, making good gains in knowledge.
50. In **knowledge and understanding of the world**, children's achievement is satisfactory. In the one lesson seen, children enjoyed looking at different materials and sorting them by their properties. They worked well on this task, developing a clear understanding of the features of the materials. The teacher introduced new vocabulary carefully, ensuring that children understood what was meant by the new words. However, Reception children were given the same recording task as Year 1 pupils and some found it too hard, and lost concentration and interest. In religious education, children learn about various stories from the Bible and draw pictures about them.

51. In the one **physical development** lesson seen, children worked with a specialist football coach and achieved well, gaining good ball skills. No other physical activities were seen during the inspection and the lack of a secure outdoor area means that children get fewer opportunities than are found in most Reception classes to work independently outside.
52. No lessons in **creative development** were seen. Good quality displays show that there is an interesting curriculum, with children using a wide range of techniques to produce attractive artwork. Children have good attitudes towards learning and talk confidently about things that they have made in the class.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- By the end of Year 2 and Year 6, standards of attainment are too low in reading and writing.
- Good teaching in Years 5 and 6 has a good influence on learning, but in Years 2 to 4, pupils spend too little time working with the teacher.
- Insufficient use is made of assessment information to ensure that teaching meets the needs of all pupils in mixed-age classes.
- Pupils do not get enough opportunities to use their literacy skills across the curriculum.

Commentary

53. The school has made unsatisfactory progress since the last inspection because attainment has fallen and pupils do not achieve as well as they should.
54. By the end of Year 2, pupils' attainment is well below nationally expected levels in reading and writing. This is confirmed by national test results at the end of Year 2, which show that, in 2004, pupils' attainment was well below average when compared with all schools and in the bottom five per cent when compared with similar schools. The number of pupils achieving the higher Level 3 is not high enough and a significant number of pupils fail to reach the nationally expected Level 2. This is because differing needs are not met well enough in the mixed-age class that includes Year 2 pupils.
55. By the end of Year 6, pupils' attainment is below nationally expected levels, with attainment in reading being slightly better than in writing. Test results are unreliable indicators of attainment at the end of Year 6, because the number of pupils taking the tests has been very small; in 2004, only three pupils took the tests. Nevertheless, they confirm that attainment is generally higher by the end of Year 6 than it is by the end of Year 2, and better quality teaching in the current Years 5 and 6 class means that pupils are now making faster progress than in the past.
56. Test results show that there is no significant difference between the attainment of boys or girls or pupils from different backgrounds. Nevertheless, there are wide variations in achievement across the school and overall, achievement is unsatisfactory. In Year 1, pupils' achievement is satisfactory, with a strength being the way that they are rapidly improving their knowledge of

letter sounds because of the good impact of a recently introduced commercial scheme that reinforces learning through daily practice. In Years 5 and 6, achievement is also satisfactory, although test results show that pupils in the current Year 5 have not made enough progress from Year 2 up to the current academic year. Whilst teaching in the Years 5 and 6 class is often good, pupils do not get enough opportunity to apply their literacy skills across the curriculum and this slows the rate of progress, especially in the development of writing skills. Pupils do not achieve well enough in Years 2 to 4. This is because pupils do not spend enough time working with the teacher, and insufficient account is taken of what pupils already know when planning work. Differing needs are not met well enough and many pupils do not make sufficient progress over time, even allowing for their weak skills when joining the class at the start of Year 2.

57. In reading, pupils' understanding of what they have read is variable in quality, although they enjoy books and, in discussions, show a positive attitude towards reading. They are keen to talk about books and most parents support their children well in reading at home, by hearing them read regularly. In writing, pupils have weak spelling skills, do not always present their work neatly and do not use a consistently joined handwriting style, even by Year 6. They make limited use of punctuation and do not learn to be self-critical. Pupils are not given enough opportunities to write at length about their own ideas, or to plan and rewrite in English or in other subjects. In some year groups, teachers do not expect enough of more able pupils in their everyday work and this significantly hinders these pupils' achievement.
58. Pupils make better progress in speaking and listening than in reading and writing and achievement is satisfactory, with attainment being in line with nationally expected levels by the end of Year 6, although below nationally expected levels by the end of Year 2. In Year 2, pupils find it hard to listen and do not concentrate well, especially when working without support from the teacher. Nevertheless, in Years 5 and 6, pupils generally listen attentively and they willingly join in discussions, contributing good ideas when talking, for example, about different types of poems.
59. Teaching and learning are satisfactory overall. Nevertheless, weaknesses in teaching mean that pupils do not make enough progress over time;
 - teaching, tasks and expectations are not sufficiently adjusted to meet the needs of differing ages or ability in the mixed-age classes;
 - in Years 2 to 4, pupils spend too much time working with a teaching assistant, rather than the teacher. The organisation of groups means that pupils can work with a teaching assistant for up to two out of every three weeks, not even going back to the teacher for an end of session assessment or discussion. As a result, differing needs are not met well enough;
 - not all classes have English writing books and too much work is completed on worksheets or loose paper. This makes it difficult for the teacher to see progress over time and to identify pupils who are not achieving well enough and need more support; and
 - teachers do not give pupils enough opportunity to use ICT in lessons.
60. There are some important strengths in teaching. Relationships between teachers and pupils are generally good. Teachers manage behaviour well, although in Years 2 to 4, teaching assistants sometimes find it more difficult to keep pupils on task. In Years 2 to 4, pupils learn well when working with the teacher. Throughout the school, teachers give pupils good opportunities to collaborate, for example, when reading their finished writing to each other.

61. In Years 5 and 6, differing needs are met effectively and, in a good lesson, pupils quickly acquired new skills, learning well. The teacher had planned exciting and challenging work based on a form of Old English and he introduced the topic very effectively. A teaching assistant gave good support to less able pupils and to those with special educational needs. The expectations of both members of staff were high, and pupils were fully engaged in their work as they tried to write their own poems using made-up descriptive language.
62. Pupils with special educational needs are supported well when they are working with the special needs teacher. She sees pupils either individually or in small groups and gives them intensive support, based closely on their individual learning needs. At these times, achievement is good. However, the school is too slow to identify children who have learning difficulties and this means that not all pupils are given this additional support soon enough. The quality of support in lessons is variable and, consequently, pupils with special educational needs do not always make enough progress.
63. Assessment procedures are unsatisfactory. Although there are thorough systems for tracking pupils' progress across the school, teachers do not make enough use of this information to help decide what needs to be taught next. Marking and target setting vary in quality. At its best in Years 5 and 6, it clearly identifies what has gone well or where there is a weakness. However, this good practice is not consistent across the school and, consequently, some pupils are unclear about what they need to do to improve.
64. The subject co-ordinator has only recently taken up post. He is providing satisfactory leadership. He has made some useful changes to the way that pupils' progress is recorded over time and he has high aspirations, understanding clearly that there are significant weaknesses in provision and that pupils are not achieving as well as they should. There has been only limited monitoring of provision and this means that management is unsatisfactory. The co-ordinator has not been able to monitor the quality of teaching and learning by observing lessons and this means that he has an incomplete picture of what needs to be improved.

Language and literacy across the curriculum

65. The use of language and literacy across the curriculum is unsatisfactory. There is very little recorded work in subjects such as science, religious education, history and geography, and pupils are given few opportunities to carry out research. In these subjects, an overuse of worksheets means that pupils are not encouraged to write purposefully and this has a negative impact on how well pupils achieve.

MATHEMATICS

Provision for mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Pupils do not achieve well enough because lesson planning does not ensure that their needs are met consistently.
- Attainment by the end of Year 2 is well below nationally expected levels.
- Teachers form good relationships with the pupils and explain tasks clearly.
- Pupils enjoy taking part in practical activities.

- The new subject leader has a clear understanding of weaknesses in attainment by the end of Year 6, but teaching and learning are not monitored and assessment and the tracking of pupils' progress are not used well enough to help raise attainment before Year 6.

Commentary

66. In 2003 and 2004, the national tests at the end of Year 2 were well below national averages. Whilst all pupils achieved the expected level (Level 2) in 2004, no pupils achieved the higher level (Level 3). Pupils in the present Year 2 are on target to achieve similar results, and a scrutiny of work indicates that these pupils complete similar tasks irrespective of their prior attainment and their differing needs are not being met consistently. Attainment by the end of Year 2 has declined since the time of the last inspection, when it was in line with national expectations.
67. In Year 6, results vary due to there having been very small year groups in the past. In a larger year group in the present Year 6, pupils are on target to meet the expected levels at the end of the year. A scrutiny of work and the school's own annual assessments indicate that not all pupils make the expected gains from year to year and there is some underachievement. Pupils' progress is not as good as at the time of the last inspection when it was satisfactory for all pupils. The co-ordinator has identified, correctly, weaknesses in pupils' ability to carry out division, solve problems and convert measures.
68. Teaching and learning are satisfactory overall, though teaching varies from good to unsatisfactory. All teachers have good relationships with the pupils and give clear instructions for tasks, though they do not always provide enough opportunity for pupils to reflect on what they have learnt at the ends of lessons. In the good lesson observed in Years 5 and 6, the headteacher provided work that challenged pupils of all abilities and a practical problem-solving task about three-dimensional shapes engaged pupils' interest well. However, in the unsatisfactory lesson in Years 2 to 4, whilst pupils in Year 4 were taught well by the teacher, suitable work was not planned for all abilities across the three age groups. This class is organised so that pupils are taught for two weeks out of three by teaching assistants, and sometimes pupils' interest and attention are not maintained when there is insufficient variety in the activities provided, and when tasks do not match their needs well enough. Younger pupils in the class find it difficult to work independently and are most affected by these arrangements. In addition, pupils working in a small group room are frequently interrupted as the room is a thoroughfare and the fan from the toilets is particularly loud and distracting. Pupils learn best when given exciting practical tasks.
69. Assessment is unsatisfactory overall. Whilst regular assessments are made of pupils' progress, this information is not always used effectively to inform future planning or to monitor the achievement of pupils from year to year. Teachers' marking is variable, with teachers in Years 5 and 6 including useful comments to help pupils to improve their work.
70. The curriculum is satisfactory overall, including the provision for pupils identified as having special educational needs, though there is limited evidence of pupils carrying out mathematical investigations. There is little use of ICT to support learning in the subject.

71. Leadership is satisfactory but management is unsatisfactory. The subject co-ordinator has been at the school for one term. He has high aspirations for the subject, has devised a clear action plan and has started to analyse previous test papers of pupils currently in Year 6, to look for frequent errors made. There are suitable plans in place to provide additional support for those pupils in Year 6 who are not on target to achieve the expected Level 4 at the end of the year. However, the co-ordinator has had little opportunity to evaluate teaching, learning and standards in other classes to learn what improvements are needed throughout the school. Provision in the subject is not as effective as at the time of the last inspection, when pupils made satisfactory progress, because, as at that time, teaching is not being monitored well enough.

Mathematics across the curriculum

72. There are too few opportunities for pupils to use their numeracy skills to support learning in other subjects. Pupils in Years 5 and 6 have suitable opportunities for using their knowledge of data handling in science, by presenting information in graphs.

SCIENCE

Provision for science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils do not achieve well enough in Years 2 to 4, because insufficient use is made of assessment information to plan work that challenges all pupils.
- Pupils enjoy taking part in practical activities, though their investigative skills are underdeveloped.
- Teaching is good in Years 5 and 6 and homework is used well.
- A new scheme of work provides a good link with the secondary school.
- The co-ordinator is enthusiastic but has many other responsibilities, and has not had the opportunity to monitor provision.

Commentary

73. Teacher assessments show that pupils' attainment by the end of Year 2 is well below average when compared with all schools nationally. A very low proportion of pupils achieved the expected level (Level 2) in 2004 and no pupils achieved the higher level (Level 3). The school does not expect improved results in the current Year 2. A scrutiny of work shows that all pupils in Years 2 to 4 produce the same written work, showing that their differing needs are not being planned for or adequately met and they do not achieve as well as they should. Pupils in Year 2 remember some facts taught recently about healthy eating, though their retention of information is generally weak. Attainment in Year 2 is lower than at the time of the last inspection. As at that time, the results at the end of Year 6 are variable due to previous year groups being very small. Attainment of the 12 pupils in the current Year 6 is broadly in line with national expectations. They understand key facts about the different properties of liquids, solids and gases, though they have limited understanding of fair testing. Achievement in Years 5 and 6 is good this year, though pupils, including those with special educational needs, do not achieve as well as they should during their time at the school.
74. Teaching and learning are satisfactory overall, with an example of good teaching being observed in Years 5 and 6. No teaching was observed in Years 2 to 4. In the

good lesson, the teacher helped pupils to revise their knowledge of the properties of gases effectively before encouraging them to devise an experiment to test the hypothesis that gas has mass. Pupils were interested in the task, worked together co-operatively and discussed some interesting ideas for the investigation. However, they showed little understanding about what they should consider when making a fair test. This teacher has been at the school for one term only and has started to have a good influence on the way pupils in this class are developing their skills and knowledge. Individual projects completed at home have made a positive contribution towards learning in Years 5 and 6 and have helped to develop pupils' interest in researching a topic.

75. The curriculum, including the provision for pupils identified as having special educational needs, is satisfactory overall. A new scheme of work supports teachers in their lesson planning and provides an effective link with the secondary school using the same scheme. However, the scheme is not devised for pupils in Year 2 and these pupils often complete the same work as pupils in Years 3 and 4. There are some opportunities to develop literacy skills in science, but overall these are limited. Numeracy skills are developed mainly through the use of graphs in Years 5 and 6. There is limited evidence of ICT being used to support learning in science.
76. Assessment procedures are satisfactory, though information collected is not used well to help plan activities for all abilities. Consequently, some pupils are not reaching their potential. The marking of work is inconsistent, with few examples of teachers giving clear advice to pupils about how they can improve their work.
77. Leadership is satisfactory but management of the subject is unsatisfactory. The co-ordinator is enthusiastic about science and has high aspirations for the subject, but is also responsible for English and ICT and has not had the opportunity to observe teaching and learning in the subject. Test results have not been analysed effectively in order to track pupils' progress through the school. Provision in the subject is not as effective as it was at the time of the last inspection when the progress of pupils was better.

INFORMATION AND COMMUNICATION TECHNOLOGY

78. There is insufficient evidence to make an overall judgement on provision as no direct teaching of ICT was seen during the inspection. Pupils were seen working in small groups. At these times, teachers plan interesting and purposeful activities that engage pupils well. Pupils in Year 2 understand how to change fonts and colour when word-processing, though many have slow keyboard skills. In Years 3 to 6, pupils confidently drew pictures to make covers for topic folders, using a suitable range of techniques to make their work attractive to an outside audience.
79. Leadership and management are satisfactory. The subject co-ordinator is a good role model in his own use of ICT, and he makes good use of an interactive whiteboard to support learning in his own classroom. He has a clear understanding of what needs to be developed next, and is beginning to monitor provision by looking at pupils' work and teachers' planning. He gives good support to colleagues when there are technical problems and has high aspirations for how he wants to improve provision in the subject.
80. There have been some important improvements since the last inspection. Teachers have benefited from training and are now more confident about teaching the subject. Resources have been developed, so that all pupils have easy access to modern and up-to-date hardware and software.

Information and communication technology across the curriculum

81. Too few links are made between ICT and other subjects. A scrutiny of pupils' previous work in science, history and geography shows that very little use is made of ICT in these subjects. Although all classrooms have computers, these were rarely used during the inspection, other than during specific ICT sessions. As a result, there are many missed opportunities for pupils to practise and consolidate ICT skills during the school day. This slows the rate at which pupils acquire new skills.

HUMANITIES

This was not an area of focus for this inspection and it was not possible to make judgements on provision, teaching and learning in religious education, geography and history.

82. No lessons were seen in **geography** or **history**. A scrutiny of previous work shows that pupils produce very little written work, and there is very little difference between the work covered by pupils of differing age or ability. There is an overuse of worksheets and pupils are not encouraged to write purposefully. The coverage of many topics, especially in geography, is very superficial, and there are no assessment procedures to show what pupils have achieved or what they should learn next.
83. No lessons were observed in **religious education**. A scrutiny of pupils' work and discussions with some pupils in Years 2 and 6 indicate that their knowledge and understanding, particularly of faiths other than Christianity, are fairly superficial and limited use is made of their writing skills to support learning. There is insufficient difference between the work produced by higher attaining and lower attaining pupils and between pupils of different ages in the mixed-age classes. Nevertheless, pupils are given good opportunities to learn about developing relationships and respecting the needs of others. For example, pupils in Year 1 learnt how to share sweets with each other after listening to the story about Jesus feeding the five thousand and in a good assembly led by the local vicar, pupils were given the opportunity to discuss and share each other's feelings.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This area of the curriculum was not a focus for the inspection and there is insufficient evidence to form judgements on provision, teaching and learning.

84. No lessons in **art and design** were observed. Throughout the school, pupils' artwork is shown appreciation by being attractively displayed. There are some good examples of work, particularly portraits, where pupils have used shading effectively. ICT has been used to produce famous works of art and digital photographs were taken of the setting of 'The Hawaiian' during a recent visit.
85. In **design and technology**, a good lesson was observed in Years 2 to 4 where the teacher enabled pupils to develop a clear understanding of pneumatics through the use of interesting demonstrations and the good use of questioning. Displays of work show that older pupils designed and made useful bird feeders and made and decorated attractive Christmas cakes. There is a popular 'inventors' club where pupils design and make various models and robots.
86. In **music**, pupils were heard singing during assemblies and one good lesson was observed in Years 5 and 6. In this lesson, pupils learnt a new two-part song quickly and added a tuned pattern using glockenspiels. Pupils keep time with taped music

well and sing enthusiastically and tunefully during assembly. Several pupils are learning to play the violin, keyboard or the recorder and these activities have a good impact on pupils' learning.

87. A satisfactory **physical education** lesson was observed in Years 2 to 4. In this lesson, pupils enjoyed inventing their own scoring games using a range of equipment, though older pupils were not challenged enough to develop greater strategies and skills than younger pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. This area of the curriculum was not a focus for the inspection and it was not possible to form judgements on provision or teaching and learning. One satisfactory lesson was seen during the inspection. In this lesson, pupils in Years 5 and 6 were encouraged to share their ideas for developing the school playground. Throughout the school, members of staff are good role models, treating all pupils and each other with care and respect. There is a good emphasis on adopting a healthy lifestyle, including sex-and-relationships education and learning about the dangers of drugs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

| | |
|--|----------|
| The overall effectiveness of the school | 5 |
| How inclusive the school is | 4 |
| How the school's effectiveness has changed since its last inspection | 5 |
| Value for money provided by the school | 5 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 5 |
| Pupils' achievement | 5 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities | 4 |
| Attendance | 5 |
| Attitudes | 4 |
| Behaviour, including the extent of exclusions | 4 |
| Pupils' spiritual, moral, social and cultural development | 4 |

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

| | |
|--|----------|
| The leadership and management of the school | 5 |
| The governance of the school | 4 |
| The leadership of the headteacher | 5 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 5 |

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