

INSPECTION REPORT

TREDWORTH INFANT SCHOOL

Gloucester

LEA area: Gloucestershire

Unique reference number: 115497

Headteacher: Mrs Roberta Camble

Lead inspector: Mr Paul Nicholson

Dates of inspection: 15th – 18th November 2004

Inspection number: 269505

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	164
School address:	Victory Road Gloucester
Postcode:	GL1 4QF
Telephone number:	01452 520411
Fax number:	01452 530248
Appropriate authority:	The governing body
Name of chair of governors:	Mr Charles Wallace
Date of previous inspection:	17 th January 2000

CHARACTERISTICS OF THE SCHOOL

Tredworth is an average sized community infant school situated close to the centre of Gloucester. It serves an area identified as having high social needs. The school belongs to the Gloucester Education Action Zone. Currently, there are 164 pupils (95 boys and 69 girls) on roll aged four to seven years. When children enter the school their attainment is well below that expected for their age. Three-quarters of the pupils are of white British origin while others come from a wide range of minority ethnic backgrounds. English is not the first language for over 3 per cent of the pupils, which is higher than in most schools. Over 4 per cent of pupils are refugees or asylum seekers. Thirty per cent of pupils are known to be eligible for free school meals, which is above the national average. The proportion of pupils identified as having special educational needs is well above the national average. Very few pupils have a Statement of Special Educational Needs. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to junior school is higher than that found nationally. There has been a very high turnover of staff over the last two years, including the appointment of a new headteacher and senior teacher. At the time of the inspection, there were two temporary teachers covering staff absences.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25406	Paul Nicholson	Lead inspector	Mathematics Information and communication technology Design and technology Physical education Special educational needs
9052	Helen Barter	Lay inspector	
27324	Daphne Crow	Team inspector	English English as an additional language Science History Geography Personal, social and health education and citizenship
12997	Christine Cheong	Team inspector	The Foundation Stage curriculum Religious education Art and design Music

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Tredworth Infant School provides a **satisfactory** quality of education for its pupils and satisfactory value for money. Standards are well below average because of the children's low starting point. A recent period of turbulence, including a high turnover of teachers, resulted in pupils not doing as well as they could. Currently, teaching and learning are satisfactory and improving. Given their prior attainment, pupils' achievement is now satisfactory. The school is satisfactorily led and managed.

The school's main strengths and weaknesses are:

- Until very recently, pupils have not been doing as well as they could in reading, writing and mathematics.
- The headteacher has a very clear vision for the development of the school and is beginning to move the school forward.
- It is a caring school, which provides a harmonious community for its pupils, who feel happy and secure.
- The overall quality of teaching is not consistent enough to ensure that learning is good or better.
- The roles of some subject leaders are not sufficiently well developed, and assessment procedures are not yet in place for all subjects.
- Pupils' personal development is good and this has brought about recent improvements to pupils' attitudes and behaviour.
- The pupils' rate of attendance is very low in comparison with other schools.

The school's improvement since the last inspection is unsatisfactory. A period of instability that has seen an almost complete change in the teaching staff resulted in a number of weaknesses and the good quality of education reported then had not been maintained. Following the recent appointment of a new headteacher, the school has made a good start in tackling the weaknesses and is now better placed to address the issues raised at the last inspection relating to the raising of standards.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2002	2003	2004	2004
Reading	E	E	E	D
Writing	D	E	E*	E
Mathematics	D	E	E	E

Key: A: well above average; B: above average; C: average; D: below average; E: well below average; E*: very low.

Similar schools are those with similar percentages of pupils eligible for free school meals.

Currently, pupils' achievement is **satisfactory**. All pupils, including those with special educational needs, behavioural difficulties and whose first language is not English, make satisfactory progress.

From a low starting point, children in reception make satisfactory progress towards their early learning goals. However, by the end of reception the majority of children will not have achieved the goals expected for this age. Standards as they begin Year 1 are well below average in their personal, social and emotional development, communication, language and literacy, mathematical development and in their knowledge and understanding of the world, with below average standards in physical development.

Recent test results at the end of Year 2 show that pupils were not doing as well as those in similar schools and that their achievement was unsatisfactory. Inspection evidence found an improving picture, with pupils in Years 1 and 2 now making satisfactory progress. Overall standards by the end of Year 2 remain well below average, including standards in reading, writing, mathematics and science. In ICT, pupils are on target to reach the expected standards by the end of Year 2 because of recent improvements to the resources available. Pupils' weak literacy skills impact on their learning in other subjects and, for example, standards in religious education are below those expected. In practical subjects, such as physical education, standards are broadly in line with national expectations.

The school's provision for pupils' personal development is **good** overall. Provision is good for pupils' moral, social and cultural development and satisfactory for their spiritual development. Consequently, pupils' attitudes towards school and their behaviour are improving and are now satisfactory. The school is working hard to improve the pupils' rate of attendance, but this remains unsatisfactory.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching is improving and is now **satisfactory** overall. During the inspection, it ranged from unsatisfactory to good and so is not consistent enough to ensure better than satisfactory learning. Teachers make good use of teaching assistants to help pupils in their learning, but teachers do not always focus carefully enough on what pupils are to learn. Assessment is satisfactory overall but there are no consistent whole-school procedures in some subjects. The curriculum is satisfactory, but insufficient opportunities are planned for pupils to use ICT to help them in their learning. Pupils are well cared for and there are satisfactory links with parents and the community.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are **satisfactory**. The new headteacher provides good leadership and has made a good start in managing significant changes in the school. The leadership roles of other staff are not sufficiently well developed. Governance of the school is satisfactory. Governors are supportive and they satisfactorily fulfil statutory requirements. Recently introduced

good systems keep them well informed and so they are satisfactorily developing their role in planning for the future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school and they appreciate the work done by the headteacher in bringing about improvement and in developing a better partnership with them. Some parents feel that they would like better information about their children's progress. Inspectors support their concern, as pupils' annual written reports are not as helpful to parents as they might be. Most pupils enjoy school and know who to seek help from if they have a problem. They appreciate the help staff give them and most feel they have to work hard. They particularly enjoy lessons when they include new and exciting activities.

IMPROVEMENTS NEEDED

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

- Promote greater achievement for all pupils, especially in reading, writing and mathematics.
- Raise the proportion of good and better teaching so as to increase the rate of learning.
- Develop the roles of the subject managers in monitoring and evaluating teaching and learning.
- Develop whole-school procedures for assessing and recording pupils' progress and their use in guiding teachers in more effective planning of activities.
- Develop the use of pupils' computer skills in supporting learning in other subjects.
- Improve the pupils' rate of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage and in Years 1 and 2 is **satisfactory**. Standards are **well below average** because of the pupils' low starting point and previous underachievement.

Main strengths and weaknesses

- Standards in English, mathematics and science are well below average.
- Pupils have not always done as well as they could.
- There are clear signs that standards are improving, and recent improvements have addressed previous underachievement.
- Across the school, progress in pupils' understanding of letter sounds is good.

Commentary

1. Attainment on entry to reception is well below that normally found, particularly in children's social and language development. There is a very wide ability spread but with high proportions of children with below and well below average standards. A considerable minority of children have challenging behaviour. Overall standards are currently well below average. This appears to represent a decline since the time of the last inspection when the standards achieved by pupils were reported as below average in English and mathematics and in line with national expectations in the other subjects seen. However, results in National Curriculum tests in reading, writing and mathematics between 2000 and 2004 have been consistently well below the national average, with the exception of writing and mathematics in 2002 which were below average. The trend in the school's average National Curriculum points score for all subjects since the last inspection is broadly in line with the national trend.

Standards in national tests at the end of Year 2 – average point scores¹ in 2004

Standards in:	School results	National results
Reading	13.5 (13.6)	15.8 (15.7)
Writing	10.9 (11.9)	14.6 (14.6)
Mathematics	13.8 (14.5)	16.2 (16.3)

¹ The average points score provides schools with a single statistic to compare the overall grades attained by all of their pupils with the grades attained by pupils in another school as well as an average for all schools nationally. The National Curriculum level attained by each pupil, for example, in mathematics, is given a score. A Level 1 = 9 points, a Level 2 = 15 points, a Level 3 = 21 points, and so on. Therefore, the average points score in mathematics is worked out by adding up all of the points based on the level attained by pupils and then dividing by the number of pupils who took the test. This means that a school whose average points score for mathematics in the end of Year 2 national tests is greater than 15.0 is one whose pupils are performing above that expected for their age.

2. Over the last two years, the results in reading, writing and mathematics have dipped and were all well below average. In 2004, standards in writing were very low and in the lowest five per cent nationally. This was because the proportions of pupils who reach the standard expected of a typical seven-year-old (Level 2) and the higher standard (Level 3) were well below that normally found. The results from 2003 and 2004 were also well below those of similar schools² and indicate that pupils were not achieving as well as they could. A clear element in this underachievement was the fact that during these two years the school went through a turbulent time. There was a high incidence of staff absences and a high turnover of teachers. Almost all teachers are new to the school within the last two years, including the headteacher and senior teacher.
3. The pupils' recent underachievement seen in assessments of their progress was clearly recognised by the new headteacher in her accurate initial evaluation of the school's performance. Inspection evidence shows that measures quickly introduced to improve the pupils' progress have had a positive impact across the school. For example, most pupils now make good progress in developing strategies to improve their reading following greater access to reading books and a whole-school focus on developing pupils' understanding of the sounds made by different letters. Evidence from lessons and a wider analysis of pupils' work show that all groups of pupils make satisfactory progress and that achievement is now satisfactory.
4. In reception, satisfactory teaching currently ensures children make satisfactory progress, but because of their low starting point, only a few reach the early learning goals³ in the six areas of learning. Children make good progress in their understanding of letter sounds because of a recent focus on the teaching of phonics. Achievement over their time in this age group is satisfactory so that when the children enter Year 1, their standards are below average in their physical development and well below average in the other areas of learning, including personal, social and emotional development, communication, language and literacy, and mathematical development.
5. An analysis of pupils' current work in the core subjects in Years 1 and 2 shows that standards are beginning to improve, but they remain well below average in reading, writing, speaking and listening, mathematics and in science. While a majority of pupils are on target to reach the expected standard for their age by the end of Year 2, a significant minority will not, and few will achieve the higher

² National Benchmark information groups similar schools together based on the proportion of pupils eligible for free school meals.

³ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy, children should be able to write their own name and other things such as labels and begin to write simple sentences.

standard. However, the underachievement highlighted in recent test results has been addressed. Initiatives, including the raising of teachers' expectations, improved planning for lessons and greater involvement of parents in supporting progress in reading have resulted in achievement now being satisfactory. Effective setting of classes in Year 2 for literacy and numeracy also ensures that work is better matched to pupils' capabilities. Pupils' standards of presentation, particularly in Year 2, are much improved on those seen at the last inspection, but it is not always consistent enough in Year 1.

6. Standards in religious education are below those expected by the locally agreed syllabus as pupils' weak language skills limit their understanding of Christian stories and their ability to discuss how religion affects their own lives. In ICT, improvements to the resources available are helping to ensure pupils are on target to reach the expected standards by the end of Year 2. Pupils' standards in physical education are in line with national expectations. Achievement in these three subjects is satisfactory. It was not possible during the inspection to make overall judgements on the standards in other subjects, but discussions with pupils and the samples of work seen in history and geography reflected the pupils' weaknesses in language and indicated below average standards. In practical subjects, such as art and design and design and technology, the few examples of pupils' work seen were broadly in line with those expected for the pupils' age.
7. Pupils identified with special educational needs make satisfactory progress in English and mathematics. These pupils achieve satisfactorily in relation to their individual targets, particularly when additional support is provided by the special needs co-ordinator and teaching assistants in lessons or in small groups. Those pupils with behavioural difficulties are given adequate support to ensure that they too make satisfactory progress. Pupils whose first language is not English receive satisfactory support, which ensures they achieve as well as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **satisfactory**. Pupils' behaviour is **satisfactory**. The provision for pupils' spiritual, moral, social and cultural development is **good** overall. Attendance is **unsatisfactory**. Punctuality is **satisfactory**.

Main strengths and weaknesses

- The school successfully promotes good relationships.
- The school deals effectively with all forms of harassment.
- Pupils' moral, social and cultural development is good, but there are weaknesses in some aspects of spiritual development.
- In some classes, pupils' attitudes and behaviour are not as good as they could be.
- Pupils' attendance rate is very low in comparison with other schools.

Commentary

8. The caring ethos of the school promotes good relationships. The school ensures all pupils are fully included in the life of the school. There is an increasing number of pupils with English as an additional language who join the school at different stages. They are made welcome and integrate quickly into the life of the school. All staff work hard to develop good relationships within and outside of classes. The school deals with any form of bullying or racial harassment quickly and effectively. This results in most pupils working and playing happily together.
9. Most children enter school with low social skills, and a significant minority of children have behavioural difficulties. The school does well to achieve satisfactory standards of behaviour. Children in the reception class make satisfactory progress towards the expected goals in personal, social and emotional development. In Years 1 and 2, where most classes are well managed and there are high expectations of behaviour, pupils respond well and behave accordingly. This has a positive impact on their learning. However, in classes that are less well-managed, pupils' behaviour deteriorates. Similarly, in classes where the pace of learning is brisk and the teacher generates interest in the subject, pupils show good attitudes to learning. However, where teaching is less stimulating, pupils quickly lose concentration and become restless. Most pupils behave sensibly during lunch and at playtime. However, a minority of pupils lack confidence and frequently seek adult reassurance.
10. The good ethos within the school helps to promote spiritual awareness, which is satisfactory overall. However, assembly themes provide pupils with only a brief time for reflection. Although it sometimes happens, opportunities are missed in lessons to develop spirituality more fully. The school has recently introduced a number of incentives to encourage pupils to understand the right way to behave. This is having a positive effect and pupils say they particularly enjoy choosing their reward activity in Golden Time⁴. Parents also see it as a good incentive. Pupils co-operate well together when working in pairs or small groups and they enjoy helping with the smooth running of the school by undertaking responsibilities such as acting as classroom helpers and putting out chairs for assembly. The newly developed school council gives pupils a good opportunity to take an active part in how the school develops. Other good opportunities are provided for pupils to consider wider social issues, such as taking care of the environment. Pupils take responsibility for picking up litter and taking care of the courtyard garden. A range of purposeful activities is provided outside of lesson times. These are appreciated by pupils and support their social development well.

⁴ Pupils who have behaved well and shown positive attitudes during the week are rewarded by being allowed to choose an activity during Golden Time, which takes place at the end of the week.

11. The school promotes cultural development well. As well as visiting places of interest, pupils have opportunities to work with local artists and musicians. A high priority is placed on promoting positive images of people from other cultures and faiths. As a result, pupils are developing a good understanding of other cultures and religions.

Exclusions

12. There have been two fixed-period exclusions and one permanent exclusion in the last school year, but none since January 2004. The number of exclusions has reduced since the previous inspection and again in recent months because the school is taking more positive action in relation to behaviour management and to improving the quality of support for individual pupils with challenging behaviour. The recently appointed headteacher is developing a more consistent approach to dealing with pupils with behavioural difficulties.

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	80	2	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	4	0	1
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	4	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	3	0	0
No ethnic group recorded	1	0	0

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

Attendance

13. Pupils' attendance is unsatisfactory and has not improved enough since the last inspection. However, the school has recently reviewed its procedures to monitor and promote pupils' attendance. As a result, overall attendance figures for the first half of the term indicate that some improvement is taking place and that there has been a reduction in the number of unauthorised absences. However, levels of authorised absence remain high because some parents do not support the school or their children in valuing the importance of regular attendance and punctuality and in recognising the impact that this has on pupils' achievement. Punctuality is satisfactory, although a few pupils are regularly late for school each day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	8.0	School data:	1.3
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 school provides a **satisfactory** quality of education for its pupils. Teaching and the curriculum are **satisfactory**. The school takes **good** care of its pupils and there are **satisfactory** links with parents and the community.

Teaching and learning

The quality of teaching and learning is **satisfactory**. Assessment procedures are **satisfactory** overall.

Main strengths and weaknesses

- The quality of teaching is improving following a period of decline.
- Teaching is not consistent enough to ensure pupils make good or better progress in their learning.
- Thorough assessment in the Foundation Stage helps teachers to provide suitable learning tasks.
- Teachers make insufficient use of pupils' writing and ICT skills to support learning in other subjects.
- In most classrooms, teachers manage the pupils well, and relationships are good.
- Teachers make good use of teaching assistants to help pupils in their learning.
- Teachers do not always plan activities well enough as assessment procedures in some subjects are unsatisfactory.

Commentary

14. At the time of the last inspection, teaching was reported to be good overall, but key issues for the school included improving the consistency of teaching, raising expectations and extending the use of ICT to support learning in other subjects. Since then, there have been significant staffing changes with almost all teachers new to the school, including currently two temporary teachers. Evidence from recent national test results and the school's own self-evaluation and assessments indicates that there have been weaknesses in teaching. The effective monitoring of teaching and the actions taken by the new headteacher and the recent appointment of an experienced senior teacher have improved the quality of teaching, which is now satisfactory overall. As a result, pupils make satisfactory progress in their learning. Teachers are now beginning to address the issues raised at the last inspection.
15. During the inspection, teaching ranged from unsatisfactory to good. While it is satisfactory overall, there is insufficient good or better teaching to fully overcome the pupils' low starting point and to ensure that consistently good progress is made towards raising their standards of achievement. The school correctly recognises there is scope to raise the quality of teaching and learning through the sharing of the good practice noted in the good lessons seen during the inspection.
16. The quality of the teaching in the reception classes is satisfactory overall, although it ranged from unsatisfactory to good during the inspection. Teaching has some good features, such as good assessment being used well to help staff plan activities. Good relationships and good systems are in place for a happy start to the school day. Phonics teaching and expectations are also good. However, teaching in reception is not consistent. Features that are good in one class are only satisfactory and occasionally unsatisfactory in the other class, where the teacher is less experienced. Good teaching is characterised by good behaviour management, high expectations and a good emphasis on tasks that really help children move forward rather than just occupy them. Good use is made of targets set for small groups of children. Teaching is less effective when targets are too broad and children are unsure what they are.
17. Teaching and learning in Years 1 and 2 are satisfactory. In lessons seen, teaching ranged from unsatisfactory to good, with the majority being satisfactory. The best lessons seen were characterised by a clear focus on what pupils were to learn, which was shared with the pupils and reinforced throughout the lesson, a brisk pace and pupils being fully involved in interesting activities. In less effective lessons, a number of common minor weaknesses were noted. The pace was often slow because pupils spent too much time waiting for their turn, for example, in oral sessions in mathematics and in physical education. In a small number of lessons, some activities did not provide sufficient interest or challenge or were not sufficiently well matched to the needs of the pupils and so they lost concentration, and progress slowed.

Teachers are beginning to use the well-resourced ICT suite and the newly acquired interactive whiteboard. However, many staff make insufficient use of these resources and pupils' ICT skills to support learning in other subjects. In some subjects, such as religious education, geography and history, teachers provide good opportunities for pupils to read about and to discuss their work. However, there are often insufficient opportunities for pupils to develop their improving writing skills.

18. Throughout the school, teachers value the contributions of the pupils, and in the majority of lessons they manage the pupils well. They ensure that the pupils' personal needs are well met. Relationships within the classrooms are good and pupils feel that teachers give them help when they are stuck. Teachers, in the main, make effective use of the good level of support staff available. Teaching assistants are well deployed and work effectively alongside the teachers in supporting the inclusion of all pupils. The school has provided training for teaching assistants so that useful strategies for supporting pupils whose first language is not English are used in all classrooms. This enables these pupils to make progress in line with their classmates. Other support is provided by the relevant external agency. This ensures these pupils' individual needs are suitably met. The teaching assistants, who are specifically linked to pupils with special educational needs, ensure these pupils make similar progress to their classmates. They competently reinforce pupils' learning, manage well those with behavioural difficulties and ensure all make steady progress towards their individual targets.

19. Teachers have established satisfactory procedures for assessment, and they make satisfactory use of the data collected. There are good procedures for assessing and recording children's progress in reception. In Years 1 and 2, pupils' work is regularly marked and the quality of marking is satisfactory overall but variable. Marking is most effective in those classes where thoughtful comments help the pupils to understand what they know and what they need to do to improve. In several classes, day-to-day assessment is used well to modify planned activities so that they better meet the needs of the pupils. Whole-school procedures for assessing and recording what individual pupils know and can do in English, mathematics and science are satisfactory. In other subjects, whole-school procedures for assessing and recording the progress of groups of pupils are not in place. Teachers' planning is therefore not always as effective as it could be because it often focuses on the activities pupils are to complete rather than having a sharp focus on what pupils are to learn. The headteacher is aware that this is unsatisfactory and has suitable plans in place to address this weakness.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	0 (0%)	8 (27%)	20 (66%)	2 (7%)	0 (0%)	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.

The curriculum

The quality and range of learning opportunities and opportunities for curriculum enrichment are **satisfactory**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Planning for the teaching of foundation subjects is improving.
- There are a good number of well-trained teaching assistants.
- There have been recent improvements made in the accommodation and resources.
- ICT is not used systematically to support learning in other subjects.

Commentary

20. The curriculum provided for children in the Foundation Stage is satisfactory and is suitably planned to cover all six areas of learning. The curriculum provided for pupils in Years 1 and 2 is satisfactory and meets statutory requirements. The recently appointed headteacher has correctly identified the need for the school to improve planning and has been well supported by the newly appointed senior teacher in updating the schemes of work in some of the foundation subjects in order to provide greater consistency and continuity across the school. This is now in place for Year 2 classes, but has not yet been extended to Year 1. The updated schemes of work in the foundation subjects take satisfactory account of national guidance and better prepare pupils for transfer to the junior school. The development of pupils' literacy skills through other subjects is satisfactory, though opportunities to write are limited. Whilst pupils are developing their ICT skills satisfactorily, in most classes there is insufficient planning for the use of ICT to support learning in other subjects.
21. There is a caring ethos in the school and staff make sure that pupils, regardless of their differences or difficulties, are involved in a full range of activities. The school makes satisfactory provision for pupils' personal, social and health education. There are a good number of well-trained support assistants, who provide suitable support for pupils with special educational needs or whose first language is not English. This enables them to make progress in line with their classmates. Provision for pupils with special educational needs, including their individual education plans, and for those whose first language is not English, is satisfactory overall.
22. The accommodation and resources for learning are satisfactory overall but have shown some significant recent improvements. Resources, particularly for English and mathematics, have recently been updated and improved, and are now satisfactory. The accommodation for children in reception, including the improved access to the outdoor area, is satisfactory. Since the last inspection,

the development of the ICT suite has much improved the access to computers, and resources in this area are now good. The courtyard has been redesigned as an attractive garden area, which is used well by teachers as an additional learning resource. However, access to some classes is through the school hall, which can cause disruption to lessons taking place there.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. Pupils are provided with **satisfactory** support, advice and guidance. The way in which the school seeks, values and acts on pupils' views is **satisfactory**.

Main strengths and weaknesses

- The school cares for individual pupils and their needs well.
- Pupils feel happy and well looked after by the school's staff.
- The induction of children who are new to the school is good.

Formatted: Bullets and Numbering

Commentary

23. The school cares well for all its pupils. It understands the nature and difficulties of their backgrounds and works well with families, carers and support agencies to ensure pupils' care, welfare and safety. Recent reviews of policies relating to pupils' welfare have been thorough and have been effective in raising staff awareness of current practice relating to child protection and health and safety.
24. The school provides a harmonious community for its pupils. They say that this is a friendly school where teachers are kind and helpful. They know who to go to if they are unhappy and feel that teachers and lunchtime supervisors deal well with anyone who is being unkind to them. They feel that they are treated fairly. Pupils value the way in which their good behaviour is rewarded through the incentive of Golden Time. They are positive about the school council as a forum for their views and for bringing about improvement, for example, games in the playground. Most parents agree that their children are well cared for and that staff are welcoming and approachable when they have any concerns.
25. Parents are happy with the way in which their children are helped to settle into school life and say that this has improved. The school is reviewing its induction procedures and the way in which children transfer from the attached Family Centre to make the transition as smooth as possible. The introduction, for example, of simple information leaflets for parents on helping to prepare their child for school helps parents to make their children's start to full-time education a positive experience.

Partnership with parents, other schools and the community

The school's partnership with parents is **satisfactory**. There are **satisfactory** links with the local community and with other schools.

Main strengths and weaknesses

- Parents' satisfaction with the school has improved since the last inspection.
- Parents would like to be better informed about their children's progress.
- The school is working hard to improve its partnership with other schools and the community.

Formatted: Bullets and Numbering

Commentary

26. Parents are developing more confidence in the school. They appreciate the work done by the headteacher in bringing about improvement and in developing a better partnership with them. Parents say that staff are readily available to discuss any concerns. They are pleased that children now bring books home to share with them. They feel that behaviour is better managed and that Golden Time is a fairer system to reward and recognise good behaviour. The school is seeking ways, for example, through fundraising activities, to develop the partnership with parents in the Family Centre and in the school so that more parents are involved in their children's education. More parents are now coming into school for assemblies, to help in the classroom and to participate in family learning courses.
27. While parents recognise that written communication from the school is improving, some feel that they would like to be better informed about the progress their children are making. Inspectors find that pupils' annual written reports are not as helpful to parents as they might be. The educational language used may not be easy for parents to understand, and there is not a clear enough indication of the level at which pupils are working and achieving. Targets are too broad and are not helpful to those parents who wish to support their children's learning at home.
28. Links with other schools are satisfactory overall. Good use is being made of the school's links within the Education Action Zone to develop its partnership with other schools, businesses and community groups. There are satisfactory arrangements for the transition of pupils to the junior school. Parents are pleased with the improving links with the junior school but would like their children to have more opportunities to use the local community as a resource for learning. The school has correctly identified this as an area for development and is seeking ways to promote the school more positively in the community and to develop partnerships that will benefit pupils, staff and parents.

LEADERSHIP AND MANAGEMENT

Overall, the school is **satisfactorily** led and managed. Governance of the school is **satisfactory**. The quality of the leadership of the headteacher is **good** and the leadership of key members of staff is **satisfactory** overall. The school is managed **satisfactorily**.

Main strengths and weaknesses

- The headteacher provides good leadership, helped by her very strong vision, sense of purpose and very high aspirations for improving standards.
- The governing body is well informed about the strengths and weaknesses of the school.
- The leadership role of some of the subject managers is not fully developed.
- The school's finances are managed effectively.

Commentary

29. The leadership and management of the school are not as strong as reported at the last inspection, but considerable changes in personnel have taken place since then. The standards being attained have deteriorated along with leadership and management systems, but these are now improving again. The recently appointed headteacher is having a good impact on the direction of the school and its urgent need to raise standards. Her leadership of the school is good, with some very good features. Under the headteacher's determined and insightful leadership, the school is beginning to move forward and raise standards. Her very clear vision and her good ability to prioritise and get things done are driving the school forward well. Under her guidance, the governing body and the staff, with its many recent appointments, have a clear view of what improvements are needed. The headteacher is strongly committed to all pupils fulfilling their potential. She is a good role model for staff and children, and has started to put in place strategic planning and actions that reflect her high aspirations.
30. The governance of the school is satisfactory. Governors are well aware of the strengths and weaknesses of the school. They meet school staff regularly and recently introduced good systems enable them to be well informed. Their work to ensure that the school fulfils its statutory duties is satisfactory, but with many policies only recently ratified. Governors have started to become more closely involved in the strategic planning of the school. As a result, they are gaining knowledge and confidence to challenge the school and ask difficult questions when necessary. Performance management systems are in place and are effective; they are monitored well by the governing body.
31. The management exercised by the headteacher and senior management team is satisfactory. Staff changes and absences have hampered their recent work. In the recent past, this has rightly focused on English, mathematics and science and on pupils' behaviour. There are now good systems and structures in place

to monitor the school's performance in these core areas. These systems are beginning to be used effectively to monitor performance and identify areas for improvement. But there has been insufficient time for these systems to significantly raise standards. Also, little has been done yet to raise standards and teaching in other subjects. Performance management and staff training are now being targeted well to support the school's aims, as well as to cater for the particular needs of individual staff. The impact of recent changes has been particularly effective in raising expectations of what pupils can achieve and how well they can behave. Consequently, staff are more clearly aware of what they are trying to accomplish, and there is a positive ethos within the school.

32. Leadership and management of the curriculum by staff other than the headteacher are satisfactory overall with the co-ordination of the core subjects of English, mathematics and science together with ICT, the Foundation Stage and special educational needs being satisfactory. In these subjects, monitoring of teaching, analysis of results and target-setting are beginning to have a positive impact. Staff who lead these subjects are clear about their priorities. Staff who lead the other subjects have a satisfactory understanding of the curriculum and informally support their colleagues, but do not monitor teaching and learning, nor are they clear enough about standards attained. Monitoring of teaching has been mainly focused on English, mathematics and science. Too little analysis and monitoring are undertaken in the other subjects and pupils' work is rarely examined. Nor are there yet any school-wide assessment and record keeping systems in place for these subjects.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	696 233	Balance from previous year	64 003
Total expenditure	705 266	Balance carried forward to the next year	54 970
Expenditure per pupil	3 692		

33. The school's budget is managed effectively and the school seeks to ensure that the money it receives is spent in the best way possible to benefit the current pupils in the school. In recent years, the school has carried forward a large surplus. The new headteacher and the governing body have set about rectifying this and have spent it on areas such as the purchase of books and ICT resources that urgently needed improvement and updating. These purchases help the school achieve its educational priorities, as has the recent decoration and improvements to the school building. The governing body works with the headteacher to maintain the best value for money, with tenders being sought and acted upon for major developments and services. The income the school receives is correctly used for its designated purposes.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**.

34. In the year prior to starting in the reception classes, most of the children attend part-time a Family Centre attached to the school⁵. The children enter reception with standards well below the average found nationally, though there is a wide range of ability within each class. When they start Year 1, most will not have achieved the early learning goals, the targets for children nationally for the end of their reception year. The school provides a sound education for reception children in all areas of learning, though this is not as good as reported at the time of the last inspection. Since the last inspection, there have been a number of staff changes and all the Foundation Stage teachers are new to the school and include temporary and newly qualified teachers. Overall, teaching and learning are satisfactory. During the inspection, teaching ranged from unsatisfactory to good, reflecting the experience of the teachers. The Foundation Stage is satisfactorily led and managed by a co-ordinator who is new to the school since the last inspection. She has ensured that there is a satisfactory curriculum based on national guidelines and adequate resources to support learning. Staffing levels are generous; children are well cared for and secure. Children of all levels of ability, including those with special educational needs and those at the early stages of learning English, achieve satisfactorily.

Personal, social and emotional development

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children are given some good opportunities to make choices about their play activities.
- Teachers' strategies for managing pupils are not always effective enough.

Commentary

35. By the end of reception, standards in this aspect remain well below average. Teaching and learning are satisfactory overall, though not consistent. Staff provide children with some good opportunities to choose play equipment from the range provided, both outside and indoors. Children explore for themselves satisfactorily and play alongside other children, with increasing independence, self-confidence and concentration. Some whole-class activities are also well used to promote personal and social development; for example, when children are encouraged to listen to one another and join in and when children

⁵ Foundation Stage provision in the Family Centre is inspected separately from that in main school.

understand how to vary their behaviour in different situations. As a result, achievement is satisfactory. However, some teaching strategies for encouraging good behaviour are not consistent and not sufficiently well developed. When this happens, not all children learn as much as they might from the session.

Communication, language and literacy

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

Main strengths and weaknesses

- The teaching of phonics is good.
- Early writing skills are not well taught.
- Assessment is thorough and it is used well to set targets for individual children.
- Support staff are not always fully utilised to extend children's speaking and listening skills.

Commentary

36. Standards remain well below average by the time children move to Year 1. Achievement is satisfactory and children make steady and sometimes good progress over time, particularly in their understanding of letter sounds. However, the well-below average starting point for the majority of children, who enter school with few language skills, means that they will leave reception with overall standards much lower than national expectations despite making this progress.
37. Teaching and learning for this area are satisfactory overall. Literacy skills are well developed in sessions where teachers encourage children to recognise and repeat letter sounds. Good day-to-day assessment procedures ensure all children know a few initial sounds and that the higher-attaining children are beginning to try to use their knowledge of sounds to help them read unknown words. But lower-ability children know little of how books work and find it hard to talk about the pictures. The teaching of writing skills is not strong. Handwriting is taught regularly and other suitable fine co-ordination tasks are provided. However, too many children finish the year unable to communicate their ideas in writing and with unsatisfactory standards of letter formation and handwriting. Children start school with well-below average levels of listening and speaking skills. Teachers pay satisfactory attention to this area. Currently, however, staff miss opportunities to develop vocabulary and to encourage children to articulate their thoughts during activities.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers place a high emphasis on learning through practical experiences.
- Good use is made of assessment to inform the planning of children's tasks.

- Sometimes tasks are too brief, not providing enough time and practice for the maximum amount of learning to take place.

Commentary

38. Children achieve satisfactorily from their initial very low starting point, and their understanding of number is well below average when they enter Year 1. Teaching and learning are satisfactory, and as a result children make satisfactory progress, although this varies greatly from child to child. Teachers' planning is clear. Teachers have good, detailed systems for assessment and record-keeping, and use them well in setting the level of mathematical tasks they provide. Staff provide a suitable range of varied tasks to help children extend their knowledge and skills. Consequently, nearly all children are keen to practise, and this in turn helps improve their skills, such as when sorting and identifying shapes. Activities, such as the daily singing of number songs, provide constant, good reinforcement of number. However, sometimes this part of the lesson is too brief, with too little attention being given to it by the teacher and too few clear resources to hand to help children learn and help them to behave well.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Teachers provide a useful range of worthwhile activities to develop this area of learning.
- Teachers do not always ensure that spoken information and tasks stimulate and interest the full ability range of children.
- Insufficient use is made of natural objects or computers.

Commentary

39. In terms of their knowledge and understanding of the world, children achieve satisfactorily. Teaching and learning are satisfactory. Children start school with very little knowledge of the world around them. Standards are well below average, and by the end of the reception year, most children will not attain the early learning goals in this aspect of their learning. The teachers plan together and produce a suitable and sometimes good range of activities and experiences to enhance children's knowledge and understanding. For instance, watching bread being made stimulates the above average children well. But the follow-up task of rolling out salt dough does not provide sufficient challenge. While teaching is satisfactory, not enough use is made of natural objects to encourage children's curiosity and exploration. Also, while photographs are taken from time to time, little use is made of them to remind children of previous events or to reinforce learning. There are too few regular opportunities for children to use computers to support their learning. The school meets

statutory requirements in ensuring that religious education is taught to children under five.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Some good teaching in physical education leads to children doing well in this aspect.
- Children's ability to manipulate small objects is well below the normal level found and, as a result, children's handwriting is adversely affected.

Commentary

40. The teaching of physical development is satisfactory, and overall standards are below average by the time children enter Year 1. Children start school with standards lower than the national expectations, especially in fine small movements. In one lesson seen, physical education was taught well in the hall. As a consequence, achievement was good and all abilities of children developed their large movements successfully and skills were broadly in line with those expected of this age. In this lesson, good attention was given to good behaviour, to teaching the children how exercise helps them to keep healthy, and to encouraging the children to decide which way they would move and then giving them sufficient time to hone their skills. In contrast, the children's ability for fine movements is well below average. Teachers are aware that many children have difficulty carrying out activities that involve small movements, and they do provide some suitable activities, such as cutting out paper snakes for a display, although they do not consistently give it the priority that it needs.

Creative development

41. No judgement was made on the provision in creative development as no teaching was observed. Teachers plan a suitable range of activities and provide satisfactory role-play areas. Displays of children's artwork help enliven the classroom and corridors. Children are taught some helpful songs, such as about shapes, as part of their mathematics lessons.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average.
- Recent improvements have made the teaching of phonics good.
- The teaching of higher-attaining pupils in Year 2 is good.
- Opportunities are missed to use ICT to support work in the subject.
- The headteacher and newly appointed subject leader for writing have a clear understanding of the strengths and weaknesses in the subject.
- The role of the subject leader for writing in monitoring teaching is not yet fully developed.
- The quality of marking is inconsistent and does not always help pupils to improve.
- There are too few opportunities for pupils to develop their writing skills in other subjects.

Commentary

42. On the basis of the 2004 Key Stage 1 national tests, pupils' attainment in reading is well below the national average and below average in comparison with similar schools. In writing, their attainment is very low in comparison with the national average and well below in comparison with similar schools. This is similar to the 2003 results. However, an analysis of the current written work and the reading, speaking and listening skills of pupils in Year 2 shows that standards are beginning to improve as pupils benefit from recent initiatives, but overall they remain well below average. A majority of pupils, greater than in recent years, are on target to reach the expected standard for their age by the end of Year 2. Standards are not as high as those noted at the time of the previous inspection, and overall improvement since then has been unsatisfactory. Following the appointment of the new headteacher, progress in developing the subject has much improved. There has been a focus on raising teachers' expectations, and new initiatives have been put in place, which are having a positive impact on pupils' learning. Most pupils enter Year 1 with well below average language and literacy skills, and in relation to this their achievement is at least satisfactory.
43. The quality of teaching and learning is satisfactory overall. Pupils in Year 2 are taught in ability sets. The quality of teaching and learning for the higher-attaining pupils is good and they achieve well in lessons. This is because the teacher has high expectations of pupils and the pace of the lessons is brisk, which sustains pupils' interest and enthusiasm. Most lessons are carefully planned, based on the national literacy framework. The good number of teaching assistants suitably support pupils with special educational needs or those who speak English as an additional language, and this enables them to make progress in line with their classmates. Teachers now make good use of word work activities at the beginning of lessons and most pupils make good progress in developing strategies for spelling and sounding out unfamiliar words in reading. In other lessons, there is not a sharp enough focus on what pupils are to learn. Whilst some teachers provide advice when marking pupils' work, others provide little more than ticks and comments of encouragement. Opportunities are then missed to help pupils improve their work further. In

most classes teachers do not use ICT to support and develop pupils' learning, such as by editing and drafting their writing.

44. Leadership and management of the subject are satisfactory overall. The leadership and management of the subject are currently a shared responsibility. There is a newly appointed subject leader and the headteacher has taken over the role of the absent shared leader. Together, they have good expertise and are fully aware of pupils' current performance and what needs to be done in order to improve. They are putting in place strategies to help tackle the weaknesses. The programme to improve pupils' knowledge and understanding of letter sounds is already beginning to raise standards in this area. The number and quality of books have improved and there are better opportunities for pupils to take books home and to share them with an adult. As a result, most pupils, even those with reading difficulties, show interest and enjoyment in books. However, the newly appointed co-ordinator has not been in post long enough to monitor teaching and learning in lessons and to be fully effective in her role. This would ensure more consistency in teaching and standards across classes. Good procedures are now in place to assess pupils' attainment, but these have only recently been used to set pupils' targets for improvement, and it is too soon to judge their impact.

Language and literacy across the curriculum

45. The promotion of language and literacy through other subjects is satisfactory. Good opportunities are provided for the pupils to speak to one another in whole-class discussions and in pairs. Pupils are encouraged to listen attentively to their classmates and teachers. Information books are often used effectively as a stimulus for learning in other subjects. However, teachers do not plan sufficient opportunities for pupils to develop their writing skills in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average.
- Effective use is made of the good number of support staff and additional adults.
- Good leadership has led to recent improvements in provision and achievement.
- Although satisfactory overall, there is insufficient good or better teaching, which is required to further raise achievement.
- Teachers' planning is not always as effective as it could be when assessment data is not used well.
- Insufficient use is made of ICT to support pupils' learning in mathematics.

Commentary

46. Improvement in quality of provision since the last inspection has been unsatisfactory. At that time, standards were reported to be below average, and teaching and learning were reported to be good, although there was a significant proportion of unsatisfactory teaching. Since then, the school has been through a time of considerable staffing instability. In the national tests in 2003 and 2004, standards were well below average compared with all schools. Results were also well below average compared with similar schools. This, together with the school's own assessments that indicate that around half of pupils made below average progress, shows that at the end of the last school year there was underachievement in mathematics.
47. The inspection confirms that standards are well below average. Just over three-quarters of the pupils are likely to reach the expected standard for their age by the end of Year 2. These pupils use a suitable range of mental and written methods when adding and subtracting numbers, but their knowledge of shape and measures is limited. Many have difficulty in using and applying their numeracy skills when solving simple everyday problems. Observations in lessons and of pupils' recent work show that pupils in Years 1 and 2 are making steady progress from a low starting point and that their achievement is satisfactory.
48. Teaching and learning are satisfactory with a number of common strengths and some inconsistencies. Teaching assistants are well deployed in lessons and provide good support, particularly for those pupils with special educational needs or behavioural difficulties. Their reinforcement of teaching ensures all groups understand what is expected of them and that pupils make at least sound progress. Overall, teachers manage the pupils well, and, as a result, behaviour in lessons is often good and attitudes are at least satisfactory and at times better. Staff make clear use of mathematical vocabulary, which helps pupils, including those who speak English as an additional language as well as those whose general language development is slow, to develop their understanding satisfactorily.
49. The good aspects of teaching are not sufficiently widespread to ensure that pupils make better than satisfactory progress throughout the school. There is scope to share good ideas and to raise the overall quality of teaching. The headteacher and the senior teacher have ensured that planning has improved and is now satisfactorily based on the National Numeracy Strategy. Consequently, teachers plan suitable activities to match the needs of the pupils within their class or ability group. In the main, these activities help pupils develop a satisfactory understanding in numeracy. They sometimes lack the sharp focus on what pupils are to learn and the small, manageable steps required for pupils to achieve the good progress that was seen in one Year 2 group, and so the pace of learning is variable. In the best lesson seen, the well-paced activities that fully involved all pupils resulted in good learning. There are examples in some classes of good quality marking that not only encourages pupils, but helps them to understand what they have learned and what they need to practise next, although this is not always the case.

50. Under the current effective subject leadership of the headteacher, mathematics is now satisfactorily managed. Improvements in planning and assessment have addressed previous weaknesses, and provision for the subject is now satisfactory. Teachers' expectations are now sufficiently high and levels of challenge are at least satisfactory for all pupils, including the higher-attaining pupils. The school has introduced satisfactory assessment procedures, but teachers do not always use the data well enough to ensure that their planning is always as effective as it could be. Resources have been improved and are now satisfactory. Examples of the use of the interactive whiteboard and programmable toy robots to support learning in mathematics were seen during the inspection. However, insufficient use is made of computers to consolidate and improve pupils' learning in mathematics.

Mathematics across the curriculum

51. There is no whole-school policy on using numeracy across the curriculum. However, pupils make satisfactory use of their mathematical skills in other subjects. They use simple measurements and record data using block graphs in science, and opportunities to count and use numbers during other lessons and activities, such as registration, support pupils' numeracy skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average and have declined since the last inspection.
- The subject leader has a good perception of what needs to be done to raise standards, but has not had sufficient opportunities to monitor teaching and learning.
- Teachers make effective use of teaching assistants.
- Teachers manage the pupils well.
- In some classes, the marking of pupils' work does little to help them improve.
- The presentation of pupils' work in some classes is not good enough.

Commentary

52. Teachers' assessments at the end of Year 2 in 2004 indicate that standards were well below average and no pupils attained the higher Level 3. Despite some recent improvements, standards in Year 2 are still well below the expected level. Overall, pupils make satisfactory gains in the knowledge of the world around them, although they have difficulty describing how they might find things out when undergoing simple investigations because of their limited language skills. Over three-quarters of the current Year 2 pupils are on target to reach the expected standard, and a small number will reach the higher

standard. Pupils enter Year 1 well below the expected standard, and currently pupils' achievements are satisfactory in relation to their previous attainment. There has been a significant decline in provision since the previous inspection, when standards were reported to be in line with those expected at the end of Year 2. The school has gone through a difficult period of staffing turbulence since then, during which achievement was unsatisfactory. This has only recently been addressed.

53. Teaching and learning are satisfactory overall. In the small number of lessons observed, teachers had at least a satisfactory knowledge and understanding of the subject. Teachers manage the pupils well, which ensures attitudes and behaviour within lessons are at least satisfactory. Teaching assistants are used effectively to support the management of pupils and to reinforce learning. In a good lesson, the teacher made good use of questions to develop pupils' thinking and understanding of a healthy diet. Questions were well matched to pupils of various abilities, which ensured all pupils were suitably challenged. The teacher had high expectations of pupils and they made good progress and achieved well. However, some teachers do not have sufficiently high expectations of pupils, and too often untidy and poorly presented work is accepted. Teachers' marking of recorded work is satisfactory though variable. In the majority of classes it is good, but in some it does little to help the pupils. Where it is good, the teacher clearly identifies what the pupil needs to do next in order to improve. Although science is used well sometimes to support work in numeracy, the use and development of pupils' numeracy skills is not consistently planned for, and overall, insufficient use is made of ICT to develop work in science. This has been correctly identified by the subject co-ordinator, and she is seeking to address it.
54. Leadership and management of the subject are satisfactory. The subject leader is aware of the main strengths and weaknesses of the subject and has a suitable action plan to help improve teaching and learning in order to raise standards. A new scheme is being tried out which takes account of national guidance and identifies opportunities to assess how well pupils are achieving. This is intended to help teachers more accurately match activities to pupils' needs. However, the subject leader has not yet had an opportunity to monitor its impact on teaching and learning in order to be fully effective in her role.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources have recently improved and are now good.
- The quality of teaching is inconsistent.
- The subject leader has a clear vision for improving the subject.

- Procedures for monitoring teaching and assessing pupils' progress are unsatisfactory.
- Insufficient use is made of ICT to support pupils' learning across the curriculum.

Commentary

55. Standards are on target to be in line with those expected by the end of Year 2. This is the same as the standards reported at the last inspection. However, evidence indicates that, since that time, standards fell because of unsatisfactory resources, outdated planning and a lack of assessment procedures. Recent improvements, including the refurbishment of the ICT suite, new resources and software, the introduction of a scheme of work and staff training, have helped raise standards back to previous levels. Currently, pupils' achievement is satisfactory.
56. Teaching and learning are satisfactory overall, but inconsistent. During the inspection, teaching ranged from unsatisfactory to good, which clearly demonstrates the need to further develop teachers' knowledge of the subject and to share good practice. In the good lesson seen, the teacher made effective use of the interactive whiteboard to demonstrate. It was clear what pupils were to learn and activities were carefully organised to reinforce each step towards the lesson's target. Consequently, pupils made good progress in developing their knowledge of how to retrieve work, edit it and save the changes. There were good opportunities for pupils to discuss their work, they were well motivated and enjoyed using the computers. In other lessons, weaknesses in teachers' planning and the lack of assessment information resulted in tasks that were not well matched to the needs of the pupils. As a result, progress was slow and pupils found it difficult to maintain their concentration.
57. Leadership and management of the subject are satisfactory. The new subject leader has a clear vision for developing the subject. He has successfully improved the resources available and introduced a suitable scheme of work. The monitoring of teaching and learning is at an early stage of development, and so its impact on improving the quality of teaching is limited. The subject leader is aware of the need to introduce a consistent approach to assessing and recording pupils' progress. Many pupils do not have access to computers outside school and they keenly look forward to attending an after-school computer club, which supports their learning well.

Information and communication technology across the curriculum

58. The use of ICT across the curriculum is unsatisfactory overall. A small number of useful examples of ICT supporting learning in other subjects were seen during the inspection. For example, a number program and the use of a programmable toy supported pupils' learning in mathematics. However, insufficient use is made of the new resources, both in the ICT suite and in the

classrooms, to develop pupils' ICT skills and support their learning in other subjects. Opportunities to use ICT are not clearly identified in teachers' planning.

HUMANITIES

Geography and history

In humanities, work was sampled in geography and history. All the available pupils' work was analysed, staff and pupils were interviewed and one geography lesson was seen. It is therefore not possible to form overall judgements about provision in these subjects. There is every indication from the pupils' work and from talking with them that standards are below average.

59. In the one **geography** lesson observed, teaching and learning were satisfactory. Pupils' knowledge and understanding of other countries are developing satisfactorily, and within the lesson achievement was satisfactory. Relationships were good, which resulted in pupils behaving well and demonstrating good attitudes to the subject. However, many pupils had difficulty finding the correct words to explain what they had learned in the lesson because of their well below average language skills. Standards in the work seen were generally below those expected for pupils of their age.
60. No lessons were observed in **history** and there was only a small amount of recorded work in pupils' books. However, discussion with a small group of Year 2 pupils indicates that higher-attaining pupils have a satisfactory knowledge of changes that occur over time related to their recent topic on seaside holidays. Pupils' knowledge of other historical topics is below that expected for their age.
61. Leadership and management of history and geography are currently unsatisfactory. The history and geography subject leader has only very recently been appointed and is at a very early stage in developing her role. Planning for the teaching of both history and geography is currently under review. Year 2 teachers are trying out an updated scheme of work, which takes appropriate account of national guidance and identifies opportunities to assess how well pupils are learning. It is intended to provide greater consistency and continuity across the school. However, this has not yet been implemented in Year 1.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' standards are lower than the expectations of the locally agreed syllabus.
- Good use is made of pupils' personal knowledge of their own religion.
- The leadership and management of the subject are unsatisfactory.
- There is no whole-school system for assessing pupils' progress.
- Too little work is recorded.

Commentary

62. Pupils start with knowledge and understanding that are lower than average. An analysis of pupils' work and discussions with pupils in Year 2 indicate that they make satisfactory progress and that teaching and learning over time are satisfactory. Pupils show positive attitudes towards the subject. Given their low starting point, pupils' achievement is satisfactory. When they leave the infant school, pupils' standards are still below the expectations of the locally agreed syllabus. Discussions with pupils indicate a lack of knowledge and understanding of Christian stories and teaching. In the one lesson observed, teaching and learning were good, with good use being made of pupils in the class talking about their personal knowledge of Islam and the festival of Eid. The quality of teaching and learning is similar to that found at the last inspection, though standards are lower than those reported.
63. Teachers' planning and the curriculum, which conforms to the locally agreed syllabus, are satisfactory. Leadership and management of the subject are unsatisfactory, as the role of the subject manager in monitoring and evaluating teaching and learning has not been fully developed. There is no school-wide assessment and recording system for the subject. Too little work is recorded and the school makes unsatisfactory connections between the curriculum for English and religious education to help pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, and music

These subjects were not a focus for the inspection and so were sampled, but not in sufficient detail to provide a judgement on provision. No lessons were seen in art and design or design and technology. One lesson was seen in music.

64. The limited amount of work seen indicates that standards in **art and design** are broadly average. Pupils' observational drawings and imaginative artwork are displayed well. Teachers' planning is satisfactory and shows that sufficient

emphasis is given to the subject and the development of pupils' skills is based on national guidelines.

65. The scrutiny of planning and pupils' work in **design and technology** indicates that National Curriculum requirements are met. The standard of simple designs and finger puppets on display in Year 2 was average. Although cutting skills varied greatly, pupils used satisfactory methods of joining their pieces of felt, including gluing and a simple running stitch. Pupils spoken to had a satisfactory understanding of the relationship between planning and the final product.
66. In the one observed lesson in **music**, teaching was satisfactory, and the pupils achieved satisfactorily and performed at a level in line with national expectations. In a whole-school assembly, the singing was of a satisfactory standard. An examination of planning shows that it is suitable and the school has widened the curriculum to address the issues from the last inspection when parts of the music curriculum were not being taught. Work is now built around nationally recommended units of work.
67. The leadership and management of these subjects are unsatisfactory. The role of the subject leaders is not yet fully developed to include rigorous monitoring of teaching and learning. There is no whole-school approach to the assessment and recording of pupils' progress.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Teachers manage the pupils well.
- In some lessons, pupils spend too long waiting for their turn.
- Demonstrations are not used well to improve pupils' performances.
- There are no suitable procedures for assessing and recording pupils' progress.

Commentary

68. Overall standards in physical education are in line with national expectations, which is similar to the findings of the last inspection. Pupils move on and over simple apparatus with suitable control and co-ordination. They satisfactorily use imaginative movements when responding to music and story, as when walking jerkily as a mechanical man. In games, pupils are developing their bat and ball skills satisfactorily. Pupils' achievement is satisfactory.
69. Teaching and learning are satisfactory. Teachers have adequate subject knowledge and so pupils make satisfactory progress in developing their skills and improving their performance in dance, games and gymnastic activities. Teachers manage the pupils well and they respond by showing interest and behaving at least satisfactorily and at times well. Overall, individual lessons are planned satisfactorily, but in some lessons the pace of activity is slow as pupils

spend too long waiting for their turn to perform. Pupils' demonstrations are used successfully to praise and encourage pupils, but rarely to highlight what it is others can learn from the demonstration. Pupils are given few opportunities after a demonstration to practise and refine their own performance.

70. The leadership and management of the subject are unsatisfactory, as procedures for monitoring and evaluating teaching and learning are not in place. Pupils are given adequate opportunities to be physically active. An adequate range of new resources has recently replaced old equipment. There is a satisfactory scheme of work in place but no whole-school procedures for assessing and recording pupils' progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. This subject was sampled: discussions took place with staff and pupils, planning was scrutinised and one lesson was observed. The programme for personal, social and health education and citizenship is satisfactory overall. The caring school ethos supports pupils' personal development well. There has been good improvement to the subject recently. The school has introduced a new scheme of work for developing pupils' learning in this area. Pupils now get regular opportunities to discuss matters of concern and share their feelings in a secure and sensitive environment. This is helping to build pupils' confidence and to have respect for themselves and each other. The school meets statutory requirements in respect of provision for sex and relationship education and drug education.
72. In the satisfactory lesson observed, pupils in Year 2 learned the importance of behaving co-operatively in a group and the necessity of obeying simple rules when playing games together. They began to appreciate the benefits of living in a harmonious community. However, although all pupils were fully included in the session, many had difficulty expressing their views clearly because of their well below average language skills.
73. Another recent improvement is the development of a school council. It has already been active in discussing and suggesting improvements for playtime with good results. Suitable opportunities are provided for pupils to consider their wider social responsibilities and citizenship, such as helping to preserve the environment. They take responsibility for such things as keeping the school free of litter and taking care of the courtyard garden.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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