

INSPECTION REPORT

PEWSEY PRIMARY SCHOOL

Pewsey

LEA area: Wiltshire

Unique reference number: 126278

Headteacher: Mr Matthew Nightingale

Lead inspector: Mrs Christine Huard

Dates of inspection: 23rd – 25th May 2005

Inspection number: 273686

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	174
School address:	Wilcot Road Pewsey Wiltshire
Postcode:	SN9 5EJ
Telephone number:	01672 562083
Fax number:	01672 562083
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Karen Sheilds
Date of previous inspection:	15 th November 1999

CHARACTERISTICS OF THE SCHOOL

This is a small primary school situated about ten miles from Marlborough. It caters for pupils between the ages of four and eleven and 174 pupils attend the school. Although there are fewer pupils than at the last inspection, numbers are rising. Nearly all the pupils attend from the local area, but a few come from neighbouring villages. Pupils are from a range of backgrounds and there is a broad social mix, and some deprivation. The area is broadly average in socio-economic terms. A larger than usual percentage of pupils has joined the school in the last year. Although there are similar numbers of boys and girls some year groups have an imbalance. For example, Years 4 and 5 have significantly more girls than boys, whereas, Year 1 has more boys. Children enter the school in the September prior to their fifth birthdays. Many children have attended some sort of pre-school activity. The attainment of children currently in the reception class was just below average on entry. The school has few pupils from ethnic minority groups and none for whom English is not their home language. The percentage of pupils eligible for free school meals is below average, but this is a little misleading as the school has only recently begun to provide school dinners after the service was discontinued several years ago. About 25 per cent of pupils have been identified as having special educational needs, which is above average; four pupils have a statement of special needs. Pupils have a range of difficulties for which additional support is provided these include, Down's syndrome, autism, severe and moderate learning difficulties and problems with speech and communication and behaviour. The school is participating in the 'Healthy Living' initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27290	Mrs Christine Huard	Lead inspector	Science Religious education The Foundation Stage curriculum
19664	Mr John Bayliss	Lay inspector	
10611	Mr Martin James	Team inspector	Mathematics Art and design Design and technology Music Physical education Special educational needs
20846	Mr Alan Wilson	Team inspector	English Information and communication technology Geography History Personal, social and health education English as an additional language

The inspection contractor was:

Criterion School Inspections

*Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

PEWSEY PRIMARY SCHOOL PROVIDES A SOUND EDUCATION FOR ITS PUPILS AND GIVES SATISFACTORY VALUE FOR MONEY. ALTHOUGH NATIONAL TESTS SHOW STANDARDS TO BE WELL BELOW AVERAGE, OVERALL, INSPECTION EVIDENCE SHOWS THAT STANDARDS, WHILST STILL BELOW AVERAGE OVERALL, ARE IMPROVING STEADILY. THE QUALITY OF TEACHING AND LEARNING IS NOW SATISFACTORY AND SOME GOOD TEACHING WAS OBSERVED. THIS IS HELPING PUPILS TO ACHIEVE APPROPRIATELY. THE LEADERSHIP OF THE HEADTEACHER IS VERY GOOD AND HAS BEEN INSTRUMENTAL IN TAKING THE SCHOOL FORWARD. APPROPRIATE AREAS FOR DEVELOPMENT HAVE BEEN IDENTIFIED AND THE WHOLE STAFF AND GOVERNORS ARE COMMITTED TO FURTHER IMPROVEMENT.

The school's main strengths and weaknesses are:

- The leadership of the headteacher, which is very strong and has been instrumental in the drive to improve standards.
- Standards in science are too low and pupils' achievement is unsatisfactory.
- Standards in writing are below average.
- The good provision for pupils with special educational needs.
- The good attitudes and behaviour of the pupils, which enable them to learn appropriately.
- The caring ethos of the school which under-pins all its work.
- The non-core subjects¹, in particular, geography, history and personal, social, health education and citizenship, are not covered in sufficient depth.
- The roles of the co-ordinators for non-core subjects are insufficiently developed, resulting in co-ordinators not having a full overview of their subjects.

Improvement since the last inspection has been satisfactory overall. Improvement over the last year has been good but, prior to that time, evidence shows that the issues from the previous inspection had not been satisfactorily addressed. Standards had dropped significantly and the quality of learning had deteriorated. Although pupils' achievement has now improved, there is still more to do to raise standards, particularly in English and science. Good, and successful, efforts have been made to bring about improvements in the pupils' behaviour in this school year.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	D	E	E*
Mathematics	E	E	E	E
Science	D	E	E	E

*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 satisfactory, overall, throughout the school. The school's tracking systems show that pupils are now achieving satisfactorily. Pupils' work since September reflects sound progress, overall. Results of the 2004 national tests show that pupils at the end of Year 2 achieved well below the expected levels in reading, writing and mathematics. At the end of Year 6, standards were well below average in English, mathematics and science. When compared with similar schools, standards in English were in the bottom five per cent. Overall, improvement over time has been below that found nationally. However, inspection findings are that there have been significant improvements in both English and mathematics since September, although standards are still below those expected in both subjects; this is because pupils have had so much work to catch up on. Standards in science are still too low and are well below average.

¹ Non-core subjects are: art and design, citizenship, design and technology, geography, information and communication technology, history, music, physical education.

When children enter the school in the reception year, their attainment is below average in language and mathematical development. The children make sound progress and many will meet the goals expected nationally² in their personal and social development, knowledge and understanding of the world, creative and physical development by the time they move into Year 1. They are unlikely to meet all the requirements for communication language and literacy, and mathematical development. In Years 1 and 2, inspection findings are that standards are generally in line with those expected in reading and mathematics, although below average in writing. Standards in information and communication technology are in line with those expected at the end of Years 2 and 6. Pupils with special educational needs make good progress towards the targets on the individual education plans and achieve well because work is matched closely to their needs.

Pupils' personal qualities and spiritual, moral, social and cultural development are good. Pupils' attitudes towards their work are good. They are well motivated, curious and keen to learn. Behaviour in and around the school is good. Pupils are polite and have good relationships with each other and the adults in school. Pupils are appropriately prepared for life in an ethnically diverse society. Attendance is satisfactory, as is punctuality.

QUALITY OF EDUCATION

The pupils receive a sound education. The quality of teaching and learning throughout the school is satisfactory. Over half the teaching observed during the inspection was good, although evidence from the examination of pupils work would suggest that improvements in some classes are relatively recent. This means that, although pupils make consistently sound progress and achieve satisfactorily, they have not made sufficient progress to significantly raise standards across all subjects. Throughout the school pupils learn satisfactorily, but, particularly in Years 5 and 6, pupils have a good deal of catching up to do before they will reach the standards expected. Systems for assessment across the non-core subjects, although satisfactory overall, are currently inconsistent between classes. Pupils with special educational needs learn effectively because assessment information is generally used well to set work which is well matched to their capabilities. The school provides a sound curriculum, but too little time is allocated to some of the non-core subjects which means that they are not always studied in sufficient depth. There is a good range of activities which enrich pupils' learning further. The school takes good care of its pupils. Relationships with parents and other schools are good and benefit pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides very good leadership. He has high expectations of what the school can achieve and a very good understanding of what needs to be improved. Actions taken to raise standards are having a positive effect on the school, although there is still a lot more to be done. Governors support the school well and fulfil their statutory duties in all but one minor aspect. The staff work together well as a team and subject leaders manage their subjects satisfactorily. However, because of the very recent development of the role, they are not yet fully equipped to deal with weaknesses in pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very supportive of the school and are pleased with the information they receive. The pupils enjoy school and value the support they receive from teachers.

IMPROVEMENTS NEEDED

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

- Raise standards in English and science.
- Ensure that all the non-core subjects are taught in sufficient depth.
- Fully develop the role of the subject co-ordinators.

² The six areas of learning covered in the Foundation Stage are: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, physical development and creative development.

and, to meet statutory requirements:

- Rectify omissions in the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve satisfactorily throughout the school. Standards are below average by the end of the reception year and by the end of Years 2 and 6.

Main strengths and weaknesses

- There is evidence to show that standards and pupils' achievement have considerably improved in the last year.
- Standards in science are too low and pupils' achievement is unsatisfactory.
- Standards in writing are below those expected at the end of Year 6.
- Pupils with special educational needs achieve well against their educational targets.

Commentary

1. When children enter the school in the reception year, their attainment is below average in communication, language and literacy, as well as in mathematical development. Children receive a sound start to their school career and make satisfactory progress overall. Most children are on course to meet the specific learning goals for children at the end of the reception year in personal, social and physical development, as well as in knowledge and understanding of the world. They are likely to meet many, although not all elements, of language and mathematical development. Inspection evidence shows that pupils continue to make sound progress in their learning in Years 1 and 2 and attain standards broadly in line with those expected in speaking, listening, reading and mathematics, although they are still below average in writing. In Years 3 to 6, pupils are attaining standards that are below average in English. Although most pupils reach the required standards in reading and speaking and listening, standards in writing are too low. This is because although pupils have achieved satisfactorily this year, overall, they have not been taught well enough in the past to have a secure knowledge of the punctuation and grammar needed at this level. Pupils have made good progress in their mathematics during this year and have achieved well. Their work is broadly in line with that expected. Standards in science are too low at the end of Year 6 and pupils' achievement is unsatisfactory. This is because teachers' subject knowledge is insecure and insufficient work has been completed by pupils.

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

Standards in:	School results	National results
Reading	14.6 (15.0)	15.8 (15.7)
Writing	12.8 (14.8)	14.6 (14.6)
Mathematics	15.1 (16.3)	16.2 (16.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	23.8 (25.7)	26.9 (26.8)
Mathematics	25.4 (24.2)	27.0 (26.8)
Science	27.0 (27.0)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

2. The school's trend of improvement in test results is below that seen nationally and standards have declined since the last inspection when they were judged to be good. The school has been working successfully with the local authority to raise standards and the work examined shows that significant improvements have occurred in the last school year since September. In the national tests in July 2004, standards at the end of Year 2 were well below average in reading, writing and mathematics. At the end of Year 6, standards were well below average in English, mathematics and science. Evidence from the inspection shows that standards throughout the school are rising.
3. The school's curricular provision in the core subjects has improved significantly, and this has had a positive impact on pupils' achievement. The new headteacher has introduced an exacting monitoring programme and this has brought a new rigour to teaching and learning. There is now a strong focus on raising standards which builds on the very sound start children make in the reception year. Although the school failed to meet its targets last summer, it carried out good analyses of the performance of different groups of pupils in reading, writing and mathematics. This information has helped to ensure that the school has taken appropriate actions to remedy difficulties. The school has set lower, but more realistic, targets for the test results in 2005. These are still challenging but should be achievable given the standard of work examined. The pupils presently in Year 6 are working at a level comparable with the national expectations in mathematics and in much of the work in English, although the standard of writing falls below that required. Standards are well below the level expected in science. This is partly because pupils have had too few opportunities to devise experiments for themselves.
4. Standards in information and communication technology are currently in line with standards expected at the end of Years 2 and 6. The school has a good bank of laptop computers which allow all pupils in a class to use them at the same time. The staff are competent and standards are rapidly improving as pupils' competence and skills develop.
5. Pupils with special educational needs are catered for well. Pupils make generally good progress against the targets in their individual education plans. This is because the work provided is matched well to pupils needs. Provision for higher-attaining pupils is generally satisfactory, although on some occasions they are not sufficiently challenged, and extension work is 'more of the same' rather than work of greater complexity and with additional challenge. There are no significant differences in the performance of boys and girls.
6. The school's focus has quite rightly been on the core skills of literacy and numeracy this year, in order to raise standards. As a result, the coverage of some of the non-core subjects has been a little thin, although those inspected met requirements. Standards in religious education meet the standards required by the locally Agreed Syllabus.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour whilst at school are good. Pupils' personal development is good overall with their moral and social development being good and spiritual and cultural development satisfactory. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Most pupils enjoy school, demonstrate interest, and try hard to do their best.
- The school's ethos promotes good relationships. Pupils work and play well together and care for each other.
- There is a strong focus on the social and moral development of the pupils. The school sets high standards of behaviour.
- The school has good procedures for promoting attendance, but a small number of parents fail to ensure the regular or punctual attendance of their children.

Commentary

7. The good provision in this area starts in the Foundation Stage and helps the children to meet the goals for personal, social and emotional development by the end of the reception year.

Daily routines are well established and reinforced and pupils have appropriate responsibilities, such as self-registration when they enter the class in the morning. They are sensible for their age and try very hard to do what is asked. They are very contented in their class where they work and play happily throughout the day.

8. The school successfully meets its aim to encourage in its pupils an enthusiastic attitude to learning. The situation reflects that of last inspection. Most pupils want to do their best. They are attentive in class, listening carefully to instructions and trying hard to follow them so that they can complete the work they are asked to do. They co-operate well in pairs or small groups, supporting each other and learning together. Good opportunities are provided for the pupils to develop their independence, so that most pupils display levels of confidence and self-esteem that are above those expected. As the pupils move through the school, they are provided with increasing opportunities to accept responsibility by acting as monitors, team captains, helping with assembly arrangements or as members of the school council. These activities contribute significantly to the development of social skills for those involved.
9. The school has a clear moral code that provides a firm basis for an ethos of good behaviour within the school. Parents are appreciative of the improvements they have seen in pupils' overall behaviour since the headteacher joined the school. Recent initiatives including 'Truly Trusted' badges for good behaviour, and enhanced training for all staff in behaviour management, have been successful in addressing the weaknesses in pupils' behaviour identified when the school was last inspected. The significant minority of pupils that was easily distracted, lost concentration, or otherwise misbehaved in lessons, has reduced significantly. However, there continues to be the odd occasion when misbehaviour occurs. This is usually as a result of teaching not being sufficiently interesting, combined with insecure classroom management strategies.
10. Break-times are pleasant, social occasions when the pupils behave well. Boys and girls play happily together without any sign of bullying or other anti-social behaviour, although there is some occasional boisterous behaviour. All staff promote the principles of right from wrong consistently well but, despite this, a few pupils find it hard to meet the school's high expectations of what is acceptable behaviour. As a result, it has been necessary, as a last resort, after exhausting all other options and recognising the rights of the school community to work safely and without distraction, to exclude pupils for a fixed term on five occasions. Though still higher than for similar schools nationally this is an improvement when compared with the situation prior to the inspection in 1999.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	134	5	
Mixed – White and Black African	1		
Mixed – any other mixed background	3		
Asian or Asian British – any other Asian background	1		
Black or Black British - African	1		
Parent/pupil preferred not to say	2		

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

11. The school's arrangements for pupils' spiritual development, though satisfactory, are not as good as they were when the school was last inspected. However, the school properly meets its responsibilities, through assemblies and class discussions, to teach the pupils to reflect on their own and others' actions, show consideration for others, listen to others and learn to respect their views. Pupils' cultural development continues to be satisfactory as it was when last inspected. The opportunities for pupils to learn about other cultures have improved and

plans are in hand to further develop this aspect of the school's work. Pupils gain an appreciation of their own cultural traditions and those of others through the curriculum, for example, through religious education lessons, history, geography and music lessons, and by learning about the work of a range of artists. Pupils are prepared satisfactorily for life in a multi-cultural society.

12. For the last school year attendance was below the national average but, as a result of improved strategies implemented since the headteacher's appointment, attendance levels are rising and are likely to be at least in line with expected levels this year. Despite the school's efforts, a very small number of parents fail to get their children to school on time and, as a result, the school's reported level of unauthorised absence is very much higher than is usually seen because of the school's rigorous approach to lateness that involves it being recorded as unauthorised absence if arrival at school is after 9.30am.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.4
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound education for its pupils. The quality of teaching and learning is satisfactory. The curriculum is appropriate and enriched with a good range of additional activities. Care and welfare are good. Links with the community are satisfactory, and are good with parents and with other schools.

Teaching and learning

The quality of teaching and learning is satisfactory overall. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching in the reception class is always at least satisfactory and often good.
- Teaching in literacy and numeracy is often good.
- Teachers are generally confident and have good knowledge of most subjects apart from science.
- Teaching for pupils with special educational needs is good.
- Work is not matched closely enough to pupils' capabilities.

Commentary

13. At the last inspection, the quality of teaching was judged satisfactory overall. Although standards and teaching clearly declined in the intervening period, the quality of teaching observed reflects a situation similar to that at the last inspection.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	12	12	0	0	0

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

14. The judgements on the quality of teaching and learning are based, not only on lessons observed, but also on the quality of work in pupils' books. Overall, teaching is satisfactory, and it is clear there has been considerable improvement over the last year. This is because of good quality monitoring of teaching, together with constructive and helpful feedback. As a result, the pupils are consistently learning more effectively and standards are improving.

15. Teaching in the reception class is satisfactory overall, and often good. It shows a good understanding of the needs of young children. In Years 1 to 6, teachers have a good command of the National Literacy and Numeracy Strategies and this has led to good improvement in pupils' learning in these areas. However, teachers' subject knowledge in science is often insecure and teachers' lack of confidence in this area is very evident. Teaching in the non-core subjects is satisfactory.
16. For the most part, teachers ensure that pupils develop sound levels of knowledge, improve their skills and deepen their levels of understanding. Planning is thorough, with clear objectives to indicate what is to be learnt by pupils. Teachers form good relationships with pupils, show a good level of interest in their welfare and give praise appropriately to encourage pupils to higher levels of achievement. A sound range of teaching methods are used, such as good question and answer sessions during the introduction of lessons, which encourage pupils to reason and allows them to express their views clearly. In the best lessons seen, the plenary session³ not only consolidated learning, but also showed pupils what they should do next, in preparation for the following lesson. However, this did not always occur and, more often, it was just a review of what the pupils had been doing during the lesson. Learning resources are generally used well.
17. There are some weaknesses in teaching. Classes are generally managed well, but the behaviour of a small minority of pupils occasionally disturbs the classes. Class teachers usually deal with this well and disruption to pupils' learning is kept to a minimum. In a small number of lessons seen the pace of working was too slow and the introduction over-long, so that pupils became fidgety and lost concentration. Sometimes staff did not have high enough expectations of what the pupils were capable of achieving. This particularly applied to the higher-attaining pupils who were not always sufficiently challenged by the tasks set for them to do.
18. The teaching provided for pupils with special educational needs is good. Pupils are provided with appropriate targets for improvement, and these are used by both teachers and teaching assistants to provide a suitable range of activities and tasks. Pupils are keen to participate, they are given much well-directed support by adults, and this helps them to achieve well in relation to the targets set for them.
19. Assessment procedures are satisfactory, but there is scope for improvement. There are some examples of good assessment practices, particularly in English and mathematics. However, arrangements throughout the school in the other subjects are too piecemeal and a cohesive approach is lacking. Marking is satisfactory and some teachers make appropriate comments which help pupils to understand what they have to do to improve, but this is not an embedded practice with all staff. In addition, pupils often do not respond in any way to the comments made which significantly detracts from their usefulness. Some pupils have specific targets for improvement, and many older pupils know how their performance in English and mathematics can be improved. However, the practice of setting targets is patchy and not all pupils know the next step expected to improve their own learning.

The curriculum

The curriculum is satisfactory overall and is supported by a good range of enrichment activities during and beyond the school day. There is a stable and committed staff of experienced teachers, supported well by a strong team of teaching assistants. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- The support for pupils with special educational needs is good.
- There are good opportunities for pupils to take part in and do well at sport.
- Some subjects are not covered in sufficient depth.
- Too little time is allocated to teaching in Years 3 to 6.

³ Plenary session is the final part of the lesson which is used to consolidate pupils' learning.

Commentary

20. The school provides a broad curriculum which meets all statutory requirements and effectively supports pupils' academic and personal development. This is a similar situation to that which was reported in the last inspection. The school has quite rightly and successfully focused its attention on raising standards in English and mathematics over the past year. This, however, has been achieved somewhat at the expense of other subjects, notably history, geography and personal, social, health education and citizenship, which are not covered in sufficient depth which means that pupils' learning is not as comprehensive as it should be. This is because much less teaching time is allocated to subject teaching in Years 3 to 6 in comparison with other primary schools. In addition, the timetable is organised in such a way that some sessions, particularly in mathematics and English, are too long, taking up time which could be used for sharply focused teaching in other subjects, or for establishing stronger links between subjects.
21. The provision for pupils with special educational needs is good. Clear procedures are in place, and they closely follow the Code of Practice on identifying and assessing pupils. The Code has been carefully and effectively implemented by the school. Individual education plans are provided for pupils, and these are of good quality overall. They provide pupils with suitable targets for improvement. Considerable care is taken to ensure that the work provided for pupils is closely suited to their needs, and teachers and teaching assistants complement each other well in their support of the pupils. Pupils are involved in the full range of school activities, and they are most happy to participate.
22. Since the last inspection, the school has improved its provision for out-of-school activities, which are now good. Many teachers within the school give up their own time to run after school clubs and sports, or to ensure that pupils have the opportunity to enjoy a residential trip in every year group, and their efforts have a positive impact on pupils' attitudes, behaviour and personal development. This is strengthened further by the close links with the local secondary school and other agencies, which enable pupils to benefit from specialist teaching during the school day and beyond, particularly in sport. As a result, pupils throughout the school achieve well in sport and especially at swimming.
23. In spite of a number of staffing changes in recent years, the governors and the headteacher have been successful in establishing a team of teachers committed to remaining with the school and raising standards. In addition, the school has invested in supplying additional support staff, with the result that teaching and non-teaching staff work together well, particularly in providing good support for pupils with special educational needs. There have also been some notable improvements to the accommodation since the last inspection. The school has made a successful effort to improve the general appearance of the building, through full consultation with its pupils, to create a brighter and more attractive learning environment. This is enhanced further by stimulating classroom displays.

Care, guidance and support

The way in which the school provides for its pupils' care, welfare and health and safety is good. Secure assessment procedures and the knowledge that teachers have of pupils as individuals allow pupils to be given satisfactory support, advice and guidance to look after their needs and help them learn. There is good involvement of pupils in the work of the school.

Main strengths and weaknesses

- Health and safety procedures are very good. They ensure that the school provides a safe and supportive learning environment.
- The school meets its obligations for child protection and for ensuring pupils' welfare well.
- Pupils feel safe and well looked after; all are treated fairly.
- Trusting relationships exist between pupils and adults and pupils' views are valued.
- Support for those joining the school ensures that they settle happily into their school life.
- Parents are pleased with how well their children are looked after.

Commentary

24. The headteacher believes that the school is a caring one that provides a happy and safe environment in which pupils can develop their potential. Inspectors support this view. The school successfully makes pupils feel valued.
25. Health and safety procedures focus on the well-being of the whole school community. The recently appointed, and committed, health and safety governor has worked closely with the headteacher to ensure that the arrangements for safety in the school, those for fire, first-aid and for security, are well-organised. There are effective arrangements for dealing with minor accidents, including the 'ouch' stickers that wounded youngsters wear with pride.
26. Most pupils feel safe and well looked after. There is a consistent approach by all staff that results in safe, well-ordered and generally pleasant classroom surroundings in which pupils have the opportunity to learn effectively. Legal requirements regarding child protection are met. Regular risk assessments and effective supervision, both in class and at playtimes, ensure that statutory requirements are met and the physical well-being of all is protected. The high quality of pastoral care that was recognised at the time of the previous inspection remains a major factor in the way in which the school looks after its pupils and meets their varying needs.
27. Arrangements for the induction of children new to the school in the reception class are good and most visit before they start school formally. Children adapt to school very well and make sound progress because information is shared well, with their care and welfare being paramount. Pupils joining later in their school life are looked after well so that in a very short time they happily become full members of the school community making friends readily.
28. Special care is taken to ensure that all pupils are treated equally, and given proper support appropriate to individual need, whatever their background or personal circumstances. Everyone has an equal opportunity to take part in all activities organised by the school. Teaching assistants are conscientious in fulfilling their role in support of the teachers and there is good supervisory support during lunchtimes that has a positive effect on behaviour and safety. The very large majority of parents consider the school to be a caring and supportive one. They are happy with how the school looks after their children. Pupils' academic and social progress benefits greatly from the secure, caring and supportive surroundings that they enjoy whilst in school.
29. The ways in which pupils can have a voice in how the school is run, through contribution to the school council and through class discussions, are effective. Pupils' views are respected and taken notice of. Ideas and suggestions, such as how best to redecorate the school, are considered seriously by teachers and wherever possible they are acted upon for the benefit of all. Pupils in Year 6, when talking to inspectors, explained why they hold the school in high regard finding little of significance that they would change.
30. Through a range of formal and informal record-keeping, teachers and support staff know their pupils well. The pupils think that their teachers are friendly, fair, listen to ideas providing help readily. The pupils, whatever their needs, are able to get appropriate advice and guidance from teachers and other adults in the school to help them achieve their best. Pupils are happy to talk to adults and the high quality of relationships provides a climate where they can readily seek help knowing that they will be listened to sensitively and with respect. As a result, pupils grow in self-confidence, ready to move forward as responsible members of the wider community.

Partnership with parents, other schools and the community

Parents are satisfied with what the school provides for their children. The school has good links with its parents, providing them with good information and involving them well in its work. Links with partner institutions are good. Those with the community are satisfactory.

Main strengths and weaknesses

- Good two-way links with parents that support pupils' learning well.
- A wide range of partnership activities with other schools.
- Parents are supportive of what the school is doing.
- Good arrangements for transfer to the next stage of education.
- Some parents do not fully engage with the school.
- There are weaknesses in the governors' annual report to parents.

Commentary

31. The very large majority of parents responding to the pre-inspection parents' questionnaire and those attending the pre-inspection meeting have positive views about most aspects of the school's provision for their children. They think the school is a good one that is moving forward. Parents see the school as a happy place that their children enjoy being part of. They like what has happened in the school since the headteacher's appointment. A few have concerns about the school's homework arrangements, about the incidence of minor bullying, and would like more information in pupils' annual reports. Inspectors judge the homework arrangements to be satisfactory and find that bullying is not something that parents should be concerned about.
32. Parents are provided with a good range of information about what is happening in school and what their children are doing. The school prospectus is an informative document written in a user-friendly style accessible to parents. The governors' annual report to parents has not improved since the previous inspection and it still fails to meet statutory requirements. Whilst it successfully reports on much that is interesting to parents, by celebrating pupils' successes, it fails to report sufficiently on assessment results or targets for tests at the end of Year 6.
33. There is an 'open door' policy that encourages parents to communicate freely with the school. The headteacher is happy to meet with parents at any time, especially at the start and end of the day. Regular newsletters are provided that give parents very good information about what is going on in school and how they can help its work. Meetings are held each term when parents are invited into school to view their child's work and to discuss progress. Curriculum workshops are held and parents are provided with annual written reports that, overall, present a satisfactory review of individual achievement. However, because of the format of the reports, information in subjects other than English, mathematics and science is brief, with little information given to parents about how attainment matches that expected. In addition, targets for improvement are not as well focused as they might be.
34. The school, and particularly the headteacher, tries very hard to get parents involved in its work. Recent initiatives, such as the headteacher's 'surgery' meetings, are proving popular with the few parents so far involved. Overall, parents are happy that the school listens to them when they seek advice or help, responding quickly and fairly whenever necessary. A good number of parents help in school and their support not only in school, but also with visits and with residential trips, and at home, contributes well to the standards achieved by their children. There is a supportive 'friends' group that fosters relationships between home and school and raises funds that provide much welcomed additional financial support to the school.
35. There is a constructive relationship with partner institutions, in particular local playgroups, the secondary school with which it shares a site, and the local cluster groups, with the school benefiting from its association by sharing facilities, experiences and best practice. Arrangements for the smooth transfer of pupils to the next stage of their education are good. The school's links with the local and wider community, though not as good as they were judged to be when last inspected, are satisfactory. There are some positive community links, including those with the local church and senior citizens' home.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. There are significant strengths in the leadership of the headteacher which is very good. Management and governance are both satisfactory.

Main strengths and weaknesses

- The drive and clear vision of the headteacher.
- The roles of the subject co-ordinators have not been sufficiently developed.
- There is a good team spirit and all staff are committed to raising achievement.
- The finances of the school are managed well.

Commentary

36. The very good leadership of the headteacher has played a significant part in the recent improvements in the school and, in particular, in raising the pupils' achievements. Two pivotal features are the focus on the raising of standards across the curriculum, particularly in the core subjects of English and mathematics, and the raising of awareness of the staff, so that all are united behind the drive to improve provision for the pupils. Both of these are helping to raise achievement across the school, through whole-school planning and evaluation meetings.
37. The headteacher has a clear vision of how the school should develop. He is committed to ensuring that all pupils achieve as well as they can, and that everyone feels involved in the school's work. All members of the school community, including the pupils, have a voice in how the school is led and managed. This is partly achieved through the ethos of caring support that permeates the school, and stems from the headteacher's vision of meeting the needs of all pupils. The headteacher has an open door policy, which welcomes parents and the local community.
38. Relationships are very good. There is a very caring atmosphere and the whole staff work very well together with a strong sense of purpose. Subject leadership is satisfactory overall because, although staff have a sound overview of their subjects, they have not had sufficient training in the last few years to enable them to keep pace with what is required. Neither have they had the opportunities to carry out objective observations of lessons. As a result, although they are enthusiastic and keen, they are not fully equipped to identify and deal with any weaknesses in pupils' learning. This has already been identified in the school's improvement plan as an area for development.
39. The management of the provision for pupils with learning difficulties, by the special educational needs coordinator, is good. The Code of Practice has been carefully and successfully introduced. Pupils are identified quickly, through a variety of procedures, and placed on the special needs register, which the school has chosen to retain. Pupils are provided with individual education plans, which set suitable targets for improvement. These plans are reviewed regularly, with new targets being set if appropriate. The coordinator also keeps extensive and detailed records, and the progress made by the pupils is carefully checked. The governor appointed to monitor the school's provision for pupils with special educational needs, carries out her work enthusiastically, efficiently and helpfully.
40. The governing body is satisfactorily involved in decisions concerning the school. It provides good support and fulfils all its statutory duties, apart from some omissions from its annual report. Good relationships exist between staff and governors. Some governors regularly visit the school, so have a sound awareness of standards and achievement, and of the school's strengths and weaknesses. They meet with subject leaders and this provides a useful means of evaluating how well the school is tackling weaker areas. The governors receive good information on the curriculum, through reports from the headteacher, and operate appropriately in committees that deal with issues relating to the curriculum, staffing, finance and premises.
41. The headteacher has introduced good systems for evaluating the quality of teaching and learning. Effective use is made of the wide range of information in English and mathematics,

but practice is not so good in science. Actions for improvement in English and mathematics are planned on good and rigorous analyses of data. Performance targets for the school are well organised and based on the priorities in the school's improvement plan. The school's strategic plan is sound and has been drawn up with assistance from the local authority. Clear priorities are identified for whole school pastoral care and development, and for English, mathematics, and science. The plan has clear targets related to standards which should help the school to confirm when improvements have been successful.

42. The financial management of the school is good. There are good procedures in place to ensure that the budget is effectively and efficiently managed. These are regularly checked by both the head and the governors' finance committee. Financial planning is good, with the budget being clearly set to ensure that the school's current and future planned priorities are considered with care. The school had a large balance from last year which was successfully utilised to provide additional support staff for each classroom.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	475,774	Balance from previous year	74,457
Total expenditure	493,880	Balance carried forward to the next	56,351
Expenditure per pupil	2,838		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. Provision for children in the reception year is **satisfactory** overall. Children enter the reception class with slightly below average attainment in language literacy and communication and mathematical development. Assessments show that most children are achieving satisfactorily and, by the time they leave to join Year 1, they are likely to have reached the expected standards in personal, social and emotional development, knowledge and understanding of the world and physical development. It is not possible to make a judgement on children's creative development. The curriculum is well planned, and the teaching is satisfactory overall and often good. The leadership of the Foundation Stage is sound. The classroom learning assistant provides good support because she is very well briefed and contributes very good ideas of her own to help children to learn. The teaching time is well organised. A good range of resources has been built up over time to stimulate children's learning. There are satisfactory systems for recording children's achievements, monitoring and tracking their individual learning, and this information is usually used satisfactorily to group children for the activities taking place.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and become self-confident because of the good organisation, well-established daily routines, caring relationships and high expectations of good behaviour.

Commentary

44. Nearly all the children enter the class having had some form of pre-school experience. Their good achievement in this area of learning leads to most children achieving the expected early learning goals before they reach Year 1. This is due to the good teaching and learning in this area. Children are learning to relate to one another and daily routines are well established. A good variety of activities is provided which ensure that the children are purposefully employed and enable them to move confidently from task to task. During the inspection, there was a good emphasis on children working co-operatively. The adults worked constructively with the children, helping them to take turns and encouraging sharing and discussion. The way in which adults talk with, and show respect for the children sets a good example. Children make good progress and by the time they move into Year 1, they are likely to have met the standards expected.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher plans and organises activities well, so that children can practise and develop their speaking, listening, early reading and writing skills.

Commentary

45. The children's achievement in communication, language and literacy is satisfactory. It is good in reading because teaching and learning are good. Skills are developed well through a good range of focused adult-led activities, and learning is matched well to individual needs. Consequently, most children achieve the expected goals in this aspect. Many children, but in particular more able children, are reading with confidence by the time they start in Year 1. Speaking and listening skills are developed through a wide range of activities, including drama

and role-play, and at snack time, when children enjoy the chance to share their ideas with the rest of the class. Writing activities are usually linked to learning in other areas so are always relevant. However, staff do not focus so well on developing the children's writing skills in the same way they do in reading. As a result, some children are still at the mark-making stage of writing, many not yet using recognisable letters and words to convey what they want. Teaching and learning are satisfactory in these aspects and most children will reach some of the expected goals, although not all, by the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Strong emphasis is placed on developing children's mathematical language by incorporating it into many other activities.
- The teacher uses a good range of strategies to help pupils understand what they are learning.

Commentary

46. Overall, achievement in mathematical development is satisfactory because teaching and learning are satisfactory. Well-planned whole-class and group activities ensure that the breadth of mathematical development is covered. Children achieve satisfactorily and although many are in line to attain, the early learning goals by the time they move into Year 1, a significant minority will not. The adults working with the children emphasise counting skills whenever possible and number rhymes are used frequently, making mathematical development fun. Most children can confidently identify and work with numbers to five and higher-achieving children can order jumbled-up numbers correctly to 20. Children are encouraged to use a variety of equipment, including number lines, to reinforce learning. Adults support learning well by questioning the children while they are engaged in a variety of tasks, constantly encouraging the development of mathematical language and understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The teacher's good planning and organisation ensures that this wide area of learning is thoroughly covered.

Commentary

47. Children have many opportunities to learn about the world around them and their achievements lead them to meet the required learning goals in this area. The teaching in this area is good and enables them to achieve well and learn effectively. They learn to use the computer as soon as they enter school and have many opportunities to improve their manipulation and use of the mouse. There is usually a program for the children to use which ties in with the numeracy or literacy focus for the day. The staff are watchful and ensure that all children have turns so that they can make progress. The good range of construction toys provides sound opportunities for children to use their own ideas for building and in addition children can explore their own ideas when modelling using re-cycled materials. Children learn about Christianity and other faiths. The outdoor area is used well to develop the children's natural curiosity about the world in which they live. The children are often left to their own devices at these times, without planned adult input, so learning is satisfactory rather than good.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- A wide range of activities both indoors and out ensures children's good development in this area.

Commentary

48. There is good achievement in physical development because teaching is good and learning is planned well, both in designated physical education lessons and when children are engaged in structured play activities they choose themselves. As a result, children are confident when taking part in physical activities, and when moving about the classroom and at playtimes. Most will reach the expected goals by the end of the reception year. Children are challenged in lessons to work and try hard with their co ordination. Children are enthusiastic and clearly enjoy their lessons. They use the space in the hall well, showing good co-ordination and control when running and moving in other ways. In a lesson seen, all children followed the teacher's clear instructions and worked well together. The wide range of opportunities for children to draw, write, paint, cut and join materials is leading to good levels of finger and hand co-ordination and manipulation skills.

CREATIVE DEVELOPMENT

49. It is not possible to make a judgement for provision in this area. However, from studying the planning and photographic evidence, it is clear that children's creative development is catered for appropriately. Children have opportunities for painting and experimenting with a range of media such as clay and other modelling materials. In addition, the role play area provides opportunities for children to use their imagination and act out situations.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Improved analysis of pupils' performance is having a positive impact on standards.
- Writing skills are not developed sufficiently across other subjects.
- Teachers make good use of support staff to provide help for less able pupils.
- Teachers' expectations of the amount and quality of pupils' writing could be higher.

Commentary

50. National test results for pupils at the end of Year 2 and Year 6 were well below average in the year of the last inspection and remained so up to and including the national tests in 2004. The inspection findings are that, whilst standards remain below average overall in Year 2 and Year 6, this reflects an improvement on the unsatisfactory results of recent years and indicates that standards will continue to rise. This is because the school has considerably improved its strategy for tracking pupils' progress against nationally agreed standards and is using the information to set clear targets for improvement. Consequently, pupils throughout the school achieve satisfactorily in relation to their prior attainment and a greater number than in previous years are achieving higher standards than expected for their age. The school has recently strengthened its team of teaching assistants and the sharply focused support which they provide for pupils with special educational needs enables them to achieve well in reaching the targets in their individual education plans for English. There has been satisfactory improvement in the subject overall since the last inspection.

51. Standards in speaking and listening are in line with national expectations in Year 2 and Year 6. In Year 2, pupils are regularly asked to talk about their experiences to the rest of the class. They are encouraged to use full sentences when speaking and to listen intently when it is the turn of their classmates and by Year 2, the majority are confident speakers. Teachers in the Year 3 to 6 classes plan a range of activities which satisfactorily build on these skills through one-to-one questions, discussions with a partner and role play. By Year 6, more able pupils make articulate contributions to discussions, most speak clearly and confidently and only very few are hesitant or rely on support from adults.
52. Standards in reading are in line with national expectations in Year 2 and Year 6. Teachers in the Year 1 and 2 classes develop pupils' confidence satisfactorily by steadily building up basic reading skills. By Year 2, the majority of pupils need little help from adults, while the more able read independently and are developing a taste for particular authors. This is because all pupils are heard reading regularly by teachers, teaching assistants and by parents at home. There are fewer volunteer helpers available to support reading during the school day than in many schools and this is an area which the school could develop to further promote enthusiasm for reading. From Year 3 onwards, regular group reading sessions led by an adult, supported by other activities, such as visits by authors, book fairs and regular use of the school library ensure that by Year 6, more able pupils have firmly established and mature reading habits. The majority of pupils at this stage are confident readers who comfortably achieve the standards expected for their age.
53. Standards in writing are below national expectations at the end of Years 2 and 6. In Year 2, many pupils accurately use capital letters and full stops and produce a short series of reasonably accurate and legible sentences. An increasing number, though still a small minority, are beginning to write at greater length and clarity at a standard above national expectations for their age, whilst less able pupils need help from adults to build sentences. In Year 6, many pupils achieve the national expectations because they independently plan and structure their pieces of work and adapt their style, for example, when writing formal or informal letters. A small minority produce consistently accurate extended writing which is imaginative and colourful, reflecting standards above national expectations for their age.
54. Taking full account of the lessons seen, samples of previous work and discussions with pupils, the quality of teaching is satisfactory overall. This does not match the findings of the last inspection when teaching was judged to be good. However, the school's improved use of detailed analysis of test results as a means of setting targets for improvement is in the relatively early stages of development and is beginning to have a positive impact on the quality of teaching and learning. This was clearly reflected in the many good individual lessons seen during the inspection. There are encouraging signs that teachers are sharing their targets for improvement with pupils and this is having a positive impact on both their understanding of what they need to do to improve and on their attitude to work. A further strength of teaching is that teachers and support staff combine well together to provide focused support for pupils who need it and this is having a positive impact on achievement. On the other hand, despite the improved use of assessment information to plan work at the right level of difficulty for pupils of different abilities, the amount and quality of the work that pupils are expected to produce in lessons often falls short of the standards indicated in their targets for improvement.
55. The very recently appointed coordinator is providing satisfactory leadership and management. She has successfully monitored teaching and learning throughout the school to ensure that new strategies are securely in place and has created a solid platform for further improvement.

Language and literacy across the curriculum

56. Reading skills are satisfactorily developed in most subjects, particularly through regular use of reference books and this is clearly reflected in pupils' library skills and confidence in using books to find information. Speaking and listening skills are also successfully promoted, chiefly through the question and answer sessions which are common to the introductory sessions of most lessons. Research skills are developing well and pupils are used to finding information on the internet or from reference books. Too little has been done to develop writing skills through teaching in all subjects. Some extended writing takes place, for example in the

recording of history research. However, due to the lack of depth in the coverage of many subjects and a shortfall in the time allocated to teaching in Years 3 to 6, there are too few occasions when pupils are asked to write at greater length or in detail and this has the effect of slowing down their rate of improvement over time.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are achieving well, when compared with their prior attainment.
- The quality of the teaching and learning is good overall, with teachers making good use of appropriate mathematical terminology.
- The attitudes shown by the pupils are good. They enjoy mathematics, the mental sessions in particular.
- The coordinator provides good leadership and management, and she has contributed well to the recent improvements.

Commentary

57. In the national tests at Year 2 and Year 6 in 2004, standards in mathematics were well below average. A significant amount of effort has been put into improving standards, and inspection evidence shows that this has been successful. Current standards also show significant improvements on those achieved in the national test at the time of the previous inspection, especially at Year 2. Standards at the end of Year 2 are broadly in line with those expected although at the end of Year 6 they are just below average.
58. By Year 2, pupils are confident in handling numbers in both addition and subtraction and are learning effectively. For example, many know the multiplication facts relating to 2, 5 and 10, and they undertake simple multiplication and division exercises accordingly. By Year 6, many pupils confidently undertake work in all four aspects of number. However, whilst a number of pupils have a clear knowledge of individual multiplication and division facts to 10x10, some pupils find this more difficult. Many pupils have a clear understanding of fractions, and they readily identify equivalent fractions and find a fraction or percentage part of a whole number. A significant number of pupils in Year 6 have difficulties in tackling problem solving activities, especially in identifying the correct form of computation required to solve a problem. This is having a marked effect on overall standards.
59. The quality of teaching and learning is good overall, and this is an improvement since the previous inspection. Lessons are planned carefully, and all teachers make good use of mental activities at the start of lessons. This develops pupils' enthusiasm for the subject. Teachers are also most careful to use, and emphasise, the correct mathematical terminology, being aware that this is an area of weakness for a number of pupils. Teachers generally make suitable use of assessment to ensure that pupils receive work that is suited to their particular needs in lessons. Teachers have good subject knowledge, the pace of lessons is brisk, and suitable support is provided both by teachers and teaching assistants. As a result, all pupils, including those with special needs, make good progress in their overall mathematical ability.
60. Pupils throughout the school clearly enjoy the work, the mental activities in particular. They settle to their written tasks with interest, they work well with other pupils, when required, and they make suitable efforts to accomplish their tasks, even when they find them difficult. They readily seek advice when necessary. Overall, their attitudes to the subject are good, and, for example, most pupils take care with the presentation of their work. Teachers mark this work regularly, and a number provide helpful and encouraging advice for their pupils. However, not all teachers provide the same level of written support.
61. The coordinator, who has only recently joined the school, has already played a significant role in raising standards, and she leads and manages the subject well. She regularly monitors the work being produced, and she works alongside colleagues in lessons on occasions. She is, therefore, aware of the standards being achieved and the overall provision being made. She is

also well aware of the remaining areas of weakness in the work of the older pupils, especially relating to problem solving, and she is developing strategies to help overcome this issue.

Mathematics across the curriculum

62. Teachers provide a satisfactory range of opportunities for pupils to develop their mathematical skills in other subjects, such as geography and design and technology. Information and communication technology is also used regularly to enhance work in the subject, especially in relation to data handling.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils in Year 6 have covered far too little work during the year and achievement is unsatisfactory.
- Assessments of pupils' learning are not used effectively to guide teachers' planning, so work is not always matched sufficiently well to pupils' individual learning needs.
- There are weaknesses in teachers' subject knowledge which have not yet been effectively addressed.

Commentary

63. Results in the 2004 national assessments at the end of Year 2 and Year 6 were well below average, and the proportion of pupils reaching higher levels in Year 6 was well below the national average. Since the previous inspection, standards have declined significantly. The improvements and progress noted then have not been sustained. Teaching and learning have deteriorated and, as a result, standards have fallen. Standards seen during the inspection at the end of Year 2 were below average, overall, because, whilst most pupils achieved the expected Level 2, few attained the higher Level 3. At the end of Year 6 standards are well below average. Achievement is unsatisfactory overall. Teachers try to plan work which meets the needs of pupils and activities that develop pupils' knowledge and understanding of science. However, although this is successful up to a point, it is clear that pupils' past experiences have been limited and unsatisfactory, and many are not yet sufficiently confident or knowledgeable enough to devise a fair test independently. There are inconsistencies in the use of assessment so teachers are not always aware of pupils' existing skills and some do not plan work that helps pupils take the next step in their learning, particularly the higher attainers.
64. Teaching and learning are unsatisfactory overall. Teaching in Years 1 and 2 is satisfactory. There are inconsistencies in the quality of teaching across Years 3 to 6. Where teaching is good, the pace of the lesson, combined with good questioning and subject knowledge, enables pupils to concentrate well and make good progress. Evidence from pupils' work, higher up the school, shows clearly that the subject knowledge of some teachers is not secure. Lesson objectives are generally shared with pupils, so they know what they are expected to learn and do, but explanations are sometimes woolly and it is evident that teachers are not always sure of their facts. Pupils are encouraged to make decisions about their own investigations but are not totally secure in their own ability to do so.
65. Pupils in Years 3 to 6 understand the need for fair testing and how to make predictions, but they do not have enough opportunities to carry out investigations independently and, thereby, extend their skills. In some lessons, all pupils complete the same work, guided by similar planning and recording sheets. This provides insufficient challenge for higher-attaining pupils. While pupils use their mathematical and information and communication technology skills to record findings in graphs and bar charts, they rarely have a chance to interpret their data so their ability to relate their conclusions to their results is below average.
66. Assessment procedures are sound in some classes because pupils' progress is checked regularly and rigorously and the information used effectively to plan work which is well suited to individual needs. However, this practice is inconsistent across the school. Pupils do not

have individual targets or know how to improve their work, because marking provides insufficient feedback to pupils about what they need to learn next.

67. Leadership and management are unsatisfactory. This is mainly because the emphasis during this year has rightly been on literacy and numeracy, and intensive science training for staff was not planned until the latter half of the summer term. However, too little has been done in the meantime. The quality of teaching and learning and pupils' achievements are not checked often or rigorously enough, so weaknesses in pupils' investigation skills and lack of challenge for some higher-attaining pupils are not being tackled effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The widespread use of laptop computers is having a positive impact on standards.
- There is insufficient use of information and communication technology in subjects across the curriculum.

Commentary

68. Standards are in line with national expectations in Year 2 and Year 6 and pupils of all abilities are achieving satisfactorily. These are similar standards to those reported in the last inspection and improvement since then has been satisfactory overall.
69. In recent years, the school has taken the decision to invest in laptop computers which are shared by all classes. The main benefit of this step is that it has had a positive effect on pupils' confidence in using computers. Consequently, by Year 2 all pupils are entirely used to working with a partner on a computer at their own desk and the vast majority have basic keyboard skills which comfortably meet the requirements for their age. By year 6, therefore, all pupils work cooperatively with a partner, take responsibility for looking after equipment and have positive attitudes to using communication technology. More able pupils navigate their way quickly and independently through new tasks set for them, which is above national expectations for their age, and the majority follow instructions and operate software without the need for adult support.
70. Taking all aspects of the subject into account, the quality of teaching is satisfactory, overall, and in lessons taught by the coordinator, who provides specialist teaching for a number of classes, it is often good. This is because her subject knowledge is very secure, lessons are imaginative and challenging and the support provided by teacher and teaching assistants is effective, ensuring that pupils of all abilities are engaged in learning. On the other hand, teachers throughout the school miss opportunities to use computer technology in the teaching of other subjects, leaving gaps in pupils' awareness and understanding of its wider uses and this is an area for development.
71. The leadership and management of the subject are satisfactory overall. The coordinator manages resources well and makes them easily accessible for colleagues. She has also provided a clear overview of the activities and resources relevant to each of the subjects across the curriculum, but there are currently no arrangements to monitor how effectively this is being implemented.

Information and communication technology across the curriculum

72. In order to raise standards, the use of information and communication technology in subjects across the curriculum is the main area for future development. Its use is satisfactory in subjects such as mathematics, where it is used for activities such as creating graphs and spreadsheets and in English, where it is often used for editing and word processing. However, the school is not taking sufficient advantage of the easy accessibility of resources to ensure that pupils experience a wider range of activities and the use of information and communication technology becomes an integral part of day-to-day learning in all subjects.

HUMANITIES

Neither **geography** nor **history** was a focus of this inspection, therefore, no overall judgement about provision has been reached.

73. A sampling of teachers' planning and pupils' work indicates that an appropriate scheme of work is in place for each subject and that all of the required topics are taught from year to year. There are good opportunities for pupils to develop knowledge, understanding and enthusiasm in both subjects through field work and visits to places of interest and there are appropriate systems in place for assessing progress at the end of each unit of work. On the other hand, it is equally clear that the coverage of these topics across the year groups lacks sufficient depth overall and there are limited opportunities for pupils to develop recording and extended writing skills in either subject. This is particularly evident in Years 3 to 6, where a shortfall in the teaching time available makes it difficult for teachers to fully cover all aspects during the academic year.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils make good connections between religious stories of different faiths.
- Teachers give pupils many opportunities to express their ideas, and this helps pupils to reflect on beliefs and values.
- Assessments are not regular enough to help teachers plan for and guide pupils' learning.

Commentary

74. Only one lesson in religious education was seen during the inspection, however, inspectors looked at teachers' planning and pupils' work and talked to the pupils. Overall, standards are in line with the locally Agreed Syllabus and achievement is satisfactory. Standards have been broadly maintained since the last inspection. Aspects of Christianity are studied in all classes and displays in classrooms and around the school indicate that the curriculum covers major faiths well. Pupils have an understanding of the distinctive features of religious traditions and their application to everyday life. Pupils in Years 2 and 6 are familiar with well known Bible stories and rites and rituals of a range of religions. For example, in Year 2, pupils could relate the assembly topic of a pilgrimage to Spain with the pilgrimage Muslims make to Mecca. Their knowledge of Islam is satisfactory and they are gaining a sound understanding of some other faiths. Appropriate opportunities are provided throughout the school for pupils to deepen their understanding. For example, knowledge about some of the features of Judaism is secure and pupils in Years 3 and 4 explain the significance of the Tallith and can explain that each knot represents a value and reminds Jews of their rules for living.
75. The quality of pupils work indicates that teaching and learning is satisfactory overall. In the lesson observed, planning and preparation was good. Questions were used well to promote pupils' thinking, giving them time to reflect. Pupils worked satisfactorily on the task set, although it was not challenging enough for some of the higher-attaining pupils who completed it quickly.
76. Leadership and management are satisfactory. Suitable schemes of work have been put in place, although assessment is not fully developed, and so teachers cannot track pupils' progress closely and fine tune their learning. Priorities for improvement are relevant. The school is seeking to develop further links with local faith communities. Religious education contributes satisfactorily to pupils' personal development. Improvement since the previous inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection no lessons were seen in **design and technology** or **music** and only three in **physical education**. As a result, no overall judgements on provision have been made in these subjects.

77. Teachers' plans and samples of pupils' work in design and technology indicate that the requirements of the subject are being met and that pupils are attaining expected standards. For example, younger pupils make model playground equipment; 'spiders' with a wind-up mechanism, and vehicles, and older pupils make photograph frames, pop-up books, moving monsters and bread. Teachers provide pupils with the opportunity to both plan and evaluate their work, and, on occasions, they also dismantle commercially produced items to help pupils identify the components they need for their own product. Suitable materials and tools are also provided. Since the last inspection, the co-ordinator has led staff successfully in improving planning for the subject.
78. A study of teachers' planning shows that there is appropriate coverage of all aspects of **music** during the year. In acts of worship, and in singing practice, pupils sing with enthusiasm and suitable skill, showing appropriate control of rhythm and pitch. The standard of their singing is similar to that expected from pupils of this age. The attitudes and behaviour of the pupils are good, and they clearly enjoy 'making music'. An assessment system, that ensures that pupils' skills are suitably developed as they move through the school, has not yet been developed.
79. The three lessons observed in **physical education**, were all in games. In the lessons seen, pupils showed good control and coordination in carrying out various games activities. In particular, they showed better than expected accuracy and skill in throwing and catching, as well as in hitting a ball with a tennis racket in Years 4 and 5. The quality of teaching was good, and the pupils' behaviour was also good. The teachers took care to coach and demonstrate the skills being covered, and their demonstrations clearly benefited pupils' learning. The school makes good use of coaches from outside the school to enhance this provision. However, pupils were provided with few opportunities to evaluate their work. Pupils in all classes attend swimming lessons during the year and, by the end of the year, the vast majority of Year 6 pupils can swim 25 metres, with most swimming significantly further. Planning for the subject shows that all areas of work are taught during the year. Provision is enriched by a good range of extra-curricular activities, and the school also has a number of sports teams. Inspection evidence shows that standards in games have improved since the time of the previous inspection. The coordinator, through her overall involvement in the subject, has contributed well to this improvement.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- The standard of pupils' observational drawing is good.
- Teachers do not always provide pupils with clear advice and demonstration about the techniques being used.
- Pupils show good attitudes towards the subject, and they enjoy taking part in all aspects of art.

Commentary

80. Pupils achieve satisfactorily overall and show skills that are in line with those expected, as they did at the time of the last inspection. They produce sound three-dimensional work, such as the sculptures produced in Years 1 and 2, and the clay family shields made in Years 4 and 5. They have the opportunity to work imaginatively and develop their own ideas in paint and other media. In addition, pupils produce careful work in the style of a variety of famous artists, such as Monet in Years 1 and 2, and Van Gogh in Years 3 and 4. They show good skills in their observational drawing, working either from the real items or from photographs. They take care to study the subjects of their work closely, often then producing good detail in their own work. They show care in their use of different types of pencils. Pupils in Years 1 and 2, for example, have produced detailed drawings of flowers, Pupils in Years 3 and 4 have drawn

most accurate pictures of chairs, and those in Years 5 and 6 have produced illuminated letters.

81. The quality of teaching and learning is satisfactory. Teachers' planning is sound, their subject knowledge is generally secure and they provide pupils with a suitable range of resources to use in their work. They do not, however, always provide pupils with suitable demonstrations about the techniques to be used, and pupils are then unclear about how they should proceed. Teachers organise sessions well, they make good use of visiting artists to enthuse the pupils, and they provide them with much support and advice. This helps to ensure that all pupils, including those with special needs, make satisfactory progress. Teachers take pleasure in producing displays of pupils' work that greatly enhance the learning environment.
82. Pupils' attitudes to their work are good. They take their art work seriously, and they are keen to do their best. They take care with their observational work in particular. They behave well, and they collaborate successfully with other pupils when required to do so. They readily discuss work with both their teachers and with each other. This helps them identify particular features in the pictures and artefacts that they study, as well as enabling them to spot ways in which they might further improve their own work.
83. The coordinator, who has only recently taken over the subject, supports her colleagues with advice when necessary, and her leadership and management are satisfactory. She does not yet have the opportunity to observe lessons in other classes, but she has started to collect samples of pupils' work to illustrate the standards being achieved. She is currently looking at ways to develop assessment, to ensure the development of pupils' artistic skills as they move through the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education, and citizenship is **satisfactory**.

Main strengths and weaknesses

- Increased emphasis on personal development is having a positive impact on pupils' behaviour and attitudes.
 - The curriculum needs further development.
84. The headteacher and staff of the school have identified the personal development of its pupils as central to its vision for the future of the school. This was clearly reflected both in the positive ethos which has been firmly established and in the good relationships which exist throughout the school.
 85. Teaching and learning in the individual lessons seen were good, overall, during the inspection and is a promising indication for future development in the subject as a whole. The main strength was that teachers created an informal atmosphere where pupils readily engaged in discussion of personal issues such as their feelings about transfer to Year 7.
 86. The coordinator is providing satisfactory leadership and has ensured that opportunities for pupils to explore fundamental issues such as healthy living and physical development are already securely in place. The school recognises that the scheme of work is in the early stages of development and there is a need to incorporate aspects such as citizenship and responsibility in the wider community into the long term planning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	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	3
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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	2
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).