

INSPECTION REPORT

ST ANDREW'S C OF E PRIMARY SCHOOL

North Weald

LEA area: Essex

Unique reference number: 115281

Headteacher: Mrs G Young

Lead inspector: Mrs S E Hall

Dates of inspection: 4th – 7th April 2005

Inspection number: 267730

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 285

School address: School Green Lane
North Weald
Epping
Essex

Postcode: CM16 6EH

Telephone number: 01992 522283
Fax number: 01992 522449

Appropriate authority: Governing Body
Name of chair of governors: Rev T Thorpe

Date of previous inspection: 19th April 1999

CHARACTERISTICS OF THE SCHOOL

St Andrew's Primary School is in the large village of North Weald, near Epping in Essex. With the full time equivalent of 285 pupils, it is slightly larger than average. Mobility in and out of the school is generally in line with national averages. The proportion of pupils entitled to free school meals is close to the average. Census information indicates that the socio-economic context of the school is average. About 3 per cent of the pupils come from minority ethnic backgrounds though none is at the early stages of learning to speak English. The proportion of pupils with special educational needs is broadly average with most of these being moderate learning difficulties. Two pupils have a statement of special educational need. On entry to the school children have skills that whilst variable are generally average for their age. The school received both Activemark and Healthy schools awards in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	Lead inspector	Science Information and communication technology Art and design Design and technology English as an additional language Special educational needs
9079	Mrs A Moss	Lay inspector	
10638	Mr M Newell	Team inspector	English Geography History Personal, social and health education and citizenship Physical education
22361	Mrs M Gough	Team inspector	Mathematics Music The Foundation Stage curriculum

The inspection contractor was:

Altecq Inspections Ltd
102, Bath Road
Cheltenham
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school that provides an **acceptable** quality of education but which nevertheless has **serious weaknesses** in its leadership and management. Standards are currently below average at the age of seven and broadly average at the age of eleven. However, pupils' achievement across the school is unsatisfactory, as groups of pupils, particularly the higher attainers, do not achieve all they could. Teaching and learning are currently satisfactory but over time, there have been inconsistencies and some weaknesses. Leadership, management and governance are unsatisfactory overall and the school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is poor.
- School improvement planning is muddled and fails to prioritise what is most important.
- In Key Stages 1 and 2, pupils and particularly the higher-attainers do not achieve all they could.
- Assessment procedures are unsatisfactory and the school does not make good enough use of information about pupils' progress to plan appropriately challenging activities.
- Provision for children in the Foundation Stage and for pupils in Year 6 is good because teaching is consistently effective.
- The majority of pupils have good attitudes to learning and behave well.
- Monitoring and evaluation of the work of the school lack rigour and are unsatisfactory.
- A significant proportion of parents are unhappy with the quality of education offered.
- The school provides a good range of extra activities that enrich the curriculum.
- Attendance is well below the national average.

There has been unsatisfactory improvement since the last inspection. Whilst the school has attempted to address all the issues identified, there has been too little improvement in several areas including standards in English, in teaching and in governance. In addition, overall standards have fallen; achievement has declined, as has the quality of leadership and management. However, the school does have the capacity to improve with more focused leadership.

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	D	E	E
Mathematics	C	E	E	E

Science	C	D	D	D
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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.

Achievement in the school overall is **unsatisfactory**. Children enter the school with a wide range of ability, which is average for their age overall. Because of effective teaching, good progress is made in the Foundation Stage and all groups of children achieve well. By the time the children enter Year 1, standards are above average in personal, social and emotional development and knowledge and understanding of the world and are average in all other areas of learning.

Throughout the school, there is variation in the natural ability of different cohorts of pupils and differences in the quality of teaching and learning. Both these influences affect achievement. At the end of Year 2 standards in reading, writing, mathematics, science and information and communication technology (ICT) are below average. Standards in Year 6 are currently average in English, mathematics and science but below average in ICT. The current Year 6 is generally a higher-attaining cohort than many others and these pupils did very well in national tests at age seven. Whilst there is some mobility within all groups, pupils, especially those of higher attainment, are currently not achieving well enough. The achievement of all groups of pupils in Years 1 to 6, including those with special educational needs, is unsatisfactory because not enough is expected of them on a consistent basis. Pupils do not make enough progress in developing ICT skills across the curriculum, as there are too few computers overall and insufficient use of classroom computers to extend learning in the ICT suite.

Pupils' spiritual, moral, social and cultural development is **satisfactory** overall. Moral and social development is good but there are weaknesses in the development of multi-cultural understanding. The majority of pupils have positive attitudes to learning and their behaviour is good, although there are some older boys who exhibit unsatisfactory behaviour when not challenged in their learning or managed well enough. Attendance is unsatisfactory, whilst punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall. The quality of teaching and learning is **satisfactory**. Children in the Foundation Stage and pupils in Year 6 are well taught, enabling them to make good and at times very good progress. This is because planning ensures a good level of challenge is consistently provided for all groups of pupils. Staff manage these pupils particularly effectively, there are strong adult / child relationships so that pupils are keen to live up to the confidence their teachers have in them. Teaching in Years 1 to 5 is satisfactory overall and there have been recent improvements in planning to ensure that tasks are better matched to the needs of groups of pupils who make different rates of progress. However, the sample of pupils' work indicates that improvements have often been quite recent and not enough has been expected of pupils over a longer period. This is largely because assessment procedures and the use of information about pupils' progress to inform planning are unsatisfactory. Staff have a good enough knowledge about the progress pupils have made since they entered the school and the information

available is not used sufficiently to track the progress of individuals and groups of pupils.

The curriculum is satisfactory overall. There are strengths in the organisation of activities to enrich the curriculum in sports and the arts. Over several years, the school has struggled to organise different sized year groups. Parents rightly have concerns whether all pupils have equality of access to a challenging curriculum. The recently introduced arrangements to vary the organisation of some cohorts into larger or smaller groups to provide specific teaching for whole years is a successful initiative, which is ensuring greater equality of opportunity. The care, health and safety of pupils are satisfactory. Links with parents are unsatisfactory with a significant proportion of parents being worried about the quality of education offered and the way in which their concerns are dealt with.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory** overall. The leadership of the headteacher is poor and this is a pivotal factor in limiting the strategic development of the school. The headteacher is very hard working and fully committed to the school, but she has been unable to prioritise between that which is most important and that which is peripheral to school improvement. The school development plan is muddled and unclear and does not provide a vehicle to move the school forward. Leadership of key staff is unsatisfactory. Co-ordinators, including those responsible for curriculum and assessment, have not been empowered to develop their roles sufficiently in order to ensure consistency of approach. The monitoring of the work of the school lacks evaluative rigour and is unsatisfactory. Governance is also unsatisfactory. Governors are supportive of the headteacher and school, but they are not informed well enough to hold the school to account for the standards achieved and are largely unaware of the amount of staff concern and parental dissatisfaction. The school meets the statutory requirements placed upon it. Financial management is unsatisfactory. The budget is not linked clearly enough to educational priorities and there are insufficiently rigorous checks and measures in place to ensure transparency in procedures and full accountability in the management of the budget. Whilst there are important issues to resolve in aspects of leadership, management and governance, the school and staff have the capacity to improve with more focused leadership.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A much higher than average proportion of parents who responded to the questionnaire and who attended the meeting prior to the inspection voiced considerable concerns about the quality of education offered in the school. They strongly believe that their concerns have not been acknowledged by the headteacher or governors and therefore have largely given up approaching them. However, they are appreciative of the pastoral support of the deputy head and the quality of care and support provided by teaching and other staff. Pupils generally like school and the good range of curriculum enrichment activities.

IMPROVEMENTS NEEDED

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

- Urgently improve the quality of leadership provided by the headteacher.
- Devise and implement a clear, concise and well prioritised plan for improvement.
- Raise the achievement of all pupils, particularly those of higher-attainment.
- Make full use of assessment data to track and carefully monitor the progress of all pupils.
- Improve the role of the governing body in holding the school to account for the standards achieved.
- Empower subject co-ordinators to carry out their roles effectively.
- Improve the links with parents.
- Raise attendance to at least the national average.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is **unsatisfactory** overall. Achievement is good in the Foundation Stage where standards are average. Standards in Year 2 are below average and those in Year 6 are average.

Main strengths and weaknesses

- Overall achievement is unsatisfactory as pupils, and especially those of higher attainment do not achieve all they could.
- Achievement in the Foundation Stage is good because of effective teaching.
- Pupils do not achieve well enough in ICT throughout the school.

Commentary

1. Children enter the nursery with wide-ranging skills, which are generally average for their age in all areas of learning. Children make good and sometimes very good progress in nursery and the reception groups because they are well taught by a strong team of confident and skilled early years experts. All groups of children achieve well. By the time they leave reception, standards are above average in personal, social and emotional development and in their knowledge and understanding of the world. Standards in communication, language and literacy, mathematical, physical and creative development are average.

Key Stage 1

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

Standards in:	School results	National results
Reading	15.3 (14.7)	15.8 (15.7)
Writing	14.7 (15.0)	14.6 (14.6)
Mathematics	15.8 (15.6)	16.2 (16.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

2. In the national tests in 2004, pupils in Year 2 attained standards that were below the national average and below average when compared with similar schools in reading and mathematics and average in writing. In the previous year, standards were low in mathematics and in reading, where they were well below average when compared to similar schools. Standards have generally been slightly better in writing than in reading and mathematics. Inspection findings are that currently standards at the age of seven are below average in reading, writing and mathematics.

Key Stage 2

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

Standards in:	School results	National results
English	24.8 (25.7)	26.9 (26.8)
Mathematics	25.2 (25.6)	27.0 (26.8)
Science	27.6 (27.9)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year

2. In the national tests in 2004, pupils in Year 6 did not do well and standards were well below the national average in English and mathematics and below average in science. In all three subjects, standards were well below the average of similar schools. Inspection findings are that standards are currently slightly higher in Year 6 and are average overall. These pupils did very well in national tests at the age of seven. There has been some mobility in this and other groups, which has changed the makeup of the group slightly. Overall, a slightly better proportion of pupils in Year 6 are working at the higher levels than in other year groups. Standards have fallen since the last inspection. Overall achievement is unsatisfactory, and there has not been enough improvement in key areas.
3. Test results in recent years show a smaller proportion of pupils achieve the expected levels than previously. In both key stages, the school's average National Curriculum points for all subjects were below the national trend in 2004. During the current year, the Local Education Authority has started to work with the school to raise standards. This is beginning to make a positive impact, but initiatives are at too early a stage to make a significant improvement.
4. Throughout the school, standards in speaking and listening are average for the age of the pupils. Pupils achieve satisfactorily in this area although there are few opportunities for drama and performance activities. Standards in reading and writing in Key Stage 1 are below average and average in Key Stage 2. Whilst the school organises a range of activities to teach the skills that pupils need to become more confident readers, they do not always read fluently. Many parents support reading at home, but several indicate they would like more guidance from the school in how to help their children. Pupils do not achieve all they could in reading and writing. Whilst many master the technical skills of writing and spelling, they do not write extended or imaginative pieces on a consistent basis to a high enough standard.
5. Standards in mathematics are below average in Key Stage 1 and average in Key Stage 2. Pupils do not achieve satisfactorily as too few of them are working at the higher levels. There is some over reliance for younger pupils on commercial materials that are the same or very similar for all groups of pupils. Standards in science are also below average in Key Stage 1 and average in Key Stage 2. As in other subjects, pupils' achievement is unsatisfactory because not enough is expected of them at the higher levels. This is epitomised

by teacher assessments of Year 2 in 2004 indicating that no pupils achieved above the national average. Observations of these pupils indicate this assessment is very cautious as they are currently working at a higher level.

6. Standards in information and communication technology are below average throughout the school and achievement is unsatisfactory. This is partly linked to a shortage of computer hardware. Whilst work done in the computer suite under the guidance of an experienced learning support assistant is satisfactory, some classroom computers are rarely used and the skills taught are not practised on a consistent enough basis in lessons to extend learning.
7. Achievement for all groups of pupils and especially those with higher-level skills is unsatisfactory. Even where standards are average, achievement is unsatisfactory because staff do not set challenging work on a consistent basis. Many pupils have the potential to achieve more than they are. Pupils with special educational needs make unsatisfactory progress. Whilst these pupils often make good progress in one to one support sessions, the sample of recent work indicates tasks do not always match their level of understanding well enough. Overall, there is no significant difference in the achievement of boys and girls. No pupils are identified as being at the early stages of English and those speaking English as an additional language make the same progress as their classmates.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are mostly **good** and their spiritual, moral, social and cultural development is **satisfactory** overall. Attendance levels are **unsatisfactory**.

Main strengths and weaknesses

- Pupils' good attitudes and behaviour help them in their achievement.
- A small minority of older boys do not behave well.
- Relationships between pupils and between pupils and staff are good.
- Pupils' moral and social development is good but not enough is done to encourage an appreciation of cultural diversity.
- Attendance levels are well below the national average.

Commentary

8. The majority of pupils show good attitudes to learning in lessons as they did in the previous inspection. Most listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is noticeable when teachers plan lessons that pupils find interesting and set appropriately challenging tasks that ensure that all have the opportunity to achieve well. Pupils enjoy school and play their part in school life and the range of activities offered.
9. Good standards of behaviour have been maintained in the classroom and around the school. There is some inattentive and disruptive behaviour by a small minority of older boys and this is being tackled successfully by the use of new reward and sanction strategies. All pupils spoken to during the inspection

are fully aware of the high standards now expected. At playtimes, most pupils play harmoniously together although some older boys struggle to meet such expectations. Pupils have agreed class rules and the caring ethos of the school results in most pupils knowing right from wrong and showing consideration to others. Few signs of aggressive behaviour are seen and pupils confirm that bullying rarely occurs. They say that sometimes pupils become over-excited and boisterous, and that any instances of inappropriate behaviour are dealt with quickly and efficiently. Racial harmony is promoted well. There was one temporary exclusion during the past year, which was recorded and dealt with appropriately.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	214	1	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	1	0	0
No ethnic group recorded	58	0	0

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

10. Pupils are now being encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These include setting up the hall for assemblies and acting as play leaders. They co-operate well when raising funds for others and take their responsibilities of living in a community seriously.
11. Pupils are very aware of right and wrong. This is because staff give a positive lead in engendering good relationships by giving praise and encouragement at every opportunity. Socially the pupils are encouraged to play a full part in their own community and they participate very enthusiastically in the meetings of the relatively new school council. Well attended extra-curricular activities enable pupils to develop their social work as a team. Residential visits for Year 5 and 6 pupils enable them to learn about working with others closely. The school ensures all pupils are included in activities and so they make progress in their personal development.
12. Provision for spiritual development is satisfactory, being promoted through the good ethos of the school by every pupil being valued. Assemblies promote moral and social aspects well but on occasions staff could make more of opportunities to promote spiritual development. Pupils have opportunities to understand their own culture through their learning in subjects such as religious education and music, but not enough is done to promote pupils' understanding of the different cultures that make up contemporary British society.
13. Attendance levels have fallen since the last inspection and are unsatisfactory. This is due mainly to the prolonged absences of a small minority of pupils and parents who take their children out of school for holidays during term time. The school is monitoring attendance with the educational welfare officer and quickly follows up any unexplained absences. However, a greater emphasis to discourage extended holidays could be made in school publications so that parents become much more aware of the importance of maintaining high levels of attendance.

Attendance in the latest complete reporting year 2003/2004 (%)

Authorised Absence		Unauthorised Absence	
School data	6.0	School data	0.4
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. Teaching and learning are **satisfactory** as is curriculum planning. The provision for pupils' care, welfare, health and safety is **satisfactory** as are links with the community, although links with parents are **unsatisfactory**.

Teaching and learning

Teaching and learning are **satisfactory** overall. The quality and use of assessment are **unsatisfactory**.

Main strengths and weaknesses

- Children in the Foundation Stage and Year 6 are taught consistently well.
- Assessment procedures are unsatisfactory and the information available is not used well enough to inform planning.
- The sample of pupils' recent work indicates that over a period, planning has been unsatisfactory and not enough has been expected of higher-attaining pupils.
- The marking of work and the use of homework are inconsistent.

Commentary

14. Teaching in the Foundation Stage is consistently good and sometimes very good in both the nursery and two reception groups. The staff working with the youngest children are experienced and very capable practitioners who have high expectations of what the children can achieve from the very start of their time in school. Activities are well planned to take account of the wide range of ability in the different groups and are clearly based upon the national guidelines for children of this age. There is a good mix of practical activities where children find things out for themselves and where they are taught the skills and knowledge they will need for later learning. Children flourish in this happy and purposeful environment and learn well.
15. Teaching in Year 6 is also good and often very good, especially when pupils are taught in a single age group. The teaching makes clear demands of pupils both in terms of expectations of good behaviour and of what they can achieve.

Because pupils have very good relationships with their teachers, they are keen to live up to the challenges presented to them and work well.

16. The overall quality of teaching identified in the previous inspection was good although with a key issue to improve the monitoring of teaching and the use of assessment information. Since this time, there has been minimal improvement in the areas identified and the overall quality of teaching has dipped. Teaching is now satisfactory overall and, as indicated in the sample of recent work, is starting to become more effective. During the current year, staff have worked with the Local Education Authority to improve both the behaviour of pupils and the standards attained. The work to help staff manage the unsatisfactory behaviour of some older boys is having a positive impact on classroom management strategies. Staff have also worked hard to improve the planning of linked but appropriately challenging activities to meet the needs of groups of pupils who make different rates of progress, but this is not yet fully effective. Over time, planning has been unsatisfactory. There have been too many activities that have not challenged all pupils and this has had a long-term impact on the achievement of many and especially those of higher attainment. The teaching of pupils with special educational needs is satisfactory overall and is often good in one to one support sessions.
17. In the small number of lessons where teaching is unsatisfactory and in some other broadly satisfactory lessons, teaching still does not demand enough of pupils. For instance, in a design and technology activity staff limited the task to drawing round adult produced stencils indicating little awareness of the importance of the design element in such a task. Occasionally, staff talk for too long at the expense of pupils finding things out. Not enough use is made of strategies such as 'talking partners' to enable all pupils to be actively involved in all parts of the lesson. The use of homework as highlighted by parents appears variable, with some parents concerned that even when conscientious pupils spend some time on homework this is not marked and therefore not an incentive to the pupils to do this work with care.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (17.5)	9 (22.5)	23 (57.5)	1 (2.5)	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.

18. Good assessment procedures are in place in the Foundation Stage and the information is used well to inform curriculum planning and to ensure that tasks are well matched to the individual needs of children. Satisfactory procedures are in place for assessing pupils' attainment in English and mathematics. The weakness, however is that the information gained across all subjects has not over time been used rigorously enough to set challenging targets or to track pupils' progress towards these targets. The school has not placed enough emphasis on examining the reasons why particular groups or individual pupils have not made the expected rate of progress and then putting in place

procedures to tackle the issue. Teachers' assessments of pupils' attainment are not always accurate, for instance, in science and, as a result, work that is planned within lessons and over time is simply not challenging enough for the higher-attaining pupils. There are no formal procedures in place for assessing pupils' attainment in subjects other than in core subjects. Overall teachers do not have a good enough grasp of what individual pupils are capable of achieving and work that set tends to be at a similar level for pupils of differing abilities. This results at times in underachievement for the higher attaining pupils in particular.

19. The school has recently introduced a more formal approach to making pupils aware of the targets that they are working towards in literacy and numeracy and this is beginning to have a positive impact on pupils' learning. Although there are some good examples of the marking of pupils' work, overall marking is unsatisfactory. There are too many occasions where teachers do not clearly outline what a pupil needs to do to improve or marking does not make clear why a piece of work is good or better.

The curriculum

The school provides a **satisfactory** curriculum. The range of enrichment opportunities is **good**. Accommodation and resources are **good** overall.

Main strengths and weaknesses

- Learning activities in the Foundation Stage are well planned, vibrant and fun.
- The school is not innovative enough in its approach to curriculum planning and organisation.
- The good range of enrichment opportunities brings an added dimension to pupils' learning.
- The provision that is made for the higher-attaining pupils is not good enough.
- The school does not promote writing and computer skills well across the curriculum.
- Although the accommodation has a number of strengths, there are weaknesses in that for the Foundation Stage.

Commentary

20. The school provides a satisfactory curriculum overall. The curriculum meets statutory requirements and is sufficiently broad. The weaker aspect is that not enough attention is paid to how pupils' skills in different subjects will be built up and developed as they move through the school. The emphasis lies too much on knowledge at the expense of skills. The school makes satisfactory provision for pupils' personal, social, health education, for citizenship and sex education and for raising pupils' awareness of the dangers of drug misuse. The provision that is made for developing and enhancing pupils' writing and computer skills in different subjects is unsatisfactory overall and impacts adversely on how well pupils learn and achieve. The curriculum on offer in the Foundation Stage is a strength of the school. It ensures that children are given every opportunity to carry out practical activities, to experiment and investigate, to find things out for

themselves as well as being directly taught a good range of key skills and concepts. There is evidence of good curriculum planning for the oldest pupils.

21. Across the school improvement since the last inspection has been unsatisfactory because identified strengths have not been developed sufficiently well to impact on the quality of pupils' learning. The equality of opportunity that the school provides for pupils is unsatisfactory. The provision that is made for pupils with special educational needs is good in the Foundation Stage and satisfactory in Years 1-6. In the Foundation Stage, the curriculum ensures that the needs of all children are met well. However, in Years 1-6 over time curriculum provision has not been geared well to meeting the needs of the higher-attaining pupils and many of these pupils have not been achieving as well as they could.
22. The school provides good opportunities for enrichment, both in and out of school hours. There is a good range of clubs, which are popular and much appreciated by the pupils. Over the course of the year, there are many extra-curricular sporting activities on offer, which include football, netball, lacrosse, dancing, basketball and cross-country. In addition, there are musical activities and a chance to learn a foreign language. Pupils regularly visit places of historical and geographical interest. Visitors to the school support and enhance learning in a number of subjects such as art, music, history, science, physical education and religious education. The school makes good use of the local community for activities such as developing mapping skills, traffic and shopping surveys and observational art. The school also takes part in residential visits that bring another dimension to learning as well as adding considerably to pupils' personal and social development.
23. The manner in which the school pursues curriculum innovation is unsatisfactory. The school is not sufficiently analytical in its approach to curriculum planning. It fails to ensure that all subjects are covered in depth, that skills in different subjects are systematically and rigorously developed or that the curriculum is geared to meet the needs of all pupils. In addition, the school is not creative or forward thinking enough in how it organises its mixed-aged classes or in looking at setting and banding arrangements that could impact more positively on how well pupils achieve. Subject leaders have not been empowered to carry out their roles effectively and consequently over time the curriculum has not been systematically evaluated to assess its effect on pupils' learning.
24. The school's accommodation is good overall although the outside accommodation for the children in the Foundation Stage is not conducive to the effective development of children's physical skills. Elsewhere the school is spacious with attractive outside grounds, a small but well equipped computer suite, a well stocked library, a swimming pool, a large sized hall and good space for withdrawal groups. Many teachers are enthusiastic and committed to school improvement. They are supported well in their work by a good number of dedicated and effective teaching assistants. Resources are satisfactory overall and good in the Foundation Stage in terms of both quantity and quality.

Care, guidance and support

The school provides a **satisfactory** standard of care, welfare, health and safety. The support, advice and guidance pupils receive are **satisfactory**. Pupils are **satisfactorily** involved in the life of the school.

Main strengths and weaknesses

- There are some health and safety concerns.
- Pupils feel happy and well cared for and they have good and trusting relationships with adults in the school.
- The youngest pupils are introduced to school life very well.

Commentary

25. The school provides a happy environment that is conducive to learning. The overall quality of care remains as it was in the previous inspection. Satisfactory attention is paid to health and safety issues. Pupils' healthy and safe living is promoted well through the Healthy Schools' Initiative and through personal, social and health education lessons. Child protection procedures are comprehensive and there is good liaison with other agencies. Designated members of staff are fully up to date in aspects of first aid, and risk assessments are undertaken regularly. Overall, the pastoral care of pupils is good and staff support pupils well.
26. Assessment procedures for tracking and improving pupils' academic progress are unsatisfactory. However, those for tracking and supporting the pupils' personal needs are satisfactory, although they are informal. Teachers and support staff know their pupils well and this contributes well to pupils' personal guidance and development. The good relationships with staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The pupils enjoy coming to school and they say the staff are very understanding. Almost every parent who responded to the questionnaire and who attended the parents' meeting before the inspection said that their children liked school.
27. All pupils are valued and their views are now sought on a regular, formal basis through the class councils and the school council. The council is influential in school life and members have recently been involved in looking at the school's mission statement and discussing the new reward system, which they like very much. Pupils say that they are confident that their ideas are sought and acted on when appropriate. There are very good induction arrangements for the very youngest pupils, which ensure that children settle happily into school. Parents at the inspection meeting and those who filled in the parents' questionnaire were very appreciative of this.

Partnership with parents, other schools and the community

The school has **unsatisfactory** links with parents. Links with other schools and the community are **satisfactory**.

Main strengths and weaknesses

- A significant number of parents have a considerable number of concerns.
- The contribution of links with parents to pupils' learning at school and at home is unsatisfactory.
- Procedures to ensure satisfaction and to deal with any concerns and complaints are unsatisfactory.
- The school has very good links with the local church and library.

Commentary

28. The effectiveness of links with parents has fallen since the previous inspection when they were good. A significant number of parents are now dissatisfied with the quality of education provided and this is a key issue for the school to address. The vast majority of parents who attended the parents' meeting before the inspection or who filled in the parents' questionnaire and those spoken to during the inspection appreciate the very good arrangements for the youngest children to start school and say that their children are happy at school. However, they do not feel it is well led and managed and are not comfortable about approaching the headteacher or governors with any concerns or complaints as they feel these are not taken seriously. Many parents believe the headteacher and governors have only a limited perception of their unhappiness. The inspection team accepts the parental concerns as valid and agrees with many of their views.
29. Parents are provided with satisfactory information about the school through, for example, the prospectus, newsletters and other correspondence. Information is given out each term on the areas of the curriculum and topics to be studied by the pupils. However, the contribution parents make to learning is unsatisfactory as they are not informed and involved enough to be in a position to help their children in the way they would like. Until recently there had been few sessions arranged for parents to help them understand how subjects such as numeracy are taught. The school is now organising another session for the summer term. Parents receive information about their children's progress through consultation evenings and annual reports, but these reports, although broadly satisfactory, are often extremely similar for many pupils, just give an overview of what the pupils have been learning and do not give consistent information on the progress of the pupils in each subject. The only questionnaire to seek the views of the parents was sent out in 2003 and staff did not act upon the identifiable concerns.
30. A few parents come in to school, for example to hear the pupils read, and many come in to help on visits. There is a small but dedicated group of parents who organise social and fund-raising events and these are very successful. A minority of parents express concerns about incidents of harassment or bullying at the school. The inspection team saw no evidence of bullying during the inspection period. However, overall procedures to ensure parental satisfaction and to deal with any concerns and complaints are unsatisfactory.

31. Satisfactory links with other schools and the community are used to pupils' benefit. The school has very good links with the Church and the library. Pupils visit local places of interest and take part in local celebrations. The wider community is also used as an educational resource. For example, Year 5 and Year 6 pupils enjoy residential visits to activity centres and pupils regularly take part in sporting activities with other schools. There are links with the local nurseries and playgroups. Satisfactory links with the local secondary school ensure that pupils are prepared and are able to move confidently to the next stage in their education.

LEADERSHIP AND MANAGEMENT

There are **serious weaknesses** in the leadership and management of the school. The headteacher's leadership is **poor**. The leadership and management of the governing body and key staff are **unsatisfactory**.

Main strengths and weaknesses

- The headteacher does not provide a sufficiently clear steer to the school's work.
- Targets in the school improvement plan are not sufficiently well prioritised to bring about the necessary improvement.
- The governing body is very supportive but does not have a clear enough understanding of the strengths and weaknesses of the school.
- Overall monitoring and evaluation of the work of the school are weak and staff are not empowered to carry out their co-ordinating roles.
- The Foundation Stage is well led and managed by the newly appointed co-ordinator.
- Not enough thought has been given to the organisation of teaching groups and the annual changing and mixing of class groups causes disruption to pupils' learning.

Commentary

32. Improvement since the last inspection has been unsatisfactory. Although the school has successfully tackled some of the issues arising from the last inspection, there has not been enough improvement in some key areas, such as assessment and the role of the co-ordinators. In some important aspects of the school's work, the provision described at the time of the last inspection has declined. Teaching is not as good as it was, and standards at the end of both key stages in the core subjects of English, mathematics and science have dropped steadily. Higher-attaining pupils are not making the progress of which they are capable. Over the past few months, the school has benefited from its involvement in the Primary Leadership Programme. This has helped the school to focus on key areas for improvement, in particular raising standards in English and mathematics. Although there are already signs of improvement, especially in terms of the quality of teaching in these areas, there is still a lot more work to be done before standards start to rise.

33. The headteacher is hard working, and is keen to take the school forward. However, she has difficulty in prioritising the main areas for school improvement and, as a result, staff are working on too many initiatives at once, and making little real progress in any. The school improvement plan is an unwieldy document, which presents a muddled picture of how the school will tackle the weaknesses that have been identified, and how it will maintain its strengths. Targets are not prioritised in order of importance, and are not closely enough linked to raising standards.
34. The governing body is very supportive and governors visit the school on a regular basis, sometimes helping out in class. However, governors are not sufficiently rigorous in the way in which they monitor the school's work. They rely too heavily on information provided by the headteacher and this limits their capacity to fulfill their role of 'critical friend' and their ability to hold the school to account for the quality of education it provides.
35. Co-ordinators are in place for all subjects and for key aspects of the school's work. However, most co-ordinators are not clear about what is expected of them, or about the extent of their authority. Although some co-ordinators have had time to carry out monitoring activities, their monitoring is not sufficiently regular or rigorous to bring about improvement. The headteacher does not pay enough attention to how co-ordinators use the limited amount of time they have for monitoring, and does not give them a sufficiently clear focus for their subject development work. The role of the deputy headteacher was an issue at the time of the last inspection and not enough progress has been made in developing her role. She has made a good start in a number of areas, but has not always had the necessary support from the headteacher to enable her to see projects through to fruition. The Foundation Stage is well led and managed by the newly appointed co-ordinator who has drawn up a clearly prioritised action plan that shows planned improvements.
36. The organisation of teaching groups in the school is unsatisfactory and is a source of concern for parents whose children are often split from their friends when classes are regrouped on an annual basis. Year groups are very uneven, and therefore mixed-age classes are unavoidable. However, not enough thought has been given by senior staff to the organisation of the pupils, with the result that there are some classes where pupils from different key stages are taught in the same group, and some year groups, which could be taught as single age groups but which are unnecessarily split
37. The finances are well managed on a day-to-day basis, but not enough thought is given to the allocation of funds in terms of supporting educational development. Budgeting for subject areas is poorly planned. Individual co-ordinators approach the school's finance officer for funding, but have no idea of how much money is available to them on an annual basis. The headteacher is not sufficiently involved in the delegation of funding, and relies too heavily on the well qualified finance officer who moves funds within the different accounts. This places the finance officer in a vulnerable position, as she is largely unaccountable for the hours she works, or the tasks she undertakes.

38. The school has not made sufficient improvement since the previous inspection. In the light of the serious weaknesses the school has in its leadership and management, the under-achievement of higher-attaining pupils and the high levels of parental concern, the school is judged to be giving unsatisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	736 194	Balance from previous year	43 378
Total expenditure	743 343	Balance carried forward to the next	36 229
Expenditure per pupil	2 866		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the children in the Foundation Stage is **good**.

Commentary

39. The children's attainment when they join the nursery is variable, but is average for the current nursery group. The attainment of the current reception group was below average when they started school. Children of all ages achieve well from their different starting points. Their achievement in personal, social and emotional development and knowledge and understanding of the world is very good. By the end of the Foundation Stage, the attainment of the current reception children will be at the age expected level in communication, language and literacy, mathematical development, physical development and creative development and above the age expected level in personal, social and emotional development and knowledge and understanding of the world. The current nursery children are on course to attain even higher standards when they leave the reception class in one year's time.
40. Teaching and learning are good, and have very good features. Teachers and support staff form a close team, and work very well together. They are very effective in the way in which they promote the children's spoken language, and the way in which they encourage the children to develop their social skills. Teachers and support staff make good use of ongoing assessment when planning the next stage of the children's learning, and to check and monitor the children's progress. The curriculum is exciting and stimulating. There is a very good balance between activities that are adult led, and those which the children choose themselves.
41. The Foundation Stage is led by a highly competent practitioner who has taken up the post recently. Already she is leading the team of staff effectively and has drawn up a well prioritised action plan, which identifies the main strengths and weaknesses of the overall provision. She has identified the weaknesses in terms of the outdoor provision, and has given thought to how the problems can be overcome. Very good links with parents have been established, and parents and carers receive very good levels of information prior to their children starting school.

Personal, social and emotional development

The provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- There is a very good balance between direct teaching of skills, and opportunities for the children to learn through first-hand experience.
- Relationships between children and adults are very good.

- The children are very well prepared for Key Stage 1 enabling them to transfer with high levels of confidence and eagerness.

Commentary

42. By the end of the Foundation Stage, the children attain beyond the age expected level in their personal, social and emotional development. Children are well behaved, have good levels of independence and show a good awareness of the needs of others. They achieve very well. Teaching is very good and there is a very good combination of the direct teaching of social skills, and opportunities for the children to learn through their own experience.
43. From an early age, the children are taught how to work collaboratively with others, and by the end of the reception year, children co-operate well when working together on tasks. Staff are very effective in the way in which they pick up incidental opportunities for extending the children's learning. They provide gentle prompts and reminders when children forget to behave in the expected way. Very good use of praise and encouragement results in confident children who have high levels of self-esteem and a thirst for learning. Children form very good relationships with their teachers and classroom assistants, and respond well to the high expectations that staff have of them.

Communication, language and literacy

The provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Staff continuously extend and reinforce the children's spoken language.
- Role-play in the nursery is very effective in promoting the children's language skills.
- Early key skills of reading and writing are taught well.

Commentary

44. By the end of the reception year, the children's attainment is at the age expected level in communication, language and literacy. Children of all ages make good progress overall and achieve well. Teaching is good and has some very good features. In both the nursery and reception classes good emphasis is placed on the direct teaching of the key skills of reading and writing and these activities are always presented in a fun and exciting way so that the children maintain high levels of interest and motivation.
45. The children make good progress in their writing, and regularly and systematically practise letter formation skills so that by the time they leave the reception class, most can accurately draw and recognise letters. They learn sounds, enabling them to decode simple words in their early reading books, and because of their teachers' enthusiasm show good levels of interest when sharing class books, and when reading independently. Teachers and classroom assistants rarely miss an opportunity to extend the children's spoken language, and constantly encourage the children to talk about their work, and to ask and answer questions. In the nursery class, the current role play area, which is a 'vet's surgery', is proving to be a rich source of inspiration for the

children as they use emergent writing to record the names of the pets, and book appointments.

Mathematical development

The provision for mathematical development is **good**.

Main strengths and weaknesses

- Counting songs and games are used very well to reinforce the children's knowledge and understanding of number.
- The use of commercial workbooks in the reception class places a ceiling on the learning of higher-attaining children.
- Mathematical concepts are reinforced well through the ongoing structured play activities.

Commentary

46. The children's attainment is at the expected level by the end of the Foundation Stage and children of all ages and abilities achieve well. Teaching is good overall. Very good use is made of counting songs and rhymes to support the children's learning and, as a result, many children count confidently forwards and backwards to ten. The good use of pictorial prompts in the sand and water areas helps the children to focus on specific mathematical concepts, such as heavier/lighter than, or more/less than, and gives a clear purpose to their play. Adults effectively extend the children's mathematical vocabulary through ongoing discussion about their work and successfully pick up incidental opportunities for counting, ordering and sorting as they arise during the day. Children record their work in a variety of ways, but the use of commercial scheme workbooks does not fully stretch the ablest children and does little to enhance their mathematical thinking.

Knowledge and understanding of the world

The provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teachers go to great lengths to make learning exciting and relevant for the children.
- The lack of a modern computer in the nursery class hinders the children's learning.

Commentary

47. The children's attainment is above the age expected level when they leave the reception class, and children of all ages and abilities achieve very well in this area of learning. Teaching is very good, and the children enjoy participating in a wide range of exciting activities that promote their natural curiosity and help them to gain a sense of the world around them. Most children have a good awareness of their locality, and a developing understanding of the past. They have good observation skills, and use a wide vocabulary well to explain their ideas.

48. Visits to places of local interest effectively support the children's learning and bring it to life. For example, nursery children visit the local vet's surgery and use this experience well when they work in their own vet's role-play area. There is a very good balance between the direct teaching of skills and knowledge, and opportunities for the children to investigate and explore new ideas through free-choice activities. Information and communication technology is promoted well in the reception classes where the children make good use of class computers. However, the computer in the nursery class is very old and has no printer. Although the children are enthusiastic about using it, they quickly become frustrated because it is so slow. This has an adverse affect on overall provision. Statutory requirements are met in respect of teaching religious education to the children who are five and over.

Creative development

The provision for creative development is **good**.

Main strengths and weaknesses

- Creativity and imagination are encouraged and celebrated.
- The children have good access to a wide range of ongoing art, craft and role-play activities.
- The children do not have enough opportunities to make music.

Commentary

49. Children of all ages and abilities achieve well in terms of their creative development and attain the expected level for their age by the end of the reception class. Teaching is good. In both the nursery and reception classes, teachers and support staff place good emphasis on the children developing their imagination, and celebrate originality and creativity. As a result, the children are keen to try out new ideas. Role-play areas are used well to support the children's creative development, and most children are keen to take on the roles of different characters, with the highest attaining children really trying to vary their voices and mannerisms to achieve authenticity. Children throughout the Foundation Stage have good ongoing access to a wide range of art and craft activities, and they often show good levels of independence and confidence as they make models and select art materials. Although the children regularly sing a wide range of songs, and have some formal music lessons, there are not enough opportunities for them to select music making activities as part of their free-choice menu.

Physical development

The provision for physical development is **satisfactory**.

Main strengths and weaknesses

- The outdoor play area is not easily accessible and its unusual shape makes it difficult for adults to supervise.
- Because of good direct skill teaching, the children show good control when working with small objects.

Commentary

50. The children's attainment at the end of the Foundation Stage is at the expected level for their age. The children's achievement is satisfactory. Although the direct teaching of skills is good, there are not enough opportunities for the children to use the outdoor area, and this adversely affects the overall quality of their learning and their rate of progress. The area is 'L' shaped, making it very difficult for staff to supervise. The only access point is from the nursery class, and this is not visible from the reception classes. The current location of the outdoor area makes it very difficult for staff to make links between indoor and outdoor play. Regular indoor physical education lessons ensure that the Foundation Stage children have periods of rigorous exercise several times each week, and the children show satisfactory control of their bodies as they run, jump, twist and turn. The good teaching of direct skills ensures that the children have good control of small objects such as pencils, brushes and scissors, and teachers provide good opportunities for them to practise and use these skills through their ongoing play activities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**

Main strengths and weaknesses

- Achievement for the higher-attaining pupils is not good enough.
- Teaching for the oldest pupils in school has some significant strengths.
- Leadership and management of the subject over time have not impacted enough on helping to raise standards.
- Assessment data is not used effectively to help improve pupils' achievement.
- Teaching assistants contribute much to pupils' learning.
- Writing skills are not developed well in other subjects, although the introduction of more focused and guided writing and reading sessions is having a positive impact on pupils' learning.

Commentary

51. On the basis of the 2004 teacher assessments for Year 2 pupils, standards were in line with the national average in writing and below the national average in reading. A similar picture emerges when the school's results are compared to similar schools. The 2004 National Curriculum tests for Year 6 pupils show that standards were well below the national average and well below average when compared to similar schools. Inspection findings indicate that standards in Year

2 are average in speaking and listening and below average in reading and writing. Standards by the end of Year 6 are at an average level in all aspects of the subject. The inspection findings and test results do not tell the full story. The data would suggest that standards in Year 6 have improved since 2004 but this group of pupils performed particularly well at the end of Year 2. Whilst there has been some pupil mobility the fact remains that standards are not as high as they should be. Although the school has recently put in place procedures to help raise standards, achievement over time for all groups of pupils including those with special educational needs is unsatisfactory. There is a historical trend of the pupils not achieving as well as they could do. Too few pupils are attaining above the levels expected for seven and eleven-year-olds. Improvement since the last inspection has been unsatisfactory.

52. By the end of Year 2, pupils are attentive listeners and are always ready to contribute to discussions, although the vocabulary they use is a little limited. During their early years in school, pupils begin to gain confidence as readers as they are taught different strategies to tackle unfamiliar words, but standards are below average because too few pupils reach above average standards where they can read expressively and locate information quickly. Pupils are putting together sequences of sentences, which show a satisfactory awareness of capital letters, full stops and, in some instances, speech marks. Spelling standards are below average by the end of Year 2 with the main weakness being that pupils find difficulty in developing and sustaining an idea or the vocabulary that they use lacks sparkle. Given the attainment levels when pupils leave the reception year, too few pupils reach Level 3 by the end of Year 2.
53. Evidence indicates that underachievement has continued to be an issue in Key Stage 2, particularly for the younger pupils. The teaching for the older pupils in school is stronger and particularly strong for the Year 6 pupils. However, teachers in these classes are often making up for lost time and despite their best efforts, although standards are at an average level, this represents unsatisfactory progress given how well this group of pupils attained when they were Year 2 pupils. Too few pupils are on track to attain Level 5, which is the level above that which eleven-year-olds are expected to attain. Many pupils listen well and readily contribute to class and group discussions and to role play and drama activities. Pupils explain and justify their views and opinions in a satisfactory manner. Many pupils leave school as competent readers who read with fluency and accuracy. Few pupils have acquired higher order reading skills that enable them to, for example, read for inference or to read beyond the literal level. Many pupils write in a technically accurate manner and spelling standards are at an average level. However, pupils find more difficulty in producing extended pieces of writing that first of all seize and then sustain the interest of the reader over a period of time.
54. Teaching and learning are satisfactory overall with very good teaching observed for the Year 6 pupils. Scrutiny of work and assessment data indicate that teaching over time is not always satisfactory in some classes. The school has recently introduced more rigorous and focused guided reading and writing sessions, which are beginning to have a positive impact on standards. Reading skills are generally taught in a satisfactory manner but there is a need to ensure

that these continue to be developed as pupils move through the school so that the teachers of the oldest pupils in school can teach more advanced reading skills instead of filling gaps in pupils' skills.

55. A similar situation arises in writing where, although pupils across the school are generally given the opportunity to write for a variety of audiences and purposes, the skills to enable them to do this are not always taught in a highly effective or challenging enough manner. As a result, there are too many times when there is not enough expected of the higher-attaining pupils. The most effective teaching is in Year 6. Here the teaching is stimulating, challenging with high expectations constantly being set and provides a very good role model for the teaching of literacy. Teaching constantly strives to ensure that the needs of all pupils are met and that the work set for the higher-attaining pupils is demanding. Pupils are left in no doubt as to what is expected of them and invariably they rise to the challenge. Teaching assistants across the school make an important and valuable contribution to how well pupils learn and their support is valued by pupils and teachers alike. The marking of pupils' work has some good examples but is unsatisfactory overall because there are too many times when it is not used to clearly outline what a pupil needs to do to improve, or to explain why a piece of work is good or better.
56. Assessment in the subject is unsatisfactory. Satisfactory procedures are in place for assessing pupils' attainment, but the information is not used effectively enough to set challenging targets for pupils or to track the progress that pupils are making. Rigorous enough procedures are not in place for identifying and then tackling the unsatisfactory progress that the data shows some pupils are making. Not enough attention is paid to issues such as pupil mobility, gender or the achievement of similar aged pupils in different classes. The school has recently introduced a more structured approach to making pupils aware of the targets that they are working towards but this practice is not yet embedded enough to have its biggest possible impact on learning.
57. The subject leader is keen and committed and wants to improve standards and achievement in the subject. However, the school has not established a clearly defined role for subject leaders that would enable or empower them to play a more rigorous and effective role in monitoring standards, teaching and learning and to play a more active role in analysing test and assessment data. Consequently, the subject leader has not been able to get a good enough grasp on standards and achievement and therefore leadership and management of the subject are unsatisfactory.

Language and literacy across the curriculum

58. The use of language and literacy across the curriculum is unsatisfactory. The development of pupils' speaking and listening skills in other subjects is satisfactory overall with many lessons providing good opportunities for pupils to take part in class and group discussions. However, there are no procedures in place to ensure that pupils' writing skills are developed and enhanced in a meaningful, motivating and relevant manner in different subjects of the curriculum. Whilst there are some good examples, too few opportunities are

seized upon, and chances are missed to help improve writing standards including ICT activities.

MATHEMATICS

The provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Higher-attaining pupils in both key stages do not make the progress of which they are capable.
- The school's involvement in the Primary Leadership Programme is starting to bring about improvements in teaching and learning.
- Assessment and test information is not used sufficiently to match work to pupils' level of ability.
- Pupils who are in the same year group, but in different classes, do not cover the same work.
- The co-ordinator has not provided a clear enough lead for staff in terms of bringing about improvement.
- Not enough use is made of information and communication technology to support pupils' learning.

Commentary

59. The 2004 end of Key Stage 1 national test results show that pupils' attainment is below the national average and below average in comparison with similar schools. The 2004 end of Key Stage 2 national test results show that pupils' attainment is well below the national average and well below average in comparison with similar schools. Based on their prior attainment the pupils' performance is well below average suggesting that this group of pupils made poor progress between the end of Key Stage 1 and the end of Key Stage 2. Standards are lower than they were at the time of the last inspection in both key stages.
60. The inspection findings show that the attainment of the current Year 2 pupils is below the national average, reflecting the most recent test results. Higher-attaining pupils are not sufficiently challenged and do not achieve the standards of which they are capable. The pupils' attainment at the end of Key Stage 2 is in line with national expectations. Although this picture seems to be more positive than that painted by the 2004 end of Key Stage 2 test results, the current group of Year 6 pupils attained standards that were well above the national average when they were tested as Year 2 pupils. There has been some mobility in this year group, and so the cohort is not exactly the same as it was in Key Stage 1, but nevertheless the progress between the end of Key Stage 1 and the end of Key Stage 2 is unsatisfactory overall. As in Key Stage 1, the achievement of lower and average-attaining pupils is broadly satisfactory, but the achievement of higher-attaining pupils is unsatisfactory.

61. During the inspection, the teaching was satisfactory overall, and some very good teaching was seen in Year 6. However, over time, teaching has been unsatisfactory, as it has not met the needs of the highest-attaining pupils. Recently, teaching has improved, so that lessons have a satisfactory pace, reflect the National Numeracy Strategy and have a clear mental arithmetic starter session. Where teaching is most effective, teachers use resources well to capture the pupils' attention, and boost the pupils' self-esteem, including pupils with special educational needs through the good use of praise and encouragement. In most classes, teachers have started to share learning objectives with the pupils so that they are clear about what is required of them. Teachers explain new ideas well, and have good classroom organisation skills. However, they are still not using assessment information well enough when planning work for different groups of pupils, and in many cases, pupils of all abilities carry out the same tasks. Pupils have positive attitudes to learning, especially in Year 6 where they are very highly motivated by the enthusiasm of their teacher.
62. The leadership and management of the subject are unsatisfactory overall, and the co-ordinator's role has not been sufficiently developed. Although the co-ordinator is keen to take the subject forward, she does not have a sufficiently clear overview of the strengths and weaknesses of the provision. She is not clear about what the school's priorities are for development, and the small amount of monitoring she has undertaken has not been sufficiently rigorous to bring about the necessary improvement in standards. The co-ordinator does not have enough involvement in the analysis of test data and so is not sufficiently well informed about the decline in standards over recent years, and the under-achievement of higher-attaining pupils. The lack of parity of provision for pupils in the same year group, but who are taught in different classes, has not been picked up and addressed. Improvement since the last inspection is unsatisfactory.

Mathematics across the curriculum

63. The development of mathematical skills across the curriculum is unsatisfactory. Staff miss many opportunities in subjects including science, design and technology and geography to extend pupils' knowledge of how to use numbers and measures. Teachers throughout the school do not provide enough opportunities for the pupils to use ICT to support their learning.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils across the school, particularly those of higher attainment, do not achieve all that they are capable of.
- Pupils do not have enough opportunities to plan and carry out experiments and investigations.
- Assessment procedures and the use of information to inform planning are unsatisfactory.
- The subject co-ordinator does not have sufficient opportunities to monitor the quality of provision across the school.
- ICT is not used well enough to support learning across the science curriculum.

Commentary

64. Teacher assessments in Year 2 in 2004 indicate that an average proportion of pupils attained the expected level for their age but that no pupils at all achieved the higher levels. Scrutiny of these pupils' recent work indicates they were much better than reported. The 2004 national tests at the end of Year 6 show standards that were below the national average and well below the average of schools with similar features. In 2003, Key Stage 2 standards were also below average. A common feature in both key stages has been that fewer pupils achieve the higher levels than seen nationally.
65. Inspection findings are that standards are below average in Key Stage 1 and broadly average in Key Stage 2. The difference in the standards attained this year in Key Stage 2 is because this group of pupils who did well in national tests at the age of seven contains a greater proportion of pupils working at higher levels than last year. However, across the school achievement is unsatisfactory. All groups of pupils, including boys and girls and those with special educational needs, but most especially those of higher attainment do not achieve well enough. Standards have fallen across the school since the last inspection and improvement has been unsatisfactory.
66. In Year 2 pupils have a satisfactory understanding of life and living processes through their work growing beans. Older pupils in Year 2 have studied rocks and shadows, whilst younger pupils in the same year have found out about human growth and the forces needed to make things move. This lack of consistency and equality of opportunity for pupils of a similar age in different classes is rightly a concern for parents. Throughout the key stage there is limited evidence of open-ended investigative work where pupils carry out experiments to find out what happens. This core element of the science curriculum is unsatisfactory and is a key reason why standards are below average and why pupils do not achieve well enough. In some classes there is quite wide use of a commercial scheme of work and work sheets that do little to develop pupils' ability to record their findings in their own words, thereby extending their use of scientific vocabulary.

67. By Year 6 pupils have satisfactory understanding of aspects of healthy living and are able to plan a fair test to find the answer to a scientific question and carry out investigations. A worthy feature of recent work has been the heavy emphasis on practical science activities. However, the sample of pupils' recent work shows little recording of work which is a limiting factor when reviewing what pupils know and in revising for national tests. Because of this and a lack of consistent challenge for the higher-attaining pupils throughout the key stage pupils do not achieve well enough.
68. The quality of teaching and learning is satisfactory overall. In Key Stage 1 the sample of pupils' recent work indicates a broadly satisfactory level of teaching, although there is not enough focus in planning to meet the needs of the higher-attaining pupils. In Key Stage 2 teaching is satisfactory with some good elements. The level of challenge for the older pupils is improving with staff having higher expectations of what they can achieve, and challenging them well through the good use of questions to check understanding. However, over time teaching has not always been good enough. Key weaknesses in teaching are the unsatisfactory arrangements for assessing the pupils' progress and the ineffective use of information in subsequent planning. Staff do not make enough use of the information that is available to track carefully the progress individuals and groups of pupils make. This has an adverse effect on the planning of activities to provide a high enough level of challenge for all groups of pupils. Not enough use is made of ICT, especially classroom computers, to support teaching in science. Whilst there are a few good examples of cross-curricular teaching for the older pupils such as computer research into the properties of solids, liquids and gases, these opportunities are rarely followed up in class activities.
69. Leadership and management of the subject are unsatisfactory. The deputy headteacher is currently fulfilling this role on a temporary basis and has an appropriate understanding of the need to extend considerably the role. However, assessment procedures have not been extended well enough and the monitoring and evaluation of teaching and learning are unsatisfactory. The school has been slow to develop the role of the co-ordinator, a weakness identified in the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers do not make enough use of classroom computers to consolidate pupils' ICT skills or to extend learning in other subjects.
- There is a shortfall in the amount of computer hardware.
- The school relies too heavily for the development of skills on the teaching of a part-time ICT instructor.

- Pupils enjoy using computers and work well when the opportunities are offered to them.

Commentary

70. Standards in Key Stages 1 and 2 are below average for the age of the pupils and the pupils do not achieve well enough. Standards have fallen since the last inspection and there has been unsatisfactory improvement in the subject. Pupils do not spend enough time using computers to cover the depth of knowledge, skills and understanding required in the National Curriculum. There is a lack of sufficient computer hardware for the number of pupils in school and some of that available is not used to sufficient effect. The school has relied far too heavily on the skills of a part-time ICT instructor to work with groups of pupils in 40 minute slots once every two weeks in the computer suite of eight computers. Whilst this work in itself is at least satisfactory it is not enough to enable all pupils including those with special educational needs to achieve what they are capable of.
71. In Year 2 pupils have broadly average skills in directing a 'turtle' around the screen using simple commands although several struggle to understand how to turn the turtle around. In Year 1, with support, pupils are generally able to draw a simple picture of a plant and add labels to the main parts of it. The sample of pupils' recent work generally shows slightly more usage of ICT in Key Stage 1 than in Key Stage 2 but not enough pupils are working at the higher levels for their age.
72. Key stage 2 pupils satisfactorily use a branching database to answer questions about the cost of toys they can buy and older pupils use computer search facilities to research the properties of solids, gases and liquids. The sample of work shows some satisfactory opportunities to consolidate word processing skills in 'sensational stories'. In Years 5 and 6 class laptops are occasionally used, for instance to record the temperature of melting ice. In the activities observed pupils' skills were broadly average when they received adult support. However, the lack of work available for scrutiny throughout the key stage indicates that over time pupils do not develop skills, knowledge and understanding at a high enough level in all aspects of the ICT curriculum. Whilst many pupils have reasonable skills in some areas, this is often related to computer usage at home. All pupils enjoy using computers and really look forward to their time in the suite, where they behave well and try hard.
73. The quality of teaching observed in the computer suite is satisfactory. This is briefly planned by class teachers and carried out by a skilled instructor. Pupils work in small groups and have individual access to machines. Good individual support is provided to pupils who make at least satisfactory progress in these activities. However, over time the teaching of ICT is unsatisfactory overall as there are not enough opportunities for pupils to practise and extend their learning in day-to-day activities. Some class computers were rarely seen in use during the inspection. Assessment in activities in the suite is carried out satisfactorily by the ICT instructor who clearly identifies what success the pupils have in each task. However, this information is rarely used by class teachers in

order to inform subsequent planning or class teaching. There is little assessment of pupils' skills in class-based activities and therefore overall assessment and the use of information are unsatisfactory.

74. The quality of leadership and management of the subject is unsatisfactory. The very recently appointed co-ordinator has had no opportunities to monitor the quality of teaching and learning and is not in a position to identify what aspects are in most urgent need of improvement. There have been no recent audits of class usage of computers and, whilst all staff have access to a laptop, these are rarely used in lessons. However, the co-ordinator has much enthusiasm and potential to develop the role if empowered to do so by senior staff.

Information and communication technology across the curriculum

75. The use of ICT across the curriculum is unsatisfactory. Whilst there are a few good examples of ICT being used to support activities in science and literacy, for instance, there is too little use of classroom computers across the curriculum. This is not built in to many teachers' day-to-day planning and is therefore under-used as a tool to support learning.

HUMANITIES

76. **Religious education** was not inspected because as a Church of England Aided school it is reported in a separate inspection report. Due to timetable constraints, only one lesson was observed in geography and this subject is sampled. It was not, therefore possible to make a judgement on provision. More teaching and learning were observed in history and this subject is reported on in full.
77. A study of teachers' planning and samples of pupils' work in **geography**, together with discussions with pupils and teachers, indicate that standards are at an average level by the time that pupils leave school. Pupils have a satisfactory knowledge of the world in which they live and have developed satisfactory mapping skills. Pupils compare in a satisfactory manner their own village to towns and cities around the world and know the key features needed for settlements to be successful and to thrive. Pupils show a satisfactory awareness of the impact that issues such as pollution and tourism have on the environment and recognise how happenings such as a tsunami occur and the impact that they can have. Pupils' knowledge of human and physical features is satisfactory. Evidence indicates that key geographical skills are not always taught in a systematic and rigorous manner to complement the development of pupils' geographical knowledge. Similar topics with similar content are sometimes covered by different year groups with not enough attention being paid to ensuring that the work is adequately matched to the differing ages and abilities of the pupils. The use of computers to support and enhance pupils' learning in the subject is unsatisfactory and at times there is an over use of worksheets rather than seizing the opportunity to develop pupils' writing skills. Leadership and management of the subject are unsatisfactory because the school has not put in place adequate procedures to enable the subject leader to monitor and evaluate the quality of teaching, learning and standards in the subject. In addition, there are no formal procedures in place for assessing and tracking pupils' attainment and progress and, at times, this results in work being set that is far too easy for the higher-attaining pupils.

HISTORY

Provision in history is **unsatisfactory**

Main strengths and weaknesses

- Pupils' historical skills are not always built on well as they move through the school.
- There is not always enough challenge for the higher-attaining pupils.
- Teaching for some Year 6 pupils helps to bring learning to life.
- The subject is not consistently used well to enhance pupils' writing and computer skills.
- Leadership and management of the subject have not impacted well on helping to improve the quality of provision.
- There are no formal assessment procedures in place.

Commentary

78. Standards are at an average level overall by the end of Year 2 and Year 6. Achievement overall is unsatisfactory largely because there is not enough challenge for pupils and especially those of higher-attainment. Improvement since the last inspection has been unsatisfactory.
79. By the end of Year 2 pupils have a satisfactory understanding of chronology and recognise that there are differences between life styles now and in the past. Pupils have a satisfactory recollection of facts about famous people in history who they have studied. There is not always a great deal of recorded work to indicate that different topics are covered in depth. Although standards are at an average level by the time that pupils leave school, they could be higher. Pupils have a satisfactory knowledge of life in Tudor times, although their knowledge of other periods of history that they have studied is patchy. Pupils recognise that there are primary and secondary sources of evidence. Pupils' sense of chronology is satisfactory.
80. Teaching and learning observed during the inspection was satisfactory overall with some very good teaching observed for the Year 6 pupils. Here the teaching was challenging and learning made fun when pupils had to role-play different people at a Tudor market, after researching the life and times of the different characters. Pupils developed a real sense of empathy as well as a good body of knowledge and thoroughly enjoyed the experience. Over time, however, evidence would suggest that teaching in the school does not always reach this high standard. This is due in the main to how the curriculum is organised. Different year groups are often covering the same period of history but the content and, in particular, the skills being taught do not differ markedly between some year groups. There are no formal systems in place for the systematic and rigorous development of pupils' enquiry and investigative skills. These factors result in work not being challenging or demanding enough for some higher-attaining pupils. The recorded work in pupils' books does not always reflect their level of knowledge and there is a tendency in some classes to use too many worksheets rather than use the subject as a vehicle for enhancing pupils' writing skills. There is little evidence of computers being used to support and enhance pupils' learning.
81. Leadership and management of the subject are unsatisfactory. The subject leader is very keen to develop the subject further and to develop her role as a leader but the school has not put in place rigorous or effective procedures to enable her to do this or to monitor effectively the quality of teaching, learning and standards. The situation is further compounded by the fact that there are no formal procedures in place for assessing and tracking pupils' attainment and progress as they move through the school and underachievement is not picked up and tackled.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. No lessons were inspected in art and design and only a small number of cross-curricular activities involving design and technology were observed. It is therefore not possible to make secure judgements about the quality of provision in these subjects.
83. The sample of pupils' recent work in **art and design** indicates that there is satisfactory coverage of the different aspects of the curriculum and that work in two and three dimensions is satisfactory, with some interesting work using clay. There is some attractive work well displayed around the school, which helps raise the pupils' self-esteem. However, the scrutiny of recent work shows that the teaching of basic drawing skills in portraiture work and observational drawing is not as well developed as it might be. Some of the work in the style of well-known artists by younger pupils is more effective than other work produced by older pupils. The subject makes a satisfactory contribution to the development of pupils' cultural understanding. Assessment in the subject is largely informal and an area for future development. The leadership and management of the subject is carried out by an enthusiastic co-ordinator who has collected a good range of evidence of recent work especially by younger pupils. However, she has had no opportunity to formally monitor the quality of teaching and learning which makes it difficult to ascertain how well pupils achieve and identify areas for improvement across the school.
84. The sample of pupils' work in **design and technology** indicates that there is a satisfactory curriculum in place across the school, although the main weakness is that the designing and evaluating aspects of the curriculum are not always as strong as the making aspects. There are clear links to the art curriculum through the development of modelling skills using papier-mâché and clay. The sample of older pupils' work making a range of hats and pop-up mechanisms using pneumatic power indicates that the design brief is very narrow as virtually all work uses the same techniques. Similarly, the Year 3 and 4 work making clay pots and models of chairs all result in similar work. Food technology activities including the making of biscuits in Key Stage 1 are enjoyed by the pupils. As in other subjects, assessment, leadership and management of the subject are often informal and unsatisfactory overall. The subject co-ordinator has few opportunities to monitor teaching and learning and is not in a well-informed position to recognise whether the design and evaluation elements of the curriculum are promoted well enough.
85. **Physical education** and **music** were not a focus of the inspection. During the inspection, two physical education sessions were observed, and one music lesson. Not enough evidence was gathered to make secure judgements about standards, achievement, or provision. Both subjects are taught on a regular basis in all classes, and the statutory curriculum is supported by a good range of extra-curricular activities, which effectively enrich the pupils' learning and extend their personal and social development. Whole-school assessment systems are not yet in place to enable the tracking and monitoring of pupils' progress and attainment as they move through the school. Co-ordinators are in place for music and physical education, and they provide good support and advice for their colleagues. However, their leadership lacks a real sense of purpose, and they do not have the support they need to enable them to fulfil

their roles successfully. The school has been awarded the Gold Active Mark in recognition of the provision it makes for physical education. The large majority of pupils exceeds the minimum expectation in swimming through regular use of the school pool.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. There was insufficient opportunity to observe many activities and it is therefore not possible to make secure judgements about the quality of provision. The school promotes healthy living through both the science and the physical education curriculum. The school's commitment to healthy living is reflected in the fact that the school gained a Healthy Schools award in 2004. The school has recently put in place a structured programme for the teaching of PHSE where pupils are provided with the opportunity to discuss a wide range of issues such as the importance of rules, bullying, feelings, special places and their reaction to national and international events. Pupils are made aware of the dangers of substance abuse with coverage appropriate to pupils' ages. Sex and relationships education is provided appropriately for the older pupils, in line with the school policy. The school places a good emphasis on the moral and social development of pupils with pupils expected to take on tasks around the school and to take responsibility for their own actions. The school has recently set up a school council and the pupils involved in this are proud to do so and recognise the contribution that it could make to the decision-making processes of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
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	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	5
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	5
The governance of the school	5
The leadership of the headteacher	6
The leadership of other key staff	5
The effectiveness of management	5

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