

INSPECTION REPORT

**THE GEDNEY HILL CHURCH OF ENGLAND
(VOLUNTARY CONTROLLED) PRIMARY SCHOOL**

Spalding

LEA area: Lincolnshire

Unique reference number: 120548

Headteacher: Mrs L M Chappell

Lead inspector: Fran Gillam

Dates of inspection: 29th November – 1st December 2004

Inspection number: 270259

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	83
School address:	North Road Gedney Hill Spalding Lincolnshire
Postcode:	PE12 0NL
Telephone number:	01406 330258
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Appropriate authority:	Governing body
Name of chair of governors:	Mr A Congreve
Date of previous inspection	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

Gedney Hill Church of England Voluntary Controlled (VC) Primary School is smaller than most primary schools. It is situated in Gedney Hill, a small village in rural Lincolnshire not far from the market town of Spalding. There are 83 pupils on roll, and there is almost a third more boys than girls. Children start in the Reception class in the September of the year of their fifth birthday. They attend full time and are taught with the youngest Year 1 pupils. The children's attainment on entry varies from year to year but the pattern is generally average for their age. There are ten children in the Reception Year. Nearly two per cent of pupils are entitled to a free school meal. This percentage is well below average but not reflective of the socio-economic circumstances of the area, which are below average. Almost all the pupils come from a white British background. A small number of pupils are in local authority care. There is an average percentage of pupils on the school's special educational needs register. A higher than average percentage of pupils have Statements of Special Educational Need. The majority of pupils with special educational needs experience some difficulty with reading and writing. A minority have difficulties in behaving, in getting on with others and in their attitudes towards school. The number of pupils moving in or out of the school during Years 3 to 6 is high. A supply teacher, in the mixed Year 1 and 2 class, covers for a long-term staff absence. Pupils in Years 3 and 4 are taught under a job-share arrangement; the new headteacher teaches for two days a week. At the time of the inspection, the headteacher had been in post ten weeks.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21498	Mrs F Gillam	Lead inspector	Mathematics Science Art and design Design and technology Music Physical education Foundation Stage English as an additional language
19557	Mrs L Halls	Lay inspector	
30075	Mr M Duggan	Team inspector	English Information and communication technology Geography History Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Gedney Hill Primary School fails to provide a satisfactory standard of education. The local education authority (LEA) placed the school in its 'cause for concern' category in March 2004. Too little has been done in the past to ensure pupils received a satisfactory standard of education. The new headteacher and governors have a clear view of what needs to be improved but there are many weaknesses. Pupils' achievement is unsatisfactory. Standards are below average and teaching and learning are unsatisfactory. Learning is adversely affected by weaknesses in behaviour management and pupils' negative attitudes. The school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is unsatisfactory in Years 1 to 4.
- Throughout the school, there are gaps in pupils' skills, knowledge and understanding in a number of subjects; literacy, numeracy and ICT skills are not used well in other subjects.
- A significant proportion of pupils have difficulties with their behaviour and they are not always managed well enough; teaching and learning are unsatisfactory.
- In spite of determined efforts this term, the leadership, management and governance of the school are unsatisfactory; important statutory requirements have lapsed.
- Sometimes the level of care for pupils falls short of satisfactory, and support for pupils' personal development is not as effective as it should be.
- Children in the Foundation Stage have good attitudes towards their work.
- There is a good range of clubs and activities to support pupils' sporting, artistic and musical skills.

The school has declined since its last inspection. It has had a turbulent time in the past 12 months, with a high number of changes in staffing and the long-term illness of key staff. There has not been a strong enough commitment to ensuring that pupils make enough progress. Some areas have not improved enough since the last inspection, for example, the quality of marking, the presentation of pupils' work, and the use of assessment to guide teaching and learning. Too little has been done to halt the decline, until the intervention of the LEA and the appointment of the new headteacher.

In accordance with section 13(7) of the School Inspection Act 1996, I am of the opinion, and HMC1 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	E	E	C	C
mathematics	C	B	C	B
science	C	B	B	A

*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. Standards are below those expected by Year 2 and 6 in most subjects but average in English and mathematics by Year 6. Over the past four years there has been a steady decline in standards by Year 2. While standards by Year 6 have improved in recent years, they do not reflect the standards in other year groups and are not built on a firm foundation of secure skills, knowledge and understanding. Boys are

not doing as well as girls. This is mainly due to difficulties with the behaviour of a significant group of boys, which impacts on their achievement and that of others. Pupils have covered a narrow range of work over the past year leading to underachievement and low standards in art, geography, information and communication technology (ICT), physical education and religious education. Pupils with special educational needs and of other abilities sometimes struggle with their work, in spite of adult support. By comparison higher attaining pupils sometimes complete easy tasks before moving onto something more challenging. This is particularly noticeable in the work covered this and last year in Years 1 to 4 where pupils' underachievement is most marked. Children in the Foundation Stage reach the goals expected for their age and achieve satisfactorily based on their starting point.

Pupils' personal qualities and their spiritual, moral, social and cultural development are unsatisfactory. Recent efforts to improve behaviour are not yet fully effective or used consistently by staff to aid pupils' personal development. Children in the Foundation Stage work hard and know the class routine well. The attendance rate is below average due mainly to illness and some parents taking their children on holiday in term time. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education, teaching and learning is unsatisfactory overall. Too often, expectations of pupils' ability to tackle activities are at variance with their personal skills. Work is not matched to pupils' prior attainment to ensure that learning is secure. Teaching assistants are not always effective in supporting pupils' learning; they and teachers spend too much time managing the behaviour of pupils. There is a good range of activities outside normal lessons to enrich the curriculum. Support from the LEA for teaching is constructive and provides a good model for less experienced staff.

LEADERSHIP AND MANAGEMENT

Even though the new headteacher and governors know the school's weaknesses and are determined to tackle them rigorously; **leadership, management and governance are unsatisfactory.** Some action is leading to improvement such as English in Years 3 to 6. Elsewhere, inconsistencies in approach lead to policies and agreed ways of working not being implemented effectively. There is tension between the headteacher's teaching commitment and her need to ensure that action is implemented effectively and that pupils of all abilities are being catered for. As a result, she is not always available to support staff and pupils when they most need it or to evaluate the effectiveness of recently implemented practice.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most pupils like school, although some worry about the behaviour of some of their classmates. There are sound links with parents but a significant proportion of parents view the school with concern, particularly in terms of how well their children are doing and the standard of behaviour.

IMPROVEMENTS NEEDED

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

- Improve pupils' achievement in Years 1 to 4, particularly in English, mathematics and science and in ICT, art, physical and religious education, and geography across the school.

- Improve the use of literacy, numeracy and ICT skills to support learning in other subjects.
- Improve the provision for pupils' personal development and raise the standard of behaviour.
- Improve the quality of teaching and learning, particularly in Years 1 to 4.
- Improve the leadership, management and governance of the school.

and, to meet statutory requirements:

- Implement the cycle of performance management
- Ensure attendance registers are marked properly and attendance rates included in the information for parents.
- Ensure that all the required subjects of the curriculum are taught and in enough depth.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **unsatisfactory**; standards are **below average** by Year 2 and Year 6. There is underachievement in a number of subjects and across year groups, particularly Years 1 to 4. Most pupils with special educational needs make unsatisfactory progress. Boys do not do as well as girls. Children's achievement in the Reception Year is satisfactory; standards are on course to be in line with the goals expected by the end of the Reception Year.

Main strengths and weaknesses

- Pupils in Years 1 to 4 underachieve in mathematics and science; pupils underachieve in writing by Year 2.
- Pupils throughout the school underachieve in ICT, art, physical education, religious education and geography.
- Pupils with special educational needs and boys in particular do not do well enough.
- Standards of presentation are unsatisfactory; formation of letters and numerals in the Foundation Stage is not good enough.
- There are some signs of improvement in English in Years 3 to 6 but literacy and numeracy skills are not used effectively to support learning in other subjects.

Commentary

1. Since the year 2000 there has been a downward trend in standards by the end of Year 2, with standards falling again this year (see the table below). Efforts to halt the deterioration have proved unsuccessful. Small numbers of pupils taking the test each year can make a significant difference to standards from one year to another. Even taking this into account it is clear from lessons, discussions with pupils and by looking at their past and present work that pupils of all abilities are not doing well enough in key areas such as writing, mathematics and science. Weaknesses in pupils' skills, knowledge and understanding continue into Years 3 and 4. Pupils do not have a firm foundation in most subjects to help them tackle work that is expected for their age. A legacy of low expectations is evident in pupils' written work for Years 1 and 2. Most pupils' writing lacks structure and they struggle to spell relatively simple words. The standard of handwriting and presentation is unsatisfactory. In mathematics, pupils find it difficult to solve simple problems because they have not practised and consolidated skills and knowledge to aid their understanding. This is also the case in science where pupils find it difficult to draw on previous knowledge to suggest why something might happen. The continued low expectations in teaching in Years 3 and 4 are not helping pupils to catch up and do better. Pupils' achievement and standards have not improved enough since the last inspection.
2. There are some improvements in writing in Years 3 and 4 where tasks are now suitably matched to pupils' needs. However, there is variation in the quality of teaching in the Year 3/4 class, which is taught by two teachers. One has responsibility for teaching writing, the other reading and spelling and science; they both share the teaching of mathematics. They both teach four subjects each of the remaining subjects. In science and mathematics, not enough account is taken of pupils' different needs. Pupils with special educational needs and of lower or average attainment struggle with the written tasks they are given in science and do not have, for example,

a clear understanding of basic fractions to succeed with work expected for their age. Records of pupils' achievements do not provide a clear enough view of what they need to learn next and this assessment is not always accurate. These lead to a mismatch of task to pupils' abilities, and to slow progress.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.4 (14.5)	15.8 (15.7)
writing	12.8 (13.8)	14.6 (14.6)
mathematics	14.1 (15.5)	16.2 (16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

3. Over the past year, there has been insufficient attention to teaching the full range of ICT, physical education and geography. As a result, pupils across year groups have limited skills in using ICT to support their work in other subjects. Unreliable hardware has compounded the difficulties but even so opportunities to use, for example, computers to present findings in science or to record achievements in music have been negligible. All aspects of work in ICT have not been addressed sufficiently to ensure that pupils by Year 6 have a secure understanding of how to use ICT to develop their ideas, monitor events and make things happen.
4. This term there has been a concerted attempt to increase the range of physical education activities by bringing in outside specialists to boost provision. However, a legacy of the weak development of skills shows in the pupils' movements, for example in dance across year groups. Pupils' personal skills are not developed enough for some to work effectively together and weaknesses in teaching lead to pupils making limited improvements to skills and performance. As a result, standards are not high enough and pupils underachieve. In the Foundation Stage, children mostly experience a suitable range of physical activities. However, their progress is inhibited when adult interaction reduces physical activity. Adults spend too much time talking with the children and organising activities that mean the children wait too long to try things for themselves.
5. Pupils' knowledge and understanding of geographical terms and the areas they should cover for their age are weak. There is little or no work evident in pupils' past books and pupils' recall of what they have learned in geography is sketchy. Geography has been taught since September but this is not enough to boost their achievement and raise standards at this stage. There is a similar picture in art and religious education, where pupils' achievement has been hampered because there has not been a systematic approach to teaching skills, knowledge and understanding.
6. The gap between boys' and girls' performance is much wider than that seen nationally. The greater proportion of boys than girls can skew statistics. However, it is evident that more boys are underachieving than girls. A significant proportion of the pupils who experience difficulties with behaviour are boys. They are not always managed as well as they should be. Their learning and achievement are hampered by interruptions and a lack of concentration. Generally, pupils with special educational needs have weak personal skills. They find it difficult to focus on their work and this all contributes to their underachievement.

7. Standards of presentation are too low, as they were at the time of the last inspection. A different type of exercise book has been introduced to promote a greater pride in pupils' finished work. However, improvements in presentation need addressing from the time children start school. Presently, children in the Foundation Stage form letters and numerals incorrectly. Some children are not ready to copy over or under an adult's example as they need more practice in developing hand and eye co-ordination.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (23.6)	26.9 (26.8)
mathematics	27.4 (27.9)	27.0 (26.8)
science	29.7 (29.6)	28.6 (28.6)

There were 14 pupils in the year group. Figures in brackets are for the previous year

8. The table above shows that in the tests in 2004, results improved markedly in English and remained more or less similar in science and mathematics, as in previous years. It also reflects the upward trend in the school results in the national tests over the last four years. However, the standards attained in the tests in Year 6 are not indicative of standards throughout the school. Until this year, pupils in Year 6 were taught as a single year group. The Year 6 cohort was often small in number and benefited from a high adult/pupil ratio with the result that pupils of different abilities were aided in their work. Throughout the rest of the school, pupils of different abilities and ages were not supported as effectively. The legacy of unsatisfactory provision is evident now in the underachievement of pupils in different year groups and subjects. It is also reflected in the under-use of literacy and numeracy skills in subjects such as science, design and technology and religious education, which all contribute to lower than expected standards in most subjects.

Pupils' attitudes, values and other personal qualities

A significant number of pupils have **unsatisfactory attitudes** towards learning; their **behaviour is unsatisfactory**. Pupils' relationships with others are **satisfactory**. Recent efforts to improve pupils' personal skills are not yet bearing fruit; pupils' spiritual, moral, social and cultural development is **unsatisfactory**. The Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Pupils with negative attitudes to learning hinder both their and others achievement.
- Pupils' negative behaviour means there is not always freedom from bullying and harassment.
- Recent strategies to improve personal development are not yet having a significant impact on pupils' spiritual, moral, social and cultural development.
- Because of the encouragement they receive, older pupils now take responsibility readily.

Commentary

9. Many pupils in Years 1 to 4 and a few in Years 5 and 6 do not listen very well to adults and their classmates. They show limited levels of interest and concentration and this has a negative impact on their learning and the standards they attain. Often pupils lose interest and do not work hard when activities are not matched to their needs. Some of the older pupils can speak about their ideas with confidence and respond to questions enthusiastically; they generally listen appropriately. Pupils with special educational needs do not always respond well to the adults who support them. Some activities fail to capture their interest and the relationships that some of these pupils have with adults are fragile. This leads to periods of non co-operation and disruption for others.
10. A significant proportion of pupils are often loud, inconsiderate of others and sometimes disrespectful. All pupils enjoy playtimes. They engage enthusiastically in the many activities on offer but the boys are very boisterous and dominate the playground. Some of the girls play under the shelter so their games are not spoilt. Dedicated zones were drawn up by the school council for different kinds of games. Bad behaviour and bullying are perceived to be a problem by some pupils and a significant proportion of parents; they do not feel that it is always effectively dealt with. The behaviour of some pupils is a concern for both their own safety and those around them. There have been several exclusions including one permanent during the last year. These exclusions all related to one pupil.
11. Some teachers draw pupils' attention to social and moral issues but this is not a strong feature in every class. Assemblies and special events, such as concerts, provide a feeling of school community and sometimes provide opportunities for pupils to reflect on what they have seen and heard. Some assemblies have little impact when pupils do not behave well enough. At other times, pupils show a genuine pleasure in the musical accomplishments of their schoolmates. Pupils are aware that they are part of a wider community and enjoy the opportunities to take part in local events.
12. At the time of the previous inspection, the school had too few planned opportunities for pupils to develop an awareness of the richness and diversity of other cultures. This has not improved much and is still weak. There are some references to different cultures in art, music, literature and religious education but the narrow range of work covered, particularly last year, has not supported pupils' knowledge and understanding of other cultures well enough.
13. Pupils say they like coming to school. Pupils enjoy some of the experiences on offer and many pupils belong to several clubs and activities out of school time. The headteacher and staff are working to encourage harmonious relationships and there has been some improvement in how pupils play together. For example, the new playground equipment has helped, but too often pupils show a lack of consideration for others. Recently introduced opportunities to take responsibility have started to impact positively on pupils' social skills in Year 4; these pupils are playtime 'buddies'. In the Foundation Stage children show interest in their activities and sit and listen well.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.9
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.

14. The attendance rate is well below average but attendance is satisfactory overall. It is adversely affected by high levels of sickness and parents taking children on holiday during term time. This leads to a higher level of authorised absence than nationally.

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	82	4	1
Mixed – White and Black African	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **unsatisfactory**. Teaching and learning are unsatisfactory. The care of pupils is not as good as it should be. The narrow range of subjects taught last year has led to the underachievement of many pupils. The curriculum is unsatisfactory.

Teaching and learning

Teaching is **unsatisfactory**; there are particular weaknesses in teaching in Years 1 to 4. Teaching and learning in the Foundation Stage are **satisfactory**. Weaknesses in teaching hamper pupils’ learning and cause it to be unsatisfactory. Assessment is **unsatisfactory**; recently introduced methods are not yet embedded across the school.

Main strengths and weaknesses

- Weaknesses in the management of pupils’ behaviour slow learning and impact negatively on their achievement.
- Teaching assistants are not always effective in supporting the learning of the pupils in their care.
- Expectations of what pupils can achieve academically and personally are not always realistic.
- Improvements in the teaching of English are evident in Years 3 to 6 but weaknesses remain in Years 1 and 2.
- Assessment is not accurate enough to inform planning to meet the needs of individuals.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	5	14	5	0	0

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

15. The quality of teaching and learning is not as good as it was at the time of the last inspection. Pupils in the present Year 1 and 2 class have had seven teachers in the last year. Weaknesses in pupils' learning are evident in Years 3 and 4 in the scant recall they have of the work covered in the previous year. Weaknesses persist in pupils' learning in the present Years 1 to 4 in mathematics and science, and throughout the school in ICT, physical education and geography.
16. There has been training for staff to help them manage the behaviour of challenging pupils. At present, this is not working as well as it should be and is unsatisfactory. In some instances, pupils talk when information is being shared with them and when tasks are explained. Not enough is done to ensure that pupils are paying attention. In some lessons, ignoring inappropriate behaviour goes on for too long and as a result some pupils do not know what to do and it is unclear if they have understood what they have been taught. Pupils then find it difficult to settle to the task, tackle the work and work on their own. In some lessons, particularly in Years 1 to 4, too much time is wasted dealing with the challenging behaviour of a significant number of pupils and this impedes not only their learning but that of others. This was evident in a number of lessons across year groups, including to a lesser degree Years 5 and 6, and in subjects such as science, mathematics and physical education.
17. Pupils in the Year 1 and 2 class find it particularly difficult to work on their own. Even with adult support they find it difficult to concentrate and take note of what is being taught. This links closely to weaknesses in their behaviour. In most classes there is a high adult/pupil ratio. In spite of this, there are a few pupils in each class who do not take a full part in lessons. These pupils are mainly those with special educational needs. Sometimes, these pupils take themselves out of the classroom and away from lessons. They are not getting the same opportunity to learn as their classmates. Most teaching assistants support pupils with special educational needs. The involvement of teaching assistants in pupils' learning is inconsistent. In some lessons, they concentrate more on cajoling or reprimanding pupils rather than checking they have understood what the teacher has said and what they need to do. This leads to new learning or the consolidation of learning being insecure. By comparison, teaching assistants in Years 5 and 6 have mainly constructive relationships with pupils and support their learning appropriately. During the course of the inspection, there was evidence of teaching assistants paying attention to the feedback they had received from inspectors and, for some, their involvement in pupils' learning improved.
18. Unsatisfactory learning takes place when pupils struggle with their work. This tends to be pupils of lower or average attainment and those with special educational needs. It is sometimes due to pupils being expected to work together when their ability to do so is underdeveloped. For example, in some physical education lessons this led to boys dominating groups or pupils wasting time arguing. As a result, refining skills and improving performance suffered. The lack of accurate assessments, of what pupils have already achieved, results in the planning of tasks, for example in mathematics, that are too difficult for some pupils and too easy for others. Marking, in some classes, accurately summarises pupils' achievement and provides clear pointers for what needs to be improved. However, this is inconsistent across subjects and in classes. For example, in Year 1 and 2 some assessments of pupils' writing are inflated and do not provide a good guide for other adults who might work with the pupils. The individual targets set for the end of the year are a positive move, as are the targets set in some classes for pupils' personal development and English skills. This practice is not yet fully embedded in all classes to help pupils take more responsibility for their learning.

19. There are some good aspects of teaching evident in English in Years 3 to 6 and in the Foundation Stage where some skilful questioning draws in children of different abilities and helps them to take part in the learning. In English, the focus on improving teaching and learning is leading to better planned tasks that meet the needs of pupils more effectively. As a result, pupils' achievement since September is satisfactory. This is not as consistent in Years 1 and 2 where expectations of what the pupils can do are not always high enough in writing. Lively story telling interests children in the Foundation Stage. They learn how to listen carefully and their responses show they have a good understanding of what they have heard.

The curriculum

The planning and the content of the curriculum are **unsatisfactory**; they do not meet the needs and interests of all pupils. There is a good range of activities outside the school day, which enrich pupils' sporting, artistic and musical skills. The accommodation and range of resources are satisfactory.

Main strengths and weaknesses

- Statutory requirements are not met in ICT and some subjects have not been covered in enough depth to ensure satisfactory progress.
- Development of the curriculum is hampered by the lack of co-ordination and evaluation in most subjects.
- Although there is a high level of support for pupils with special educational needs, the support is not yet fully effective.
- There is a good range of clubs and activities outside normal lessons.

Commentary

20. The curriculum is not sufficiently broad and balanced. Statutory requirements are not met in ICT. Skills are not taught systematically or often enough to ensure all the aspects of the ICT programme are covered. The work planned for some subjects, such as science, geography, physical and religious education, has been too narrow to ensure pupils' progress is at least adequate. Many of the school's policies require updating to provide clear guidance for staff. Planning does not always take enough account of the mixed ages and abilities in classes. This results in the youngest pupils in some classes struggling with their work and the higher attaining finding the work too easy; this is a key component in the unsatisfactory achievement seen, for example in mathematics. Most curriculum areas have lacked effective co-ordination, with little evaluation taking place to note strengths and weaknesses in provision. As a result, weaknesses have persisted, standards have fallen and pupils' achievement has not been good enough.
21. The provision for personal, social, health education and citizenship, which includes sex education and the use and misuse of drugs, is satisfactory. This has been enhanced recently by the re-formation of the school council. Lessons in personal, social and health education are planned carefully and include opportunities for pupils to manage their emotional health. They are beginning to provide pupils with the opportunity to voice their opinions and think about their actions. As yet, this is not having a significant impact on improving behaviour and building respect for others. The school values outdoor education and ensures that all pupils have access to a

good range of residential visits. In addition, interesting visitors such as actors, dancers, sports specialists, authors and writers, the police and community health professionals add another dimension to pupils' experiences. The programme of activities outside normal lessons promotes a significant enthusiasm for sports, music and art. These clubs, which include country dancing, art, football and netball, are well attended.

22. The requirements of the Code of Practice for pupils with special educational needs are in place but the inclusion of pupils with special educational needs is variable. Despite the high proportion of adult help, support for pupils with special educational needs is not always effective. Insecure management results in these pupils spending too much time out of their classrooms and not taking part in lessons. The provision for special educational needs is unsatisfactory; this is worse than at the time of the last inspection. Since the appointment of the new headteacher, there is a stronger focus on early identification of pupils with difficulties. However, despite this and the large number of teaching assistants, the new system has not become embedded fully and the needs of a significant proportion of special educational needs pupils are not being met appropriately.

The accommodation and resources are satisfactory overall. The recent acquisition of new physical education equipment and an extensive range of reading books provide additional support for teaching and learning. The large playing field, which belongs to the village community but which the school have permission to use, is an added bonus and supports the teaching of games. The on-site swimming pool has not been used recently. The LEA have had the pool closed as it is considered unsafe for the pupils to use.

Care, guidance and support

The provision for pupils' care, welfare and safety is **unsatisfactory**. The provision for support, advice and guidance based on the monitoring of pupils' achievement is **unsatisfactory**. The involvement of pupils through seeking and acting on their views is **satisfactory**.

Main strengths and weaknesses

- Systems to monitor and evaluate pupils' progress and their personal development do not provide enough information to guide planning and to focus support.
- The care of pupils, especially those with special educational needs, falls short of satisfactory.
- Pupils know there is an adult that they can go to if they are in any difficulties or have a problem.

Commentary

23. Records do not provide an accurate picture of pupils' strengths and weaknesses across subjects. As a result, work is planned that is either too difficult for a significant number of pupils or too easy for the higher attaining who could be challenged more. Targets are set for pupils to attain by the end of the year. This provides accountability for teaching and also a clear view of where pupils need to be. However, with the imprecise records and sometimes inaccurate assessments, it is difficult for teachers to note which aspect of work needs to be addressed to build on or to extend learning. Records of pupils' personal development are imprecise and only in depth for pupils

with special educational needs. This leads to expectations of pupils working independently or in a group being at odds with their social and emotional skills. Non-cooperation was a feature of pupils' behaviour in a number of lessons, particularly the pupils with special educational needs and those in Years 1 to 4.

24. Healthy and safe practice is not always promoted well in lessons and in the playground. For example, staff do not ensure pupils are appropriately dressed for outdoor activities in cold weather and are not always vigilant when supervising the use of equipment. There is a high level of accidents, often caused by physical contact with other pupils. While these are reducing there are still far more than is acceptable. Some outdoor equipment is broken in the Foundation Stage play area and has not been taken out of use or safely removed. Most pupils with behavioural difficulties are not managed well and are a danger to themselves and others when they run around the school. Attendance data is not recorded correctly; this does not help to monitor trends and to ensure that the school has a clear record of pupils on-site in the event of a fire. It is not effective in promoting pupils' attendance and to inform parents.
25. Most pupils feel confident to seek help and feel that adults listen to them. Children settle into school well. Pupils' views are taken on board through the school council. Their ideas and suggestions are taken seriously and acted upon when appropriate.

Partnership with parents, other schools and the community

Links with parents, other schools and colleges are **satisfactory**. The school has **satisfactory** links within the local and wider community.

Main strengths and weaknesses

- Parents' views are not as positive as they were at the last inspection.
- Well-established links with local pre-school provision help the transition to school, and links with the parish church provide local community awareness.
- Newsletters provide regular information for parents but the school prospectus and governors' annual report do not meet statutory requirements.
- Members of the Parent Teacher Association work hard to support the work of the school.

Commentary

26. Staff and governors are working to develop a more positive relationship with parents. Parents are regularly invited to attend class assemblies or special events. The pre-inspection questionnaire and meeting with parents showed a largely negative view of the school and reflected dissatisfaction with aspects of the school's provision. Parents are justified in being concerned about the standard of behaviour and the progress their children are making. However, the quality of information provided for parents has improved. General information and pupils' annual progress reports are satisfactory. Reports inform parents on what their children can do and sometimes identify what they need to do next.
27. Links between the local play and toddler groups and secondary schools ensure that transition between the phases is smooth. The opportunity for parents' involvement in their children's education is ongoing through morning settling-in periods, home/school reading diaries and frequent newsletters about curriculum areas. The parish church

has good links with the school. Pupils, parents and staff attend the church for special events like Harvest Festival. The vicar regularly visits to take assemblies. Links with the wider community benefit the pupils socially. An increasing range of visits and visitors provide enrichment for learning. For example, an ornithologist has developed the pupils' knowledge of local wildlife and the importance of caring for their locality. Pupils are encouraged to participate or compete in local events and competitions.

28. A key factor in the school's improving links with parents is the 'open door' policy. Parents have access to someone who can deal with their enquiries at any time and parents feel that staff are approachable, helpful and friendly. Any concerns of parents are dealt with quickly and fairly. Parents are welcomed and a small number of them support teachers and pupils on a regular basis.
29. The Parent Teacher Association is run by a small but hardworking committee who organise events such as the Christmas bazaar to raise funds to provide additional resources and learning opportunities for pupils.

LEADERSHIP AND MANAGEMENT

Leadership, management and the governance of the school are **unsatisfactory**.

Main strengths and weaknesses

- In spite of the headteacher's and governors' strong determination to improve, there are weaknesses in important areas of the school's work which impact negatively on improving all pupils' achievement.
- The headteacher is fully aware of the school's many weaknesses but her teaching commitment conflicts with the need for her to support and manage staff and pupils.
- The leadership and management of English are now secure but too many other subjects are in need of effective leadership and management.
- Support for newly qualified teachers is well focused but provision for pupils is inconsistent.

Commentary

30. The school has experienced an unsettled period with a high staff turnover and a succession of supply headteachers and teachers. Since March 2004, the LEA has given support to the school because of difficulties in staffing and the decline in results by Year 2 and standards in English. A legacy of unsatisfactory provision persists in some areas, for pupils who are now in Years 1 to 4 and particularly those with special educational needs. Action is being taken to counteract the weaknesses with a clear focus on improving behaviour management, and standards in English. Unfortunately, there is not yet a consistent approach to implementing agreed ways of working and this leads to some pupils not being included in some lessons and activities. Support for newly qualified teachers provides a good model but the methods observed are not always transferred into subsequent lessons. Leadership and management of most subjects are unsatisfactory. English now has a clear focus and there is a plan of action for ICT but in most other subjects there is not a clear view of what needs to be tackled to improve pupils' achievement and to raise standards.
31. The headteacher's teaching commitment restricts the time she has to support less experienced colleagues. This is particularly important where behaviour management is

weaker and pupils disrupt not only their own learning but that of others. The headteacher is working hard to build an effective staff team with a shared commitment to improve but she is not always available when her support is needed most. Training for teaching assistants is a priority and is under way. As with other aspects of the action taken there is variation in the way that teaching assistants support pupils' learning. They too need the support of strong leadership and help with managing the behaviour of some pupils. It is evident in the ten weeks that the headteacher has been in post that she is determined to bring about change. However, the tension between providing for the pupils in her class and the responsibilities of leading and managing the school means she does not fulfil her role as well as she could.

32. The headteacher, with the support of the LEA, has carried out some observations of teaching and work analysis and these, together with the analysis of tests results, have been used to compile a plan for improvement. There is an open and businesslike relationship between the headteacher and governors and they are fully aware of the school's many weaknesses. However, statutory requirements, such as ensuring that performance management is in place, that registers are marked correctly and that information to parents meets requirements, are not met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	304,330	Balance from previous year	*
Total expenditure	248,807	Balance carried forward to the next	55,530
Expenditure per pupil	2,647		

**The school does not have the relevant information about the balance carried forward in April 2003.*

33. The school has not been managing its own budget and up until recently governors have not been fully aware of spending patterns, having to wait for reports from the LEA. The LEA and acting headteachers in the summer term carried out an audit of need. They purchased much needed resources for teaching, for example in English and for children in the Foundation Stage. The 20 per cent under-spend has been reduced to just under ten per cent of the budget. This will be reduced further to just over five per cent when newly appointed teaching assistants' salaries are taken into account.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The ten children in the Foundation Stage are taught with seven of the youngest Year 1 pupils. There is a class teacher and one teaching assistant who teach the children. All the children start school in the September of the year they are five. The pattern of attainment on entry varies from year to year but is largely in line with that expected for their age. Children's achievement is satisfactory and most are on course to reach the goals expected for the end of the Reception Year in most of the areas of learning. Children's personal, social and emotional development is on course to be above expectations by the end of the Reception Year. This year, planning reflects the areas of learning rather than individual subjects. Planning for the mixed aged class is satisfactory; most activities meet the needs of the children. There is now a suitable outdoor area for children to develop their physical skills. Teaching and learning across the areas of learning are satisfactory; as they were at the time of the last inspection. There is well-focused support from the LEA and the headteacher to guide teaching in this stage of learning; leadership and management are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children come to school ready to learn; they behave well and try hard.
- Children listen carefully and respond positively; they know staff value their efforts.
- Teaching sometimes misses chances to develop and extend children's independence.

Commentary

34. Children have an eagerness to learn. They know the classroom routines and respond well in almost all situations. The children know the difference between right and wrong. Adults set a good example for them to follow and reinforce good behaviour with praise and encouragement. As a result, the children try hard and behave well. Children's personal skills are above those expected for children of the same age. Activities to support the development of their personal skills are sound. Teaching and learning are satisfactory.
35. Good relationships within the class contribute well to children's understanding of taking turns, listening when asked to and working with others. Their learning is supported well when adults value their efforts and listen to what they have to say. This helps children to respond in kind and to learn respect for others.
36. Children's achievement is satisfactory. Sometimes the development of independent skills is restricted by adults doing too much for the children. This sometimes happens when the children are developing their writing and in physical activities. Sometimes, when children are working on their own they are left for too long. Without adult interaction some children lose interest and do not get the best from the activities on offer.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are good listeners; they engage in talk willingly.
- Children develop a love of books; effective storytelling captures the children's interest.
- Letter formation is not taught well enough and sometimes writing activities restrict the opportunity for children to record their ideas independently.

Commentary

37. Children enjoy a good story and these are told well. They listen well and offer their views, with higher attaining children showing a good level of understanding. This helps them to notice the sequence of events in stories, reflect on the behaviour of characters and learn new words to use in their own talk. Children know how to take turns in conversations because this is reinforced through positive feedback. Most children willingly enter into conversation and talk about their experiences. The whole-school approach to developing speaking and listening skills is working well in the Foundation Stage. This is because of well-planned whole class lessons that encourage purposeful talk and reinforce the need to listen carefully to others.
38. Children handle books sensibly. Expressive reading aloud encourages children to copy adults and builds their interest in text. Some higher attaining children use their memories to retell stories in their own words using the pictures as clues. Children know that print has meaning and they are developing a secure knowledge of letter sounds. Most can write their names. Teaching is sound and develops learning satisfactorily.
39. Children's achievement is satisfactory but sometimes inhibited by an over-emphasis on recording before some children are ready to. A number of children do not have sufficiently developed hand and eye co-ordination to copy over or under adults' writing. This shows in the incorrect formation of letters and the difficulty that some children have in producing legible work. There are opportunities for children to explore mark making but this is under-emphasised by comparison with recording events in their diaries.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children with an aptitude for mathematics are challenged well.
- Sometimes average and lower attaining children need more practical work to help them fully understand what they are doing.
- Numerals are not formed correctly; adults' own examples are incorrect.

Commentary

40. Children of higher attainment are challenged to work hard and build on what they already know. Staff make good use of what is already known and mastered to plan work that extends these children's skills, knowledge and understanding further. This results in some good achievement. By comparison, sometimes children are introduced to paper methods of recording before they fully understand the idea of adding two numbers together. This was apparent in a lesson when average and lower attaining children struggled to understand what they had to do and needed an adult's support to complete the task. Children recognise numbers from zero up to nine. Higher attaining children accurately match numerals and objects and recognise some flat and solid shapes. All children count accurately up to ten and sometimes beyond. Children's achievement is satisfactory and standards are in line with those expected.
41. While teaching and learning are satisfactory, there are weaknesses in helping children to develop the correct formation of numerals. As with forming letters, some children do not yet have secure hand and eye co-ordination to copy under or trace over adults' writing. In addition, they are not helped to form numerals correctly when adults themselves do not provide good or correct models for the children to use.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT and CREATIVE DEVELOPMENT

These areas of learning were not inspected in depth. From some observations of teaching and learning and looking at children's past work, it is evident that children are achieving satisfactorily and standards are on course to reach those expected for the end of the Reception Year.

42. Links between the different areas of learning make activities relevant, build on children's previous knowledge and help them to develop greater understanding of what they see, hear and experience. This was apparent when children listened to the story of the first Christmas and then went on to paint pictures of the presents they would like to take to the baby Jesus. In this way, children develop a secure understanding of events that happened in the past and how they can link these to their own experiences. Children make use of computers to practise matching objects and completing patterns. This supports aspects of their mathematical and language development appropriately. Chances to explore materials and find out about living things widens children's **knowledge and understanding of the world** satisfactorily.
43. There is now a better range of large toys and equipment outdoors to support aspects of children's **physical development**. Children move confidently and can follow instructions well. Their personal skills support their learning well and help them to be aware of others and to behave sensibly. Teaching pays attention to explaining to children the need to keep healthy and children recognise the changes that happen to them when they exercise. Most children handle tools safely but sometimes they are not helped to hold pencils correctly when writing. By comparison, children had some good support when using paintbrushes and were shown how to hold them to maintain better control of their actions. Planned games lessons provide the opportunity for children to work with others and take turns. However, too much explaining to children, and activities that require children to wait too long before they have a chance to have a go, lead to extended periods of inactivity. As a result, children do not have the time to practise skills well enough, do not work as hard as they can and make limited progress.

44. Children have the chance to explore colour and texture, for example when painting. This helps children's **creative development**. Children use different colours for effect and to develop their ideas. Imaginative play in the 'café' allows children to develop their ideas and act out experiences they have had, or stories they have heard. At these times, boys and girls interact well and share and take turns sensibly. Children take the opportunity to copy the action of adults and some concentrate well. Sometimes, adults working with other groups leave children working on their own for too long and chances to help children develop their imaginary play further are missed.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **satisfactory**.

Main strengths and weaknesses

- Achievement is unsatisfactory by Year 2 but is satisfactory by Year 6.
- Improvements in teaching are having a positive impact on reading and writing in Years 3 to 6.
- Weaknesses in the management of pupils lead to time being wasted and teaching assistants not always supporting pupils' learning effectively.
- Drama is effective in capturing pupils' interest in the oldest class.

Commentary

45. In Year 1 and 2, there has been a legacy of interruptions to pupils' learning with a failure to meet the needs of the high proportion of pupils with special educational needs, despite the high adult/pupil ratio. The present help from advanced skills teachers and leading teachers is constructive but is not yet having a marked impact on improving teaching and learning in the present Year 1 and 2. Standards in reading, writing, speaking and listening are below expectations. Since 2001, standards have remained below or well below average in the national tests for seven year olds. In Year 1 and 2, standards, pupils' achievement and the quality of teaching have declined since the last inspection; improvement has not been good enough.
46. By Year 2, higher attaining pupils tend to listen well and respond quickly to questions. Other pupils find it more difficult to listen and their interest wanes. This is especially when the behaviour of pupils is not managed well and there are frequent interruptions. Reading is promoted strongly in the school. The link between home and school through reading diaries helps to develop pupils' interest. Even so, pupils' reading in Year 2 is hesitant and lacks fluency and expression, and the pupils' understanding of texts is sometimes inaccurate. While the higher attaining pupils use the context of the story to work out the meaning of unfamiliar words, a significant number find this a difficult task.
47. The past work of pupils in the present Years 3 and 4 shows underachievement. However, improved teaching this term, particularly in Years 3 to 6, and a strong focus on sentence structure and the development of ideas in writing are helping pupils in Years 3 to 6 to achieve satisfactorily. Teaching and learning are satisfactory overall. The present concentration on raising standards and achievement in all classes is enhanced by the LEA's regular specialist input. A feature is the emphasis laid on boys' reading which is beginning to have a positive impact, especially in Years 5 and 6. As a result, standards are average by Year 6 and reflect the rise in standards in 2004 after a period of decline. Girls have significantly outperformed boys in both reading and writing, but the recent introduction of short stories and biographies has raised boys' interest, and the gap, especially in Years 5 and 6, is now closing.
48. There is a sizeable group of pupils who need constant support to behave well and pay attention. The support from teaching assistants is generally satisfactory in Years 5 and 6 but varies in other year groups. Some pupils with special educational needs,

particularly in Years 1 and 2, are not managed as well as they should be and miss out on learning. Attitudes to learning impinge on pupils' learning throughout the school and in spite of adult support a number of pupils do not always behave as well as they should.

49. In Years 3 to 6, higher attaining pupils talk confidently about their preferences and dislikes of characters or events in books or plays. The majority of pupils are attentive and eager to contribute when lessons capture their interest, such as in a Year 5 and 6 drama lesson when pupils dramatised Banquo's murder in Shakespeare's *Macbeth*. By the end of Year 6 the majority of pupils read fluently, accurately and with expression.
50. The recent high concentration on writing, which the school recognises as an area for improvement, is just beginning to impact positively, especially in Years 3 to 6. The quality of creative and descriptive writing is improving. For example, following a study of Berlie Doherty's poetry, pupils in Years 5 and 6 produced lines about the sea and moon using words to good effect to capture the mood of the moment and paint a picture in the mind's eye. Spelling skills are limited in most classes but satisfactory by Year 6. This is due to the intensive teaching of key words and patterns in Year 5 and 6 and is not built on a firm foundation in other year groups. Presentation and handwriting are generally neat in English by Year 6 but in other subjects there is not always the same level of pride taken in the finished work.
51. The subject is led and managed satisfactorily. With the LEA and headteacher's support the co-ordinator is addressing the areas of weakness identified in the LEA's recent audit. Targets are now set and records in place to track pupils' progress.

Language and literacy across the curriculum

52. There are examples of language and literacy skills being used more widely this term than in the previous year. However, this is not yet fully embedded and underdeveloped skills inhibit aspects of writing, for example in science in Years 3 and 4. The emphasis on developing speaking and listening skills is beginning to engender more discussions in some lessons such as religious education. However, there is still a high proportion of pupils who do not offer their thoughts and views in lessons and who find it difficult to listen to what others have to say. Generally, pupils in Years 5 and 6 have had more opportunities to use their language and literacy skills than other year groups. There is a need for further development to ensure all age groups feel confident to offer opinions and record their ideas effectively. Presently, this is unsatisfactory.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Pupils of all abilities are not doing well enough in mathematics, particularly in Years 1 to 4.
- The above average standards attained by Year 6 in the national tests are not reflective of the standards of pupils' work in other year groups, which should be higher.

- Unrealistic expectations of what pupils can do lead to work that is too difficult for some and too easy for others.
- Weaknesses in behaviour management result in a slower than expected pace of learning.

Commentary

53. Pupils' achievement in mathematics is unsatisfactory. This is particularly so in Years 1 to 4 where there is a legacy of weaknesses in teaching from last year, and where some weaknesses still persist at the moment. Standards are below average by Year 2 and average by Year 6. This reflects the results in the most recent tests in 2004 for eleven year olds. In Years 5 and 6, pupils have had a better balance of mathematical experiences than in other year groups and their achievement is largely satisfactory. By Year 6, higher attaining pupils explain strategies they would use to calculate totals. Most of the pupils have a secure grasp of multiplication and can apply this to solving problems. They understand terms such as 'likely to' 'and 'unlikely' and clearly explain the possible outcomes of events.
54. There are gaps in pupils' knowledge and this leads to them not being able to understand how to tackle problems and to calculate accurately. Records of pupils' past achievements do not provide enough detail about what they have mastered and what they need to learn next. In addition, past work is difficult to access. This is because in some year groups it is on loose sheets of paper, often not dated or marked helpfully to guide teachers in which aspects need further practice. There is so little work recorded that it is difficult to assess what pupils need to do next. As a result, some pupils in Year 1 and 2 are given work that is too easy and in Years 3 and 4 pupils struggle to do their work. In Years 3 and 4, an insecure knowledge of fractions meant that many pupils did not have a clear understanding of half, quarter and thirds. In Years 5 and 6, work is better matched to pupils' needs but sometimes higher attaining older pupils could achieve more. This is because they complete aspects of work they are already capable of. Sometimes written tasks keep them busy rather than extending their learning further.
55. Weaknesses in behaviour management also have a negative impact on pupils' learning and their achievement in lessons. Boys, in particular, find it difficult to concentrate, pay attention and work hard, and their achievement is worse than girls. In all classes, there is a general lack of respect; some pupils talk and fidget when adults are talking and are slow to respond to requests to listen and behave properly. This slows the pace of learning, especially for the lower attaining and pupils with special educational needs who need to consolidate what they have learned. It also reflects the test results by Year 2 that show a significant proportion of pupils attaining levels below those expected for their age.
56. There is a high adult/pupil ratio in most classes. The involvement of these adults in pupils' learning is variable. Sometimes teaching assistants spend too much time managing behaviour, or watching the teacher rather than ensuring pupils understand what is being said and encouraging them to answer questions. Learning is also hampered when resources and tasks do not support what pupils are expected to learn. For example, pupils in Year 1 and 2 were learning how to use a number line to work out the difference between two numbers. The subsequent written work bore no resemblance to this idea and learning was not consolidated.

57. At present, the co-ordination of mathematics is overseen by the headteacher. Co-ordination roles are being established; leadership and management are unsatisfactory. Although there are some positive points, for example, tackling weaknesses in teaching through a whole-school approach to managing behaviour, other areas are still weak. For example, the assessment of pupils' work and the analysis of data are not rigorous enough as yet to tease out the strengths and weaknesses in pupils' learning to focus teaching and raise standards.

Mathematics across the curriculum

58. The use and application of mathematics to support learning in other subjects are unsatisfactory. There is limited evidence, for example, of pupils using graphs and charts to record their findings in science or geography, to measure accurately when making models in design and technology or to solve problems. There is little evidence of pupils making use of ICT in mathematics or applying mathematical understanding to make choices about how to use ICT, for example to display information, for example in pie, bar and line graphs.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- There are gaps in pupils' learning; scientific skills, knowledge and understanding are insecure particularly in Years 1 to 4.
- Pupils are not doing as well as they should; activities do not always match their needs and support for pupils varies in quality.
- Inappropriate behaviour impacts negatively and slows the pace of learning.

Commentary

59. Standards by Year 2 and 6 are below those expected. This does not reflect the standards the school has attained in the tests by Year 6 but is more reflective of the standard of pupils' scientific skills, knowledge and understanding across the school. Pupils' achievement is unsatisfactory in Years 1 to 4. Provision in science is worse than it was at the time of the last inspection.
60. Over time, pupils in Years 1 to 4 have not developed a secure understanding and knowledge of living things, of the properties of materials or of physical phenomenon such as sound and light. There is little recorded work from last year to help teachers gauge the level of pupils' work in Years 3 and 4. Pupils in Years 3 and 4 have a sketchy recollection of work they have covered and find it difficult to explain how they would carry out simple investigations. This does not provide a firm foundation for future learning and lowers standards. In Years 1 and 2, pupils also find it difficult to remember what they have done and have a limited knowledge of plants and how they grow. A great deal of the science work is on loose sheets of paper. There is no reference to how pupils have tackled the work or if they fully understood it.
61. Records do not provide enough information about the strengths and weaknesses in pupils' learning to help guide teaching more precisely. This often leads to pupils being given the same work with little regard for differences in their abilities. This is

particularly the case for pupils of average and lower attainment, and those with special educational needs. These pupils are expected to record experiments when their writing skills inhibit them. Work in these pupils' books is often unfinished and so far this term their needs have not been met effectively. Teaching and learning are unsatisfactory.

62. Achievement in Years 5 and 6 is satisfactory. Pupils in these year groups have had less disruption in the past year. Higher attaining pupils can explain how they would carry out an experiment and with help explain how they would ensure that their results were fair. They have used the Internet to gather scientific information. In other year groups there is very little evidence of pupils using ICT or numeracy skills to support their learning. Older pupils' understanding is not always secured when they are given texts with missing words. While this is helpful in promoting reading it is evident from talking with pupils, particularly the lower attaining, that they do not fully understand the scientific concepts covered.
63. At present, the headteacher has overview of the subject. Science is not a priority given the weaknesses in English and in other areas of the school's work. There is, as yet, no clear plan about how weaknesses in science will be tackled. Weaknesses in teaching throughout the school have been acknowledged but aspects of behaviour management are insecure and lead to some pupils not listening carefully or working as hard as they can. Leadership and management are unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

No lessons were observed in ICT during the inspection. No past or present work was available for analysis and discussions with pupils indicate that standards are well below the expected level for their age by the end of Years 2 and 6 and that pupils are underachieving.

Commentary

64. There has been a significant decline in standards since the last inspection, especially since national expectations are much higher now. So far this term there has been very little specific ICT teaching and this is unsatisfactory. Since her appointment in September, the headteacher has organised the installation of two computers in each classroom and in the library. Most classrooms have interactive whiteboards but during the inspection, for technical reasons, these did not function.
65. Overall leadership and management are unsatisfactory. Resources are adequate but some are unreliable. As a result of a recent ICT audit there is a clear view of what needs improving.

Information and communication technology across the curriculum

66. An examination of samples of pupils' work across subjects failed to reveal any telling examples of ICT contributing to pupils' learning; this is unsatisfactory. Only a few examples of ICT were noted in lessons, where one pupil in a Year 5 and 6 lesson used the Internet to research and gather information about kitchen appliances in the 1950s and 1960s, and in another Year 1 and 2 lesson where simple word processing took place.

HUMANITIES

No lessons were seen in geography during the inspection; it is not possible to make a judgement about the quality of teaching and learning. Evidence to support the judgement on standards and pupils' achievement was gathered from discussions with pupils and the analysis their past work.

GEOGRAPHY

67. There was a very limited amount of past work, and discussion with pupils showed they have a very sketchy recall of any work they have been taught in geography. Pupils could only accurately describe the work they had done since September. For example, pupils in Years 5 and 6 recalled accurately the main features of rivers and knew terms such as 'meander', and 'estuary' and about the formation of oxbow lakes. Standards are well below those expected by the end of Years 2 and 6 and pupils underachieve. The requirement to teach geography was not met last year and is only just being put in place now. Management and leadership of geography are unsatisfactory; not enough has been done to halt the decline in standards, and in pupils' achievement, since the last inspection.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils' underdeveloped literacy skills, especially in Years 1 and 2, slow learning and lower achievement.
- There is some good use of resources to develop pupils' historical knowledge and understanding.

Commentary

68. Standards are below those expected by the end of Year 2, which is a decline since the last inspection. Standards are in line with those expected by the end of Year 6. Discussions with pupils in Years 1 and 2, and an analysis of their past work, show that they have limited historical skills, knowledge and understanding. Pupils start to develop their sense of chronology from an early age, for example when they compare modern and past toys used by their parents and grandparents. However, the poor literacy and communication skills of a significant number of pupils hamper their ability to explain what they know and to record their ideas.

69. Pupils in Years 3 to 6, including those with special educational needs, make satisfactory progress. This is as a result of sound teaching with some good aspects. Good use of resources captures pupils' interest and pupils can use their skills of observation to compare clothing and fashion in Victorian times with the present. By the end of Year 6 higher attaining pupils have mastered the skills of historical interpretation and enquiry. Chances for them to research information and good resources led to pupils in Years 5 and 6 being able to talk about the effects of inventions in the 1950s and 1960s on everyday family life. In discussions, pupils had a sound knowledge and understanding of Viking settlements, and of the effects of World War II on everyday life, especially in the large cities.

70. Overall the management and leadership of history are unsatisfactory. This is because there is no clear overview of the subject. In addition, a decline in standards and pupils' limited historical skills, knowledge and understanding in Years 1 and 2 have gone unchecked.

RELIGIOUS EDUCATION

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- There are some gaps in pupils' knowledge and understanding; aspects of religious education have not been covered in enough depth.
- There is little recorded work or evidence of pupils using their writing skills to support their work in religious education.
- Religious education helps pupils to recognise the need to be considerate to others and the need for rules for people to live in harmony.

Commentary

71. Although the teaching in Years 1 and 2 supported pupils' learning satisfactorily, teaching and learning throughout the school are unsatisfactory. Pupils' past work is limited. It does not provide a secure basis on which religious knowledge and understanding can be extended. Pupils find it difficult to talk about what they have learned previously. Although they have much better recall of the work they have covered since September 2004, their achievement over time is unsatisfactory. Standards are below those expected in the LEA's guidance for teaching religious education. There is no overview of the subject and it lacks clear leadership and management; provision is worse than it was at the time of the last inspection.
72. The work pupils have covered this term has caught their interest. This shows in their more accurate recall and their willingness to talk about their work. Some lively story telling and focused questioning captured pupils' interest in Year 1. This led to pupils developing their ideas and offering their opinions. As a result, learning moved on and pupils worked hard. Throughout the school, pupils not only learn about religion but also from it. For example, in Years 5 and 6, pupils are beginning to associate characteristics such as care, consideration and reason for rules with fundamental beliefs in major faiths such as Christianity, Hinduism, Sikhism and Buddhism. Pupils in Years 3 and 4 know some basic facts about Hindu gods and goddesses. However, they are not so sure about the significance of symbolism, for instance alpna patterns in Hinduism, or the importance of the gurdwara for Sikh worship. In Years 1 and 2, the pupils enjoy learning about stories from the Bible, such as the first Christmas. Such stories help to enhance their spiritual, social and moral development as they discuss the reasons for exchanging presents at special times.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

PHYSICAL EDUCATION

Provision in physical education is **unsatisfactory**.

Main strengths and weaknesses

- Management of behaviour is insecure and not enough is done to help pupils improve their physical skills.
- Gaps in teaching parts of the subject have led to pupils' skills developing more slowly than expected.
- Expectations of pupils' personal skills are unrealistic; pupils find it difficult to work effectively in groups or on their own.

Commentary

73. Many pupils, mostly boys, find it difficult to cope with working in a different environment from the classroom. In physical education lessons, in all year groups, pupils do not listen as well as they should and a significant proportion of older pupils are slow to respond to requests to behave. This slows the pace of learning because adults stop pupils working to establish order or to repeat instructions. In some lessons, teaching assistants provide little support for pupils' learning. This is because some stand and listen to the teacher rather than checking with pupils that they know what to do. In nearly all instances, pupils were taken through activities with little emphasis on helping them to improve. Evaluations of their own and others' work were brief. Although one or two older pupils did make some valid observations, these were not followed up well enough to improve performance.
74. The school recognises that physical education had been under-represented last year. Specialist help has been organised but this varies in quality. This has not been in place long enough to make a significant impact on pupils' achievement or to guide teaching. Leadership and management are unsatisfactory; even though action is now being taken, the decline has not yet been halted. Pupils' inappropriate behaviour undermines the quality of some lessons. Pupils' movements lack control and insecure knowledge of teaching physical education means that pupils are not always guided well enough to help them improve and do better. When planning a sequence of movements, there is not enough time given to refining and practising one action before moving on to the next. At other times, long explanations and stopping pupils too frequently inhibit physical activity, as was evident in Year 1. This lowers standards, inhibits achievement and results in unsatisfactory learning. Teaching is unsatisfactory, standards are below those expected by the end of Year 2 and 6 and pupils' achievement is unsatisfactory.
75. Lessons are noisy and some pupils do not move safely and with care for others. This was particularly noticeable in Years 5 and 6, when both the teacher and teaching assistant were engrossed working with a group each. Both adults could not see what other groups were doing and as a result some pupils were off task, sliding dangerously and running about. Pupils' personal skills are not well developed. They find it difficult to share ideas or listen to others, and when working in groups some argue and waste time. Adults are aware of the pupils' difficulties with behaviour. It is unrealistic to leave some groups to work independently for long periods without adult intervention and guidance. Pupils with special educational needs find physical education lessons difficult to cope with. Some remove themselves from activities and others spend 'time out' to calm down. As a result, a significant group of pupils with special educational needs miss out on their physical education entitlement.

76. The range of clubs to support physical activity is good. They are well attended.

Not enough lessons were seen in **art, design and technology** and **music** to make firm judgements about teaching and learning. Discussions with pupils, and examples of past work, where it was available, show that standards are below the levels expected in art and music by Year 2 and Year 6. Standards are below expectations in design and technology by Year 2 and in line with expectations by Year 6. Discussions with pupils across the year groups show gaps in knowledge and understanding in all these subjects in Years 1 to 4 but pupils' achievements are largely satisfactory in design and technology in Years 5 and 6. It is not possible to evaluate pupils' achievement in music; there was too little evidence to support judgements about composition, performance and pupils' skills of appraisal. All three subjects lack clear leadership. Management is unsatisfactory; weaknesses have not been identified rigorously enough to halt the decline in standards, which are now worse than at the time of the last inspection.

77. In **art**, there is very little past work available to evaluate pupils' achievement. However, given the quality of pupils' work in Years 5 and 6, skills' development and working with different materials and media are limited. Pupils find it difficult to recall what they completed last year but have a firmer understanding of what they have done since September. Only the pupils in Years 5 and 6 have sketchbooks with work from last year. Higher attaining pupils explain how they would improve their work and use terms such as 'shade' and 'tone' correctly. However, other ability groups are not as clear and do not talk as confidently as the higher attaining about their work. The work in sketchbooks lacks care and often pupils use blunt pencils and press hard, which spoils line and composition. In all year groups, there is little evidence of pupils using clay and other modelling materials. In Years 3 and 4, pupils talk about the work covered since September. They have enjoyed finding out about artists such as Paul Klee and Monet. This term there have been better opportunities than in the past for pupils to try different techniques in painting. Nevertheless, standards are not high enough and pupils' achievement is unsatisfactory.

78. In **design and technology**, there is limited evidence available to evaluate the quality of pupils' finished products. It is evident from talking with pupils that they have sketchy recall of any work completed last year. Some Year 3 and 4 pupils can remember that they made purses but find it difficult to talk about how they designed, modified and evaluated their work. By comparison, pupils in Years 5 and 6 have much better understanding of what they had learned and have covered a suitable range of work in the last year. They explain satisfactorily how they would join materials and explain how they have choices about which tools to use. Their experiences are satisfactory and they do as well as expected. They are not as clear about disassembling products to help with designs and to explore different ways of joining and constructing.

79. In **music**, pupils' recall of past work is limited. They all enjoy singing and much of what they remember is linked to opportunities to perform songs in assemblies and events such as Christmas plays. The resources for music are being replaced to support the units of work being taught. This provides a satisfactory number of instruments for whole class lessons and now ensures that pupils have quality equipment to use. This is better than at the time of the last inspection. The range of musical ability is wide. Some pupils are talented musicians. Instruments played include the flute, keyboard and piano. As yet, the school has not identified these pupils as talented. In a lesson in Years 5 and 6, not enough was done to draw on this talent to extend learning. Pupils who have instrumental tuition have achieved well this term. These pupils have a secure knowledge of musical terms and read music accurately. However, other pupils'

understanding of musical terms is insecure. Since September, provision has increased and the music curriculum now has more depth.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. Provision for pupils' personal, social and health education and citizenship is in the early stages of development. Action has been taken to improve pupils' health through links with the sport foundation. There is an agreed approach to dealing with behaviour, and providing opportunities for pupils to express their thoughts and feelings is under way. Two lessons were observed, both of which gave pupils the chance to talk about their experiences. They also helped pupils to develop a better understanding of the need for rules if people are to work and live together constructively. Because the work is in the early stages the impact is not fully realised and this shows particularly in the negative attitudes and behaviour of a significant proportion of pupils. The school council has re-formed and pupils appreciate the opportunities to express their views and take part in decision making.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
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	5
Attendance	4
Attitudes	5
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	5
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	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
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	4
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	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).