

INSPECTION REPORT

RAVENHURST PRIMARY SCHOOL

Braunstone, Leicester

LEA area: Leicestershire

Unique reference number: 120098

Headteacher: Clive Hawley

Lead inspector: Alison M Cartlidge

Dates of inspection: 15th - 17th November 2004

Inspection number: 269478

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	513
School address:	Ravenhurst Road Braunstone Town Leicester Leicestershire
Postcode:	LE3 2PS
Telephone number:	(0116) 2897 808
Fax number:	(0116) 2892 389
Appropriate authority:	The governing body
Name of chair of governors:	Rev Sheila Stevenson
Date of previous inspection:	January 2000

CHARACTERISTICS OF THE SCHOOL

The school is larger than most schools. Most pupils come from owner occupied homes, though relatively few are from professional home backgrounds. Attainment on entry to the school varies and is broadly average this year. Most pupils are of white British origin with about 20 per cent being Asian and a few being of mixed race heritage. The proportion of pupils with English as an additional language is high at 15 per cent and the main languages spoken are Panjabi, Gujarati or Turkish. Pupil mobility and the uptake of free school meals are average. The number of pupils identified as having special educational needs, including statements, is well below average. Most pupils with special educational needs have either emotional and behavioural difficulties or learning difficulties. The school received a school achievement award in 2001 and an Eco award in 2002 and 2004. At the time of the inspection the headteacher was on long-term sick leave and the deputy headteacher was acting head.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23609	Alison Cartlidge	Lead inspector	Art and design Design and technology Religious education English as an additional language Personal, social and health education
9545	Kevin Greatorex	Lay inspector	
23239	Mike Capper	Team inspector	English Information and communication technology
21686	Diana Songer-Hudgell	Team inspector	Foundation Stage Music Special educational needs
30717	Gordon Tompsett	Team inspector	Mathematics Geography Physical education
28065	Alex Miller	Team inspector	Science History

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 29
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ravenhurst Primary School is **ineffective**. Teaching, leadership and management are unsatisfactory and, as a result, whilst pupils develop good attitudes and behaviour, their achievement is unsatisfactory. The school provides unsatisfactory value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Leadership and management have not stopped a decline in standards.
- Pupils do not achieve well enough in English, mathematics, science, information and communication technology (ICT) and religious education.
- The curriculum does not provide enough opportunities for pupils to use their literacy, numeracy and ICT skills to support learning in other subjects.
- Pupils achieve well in physical education.
- Teaching takes insufficient account of pupils' differing needs.
- Pupils develop good attitudes and behaviour because members of staff support their personal needs effectively.
- Reception children achieve well in personal, social and emotional development and in their speaking and listening skills. However, they have too few opportunities for working outside.
- Visits and visitors are used well to enrich the curriculum.

The school is not as effective as it was at the time of the last inspection in January 2000, when it was satisfactory. Attainment is lower and several issues raised at that time have not been addressed. Leadership, management and teaching are less effective.

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

STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is unsatisfactory. Children's attainment on starting school varies and is broadly average this year. Children's attainment is on target to meet the expected levels by the end of the reception year in personal, social and emotional development, communication, language and literacy and mathematical development and children achieve satisfactorily in this year group. They achieve well in personal, social and emotional development and in speaking and listening. Children with special educational needs and those with English as an additional language are supported well and make good progress.

The achievement of pupils, including those with special educational needs and English as an additional language, is unsatisfactory overall in Years 1 to 6. The needs of the potentially higher attaining and gifted and talented pupils are not consistently met because teachers do not always challenge them enough. The teachers' expectations for speaking and listening are higher and as a result pupils' achievement is satisfactory in these aspects of English and their attainment is in line with nationally expected levels.

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

Pupils in the current Year 6 are working below levels expected in mathematics and science and well below them in English. When taken as a whole, the school has not kept pace with the national trend over the last few years and test results have fallen.

By the end of Years 2 and 6, pupils' attainment is below the expectations of the locally agreed syllabus in religious education and below national expectations in ICT. Achievement in these subjects is unsatisfactory because insufficient time is allocated to teaching them and resources for ICT are unsatisfactory. Pupils achieve well in physical education and attainment is above the expected levels due to the teachers' enthusiasm and the very good accommodation for this subject.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils are happy at school, keen to learn and well behaved. They develop good relationships with members of staff and each other. Rates of attendance are broadly in line with the national averages and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is unsatisfactory. This is because teaching and learning are unsatisfactory overall. Teaching is satisfactory in the reception year. In Years 1 to 6, teaching varies from very good to poor and pupils do not achieve well enough in some classes. Teachers have good relationships with the pupils and manage behaviour well. However, they do not use assessment information to plan tasks that meet pupils' differing needs, including those with special educational needs or English as an additional language and the pace of learning is too slow in some lessons.

The curriculum is satisfactory overall and accommodation is good and very well maintained. The school provides good opportunities for pupils to take part in additional activities and the arts. However, the curriculum for children in the reception class does not include enough opportunities for working outside and throughout the school teachers provide too few opportunities for pupils to use their writing, numeracy or ICT skills to support learning in other subjects. The school has good concern for pupils' health, safety, welfare and personal support, though arrangements made to provide academic support and guidance are unsatisfactory. There are good links with the community and satisfactory links with other schools and parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. The headteacher and senior members of staff are committed to school improvement but action taken to raise attainment has not been effective. Management is unsatisfactory. Information collected from monitoring the school's work lacks rigour and is not shared well enough with other members of staff. Co-ordinators are keen and hardworking but have insufficient opportunity to monitor provision in their subjects. Governance is unsatisfactory. There are several vacancies on the governing body reducing effectiveness. Governors do not hold the school to account for weaknesses in provision and they do not ensure that statutory requirements are met in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the work of the school, though a significant minority is concerned about falling standards. Pupils are particularly positive about their teachers and friends.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- improve the effectiveness of leadership and management;
- raise pupils' attainment and achievement, particularly higher attaining pupils, in English, mathematics, science, ICT and religious education;
- improve teaching, learning and assessment by meeting pupils' differing needs consistently;
- improve the balance of the curriculum so that there are frequent opportunities for pupils to use their literacy, numeracy and ICT skills and for reception children to work outside;

and, to meet statutory requirements:

- ensure that the governors' annual report to parents includes statutory targets for pupils at the end of Year 6.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils, including those with special educational needs or English as an additional language, is unsatisfactory overall. By the end of Year 2 and Year 6, pupils' attainment is well below the nationally expected levels in English and below them in mathematics and science.

Main strengths and weaknesses

- Pupils do not achieve well enough in English, mathematics, science, ICT and religious education.
- Children in the reception classes achieve well in personal, social and emotional development and in their speaking and listening skills.
- Attainment is above the nationally expected levels in physical education.

Commentary

Reception Year

1. Children's attainment on starting school is broadly average and their achievement is satisfactory in the reception year. Most children are on target to exceed the expected levels in personal, social and emotional development and to meet them in other areas of learning. Children make good progress in personal development and speaking and listening because teachers focus particularly well on these skills during lessons. Children who have been identified as having English as an additional language or special educational needs are supported effectively and achieve well. Attainment is similar to that found at the time of the last inspection, with attainment in communication, language and literacy having improved.

Key Stage 1 (Years 1 and 2)

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

Standards in:	School results	National results
reading	14.6 (14.6)	15.8 (15.7)
writing	13.5 (13.9)	14.6 (14.6)
mathematics	14.1 (15.5)	16.2 (16.3)

There were 74 pupils in the year group. Figures in brackets are for the previous year.

2. When compared with all schools, national test results at the end of Year 2 in 2004 were well below average in reading, writing and mathematics. The proportion of pupils achieving the higher than expected level (Level 3) was also well below average. Standards of work seen during the inspection in the current Year 2 remain well below the expected levels in reading and writing and slightly better, though still below the nationally expected levels, in mathematics and science. Attainment in reading, writing

and mathematics is lower than at the time of the last inspection because there is a lack of challenge and raising attainment is not given a high enough priority.

Key Stage 2 (Years 3 to 6)

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

Standards in:	School results	National results
English	25.2 (26.8)	26.9 (26.8)
mathematics	25.4 (26.7)	27.0 (26.8)
science	27.5 (29.0)	28.6 (28.6)

There were 93 pupils in the year group. Figures in brackets are for the previous year.

3. National test results at the end of Year 6 in 2004 were well below average in English, mathematics and science when compared with all schools. The proportion of pupils achieving the higher than expected level (Level 5) was also well below average in English and below average in mathematics and science. Inspection evidence indicates that attainment in the current Year 6 is well below nationally expected levels in English and below them in mathematics and science. Pupils' attainment is lower than at the time of the last inspection. Targets set for the end of Year 6 in 2004 were not met and attainment at the end of Year 2 and Year 6 has not kept pace with the national trend and has declined.
4. Throughout the school, the low expectations of some teachers cause pupils to underachieve and leadership and management have not been effective in checking the decline in standards. There is no significant difference between the achievement of girls and boys. Attainment in speaking and listening is in line with nationally expected levels and pupils' achievement is satisfactory in these aspects of English.
5. By the end of Year 2 and Year 6, pupils' attainment in religious education is below the expectations of the locally agreed syllabus and attainment in information and communication technology (ICT) is below national expectations. Insufficient time is allocated to teaching these subjects and resources for ICT are unsatisfactory. In contrast, pupils achieve well in physical education and attainment is above the expected levels because teachers are enthusiastic about the subject and the very good accommodation supports learning well.
6. The achievement of pupils with special educational needs and those with English as an additional language is unsatisfactory in Years 1 to 6. Whilst pupils receive some good support from teaching assistants, teachers do not always indicate in their planning how needs are to be met and work provided is not always appropriate. Gifted and talented pupils and more able pupils have been identified, though work in lessons is often insufficiently challenging. Most parents are satisfied with the way their children achieve, though some are unhappy with the low attainment and the way pupils' differing needs are met.
7. Teachers provide insufficient opportunities for pupils to use their literacy, numeracy and ICT skills to support their learning in other subjects. This has a negative impact on the rate at which skills are developed.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values, behaviour and personal development are all good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils' attitudes to the school and their learning are positive. They are very good in the reception year.
- Pupils behave well in lessons and around the school.
- Pupils' personal development and the provision for spiritual, moral and social development are good.
- Relationships throughout the school are good.

Commentary

8. Pupils' good attitudes and values have been maintained well since the time of the last inspection. Children in the reception year learn class routines quickly and follow the high expectations for behaviour made clear by members of staff. From the earliest stages they are happy to come to school and are eager and ready to learn. They are prepared to work hard and participate fully in all activities. They show good levels of independence and persevere well with their tasks. This early enthusiasm continues throughout the school and as they grow older they become more articulate and mature.
9. Behaviour throughout the school has also been maintained well since the time of the last inspection and continues to be good. Behaviour management by all members of staff is good. Pupils rise to the challenge of high expectations set by the school and as a result their behaviour in lessons is good. Orderly behaviour is achieved consistently in assemblies, in the dining hall, on the playground and in cloakroom areas in the corridors. There have been no incidents of exclusion from the school in recent years.
10. The school provides many opportunities to promote the personal development of the pupils. Themes and messages in assemblies promote the pupils' spiritual awareness satisfactorily, although there are limited opportunities for this in religious education lessons. Effective resources are available to celebrate the various religious festivals and help to promote good cultural awareness. Members of staff consistently promote the social and moral development through their example and direction. Pupils understand the rules and the sanctions if they misbehave. Pupils perform many jobs within the classroom and around the school and are extremely conscious of the environment and the need for conservation. They have won two national awards for their work on maintaining an eco-friendly school environment.
11. Relationships between the pupils continue to be good throughout the school. Exemplified by the considerate attitude of the staff, all pupils show mutual respect and trust. Pupils constantly demonstrate a willingness to help each other and share resources. They work co-operatively and collaboratively together.
12. Attendance continues to be satisfactory. Punctuality is good. Virtually all pupils arrive at the school on time and many are early, enabling the school to make a prompt and efficient start to the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.2
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

Teaching and learning are unsatisfactory overall. Assessment procedures are unsatisfactory because assessment information is not used well to plan work.

Main strengths and weaknesses

- Teaching is satisfactory in the reception classes, with teachers and teaching assistants working together well.
- Teachers do not have high enough expectations and assessment information is not used to plan work that meets differing needs.
- Teaching is good in approximately four out of ten lessons in Years 1 to 6, though the pace of learning is often too slow in other lessons.
- Teachers have good expectations for behaviour and good relationships with the pupils.
- In lessons where there is a teaching assistant in Years 1 to 6, pupils with special educational needs or English as an additional language are supported effectively.
- Insufficient use is made of ICT to support learning.

Commentary

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (5%)	22 (39%)	25 (45%)	5 (9%)	1 (2%)	0 (0%)

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

13. Teaching and learning are unsatisfactory overall. There is a wide variation in the quality of teaching from class-to-class and there has been insufficient monitoring or evaluating of teaching to ensure consistency. Leaders have not been successful in identifying specific strengths and weaknesses in teaching and, where needed, in rectifying them. This important weakness in the management of the school means that teaching is not improving quickly enough. This is a significant factor in the fall in standards since the time of the last inspection.

14. In the reception classes, teaching and learning are satisfactory overall. The newly built classrooms are attractive and teachers are well organised and children's behaviour is managed effectively. Questioning is used well to help children acquire new skills. Members of staff work together well to ensure that children feel secure and settle quickly. They plan interesting activities, making good use of resources and children are encouraged to explore ideas for themselves. A strength is the way that personal, social and emotional development is promoted in the reception classes. Children learn well because their personal needs are met effectively. Consequently, there is a happy atmosphere in most lessons, with children working productively and showing good levels of independence and collaboration for their age. However, teachers' expectations of what children should learn are not always high enough, especially for higher attaining children and this has a negative impact on achievement. Assessment procedures are underdeveloped and are not used consistently to inform planning or establish how well children are progressing.
15. Teaching and learning in Years 1 to 6 ranges from poor to very good. In many lessons, teachers have low expectations and pupils do not learn as well as they should. Although there is a wide range of assessment information available to teachers in English, mathematics and science, they do not make enough use of this information when planning work. Lesson planning does not show clearly what different groups of pupils are expected to learn. There is often a lack of challenge for higher attaining pupils and work is not always matched closely enough to need. As a result, some pupils struggle to complete tasks and others find them too easy. Pupils do not always understand what they should do and the quality of marking and target setting is inconsistent. Consequently, not all pupils are clear about how they could improve.
16. Teaching and learning are good or better in about 40 per cent of lessons in Years 1 to 6. Teaching is consistently good in English lessons in Year 6, where pupils are grouped into four sets by ability. This is effective because there is a smaller range of ability within each group and it is easier to plan work that meets differing needs. In these lessons, there is a good pace to learning, with pupils responding well to the good expectations of teachers. In other good lessons in Years 1 to 6, pupils learnt well because teachers were well organised and were clear about what they wanted them to learn. They shared this information with the class and this meant that pupils were able to undertake tasks purposefully, without time being wasted.
17. Throughout the school, teachers have good relationships with the pupils and support personal needs well. Teachers encourage pupils to work co-operatively, for example by sharing equipment when working in the ICT suite. Teachers have good expectations of behaviour, ensuring that pupils work hard and that there is a well-ordered atmosphere in most lessons. Despite this, the pace of learning in many lessons is too slow, with the dull content failing to inspire or engage pupils.
18. Little use is made of ICT in lessons outside the ICT suite. This has a negative impact on pupils' achievement as they have too few opportunities to practise new skills.
19. Support for pupils with special educational needs or English as an additional language is best when there are additional adults in the class to work with these pupils. At these times, sensitive intervention from teaching assistants or additional teachers

helps to ensure that needs are met and learning is secure. In a very good lesson in Year 1, a teaching assistant gave very good support to a group of pupils with special educational needs or English as an additional language. The very skilled teaching assistant focused on introducing new vocabulary and ensuring that it was understood. However, the deployment of additional adults across the school is inconsistent and extra support is not available in many lessons. The requirements of pupils with special educational needs or English as an additional language are not specifically identified or supported in planning, and, as a result, these pupils do not always make enough progress.

THE CURRICULUM

The curriculum is satisfactory and the school provides good opportunities for enriching the curriculum. Accommodation is good and resources are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- There is good provision in the reception classes for children with special educational needs and those with English as an additional language.
- Many subject policies are out of date, contributing to inconsistent teaching and there are too few examples of the curriculum being adapted to meet the needs of all pupils.
- There are too few opportunities for pupils to apply their skills in literacy, numeracy and ICT in other subjects and resources for ICT are unsatisfactory.
- The school supports pupils' personal, social and health education effectively.
- Enrichment of the curriculum is good and the school grounds are used well to support learning in science and physical education.

COMMENTARY

20. The curriculum for children in the reception year is satisfactory overall, though opportunities for children to work outside are underdeveloped. The school has identified the need to improve this provision following recent building work. The provision for reception children with special educational needs and English as an additional language is good, because their specific needs are planned for and supported well in lessons.
21. In Years 1 to 6, the school has a satisfactory curriculum that meets statutory requirements and includes all subjects of the National Curriculum and religious education. However, the subject policy documents for some subjects do not reflect current practice and do not offer effective and consistent guidance for teachers. There are too few opportunities planned for pupils to apply their skills in literacy, numeracy and ICT across the curriculum. The time allocated for religious education and ICT is too low and this has a negative impact on the rate pupils learn in these subjects.
22. Provision for pupils with special educational needs, or English as an additional subject, is unsatisfactory in Years 1 to 6. Teachers do not adapt the curriculum enough to meet the needs of the different ability levels in a class. Also teachers' planning does not always take into account the needs of the more able pupils. For these pupils, the

curriculum is not offering the challenges it should and therefore their learning is not good enough. This was also a finding at the time of the last inspection.

23. The school has satisfactory resources overall, with good resources in the reception classes. However, the resources for ICT are unsatisfactory and impede pupils' learning in this area. Accommodation is good and the new extension provides very good accommodation, particularly for children in the reception year. Members of staff ensure that pupils are being educated in an attractive place of work, through the use of attractive displays and by maintaining high quality standard of decoration and cleanliness. The school grounds offer a good resource for use within curriculum time such as in science and physical education and at playtimes.
24. A particularly effective feature of the school's curriculum is the support it gives to pupils' personal, social and health education. Opportunities are given to pupils in lessons, in activities around the school and by a range of visits and visitors to the school. Through this programme the pupils learn a good deal about themselves as people and about becoming good and caring citizens.
25. The school provides a good programme of curriculum enrichment. Visitors to the school and curriculum theme weeks such as the science and arts weeks provide additional opportunities for pupils' learning. The good range of extra-curricular activities provide further worthwhile opportunities and pupils participate in these enthusiastically.

Care, guidance and support

The school makes good provision the pupils' welfare in a safe and caring environment. Good support and guidance is provided for pupils' personal needs but provision for academic support is unsatisfactory. Processes for seeking pupils' views are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Pupils trust members of staff who provide sensitive support for pupils' personal needs.
- There is insufficient support for pupils' academic needs.

COMMENTARY

26. Good relationships between members of staff and the pupils have been maintained successfully since the time of the last inspection. Members of staff understand the pastoral strengths and weaknesses of the pupils well and provide sensitive support for their personal needs. Pupils show high levels of trust in members of staff and they know whom to approach if they have a problem at school. Pupils confirm that there is little bullying or harassment at the school and they are confident with the way members of staff deal with any issues.
27. The academic support and guidance provided by the school is unsatisfactory. Information collected on pupils' ongoing academic progress is not used rigorously to provide them with suitable work or advice on how they can improve.
28. Members of staff are successful in providing safe premises. The site manager and other members of staff are diligent in their search for emerging hazards that might

cause danger to the children. When potential issues are identified effective remedial action is implemented. All equipment is properly checked to ensure the children's safety. There are effective arrangements for child protection. All members of staff know the signs to look for and the procedures to follow if their suspicions are aroused.

29. There are satisfactory procedures for involving the pupils in the work of the school. Pupils are informally counselled during the personal, social and health education lessons. Suitable plans for the creation of a school council are in place.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Visits and visitors are used effectively to enhance the pupils' learning.
- Effective programmes are in place to enable parents to contribute to their children's learning.

COMMENTARY

30. Members of the community contribute effectively to pupils' learning and links with the community are good. Educational and residential visits are used regularly and effectively to further extend the range of community support. The school runs some worthwhile adult education classes and these are greatly appreciated by some of the parents.
31. A few parents expressed concerns about the frequency and quality of information provided by the school. The school accepts that the communication process with parents could be improved. Information provided for parents on their children's attainment in the annual reports is satisfactory. Reports contain appropriate information about what the pupils know, understand and can do. In addition they tell parents about the progress the children have made. However, targets for improvement are sometimes too general and difficult to measure.
32. Parents are encouraged to become involved in the life of the school and a number respond positively. As well as helping in the classroom and around the school, they also help with educational visits. In addition, the Parents Funding Group is active in fund-raising and organising social activities. The school values the efforts of parents, visitors and other members of the community highly, for the valuable contributions that their efforts make to the quality of education and the children's learning.
33. Links with other schools are satisfactory. Transition arrangements to the secondary school are supportive and assist the smooth transfer of pupils.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are unsatisfactory. The leadership and management of the headteacher and other key staff are unsatisfactory. Governors do not ensure that statutory requirements are met in full.

Main strengths and weaknesses

- The senior management team and other members of staff are strongly committed to school improvement, but good intentions have not resulted in effective action.
- Leaders provide strong support for the personal care of pupils.
- The school's monitoring of teaching and learning is insufficiently rigorous and information collected is not shared effectively.
- The governing body provides insufficient support and challenge.
- Statutory requirements are not met fully.

Commentary

34. At the time of the inspection, the headteacher was on long-term sick leave. The day-to-day running of the school was being managed satisfactorily by the acting headteacher. Discussions with senior managers at the school and a scrutiny of documentation shows that members of staff are keen to raise attainment and they understand that the pupils' achievement is not good enough. Concerns about attainment and achievement are included in the headteacher's reports to governors spanning the last four years. However, actions to bring about change have not been effective in ensuring sustained improvement and attainment is declining. The school development plan and subject maintenance plans do not show raising attainment as a high priority and the procedures for measuring success and the financial implications of developments are unclear.
35. A newly formed senior management team with new responsibilities has not been in place long enough to have had an impact on raising attainment and information collected from monitoring teaching and learning has not been adequately shared with subject leaders so that they can organise targeted support. Whilst performance management is in place, there is insufficient rigour in the way teachers' work is monitored and monitoring records provide little guidance on what teachers need to do in order to improve.
36. The headteacher and other members of staff have devoted considerable time and energy into providing pupils and members of staff with comfortable and attractive working conditions. The buildings have been decorated to a high standard and are very well maintained. The atmosphere in the school is caring and friendly and mutual support is a strong feature of the good relationships between members of staff and pupils. Members of staff provide good role models for pupils' personal development. The school is keen to welcome and value pupils from a wide range of backgrounds and differing circumstances. Support bought in from the local education authority for pupils with English as an additional language is good. However, leadership and management of the provision for pupils with special educational needs and those with English as an additional language, is unsatisfactory. Provision is not monitored and evaluated well enough. This leads to inconsistencies in the way support is given and records maintained. Several teachers do not plan work that meets pupils' differing academic needs; and pupils with special educational needs, gifted and talented pupils

and those with English as an additional language are not given the consistent support and opportunities they need. Leadership and management of the Foundation Stage are also unsatisfactory because there is no co-ordinator to oversee provision.

37. Governance is unsatisfactory. There have been recent changes in the governing body, with some resignations due to disagreements and some vacancies remain unfilled. Governors have not worked together effectively as a team to ensure that the school is held to account for the fall in standards since the time of the last inspection. The small number of committed and supportive governors are overstretched and are unable to fulfil all responsibilities effectively. Whilst the governors are kept informed of the school's successes, weaknesses are not shared fully or challenged well. Governors do not ensure that statutory requirements are being met in the information supplied in the annual report to parents. They do not monitor finances effectively and reports to governors show that uncertainty over budget allocations has led to confusion over decisions about possible staff redundancies. There was a slight overspend in the last financial year, though appropriate action has been taken to ensure that this is avoided in the future. The school does not provide satisfactory value for money because attainment is declining.
38. Leadership, management and governance are less effective than at the time of the last inspection when they were satisfactory. Weaknesses in the way governors act as critical friends remain and the school development plan continues to show limited links with raising attainment. Systems are now in place to track pupils' progress though these have not been used sufficiently well to improve attainment.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,141,417
Total expenditure	1,131,109
Expenditure per pupil	2,021

Balances (£)	
Balance from previous year	-13,953
Balance carried forward to the next year	-3,645

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision for children in the reception year is satisfactory. Almost all children have pre-school experience and attainment on entry to the school is broadly average this year. This is higher than at the time of the last inspection when summer born children were judged to be lowering the overall average. The school admits children into two reception classes in September and opens a third class for a January intake. Induction procedures are satisfactory with positive links being made with the local pre-school enabling members of staff to visit children before they start school. Parents receive satisfactory information to help them support their children. These arrangements, together with small class numbers, enable children to be confident, secure and very happy.
40. Children achieve well in personal, social and emotional development and in developing speaking and listening skills and are on target to exceed the expected levels by the end of the reception year. Achievement is satisfactory overall and in other areas of learning and children are on target to reach the expected levels by the end of the year. Children with special educational needs and those with English as an additional language receive considerable additional individual good quality support and, as a result, achieve well when judged against their prior attainment. Almost all children behave very well and have very good attitudes to their learning and each other.
41. As at the time of the last inspection, teaching and learning are satisfactory overall with particular strengths in promoting children's speaking and listening skills and personal, social and emotional development. Teachers and teaching assistants are good role models and provide significant direct and discrete support to all individuals, particularly those with special educational or language needs. All members of staff work very well together as a team and are totally committed to doing their very best for the children. They show the children how to develop good relationships and have very high and consistent expectations for behaviour. Arrangements to assess the children are satisfactory. However, assessment information is not used enough to plan lessons and activities to challenge all children. Staff-led activities are the same for all children and are not targeted at a level which challenges the potentially higher attaining.
42. The curriculum is satisfactory overall. Members of staff plan for all areas of learning and there is a good balance of teacher led and free choice activities. However, the timetabled focus of literacy for one week and numeracy the next, prevents children from receiving regular and sustained teaching in both of these areas. This means children do not practise and consolidate newly learnt skills and concepts enough. The outdoor area is not used enough and there are no other opportunities for children to choose to learn and play outside. Provision for children with special educational needs is good and enables them to be fully included in all curriculum activities.
43. On a day-to-day basis the reception year is run satisfactorily. However, it is unsatisfactory that there is no co-ordinator responsible for overseeing leadership and

management. Members of staff work very hard and with total commitment, however, they have no clear direction for developing provision and often work in isolation to the rest of the school.

44. Accommodation is very good. The new purpose built classrooms are very attractive and are made bright and very interesting with quality furniture and children's work. Outside is an enclosed safe area with a play castle, grass and playground. It is currently underdeveloped and not yet used effectively to support children's physical development, knowledge and understanding of the world and learning in the other areas of the curriculum. Good quality resources support learning well in the classrooms, but resources for working outside are unsatisfactory and limit the scope of the opportunities offered to children particularly in their physical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well and have very good attitudes to their learning.
- They work together very well and are confident and respectful of property and others' views.
- Concentration is very good in all activities.

Commentary

45. Children's achievement and learning are good and most are on target to exceed the levels expected by the end of the reception year. They are very attentive sitting, listening and concentrating very well for long periods. They are encouraged to become independent and given increasing opportunities to develop their initiative.
46. They make good choices from a wide range of activities and concentrate very well on these and teacher led tasks. Children are kind and respectful of each other asking 'may I play?' when they join a game. They have a real love of learning and exploring and are delighted to share their ideas and views with each other. Most are independent in dressing themselves, putting on aprons and changing for physical education. They tidy away well after using the resources and co-operate very well with each other when playing games. Religious education and moral and spiritual values are promoted well. For example, members of staff planned a well-balanced set of practical activities to help children feel and understand what was happening to a family celebrating Diwali.
47. As at the time of the last inspection teaching and learning are good. All members of staff have very high expectations for behaviour and are very good role models. This results in very good relationships and children develop high levels of self-esteem, independence and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Children speak confidently and listen well.
- Teachers use questioning well to extend children's learning and deepen their thinking.
- High quality role-play areas promote good imaginative play and good speaking skills.
- Teachers do not have high enough expectations for children's achievement in reading and writing.

Commentary

48. Children's achievement and learning are satisfactory overall. They are on target to exceed the expected levels in speaking and listening by the end of the reception year and to reach the expected levels in reading and writing. Achievement has improved since the time of the last inspection, where it was judged to be below expectations. Most children are confident speakers and listeners. They listen avidly to each other's news, stories and ideas and all contribute in turn in audible, clear voices. They answer the register politely using complete sentences and add comments such as a compliment to the teacher for something new being worn. They follow instructions accurately and enjoy answering the good questions they are asked to extend their learning and make them think about their experiences and actions. The classroom role-play areas are a favourite choice and they assume with ease the roles of their favourite story characters such as the three bears. When baking gingerbread men, they co-operate very well by imagining, playing and speaking the various parts in turn. Concentration is very good for their ages. All the children enjoy books and discuss the pictures freely and give opinions of what may happen next to characters. Most know the sounds that different letters make and can indicate the action taught with the sound. A few higher attaining children recognise some commonly used words. Whilst there are opportunities for mark making, few are writing more than their names and some letters and this classroom area is not chosen as freely as others.
49. Teaching and learning are satisfactory overall with strengths in questioning and promoting speaking and listening and weaknesses in low expectations of what children can achieve in reading and writing. The planned rotation of activities ensures that everyone has a turn, but they are not well matched to the children's differing needs and do not demand enough of them. Those with special educational and language needs are well supported by teaching assistants and make good progress. Parents make a good contribution to the children's learning by telling stories and looking at books with them at home. A useful home/school book gives a clear record of this support.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy counting and number games.

- The timetable arrangements do not provide enough opportunities for specific mathematics teaching.

Commentary

50. Children's achievement is satisfactory and most are on target to meet the expectations at the end of the reception year. Most count to ten and can select a specified number of buttons for a gingerbread man game. Children also count and sing number rhymes in their imaginative play.
51. Teaching and learning are satisfactory and opportunities to count are provided when looking at books and in the questions teachers ask of individuals. Because of the two-week rotation of the mathematics and language focus, little direct mathematics teaching was observed during the time of the inspection. These arrangements do not provide enough opportunity for regular specific mathematics teaching to build on children's prior learning and provide them with regular practise of newly learnt skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- There is a good balance between teacher directed and free choice activities.
- Children readily share their learning with each other.
- There is insufficient challenge for the higher attainers.

Commentary

52. Children's achievement is satisfactory and most are on target to attain the levels expected at the end of the reception year. They are aware of the changing seasons and weather and experiment with sounds when using musical instruments. Children use construction kits, bricks and sand to make interesting shapes and to build imaginative places and pretend worlds. For example, a group of four children concentrated and co-operated very well when creating extra bubbles and increasing the density of foam by squeezing sponges.
53. Teaching and learning are satisfactory. All members of staff use good questions to encourage children to investigate the resources and provide explanations for their findings. However, the planning of lessons shows little difference in the match of activities to the children's abilities and too little challenge for the higher attaining.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory overall**.

Main strengths and weaknesses

- Opportunities to develop children's hand control are good.
- The outdoor provision is unsatisfactory.

Commentary

54. Children's achievement is satisfactory and most are on target to attain the levels expected at the end of the reception year. Children show good control when rolling, cutting, shaping and moulding dough. In physical education lessons they jump, hop, skip and bounce and roll a ball with increasing accuracy. They are very keen to watch others demonstrate their skills and practise with good concentration to improve their own performance.
55. The outside area is new and as yet underdeveloped. Children are chosen in turn for a weekly 20 minute lesson outside. This is not long enough to achieve new learning in their large movement skills. There are no opportunities for children to work in this area as part of their free choice activities and resources are limited with, for example, few large wheeled toys or climbing equipment. The area is flat and has no inclines, curved routes or playground markings. It has no covered area for outdoor learning in wet weather.
56. Teaching and learning are satisfactory overall. Members of staff are aware of the 'shortcomings' of the outdoor area and use a recognised scheme of work to help provide challenge during physical education lessons. A good range of activities is provided in the classroom to support children's hand control.
57. The outdoor curriculum was unsatisfactory at the time of the last inspection when it was not properly planned and the area lacked interest. This continues to be the case and the newly developed area is under-utilised.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Children work with a wide and interesting range of materials.
- Teachers' expectations are too low about what children can achieve.

Commentary

58. Children's achievement is satisfactory and most are on target to attain the levels expected by the end of the reception year. There are good opportunities for high quality role-play and children have access to a wide variety of creative activities. Materials for collage are interesting and include fur, ribbon, cord and materials of varied textures and thickness. Most children cut proficiently and create imaginative pictures.
59. Teaching and learning are satisfactory. The planned activities include good opportunities to explore the senses and feelings. For example, children print with their fingers and hands and made hand patterns to celebrate Diwali. However, children use ready mixed paints and sometimes teacher drawn templates, which do not challenge their creative ability and allow them the maximum opportunities to learn. Some hold paintbrushes awkwardly and planning does not include the teaching of specific skills to extend children's past learning and challenge the potentially higher attaining children.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' achievement is unsatisfactory and attainment is too low in reading and writing by the end of Year 2 and Year 6.
- There are wide variations in the quality of teaching and the use of assessment information across the school.
- Pupils are keen to learn and have good attitudes towards reading.
- The subject co-ordinators are enthusiastic and have high aspirations for the subject but have not been enabled to fulfil their roles effectively.
- Pupils do not get enough opportunities to use their literacy skills in other subjects.

Commentary

60. Provision is unsatisfactory because teaching is unsatisfactory and pupils do not achieve as well as they should.
61. By the end of Year 2 and Year 6, pupils' attainment is well below nationally expected levels. This is confirmed by national test results at the end of Year 2 and Year 6, which show a falling trend over the last five years. The number of pupils achieving the higher Level 3 at the end of Year 2, or the higher Level 5 at the end of Year 6 is not high enough. This is because there is not enough challenge for these pupils, including the gifted and talented, in lessons. In the current Year 2 and Year 6 too few pupils are on target to achieve the higher levels.
62. Test results show that there is no significant difference between the attainment of boys or girls or pupils from different backgrounds.

63. Achievement in reading is unsatisfactory because teachers make too little use of texts in lessons to develop reading skills and to challenge pupils. Pupils' understanding of what they have read is variable and guided reading sessions, which have been taken out of literacy lessons, are not always effective in extending skills. At these times, although the pupils who are working with the teacher make reasonable progress, the rest of the class is not always fully engaged or encouraged to work hard and valuable time is wasted. Nevertheless, pupils enjoy books and, in discussions, show a positive attitude toward reading. They are keen to talk about books and parents support their children well in reading by hearing them read regularly at home.
64. Pupils' achievement in writing is unsatisfactory. Pupils do not achieve as well as they should in writing because teachers' expectations are too low. Across the school teachers have differing expectations of presentation and accuracy and, consequently, many pupils do not learn to be self-critical. Pupils are not given enough opportunities to write at length about their own ideas, or to plan and rewrite in English or in other subjects. In many year groups, teachers do not expect enough of higher attaining pupils in their everyday work and this significantly hinders these pupils' achievement.
65. Pupils make better progress in speaking and listening than in reading and writing and achievement is satisfactory, with attainment in line with nationally expected levels by the end of Year 2 and Year 6. Pupils throughout the school listen attentively and willingly join in discussions. Some teachers successfully use techniques, such as role-play, to extend speaking skills. The 'hedgehog room' is an attractive and well-resourced room that is used by different year groups for role-play activities. This has had a good impact on how quickly pupils acquire speaking and listening skills.
66. Teaching and learning are unsatisfactory overall. Although there is good teaching in most year groups, there are wide variations in the quality of teaching from class-to-class and weaknesses mean that pupils do not make enough progress over time:
- in most lessons, teachers' planning does not identify clearly how differing needs are to be met;
 - teaching, tasks and expectations are not sufficiently adjusted to meet the needs of different age or ability groups;
 - in some lessons, a slow pace and dull content mean that although pupils work hard and have good attitudes, they do not learn quickly enough; and
 - teachers do not give pupils enough opportunity to use ICT in lessons.
67. Nevertheless there are strengths in the teaching seen. Relationships between teachers and pupils are good and teachers manage behaviour well. Teachers give pupils good opportunities to collaborate, for example when reading their finished writing to each other, though opportunities for pupils to work independently are less well developed.
68. Teaching is best in Year 6, because the grouping of pupils by ability makes it easier for teachers to plan work that meets differing needs. They do this well, closely matching work to the ability of the group and ensuring that there is good challenge for pupils. In Year 6, teachers have good expectations and this has a good impact on learning, with pupils working hard and concentrating well.

69. In a very good lesson in Year 1, pupils quickly acquired new skills, learning very well. The teacher had planned an exciting and challenging range of activities that met differing needs very effectively. A teaching assistant gave very good support to pupils with special educational needs or English as an additional language. The expectations of both members of staff were very high and pupils were fully engaged in their work as they learnt about rhyming words.
70. Provision for pupils with special educational needs and English as an additional language is unsatisfactory and these pupils do not achieve as well as they should. Progress is most secure in lessons where there is a teaching assistant working with groups of pupils who have these specific needs. At these times, teaching assistants give good support, effectively helping pupils with set tasks. However, in many lessons, there is no teaching assistant support available and at these times needs are not met as successfully. Teachers' planning rarely makes any reference to the needs of pupils who are in the early stages of learning English and unless specific support is available no account is taken of their specific needs.
71. Assessment procedures are unsatisfactory. Although there are thorough systems for tracking pupils' progress across the school, teachers do not make enough use of this information to help decide what needs to be taught next. Marking and target setting vary in quality. At its best in Year 6 and in some classes in Years 3 and 4, it clearly identifies what has gone well or where there is a weakness. However, this good practice is not consistent across the school and, consequently, not all pupils are clear about what they need to do to improve.
72. Leadership and management are unsatisfactory because progress since the last inspection is unsatisfactory. Pupils' attainment is lower in both reading and writing and weaknesses identified at that time have not been fully addressed. Nevertheless, the co-ordinators have high aspirations and they clearly understand and accept that there are significant weaknesses in provision and that pupils are not achieving as well as they should. There has been some monitoring of pupils' work and teachers' planning, but co-ordinators have not been able to monitor the quality of teaching and learning by observing lessons. The co-ordinators have an incomplete picture of what needs improving and inconsistencies in teaching across the school continue to be a weakness.
73. There are some improvements in provision since the time of the last inspection. For example, there have been good improvements in book resources and the newly located non-fiction library is beginning to be used by pupils to carry out simple research. Good quality displays show pupils' best work to advantage, encouraging them to take pride in their achievements.

Language and literacy across the curriculum

74. The use of language and literacy across the curriculum is unsatisfactory. Pupils are not given enough opportunities to read and write in all subjects. Their weak literacy skills limit their ability to explore and express ideas. There is very little written work in other subjects and much of it is very brief or copied.

MATHEMATICS

Provision for mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievement is unsatisfactory and attainment by the end of Years 2 and 6 is currently below national expectations.
- Teaching and learning are unsatisfactory and teachers' planning does not ensure that the needs of all the pupils are met consistently.
- Leadership and management of the subject are unsatisfactory, though achievement is analysed well.
- Assessment, tracking and targeting procedures are unsatisfactory and not used well enough to raise attainment.

Commentary

75. The national tests in 2004 at the end of Year 2 were well below national averages, with the proportion achieving the higher level (Level 3) being especially low. In Year 6, results were also well below average at the expected level (Level 4) and the higher level (Level 5). This indicates underachievement throughout the school and attainment has declined since the time of the last inspection, when it was average. Since the last inspection the results have been variable but have followed a mainly downward trend.
76. Standards seen in the current Year 6 are below the levels expected nationally, but better than in 2004. A scrutiny of work shows that there are wide differences across the school in attainment and achievement. This is due to the wide variation in the quality of planning and teaching throughout the school.
77. Teaching, learning and the use of assessment are unsatisfactory overall, though teaching varies from good to unsatisfactory. In the good lessons, teachers have high expectations, show good subject knowledge, teach the pupils the correct subject vocabulary and plan well for all abilities. In these lessons, the pupils are very well motivated, work at a good pace and are challenged to move on to the next level of learning. Resources are used well to maintain pupils' attention and interest and all pupils, including those with special educational needs, those with English as an additional language and the more able, learn well. However, in other lessons the work is not always suitable for all abilities, especially the higher attaining and gifted and talented pupils and consequently they are not always challenged sufficiently. Underachievement of these pupils was evident at the time of the last inspection and this issue has not been fully addressed. Teachers' marking is variable, with the good teachers including constructive comments to help pupils to improve their work. Other inconsistencies in teaching are evident in the delivery of the mental mathematics sessions, which vary from dynamic to uninspiring. Some teachers use the learning objectives and targets well whilst others do not refer to them in lessons or use assessment information to help plan lessons.
78. Leadership and management of the subject are unsatisfactory. The subject co-ordinator has insufficient opportunity and responsibility to evaluate the work, progress and achievement made by the pupils across the school effectively. Whilst thorough

and regular assessments are made and these are analysed well, information is not used effectively to inform or amend future planning and set targets for the pupils to achieve. This was an issue at the time of the last inspection and has not been satisfactorily addressed. Teaching is not evaluated by the co-ordinator so that unsatisfactory work can be improved and good teaching praised and used to improve teaching and learning as a whole. Provision in the subject has declined since the time of the last inspection, when teaching was found to be satisfactory overall and attainment was in line with national expectations. Many issues raised at the time of the last inspection have not been remedied.

Mathematics across the curriculum

79. The use of information technology in mathematics was an issue at the time of the last inspection; this is an area that is still underdeveloped. There is little evidence in planning of mathematics being used to support learning across the whole curriculum.

SCIENCE

Provision for science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are not high enough.
- Teaching is unsatisfactory overall, but is inconsistent within and between year groups.
- Insufficient use is made of assessment information to plan work that challenges all pupils.
- The newly appointed co-ordinators are enthusiastic but have not had the opportunities to improve provision.

Commentary

80. National test results show that pupils' attainment by the end of Year 2 is consistently well below average when compared with all schools nationally. The results at the end of Year 6 are more variable, but in the most recent results in 2004, attainment was well below other schools nationally. National tests at the end of Year 6 in 2003 indicated that attainment was in line with the national average for all schools, but below at of schools in similar circumstances.
81. Inspection evidence indicates that in the current Years 2 and 6 attainment is below the levels expected nationally. Whilst more pupils are working towards expected levels than in 2004, there are few working consistently at the higher levels (Level 3 or Level 5). In Years 1 and 2 there is limited evidence of written work as pupils' literacy skills are often not high enough, but pupils are being given good opportunities to carry out investigative work. Higher attaining and gifted and talented pupils have too few opportunities to extend their learning. In Years 3 to 6 further opportunities for investigative work are given but the pupils' knowledge of scientific vocabulary often impedes their ability to carry out their investigations independently. The rate of learning varies within each year group, depending on the teacher's effectiveness in organising the class for scientific investigations.

82. Teachers do not make sufficient use of assessment information to plan work for all abilities. Pupils' achievement, including achievements of those with special educational needs, English as an additional language, the gifted and talented and potentially higher attaining, is therefore unsatisfactory, as all pupils are not consistently being supported or challenged in their learning. Pupils' attainment and achievement have declined since the time of the last inspection and consequently progress since the time of the last inspection has been unsatisfactory.
83. Most pupils are keen to learn about science and participate particularly well in practical activities such as experimenting with light sources and shadows. Behaviour is managed well in most lessons, enabling pupils to concentrate hard. The quality of pupils' written work in Years 3 to 6 varies because some teachers have low expectations.
84. The curriculum is satisfactory overall. Recent changes mean that there are now shorter time spans before each programme of study is reviewed and taught again, particularly in Year 6, helping to revise pupils' learning. There are some opportunities to develop literacy skills in science, but overall these are insufficient. Numeracy skills are developed mainly through graphing the results of investigations. For example, pupils measure force in Newtons and distances in centimetres and produce graphs of their results.
85. There are weaknesses in the use of ICT to support learning in science. Equipment is limited and teachers do not plan effectively for its use.
86. Teaching and learning are unsatisfactory overall but variable and include some good and some satisfactory teaching. This variable quality of teaching was exemplified during the inspection in Years 3 and 4. These year groups follow the same areas of study and at the time of the inspection were investigating light and shadows. Although the content of the lessons observed was the same, the quality of teaching ranged from good to unsatisfactory. Where the teaching was good, the teacher made good links to previous learning. Good opportunities were taken to develop scientific vocabulary and for children to say what they were learning and to be appropriately challenged to do better. A similar picture exists in other year groups.
87. A scrutiny of children's work and teachers' planning throughout the school indicates that teaching and learning are unsatisfactory overall. Teachers are not consistently clear about what children should have learnt by the end of each lesson. The use of available assessment information and planned activities for all abilities is not evident in teachers' planning. Consequently many pupils, particularly higher attaining pupils, are not reaching their potential. Too often pupils of differing prior attainment are expected to complete the same tasks, so that higher attaining pupils are not sufficiently challenged. Some teachers are aware of the needs of this group of pupils. For example, in a Year 6 lesson on filtration, higher attaining pupils were given further challenges to deepen their scientific knowledge.
88. The marking of children's work is inconsistent, with few examples of teachers giving clear advice to pupils about how they can improve their work. All teachers, though, are placing appropriate emphasis on developing scientific knowledge through investigative work and most are aware of the need to develop pupils' scientific

vocabulary. When available, the support given by teaching assistants is of good quality and particularly helps pupils with special educational needs or those with English as an additional language. The quality of teaching has declined since the last inspection.

89. Leadership and management of the subject are unsatisfactory. There have been recent changes to responsibilities within the school that have led to the appointment of two new subject co-ordinators. Both teachers are keen and enthusiastic about science and are aware of the need to improve provision in the subject. Neither they, nor previous subject leaders, have had the opportunity to observe teaching and learning regularly. Test results have not been analysed effectively in order to track progress through the school, but the new co-ordinators have made a start on this.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils lack basic skills and attainment is below nationally expected levels by the end of Year 2 and Year 6.
- The curriculum and resources are unsatisfactory.
- Although teaching is satisfactory overall, there are variations in the quality of teaching across the school.
- The subject co-ordinator is a good role model in the use of ICT across the curriculum and has identified key areas for improvement.
- Insufficient use is made of ICT when pupils are working in class.

Commentary

90. Pupils' attainment is below nationally expected levels by the end of Year 2 and Year 6 because pupils lack basic skills. In Year 2, pupils log on to the computer competently but many do not yet know how to save work. They have sound drawing skills, making appropriate use of a range of techniques in the lesson seen to produce pictures about 'The Fire of London'. Basic skills continue to be weak in Years 3 to 6, with pupils slow to find their way around the keyboard and, even by Year 5, needing help with saving work. Pupils in Year 6 understand how spreadsheets and graphs can be used to present data and they use an appropriate range of word-processing skills when typing.
91. The achievement of all pupils, including those with special educational needs or English as an additional language, is unsatisfactory. This is because of weaknesses in the curriculum and resources. ICT lessons are not long enough to introduce and reinforce new skills and in many classes topics introduced in the ICT suite are not followed up at other times. Teachers only rarely make use of ICT to support learning in other subjects and this means that there are missed opportunities to practise skills. Achievement is also significantly impaired by limitations in the quality and quantity of resources. The ICT suite is small and there are only enough computers for pupils to work in pairs. On occasions during the inspection, some of the computers in the suite were not working and there were three pupils working around each computer.

Consequently, not all pupils were involved in their work or given the opportunity to acquire new skills.

92. Teaching and learning are satisfactory overall, with examples of good teaching in Year 1 and Year 6. Teachers have good expectations of behaviour and plan interesting and purposeful activities for lessons in the ICT suite. At these times, the activities are linked well to other areas of the curriculum. For example, pupils in Year 6 use multimedia skills to make simple presentations about rivers as part of a topic in geography. However, in many lessons the pace of learning is too slow and there are missed opportunities to extend the learning of higher attaining pupils, limiting their achievement over time. This is because many lessons have the same starting point, with little account being taken of what pupils already know. In an unsatisfactory lesson, pupils learnt little because too much time was spent on a task that lacked challenge and did not significantly extend skills.
93. Pupils learnt most quickly in the good lessons in Year 1 and Year 6 where there was a good level of challenge for pupils of differing prior attainment. In these lessons, there was a good pace to learning and the teachers' enthusiasm ensured that pupils were well motivated and worked hard. Teaching assistants gave good support to pupils with special educational needs or with English as an additional language. The teachers were very aware of which pupils had brought good skills from home and they ensured that there was good challenge for these pupils.
94. The school has sound assessment procedures and teachers generally know which pupils have the best skills. However, this information is not used effectively to ensure that there is suitable challenge in lessons.
95. Progress since the time of the last inspection is unsatisfactory and pupils' attainment is lower than it was then. This is because provision in the subject has not been effectively led or managed. There is a recently appointed co-ordinator but he had only been in post for a short time prior to the inspection. He is a good role model in his own teaching and use of ICT. In the past, there has been very little monitoring of pupils' work or the quality of teaching and though the co-ordinator is enthusiastic he has not yet been able to have any significant impact on provision. However, he has made a good start to his work, already identifying some of the key areas that require improvement. There is a good determination to take the action that is necessary to improve provision. A new action plan identifies clearly how resources are to be improved, though it does not include costs.

Information and communication technology across the curriculum

96. The use of ICT across the curriculum is unsatisfactory. Teachers link different subjects well when working in the ICT suite. These cross-curricular links help to make learning purposeful, with pupils responding well and generally showing positive attitudes towards their work. However, though every classroom has a computer, these were rarely used during the inspection and some were not working. As a result, there are missed opportunities to practise and consolidate ICT skills in lessons that take place outside the ICT suite.

HUMANITIES

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

97. One good **geography** lesson was observed in Year 3 and samples of work were scrutinised. In this lesson on weather around the world and how it affects people, the teacher was enthusiastic, used resources well and maintained a good pace. As a result, pupils were attentive and made good gains in their learning.
98. Two **history** lessons were observed and a scrutiny of pupils' work and teachers' planning undertaken. Teaching was satisfactory in one lesson seen and very good in the other. In the very good lesson in Year 2, the teacher used a variety of teaching methods to investigate 'The Fire of London'. Pupils listened to music, were involved in drama and described events from different people's points of view and developed their understanding and knowledge very well.
99. A scrutiny of teachers' planning shows that the school gives sufficient time to geography and history. However, teachers often provide pupils with the same work and rarely match it to their differing abilities. Pupils work together well and enjoy their work. For example, Year 6 pupils enjoyed discussing the differences between the Athenians and the Spartans. A range of visits and visitors supports geography and history well. Provision in these subjects is not being monitored and evaluated adequately and there is limited written work, especially in geography.

Religious education

Provision for religious education is **unsatisfactory**.

Main strengths and weaknesses

- Pupils retain insufficient knowledge.
- Insufficient time is allocated to the subject.
- Teachers are good at developing the pupils' respect for different faiths.
- Literacy is not used well to support learning.
- Provision in the subject is not monitored adequately.

Commentary

100. Pupils' attainment is below the expectations of the locally agreed syllabus by the end of Years 2 and 6. All pupils, including those with special educational needs or English as an additional language, do not achieve well enough. This is because too little time is allocated to the subject and as at the time of the last inspection, pupils do not study all topics in sufficient depth. Pupils develop the strand of the curriculum based on the care and respect for others well, but retain too little basic knowledge and understanding of different faiths. The development of the pupils' awareness of a spiritual dimension in life is not promoted well by all teachers. Attainment is lower than that found at the time of the last inspection, when it was satisfactory with weaknesses in Years 3 to 6.

101. Teaching and learning observed during the inspection were satisfactory, with two examples of good teaching. Strengths in teaching are the good relationships between teachers and the pupils and the way teachers encourage pupils to respect and value the beliefs and traditions of people from different faiths. For example, in one good lesson in a class with pupils in Years 3 and 4, the teacher encouraged some Sikhs and Hindus to share with the class how they celebrated Diwali. At the end of the lesson, great sensitivity and respect was shown when a Diya lamp was lit and pupils were encouraged to reflect on the significance of the festival of Diwali to the pupils from these faiths. The school has improved resources since the time of the last inspection and these are now good. These resources support learning well and help to capture the pupils' interest; as a result, pupils are well behaved and mostly concentrate well, even when written tasks are mundane.
102. However, a scrutiny of pupils' work shows that the teachers' expectations for pupils' written work is too low in several classes and pupils do not always learn well enough. They provide pupils with insufficient opportunity to write independently about what they have learnt. Written tasks are often the same for pupils of differing abilities, are uninspiring and consequently often unfinished. For example, several pieces of work are copied with printed pictures to colour in. Assessment arrangements are unsatisfactory. Teachers rarely use marking to challenge pupils to improve. There is no evidence that pupils have the opportunity to take the initiative in their work by carrying out research using books or ICT.
103. Leadership and management of the subject are unsatisfactory because weaknesses found at the time of the last inspection remain and attainment is lower than it was at that time. A new co-ordinator is keen to monitor work in the subject, has studied the new locally agreed syllabus and its implications for lesson planning and has plans to improve assessment procedures. She is developing an understanding of strengths and weaknesses in the subject and what needs to be done to improve provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This area of the curriculum was not a focus for the inspection and there is insufficient evidence to form judgements on provision, teaching and learning in art and design, design and technology and music. Physical education was inspected in full.

104. Teaching in the one lesson observed in **art and design** was satisfactory. Throughout the school pupils' artwork is shown appreciation by being attractively displayed. There are some good examples of work, particularly sketching and self-portraits, where pupils have used shading effectively. Pupils in Years 5 and 6 have carried out some thoughtful evaluations of their own and famous works of art.
105. In **design and technology** two satisfactory lessons were observed. Photographic evidence and samples of work such as carefully constructed glove puppets in Year 2 and good evaluations of bread products in Year 6 were seen.
106. In **music**, one very good lesson, one good and one poor lesson were observed as well as assemblies. In the very good lesson, Year 6 pupils learnt a new song quickly, practised it to improve their performance, sung it as a round and added untuned instruments and tuned chords. Pupils were able to keep time to the taped music well and sang to a high standard. They were able to evaluate realistically their strengths and weaknesses using appropriate musical vocabulary and by the end of the lesson were confident to perform this to the school. In the good Year 2 lesson, the teacher used good strategies to help the class feel the beat of the music and listen hard. Most pupils were able to improve their clapping in time with the music and the quality of their singing. In the poor lesson the teacher was unprepared, had a plan not suited to the age group and accepted incorrect answers from pupils. This reinforced the wrong musical concepts and did not help children to learn and develop their skills. Pupils became inattentive, bored and as the lesson progressed they did not listen to the teacher.

Physical education

Provision for physical education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' attainment is above the nationally expected levels and they achieve well.
- Good teaching and thorough planning engage pupils' interest well.
- The very good accommodation and facilities are used effectively.
- There are no formal assessments and there is a lack of evaluation of teaching and learning.

Commentary

107. Attainment has improved since the time of the last inspection and is now above the expected levels by the end of Years 2 and 6. All pupils achieve well because they enjoy the practical activities and are inspired by the teachers' enthusiasm. All pupils, including those with special educational needs and those with English as an additional language, now make good progress in developing skills.

108. Teaching and learning are good. In a good lesson seen in Year 6, the enthusiastic teacher showed good subject knowledge, moved the lesson on at a pace and enabled all pupils to gain good knowledge in the art of 'Bollywood' dance. This lesson made a very good contribution to the pupils' awareness of the benefits of living in a multicultural society. In the three lessons observed, all pupils thoroughly enjoyed and enthusiastically participated in all activities. There are good opportunities to learn how to swim and nearly all Year 6 pupils attain the national target of being able to swim 25 metres. Visits make a good contribution to the pupils' physical development and experience. The provision for extra-curricular activities is growing well and the school has been successful in recent competitive fixtures. A professionally produced scheme of work is used well to ensure that skills progress throughout the school. It provides good coverage of the curriculum and supports non-specialist teachers well in planning and delivering successful lessons.
109. The accommodation for the subject is very good, with extensive grounds and two halls. The subject is led satisfactorily by a knowledgeable and enthusiastic co-ordinator. However, teaching of the subject is not monitored and evaluated and arrangements for assessing pupils' attainment and progress are unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was not a focus for the inspection and it was not possible to form judgements on provision or teaching and learning.

110. There is a good curriculum that emphasises the importance of a healthy lifestyle, including sex and relationships education and learning about the dangers of drugs. The school has a caring ethos and throughout the day, all members of staff help pupils to develop good personal and social skills. A scrutiny of lesson planning shows that the curriculum includes good opportunities for pupils to explore issues relevant to everyday life. The co-ordinator has satisfactory plans for developing provision by starting a school council. Pupils are involved in raising money for charity and supporting each other. For example, there is a 'bus stop' for lonely pupils at playtimes and pupils are keen to ensure that everyone in the school is happy.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	5
How inclusive the school is	5
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	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
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	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
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).