

INSPECTION REPORT

OLIVER'S BATTERY PRIMARY SCHOOL

Oliver's Battery, Winchester

LEA area: Hampshire

Unique reference number: 116046

Headteacher: Mr M Fincham

Lead inspector: Mrs Marina Gough

Dates of inspection: 27th – 29th June 2005

Inspection number: 274550

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: 252

School address: Austen Avenue
Oliver's Battery
Winchester
Hampshire
Postcode: SO22 4HP

Telephone number: 01962 869496
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Appropriate authority: The Governing Body
Name of chair of governors: Mrs S Simpson

Date of previous inspection: October 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Oliver's Battery on the outskirts of Winchester. There are two hundred and fifty two pupils on roll between the ages of four and eleven. Almost all pupils are of white ethnicity, and no pupil has English as an additional language. The socio-economic circumstances of the pupils and their families are favourable. Thirty two pupils have special educational needs. This represents 13% of the school population and is below average. Six pupils have Statements Of Special Educational Needs. In the past year, twelve pupils have joined the school other than at the usual point of admission and twenty two pupils have left the school other than at the usual point of transfer. The picture of outward mobility is not fully reflected in the number of pupils who have actually left the school. A number of parents would like to withdraw their children from the school but are not able to do so because there are no longer spare places in other local schools. The school received the Investors in People Award in 2001 under the leadership of the previous headteacher. The children's attainment when they join the Reception class is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 22361 | Mrs M Gough | Lead inspector | Science Physical education Music Art and design Design and technology |
| 32698 | Mr S Barker | Lay inspector | |
| 22657 | Mr M Madeley | Team inspector | Mathematics Information and communication technology |
| 29988 | Mrs L Thorogood | Team inspector | English Religious education History Geography Special educational needs |
| 12997 | Mrs C Cheong | Team inspector | Foundation Stage |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an ineffective school. In accordance with section 13(7) of the School Inspections Act 1996, I am of the opinion, and HMI agrees, that special measures are required in relation to this school. Throughout the school, pupils do not achieve as well as they should in mathematics and science. In writing in Key Stage 1, and in information and communication technology in Key Stage 2, pupils do not achieve the standards of which they are capable. Pupils with special educational needs do not make enough progress. The leadership of the headteacher is poor, and has contributed to low staff morale, and a breakdown in communication at many levels. There have been exceptionally high levels of staff turnover which have considerably hindered school improvement. The school gives unsatisfactory value for money.

The school's main strengths and weaknesses are:-

- The leadership of the headteacher is poor, and has contributed to low staff morale and high levels of staff mobility and absence.
- Standards in science are below national expectations throughout the school.
- Standards in religious education exceed the expectations of the Locally Agreed Syllabus at the end of both key stages.
- Standards in information and communication technology are below national expectations at the end of Key Stage 2.
- Pupils' achievement is unsatisfactory throughout the school in mathematics and science, in writing in Key Stage 1 and in information and communication technology in Key Stage 2.
- Pupils have positive attitudes to school and their behaviour is good.
- Teaching and learning are unsatisfactory because of the disruption caused by high levels of staff turnover.
- The provision for pupils with special educational needs is unsatisfactory.
- The school's partnership with parents is unsatisfactory.
- Child protection procedures are unsatisfactory.
- The school provides a good range of enrichment activities.

The improvement since the last inspection has been **poor** overall. Standards have declined in many areas. High levels of staff mobility have impacted adversely on standards, the quality of teaching and learning and pupils' achievement, and have hindered whole-school development. The school's capacity for improvement is severely constrained by ongoing and continuing staff changes.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6 compared with: | all schools | | | similar schools |
|--|-------------|----------|----------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | A | B | A | B |
| Mathematics | B | C | B | D |
| Science | B | D | B | D |

*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.*

Standards are broadly **average** by the time pupils leave school at the age of eleven. However, overall, pupils' achievement is **unsatisfactory**, and many pupils do not achieve their potential.

On the basis of the 2004 end of Key Stage 2 national test results, the pupils' attainment is well above the national average, and above average in mathematics and science. Based on their prior attainment, the pupils' performance is above average in English, showing that pupils have made

good progress between the end of Key Stage 1 and the end of Key Stage 2, and below average in mathematics and science, showing pupils have made unsatisfactory progress between the end of Key Stage 1 and the end of Key Stage 2. The inspection findings indicate that standards are in line with national expectations at the end of Key Stage 2 in English and mathematics and below national expectations in science. Given the relatively high starting point of the current group of Year 6 pupils at the end of Key Stage 1, pupils have not made enough progress in mathematics and science, and their achievement in these areas is unsatisfactory.

On the basis of the 2004 end of Key Stage 1 national test results, the pupils' attainment in reading and writing, is well below the national average, and their attainment in mathematics is below the national average. The pupils' performance in reading, writing and mathematics is well below average when compared with that of pupils in similar schools. Standards have fallen steadily over the last few years, mainly because of the very high levels of staff turbulence arising from staff absence and staff transfer. The inspection findings show that pupils' attainment at the end of Key Stage 1 is above national expectations in reading and below national expectations in writing. In mathematics, pupils' attainment is in line with national expectations, and in science pupils' attainment is below national expectations. Whilst the inspection findings paint an improved picture since the time of the last national tests, the current Year 2 pupils have not made enough progress in writing, mathematics or science given their starting point at the end of the Reception year.

The attainment of children when they start school in the Reception class is at the level expected for their age. The children achieve very well in personal, social and emotional development, and attain well beyond the Early Learning Goals by the end of the Reception year. In mathematical development and knowledge and understanding of the world, the children's achievement is good, and they attain beyond the Early Learning Goals in these areas. In communication, language and literacy, physical development and creative development, the children's achievement is satisfactory, and most attain the Early Learning Goals.

Pupils have **good** attitudes to learning. Their behaviour is **good**. Attendance is **unsatisfactory** although punctuality is satisfactory. The promotion of pupils' personal development, including their spiritual, moral, social and cultural development, is **satisfactory** overall. The pupils' social and moral development are good and their spiritual and cultural development are satisfactory.

QUALITY OF EDUCATION

The quality of education is **unsatisfactory** overall. Teaching and learning are **good** in the Foundation Stage and **satisfactory** in Key Stage 1 and Key Stage 2, mainly because of the high levels of staff turnover and absence in the past two years. Assessment is **good** in the Foundation Stage and **unsatisfactory** in Key Stage 1 and Key Stage 2. The curriculum is **good** in the Foundation Stage and **unsatisfactory** in Key Stage 1 and Key Stage 2. The school provides a **good** range of enrichment activities. Accommodation is **good** and resources are **satisfactory**. The levels of care provided by the school are **unsatisfactory**. Child protection procedures are not understood by staff. The school provides satisfactory levels of support and guidance for pupils. Satisfactory systems are in place to seek the views of pupils. The school's partnership with parents is **unsatisfactory**. Links with other schools and colleges are **good**.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are **unsatisfactory**. The governance of the school is **unsatisfactory**. The Governing Body is supportive and committed to moving the school forwards, but has not been sufficiently proactive in dealing with the high levels of staff turnover and the very high levels of concern expressed by a significant number of parents. The leadership of the school by the headteacher is **poor**. The leadership of the school by the other key staff is **unsatisfactory**. The school is **ineffectively** managed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Many parents have serious concerns about the leadership of the school by the headteacher which they feel have not been adequately addressed. There are currently high levels of parental dissatisfaction. Pupils are generally happy to come to school and like their teachers. They do not like the behaviour management system which they believe is complicated and unfair.

IMPROVEMENTS NEEDED

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

- address the weaknesses in the leadership of the headteacher, and in the overall leadership and management of the school;
- ensure that pupils of all ages and abilities achieve their potential;
- raise standards in science throughout the school, and in writing in Key Stage 1 and information and communication technology in Key Stage 2;
- ensure that child protection procedures are in place and that they are understood by all staff;
- improve the quality of teaching and learning, and the overall curriculum provision in Key Stage 1 and Key Stage 2;
- ensure that the behaviour management policy is agreed with staff, parents and pupils so that it is consistently implemented.

In addition to the main issues the school should ensure that the prospectus and annual report from the Governing Body meet statutory requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are broadly **average** by the time pupils leave school at the age of eleven. However, overall, pupils' achievement is **unsatisfactory**, and many pupils do not achieve their potential.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well overall.
- The achievement of Key Stage 1 and Key Stage 2 pupils in mathematics and science is unsatisfactory.
- Pupils' attainment in science is below the nationally expected level at the end of both key stages.
- The attainment and achievement of Key Stage 1 pupils in writing are unsatisfactory.
- Key Stage 2 pupils do not make the progress of which they are capable in information and communication technology, and standards are below the expected level.
- The provision for pupils with special educational needs is unsatisfactory and this group of pupils does not make enough progress, especially in English in Key Stage 2.
- Standards in religious education are above the expected level at the end of Key Stage 1 and Key Stage 2, and in this subject pupils achieve well.

Commentary

Foundation Stage

1. The attainment of children when they start school in the Reception class is at the level expected for their age. The children achieve very well in personal, social and emotional development, and attain well beyond the Early Learning Goals by the end of the Reception year. In mathematical development and knowledge and understanding of the world, the children's achievement is good, and they attain beyond the Early Learning Goals in these areas. In communication, language and literacy, physical development and creative development, the children's achievement is satisfactory, and most attain the Early Learning Goals.

Key Stage 1

Standards in national tests at the end of Year 2 – average points score in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 14.7 (15.3) | 15.8 (15.7) |
| Writing | 12.6 (14.1) | 14.6 (14.6) |
| Mathematics | 15.5 (16.9) | 16.2 (16.3) |

There were 45 pupils in the year group. Figures in brackets are for the previous year.

2. On the basis of the end of Key Stage 1 national test results, the pupils' attainment in reading and writing, is well below the national average, and their attainment in mathematics is below the national average. The pupils' performance in reading, writing and mathematics is well below average when compared with that of pupils in similar schools. Standards have fallen steadily over the last few years, mainly because of the very high levels of staff turbulence arising from staff absence and staff transfer.

3. The inspection findings show that pupils' attainment at the end of Key Stage 1 is above national expectations in reading and below national expectations in writing. Standards have risen well in reading where there has been a recent whole-school focus, but given the starting point of the pupils when they left the Reception class, their progress in writing is unsatisfactory. In mathematics, the inspection findings show that standards at the end of Key Stage 1 are in line with national expectations. Whilst this represents an improvement in comparison with the 2004 national test results, these pupils have not made the progress of which they are capable, given their above average starting point at the end of the Reception year.
4. The science teacher assessments for 2004 show that pupils' attainment at the end of Key Stage 1 is well below the national average. The inspection findings show that pupils' attainment in science is below national expectations. Whilst this picture is more positive than that indicated by the 2004 teacher assessments, these pupils have not made enough progress during Key Stage 1 given their above average starting point at the end of the Reception year.
5. In information and communication technology, music and the areas of physical education seen during the inspection, the pupils' attainment is in line with national expectations at the end of Key Stage 1, and pupils' achievement is satisfactory. In religious education, pupils' attainment is above the level expected by the Locally Agreed Syllabus, and pupils achieve well in this subject.
6. The provision for pupils with special educational needs has been unsatisfactory until very recently when a new co-ordinator was appointed. As a result, activities have not always been sufficiently well matched to the needs of these pupils, and their progress towards their targets has not been good enough.

Key Stage 2

Standards in national tests at the end of Year 6 – average points score in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 29.1 (28.0) | 26.9 (26.8) |
| Mathematics | 28.1 (26.7) | 27.0 (26.8) |
| Science | 29.4 (28.2) | 28.6 (28.6) |

There were 54 pupils in the year group. Figures in brackets are for the previous year.

7. On the basis of the 2004 end of Key Stage 2 national test results, pupils' attainment is well above the national average in English, and above the national average in mathematics and science. Based on their prior attainment, the pupils' performance is above average in English, indicating that pupils have made good progress between the end of Key Stage 1 and the end of Key Stage 2, and below average in mathematics and science indicating that pupils have made unsatisfactory progress between the end of Key Stage 1 and the end of Key Stage 2.
8. In comparison with the 2004 test results, the inspection findings paint a very different and less favourable picture of standards, especially in mathematics and science. The differences between the inspection findings and the 2004 test results are because of several factors including weaknesses in the provision for pupils with special educational needs, high levels of staff turbulence, and lack of breadth in the curriculum in mathematics and science.
9. The inspection findings show that standards in English for the current Year 6 group are in line with national expectations. Although a good number of higher attaining pupils are on course to attain the higher Level 5 by the end of the year, the overall picture of attainment is depressed by the higher than usual percentage of pupils with special educational needs. The needs of these pupils have not been adequately identified and met over recent years because of high

levels of staff mobility, and their achievement is unsatisfactory. However average and higher attaining pupils achieve well and attain the standards of which they are capable.

10. The inspection findings show that standards in mathematics are in line with national expectations, and that standards in science are below national expectations for the current Year 6 group. There are gaps in the pupils' learning in both subjects arising from high levels of staff mobility, and lack of curriculum monitoring. These gaps are sometimes significant in science. Given the pupils' high starting point at the end of Key Stage 1, Year 6 pupils have not achieved their potential and have not made adequate progress during their time in Key Stage 2 in these subjects.
11. In information and communication technology, pupils' attainment at the end of Key Stage 2 is below national expectations and pupils' achievement is unsatisfactory. In music, and the aspects of physical education seen during the inspection, the pupils' attainment is in line with national expectations and pupils achieve satisfactorily. In religious education, pupils' attainment exceeds the requirements of the Locally Agreed Syllabus and pupils achieve well in this subject.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to learning. Their behaviour is **good**. Attendance is **unsatisfactory** although punctuality is satisfactory. The promotion of pupils' personal development, including their spiritual, moral, social and cultural development, is **satisfactory** overall. The pupils' social and moral development are good and their spiritual and cultural development are satisfactory.

Main strengths and weaknesses

- Pupils have positive attitudes to learning and to one another, and in the main their behaviour is good.
- The behaviour management policy is not understood by some teachers, pupils or parents and is unnecessarily complex.
- Good links with external agencies effectively support the pupils' moral and social development.

Commentary

12. Pupils' attitudes and behaviour are good overall. The vast majority of pupils enjoy their learning, and are keen to participate in class discussions and to take an active part in the range of extra-curricular activities that the school provides. In the Foundation Stage where the development of the children's personal and social skills is an ongoing priority, behaviour and attitudes are very good.
13. Throughout the school teachers have high expectations of pupils' behaviour. However, the school's management of behaviour policy is not well communicated and is therefore not widely understood by pupils, staff or parents. As a result, the policy is inconsistently implemented, and pupils are not clear what is expected of them. Pupils, parents and staff are becoming increasingly frustrated with a system that they perceive as being unfair, ineffective, and overly complex. The inspection findings support the views of the school community. Given the overall quality of good behaviour of most pupils, the behaviour management system is unnecessarily complex and does not focus sufficiently on the celebration of good behaviour. There have been no exclusions in the last year.
14. Pupils' personal development is satisfactory overall. Classroom practice, the provision for personal, social and health education, and school assemblies all make a satisfactory contribution to the promotion of spiritual, moral, social and cultural development. Moral and social development are both good as a result of good attitudes on the part of pupils, high expectations from staff and the valuable link with the local community police officer, who

regularly visits the school and makes a significant contribution to the personal, social and health education curriculum. The pupils' spiritual and cultural development are satisfactory.

15. Attendance for the last year was below the national average, but figures for the current year show that the rate of attendance is improving well. The school's systems for promoting good attendance are satisfactory, but the school is not sufficiently proactive in instilling in pupils or parents the value of regular attendance. Levels of unauthorised absence are too high and are mainly accounted for by extended holidays. Punctuality is satisfactory and what little lateness there is, results mainly from local traffic congestion.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data: | 4.8 | School data: | 1.1 |
| National data: | 5.1 | National data: | 0.4 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **unsatisfactory** overall. Teaching and learning are **good** in the Foundation Stage and **satisfactory** in Key Stage 1 and Key Stage 2. Assessment is **good** in the Foundation Stage and **unsatisfactory** in Key Stage 1 and Key Stage 2. The curriculum is **good** in the Foundation Stage and **unsatisfactory** in Key Stage 1 and Key Stage 2. The school provides a **good** range of enrichment activities. Accommodation is **good** and resources are **satisfactory**. The levels of care provided by the school are **unsatisfactory**. The school provides satisfactory levels of support and guidance for pupils. Satisfactory systems are in place to seek the views of pupils. The school's partnership with parents is **unsatisfactory**. Links with other schools and colleges are **good**.

Teaching and learning

Teaching and learning in Key Stage 1 and Key Stage 2 are unsatisfactory overall. Teaching and learning in the Foundation Stage are **good**. Assessment is **good** in the Foundation Stage and **unsatisfactory** in Key Stage 1 and Key Stage 2.

Main strengths and weaknesses

- Past weaknesses in teaching have led to gaps in pupils' learning, and have left a legacy of under-achievement in some subjects.
- The continuing high levels of staff turbulence hamper the ongoing improvement of teaching and learning.
- Relationships between teachers and pupils are good, and teachers use praise well to motivate pupils in their learning.
- At times there is not enough challenge in lessons.
- Some very good teaching was seen during the inspection in the Foundation Stage in some of the junior classes.
- Not enough use is made of assessment to track and monitor pupils' progress and attainment, or to inform the next steps of their learning.
- The teaching of pupils with special educational needs is unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 30 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|--------|--------------|----------------|------|-----------|
| | 4 (13) | 7 (23) | 17 (57) | 2 (7) | | |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

16. In Key Stage 1 and Key Stage 2, teaching and learning are unsatisfactory overall. The quality of teaching and learning has declined since the time of the last inspection. In Key Stage 1 and Key Stage 2, the teaching seen during the inspection was mostly satisfactory or better. However, the broader picture shows that there are weaknesses in the teaching of some subjects, including science and mathematics in Key Stage 1 and Key Stage 2, information and communication technology in Key Stage 2, and writing in Key Stage 1.
17. Because of considerable staff changes and periods of long-term staff absence, the quality of teaching has been inconsistent over the past two years, and this has left a legacy of under-achievement. Good practice has not been identified and shared, and the monitoring of teaching and learning by the senior staff has been ineffective in bringing about the necessary improvement in areas where there are shortcomings. The school's capacity for improving the overall quality of teaching and learning is poor, as the teaching staff continues to be highly mobile with almost half of the current teaching staff leaving at the end of the academic year.
18. Teaching in the Foundation Stage is good. The teachers work closely together to provide a broad range of exciting activities for the Reception children, and as a result, the children's learning and achievement are good. Assessment is used well to monitor the children's progress and to enable the staff to match work closely to the needs of individual children. The practice of teaching the entire Reception group together for the morning sessions has some advantages, but makes the teaching of basic language skills difficult because the teaching group is so large. Teachers are very effective in the way in which they promote the children's personal, social and emotional development. Throughout the Foundation Stage, creativity is valued and celebrated, and the children learn in a stimulating and happy environment.
19. In Key Stage 1 and Key Stage 2, teachers have good relationships with the pupils, and lessons are often lively and enjoyable. Teachers use praise and encouragement well to motivate the pupils and as a result most pupils have good levels of confidence and are keen to take part in the activities that are provided. Question sessions at the start of lessons are often used well to establish what the pupils already know, and to extend the pupils' thinking. In the main, end of session discussions are used effectively to help pupils to recap on what they have learned, and where teaching is at its best, to enable pupils to evaluate the extent of their learning. At times lessons do not move at a sufficiently fast pace, and there is not enough rigour and challenge to the teaching. In these instances pupils' learning is not advanced as quickly as it might be.
20. The teaching of pupils with special educational needs is unsatisfactory and many of these pupils are not making enough progress. Teaching assistants assigned to support individual pupils and groups have positive working relationships with teachers and pupils and provide sensitive help. Individual education plans are kept readily available in classrooms, but there has been insufficient attention to regular updating of targets, so extra help does not always lead to better achievement.
21. Assessment in Key Stage 1 and Key Stage 2 is unsatisfactory. Many of the systems for tracking pupils' progress have only been implemented recently and are therefore not yet having their maximum impact. In some of the foundation subjects, assessment systems have

not yet been introduced. Assessment information is not yet used well enough to inform curriculum planning or teaching methods. The development of a consistent whole-school programme for assessment has been significantly and adversely affected by the high levels of staff absence and staff turnover.

The curriculum

The curriculum for Foundation Stage children is **good**. The curriculum for pupils in Key Stage 1 and Key Stage 2 is **unsatisfactory**. The school provides a **good** range of enrichment activities. Accommodation is good and resources are **satisfactory**.

Main strengths and weaknesses

- The Reception children enjoy taking part in a good range of stimulating learning experiences.
- The curriculum for mathematics and science, and information and communication technology in Key Stage 2, is not sufficiently broad and balanced.
- A good range of additional activities helps to enrich the curriculum both within and outside the school day.
- Provision for pupils with special educational needs is unsatisfactory and these pupils do not always achieve as much as they could.
- Not all pupils have equal access and opportunity because of the inconsistency of support and provision for those of lower ability or with special educational needs.
- Accommodation is good and positively impacts on pupils' learning.

Commentary

22. There has been a decline in the overall quality of curriculum provision since the last inspection. The school provides a curriculum that offers satisfactory time allocations to cover all required subjects. It has effective long term planning and has worked out detailed schemes of work, designed to ensure pupils develop and build on knowledge and skills within each subject. However, delivery of the planned curriculum is inconsistent in some subjects, including mathematics, science and information and communication technology. In these subjects some aspects are not taught in enough depth leading to gaps in the pupils' learning. Provision for children in the Foundation Stage is good. There is a good balance of activities that are led and planned by an adult and those that the children choose themselves.
23. All classes take part in annual visits which have a positive impact on their learning and personal and social development. These visits link with the teaching that takes place in school, and together with visits from outside speakers, they enhance the overall provision. Residential visits for Key Stage 2 pupils promote independence and self-confidence and enhance curriculum provision in science, geography and history. A good range of extra-curricular activities is offered to pupils to extend their knowledge and understanding across a wide variety of subjects. These include sports, French, musical activities, crafts and art. All after school activities are popular and well attended. The development of curricular links with the most popular local secondary school helps to prepare pupils for secondary education and eases their transfer. The school provides a satisfactory programme of personal, social and health education, including sex education and citizenship.
24. The provision for special educational needs is unsatisfactory. This is because there has been no co-ordinator for this area until the end of the spring term 2005. The school policy document, procedures for identifying pupils with special educational needs, teaching assistant job descriptions and staff training needs have not been revised or updated for a significant length of time. At the time of the inspection several pupils' individual education plans were inappropriate or out of date, and support was inconsistent. A small number of pupils with behaviour or learning difficulties were still waiting to be formally assessed so that they could be given suitable provision. The highly committed teaching assistants have worked hard to try to give suitable levels of support to groups and individuals with special educational needs, and

have undertaken liaison with parents and professionals from external agencies such as the Speech and Language Service. As a result of their dedication, the provision for the small number of pupils with full statements of special educational need is satisfactory. The newly appointed co-ordinator has evaluated the situation thoroughly, and has drawn up a detailed and high quality action plan to address these and other related issues. She has made an excellent start in bringing about much needed improvements in identification, assessment, organisation, training and provision.

25. In the junior classes, pupils are taught in ability sets for mathematics and English. This is successful in promoting high standards and good achievement for the more able pupils. However, those of lower ability or with special educational needs are less well served by this arrangement, as they move between teachers and there is sometimes a lack of clarity about who is responsible for the assessment of their needs. The situation has been made worse by the poor organisation of special needs support and lack of clear recording systems to measure progress and inform action to be taken. Some of the government recommended intervention and support programmes, such as 'Further Literacy Support' have not been implemented because of the lack of training and organisation of teaching assistants. This has led to restricted learning and inequality of opportunity for some pupils.
26. The good quality indoor and outdoor accommodation is used to best advantage. The spacious hall provides a good area for physical education, drama and assemblies. Several additional rooms and areas are used effectively for small group work. Plans are well in hand to use the newly established 'bark garden' for a range of worthwhile activities. Good accommodation and suitable outdoor play facilities support the learning of pupils in the Foundation Stage. Resources for learning are satisfactory overall.

Care, guidance and support

Procedures to ensure pupils' care, welfare and safety are **unsatisfactory**. The school provides **satisfactory** support, advice and guidance for pupils. The steps taken to involve children in the work and development of the school are **satisfactory**.

Main strengths and weaknesses

- Good relationships between staff and pupils demonstrate to pupils that staff care about them.
- Child protection procedures are not well documented or communicated.
- The care, support and guidance of pupils with special educational needs are unsatisfactory.
- The school has effective health and safety and risk assessment procedures in place.
- Pupils' views are regularly sought by means of questionnaires.

Commentary

27. The strength of relationships between teachers, support staff and pupils ensures that all pupils feel, happy, secure and well cared for at all times. Staff know pupils and their families well, and pupils of all ages are confident that there is always an adult on hand to talk to if they have any concerns. Teaching and support staff show interest in the pupils' lives, both in and out of school, and celebrate their achievements and share their happy and sad moments. Levels of support and guidance are broadly satisfactory, but the lack of rigorous and effective assessment systems prevent staff from giving specific targeted advice about how pupils can significantly advance their learning. Satisfactory induction procedures for children entering the Reception class ensure that all pupils start school with confidence.
28. Child Protection arrangements at the school are unsatisfactory. Whilst the school has recently developed a new policy, it has not yet been approved or adopted by the Governing Body and it has been poorly communicated to staff. Too many staff are unaware of who the named child protection officer is or what correct escalation procedures are. Whilst some staff have been trained, most have not. Because the school relies heavily on part-time and supply teachers the

absence of any formal handbook detailing procedures and basic information compromises the safety of pupils at risk.

29. Procedures to ensure pupils and staff work in a safe and healthy environment are good. Regular health and safety checks and the diligence of the school's caretaker ensure that any issues are promptly dealt with. Risk assessment procedures are good and detailed records are kept. The school has good procedures in place to monitor the pupils' access to the Internet.
30. The support and guidance for pupils with special educational needs are unsatisfactory. The school has not used structured systems to identify, assess, support and monitor pupils with special educational needs, so they have not made as much progress as they could. The newly appointed special educational needs co-ordinator has worked extremely hard to remedy this situation, and improvements have already started to have an impact. Assessment and monitoring systems have been put in place, and working through a backlog, the new special educational needs co-ordinator is ensuring that individual education plans are being revised, in discussion with parents. New targets are clear, specific, measurable, and suitably challenging.
31. The way in which the school seeks the pupils' views is satisfactory. The school has recently created pupil governors who are elected by their classmates. They do not currently represent all year groups and their actions so far have been mainly acting as ambassadors for the school, rather than as a voice for pupils generally. Teachers listen to pupils and welcome their ideas and comments, mainly through shared discussions in personal, social and health education sessions. The art co-ordinator recently conducted a questionnaire for pupils and their views have shaped the current development plans for art in the school.

Partnership with parents, other schools and the community

The school has an **unsatisfactory** partnership with parents. Links with the community and those with other schools and colleges are **good**.

Main strengths and weaknesses

- The school has lost the confidence of a significant number of parents.
- Strong links with the community make a valuable contribution to pupils' learning and personal development.
- The partnerships with the local secondary school ensure a smooth transition for pupils.
- Reports to parents do not consistently provide effective guidance on how pupils should improve their learning.
- Information to parents does not meet statutory requirements.

Commentary

32. The partnership between the parents and the school is unsatisfactory. The school has been subject to much change since the appointment of the current Headteacher. Whilst some of the new initiatives have been necessary, some parents feel that they have not always been effectively consulted, and as a result, a significant number feel alienated from the school. Many of the comments made at the pre-inspection parents' meeting, and conveyed by means of letters and the pre-inspection questionnaires, paint a very negative picture of aspects of the schools' work. A significant number of parents are very unhappy about the management of behaviour policy which they see as unfair and inconsistent. The school has introduced a forum called 'Head to Head' where parents can meet with the headteacher on a regular basis to discuss issues. However, some of the parents feel that there is not enough opportunity for them to freely express their ideas and opinions. Many parents have lost confidence and trust in the leadership and management of the headteacher, and a significant number of parents have withdrawn their children from the school.

33. A number of parents and grandparents help at school and make a valuable contribution to pupils' learning. A sewing club is supported by two grandmothers of pupils in the school, a French mother delivers language classes, and several fathers help with sports clubs. The Friends of the School Association initiates a wide range of social events as part of their fund-raising activities, and the money raised by this group has made a significant contribution to the overall quality of resources and development of outside areas.
34. The school keeps parents informed through regular newsletters on all aspects of school life, from visits and sporting events to charity updates and requests for helpers. The prospectus has not been updated for some time. Omissions in both the prospectus and governors' annual report mean that neither meet statutory requirements. Progress reports to parents provide very detailed information on personal development and what has been studied, but there is a lack of consistency between year groups in providing pupils and parents with guidance on the steps pupils need to take next to improve their learning. Information for parents of pupils with special educational needs has been unsatisfactory until the recent appointment of the new special educational needs co-ordinator. In the recent past parents have not been sufficiently involved in drawing up targets in individual education plans and in reviews of their children's progress.
35. The school has established good links with members of the local community. The community police officer is a regular visitor, and pupils welcome his input on a wide range of issues concerning their safety and well-being. There are close links with the local church, and members of the clergy regularly contribute to assemblies and collective acts of worship. Visits to the local church have enhanced pupils' learning in religious education. The school has effective links with the main secondary school to which the majority of pupils transfer at the end of Key Stage 2. Close liaison between Year 6 teachers and teachers in the secondary school ensure smooth transition into year 7. The school website has been developed and is maintained through an initiative funded by the local secondary school and contains an imaginative buddy system for Year 6 pupils with those in Year 7 who left the school last year.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are **unsatisfactory**. The governance of the school is **unsatisfactory**. The leadership of the school by the headteacher is **poor**. The leadership of the school by the other key staff is **unsatisfactory**. The school is **ineffectively** managed.

Main strengths and weaknesses

- Some staff and many parents have lost confidence in the headteacher.
- The headteacher's ideas have not been communicated well enough.
- The school now has a strong and committed Governing Body.
- High levels of continuing staff turnover are impacting adversely on the quality of education provided by the school.
- The work of co-ordinators is largely ineffective because of staff turbulence.
- The school's finances are well managed and monitored.
- In many aspects of the school's work, the provision has declined since the last inspection.
- The prospectus and annual report from the Governing Body do not meet statutory requirements.

Commentary

36. The overall leadership and management of the school are unsatisfactory. Improvement since the last inspection has been unsatisfactory. The quality of education the school provides has declined. The school gives unsatisfactory value for money.
37. The headteacher's leadership is poor. The headteacher has not communicated either his vision or his methods well enough to the people he works with. He has a clear idea of what he wants to achieve, but few colleagues are following his lead, or share his ideals. The

headteacher appears to have inherited a school where standards had started on a downward spiral in Key Stage 1. However, although he quickly identified this trend, he has not been sufficiently effective in bringing about improvement. The headteacher is committed to raising standards, but because staff morale is low, and there is an ongoing turnover of teaching staff, his plans can not be brought to fruition. The headteacher has lost the trust and support of many parents and a number of staff. Although he appears to consult widely, most stakeholders feel that he rarely listens, and that he is unwilling to alter course when things are not going well. Many staff feel alienated and a few feel threatened by his leadership style. Levels of distrust are high, and the staff and the headteacher communicate largely by letter so that there can be no misinterpretation of events.

38. The overall leadership and management of key staff, including co-ordinators are unsatisfactory. A few co-ordinators, like those for the Foundation Stage and English have been effective in improving provision in their subject and thus raising standards. However, across the school, the rate of whole-school development has been hampered by the high levels of staff turnover. Poor relationships between the headteacher and key staff have also badly affected the rate of progress and development within some subject areas. A limited amount of monitoring has taken place in some subject areas, but it has not been sufficiently rigorous or focused to bring about the necessary improvements in pupils' achievement.
39. The recent appointment of the new special educational needs co-ordinator is already starting to show a positive impact. The co-ordinator has drawn up a very comprehensive action plan and is working hard to put in place systems and training to remedy the unsatisfactory provision she has identified. Staff development is an integral part of the plan, and support assistants have embarked upon a range of training, designed to enable them to offer effective support for both learning and behaviour. The Governing Body has appointed an experienced and knowledgeable governor to monitor and support the work within special needs, and she meets the co-ordinator regularly to review developments and progress.
40. Although the school now has a strong Governing Body that has the capacity to effect improvement, the governance of the school is unsatisfactory because the headteacher has not been sufficiently held to account for the many weaknesses the school now has. There have been a large number of changes on the Governing Body in the past two years which have limited the governors' effectiveness in terms of monitoring the school's work and in bringing about the changes that are necessary to enable the school to move forwards. Experienced chairpersons are now in place for the three main committees and they are beginning to ask challenging questions of the senior managers. Most governors have been allocated a subject and they are beginning to make focussed visits to the school so that they can monitor the school's work more closely. There are some omissions in both the prospectus and annual report of the Governing Body and as a result, neither document meets statutory requirements.
41. The school's finances are well managed and good use is made of them to support the educational priorities identified in the School Improvement Plan. The day to day management of finances is very thorough and accurate. It provides managers at all levels with a clear picture of income and expenditure. The Governing Body maintains a good overview of spending. Value for money is sought in all purchases usually by comparing catalogue prices or consulting other schools. For larger purchases, even for buses on school trips, the school operates a good tendering system.

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 823,656 | Balance from previous year | 23,437 |
| Total expenditure | 818,143 | Balance carried forward to the next | 28,950 |
| Expenditure per pupil | 3,234 | | |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Commentary

42. The good provision described at the last inspection has been successfully maintained. The Reception children start school in the year in which they are five. They are taught in two classes. One contains just Reception children and the other contains Reception children and Year 1 children. For parts of the day the children are combined into one class which is taken by the Foundation Stage co-ordinator. Whilst this arrangement has many advantages for the children, it makes the teaching of communication, language and literacy very difficult as the group is too large for the teacher and support staff to provide the individual attention that is required.
43. The children's attainment when they start school is average overall. Reception children in both classes achieve well, and by the end of the Reception year, most children attain beyond the Early Learning Goals in mathematical development and knowledge and understanding of the world. In communication, language and literacy, physical development and creative development most children attain the Early Learning Goals. In personal, social and emotional development, most children attain well beyond the Early Learning Goals.
44. Teaching is good, and some very good teaching was seen during the inspection. The good additional support of teaching assistants effectively enhances the children's learning. The support for children with special educational needs is good, and all children take a full and active part in activities. The integration of children with severe special educational needs is excellent. The curriculum is rich and varied, and teachers provide a good balance of activities that the children choose themselves and those that are led by an adult. Assessment is used well to track the children's ongoing progress and attainment. Good links with parents ensure that the children are confident when they start school. The Foundation Stage is well led and managed by an experienced practitioner, who sets a good model for other staff through the high standard of his own classroom practice.

Personal, social and emotional development

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

Main strengths and weaknesses

- The children's personal, social and emotional development is promoted very well by all staff.
- The children show high levels of independent and confidence as they go about their activities.
- Behaviour is very good and the children co-operate well.
- The Reception children are very sensitive to the needs of others,

Commentary

45. The children achieve very well in terms of their personal, social and emotional development, and by the end of the Reception year most children attain well beyond the Early Learning Goals in this area of learning. Teaching and learning are very good, and the promotion of personal and social skills is an ongoing focus throughout the day.
46. The children are happy, confident and independent learners who approach all activities with high levels of interest and enthusiasm. They are keen to work in small groups and pairs, and co-operate well. The children understand the need for taking turns, and show good levels of

interest and respect when sharing the work of their classmates. The children are confident about choosing activities and resources, and most show good levels of perseverance when they encounter difficulties. The staff are very successful in the way in which they encourage and praise the children, and as a result, children of all abilities are keen to tackle new learning, and are unafraid of making mistakes. Staff set very good role models for the children through their own very positive relationships, and are firm but pleasant in their dealings with the children. The children's behaviour is very good, and they show a good understanding of the need to consider others.

Communication, language and literacy

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

Main strengths and weaknesses

- The practice of teaching communication, language and literacy to the whole Reception group is unsatisfactory.
- The children's vocabulary is well extended across the curriculum.
- Some children do not make enough progress in reading and writing.
- Structured play activities effectively enhance the children's spoken language.

Commentary

47. The children's attainment in communication, language and literacy is satisfactory overall, and most children attain the Early Learning Goals. However, although children of all abilities achieve well in terms of their spoken language, some children do not make enough progress from their initial starting point in reading and writing. Teaching and learning are good in terms of individual lessons, but there are some weaknesses in terms of the overall picture. Not enough use has been made of assessment to identify areas where individual children need more targeted support. The current practice of teaching all of the Reception children together for communication, language and literacy is unsatisfactory. This arrangement adversely impacts on the children's achievement as it is impossible for the staff to spend quality time with individual children, especially the lower and average attainers, because of the large size of the group.
48. Good opportunities are provided to extend and enrich the children's vocabulary, and many of the children are confident and articulate speakers. The children are keen to discuss their ideas with classmates and adults, and are actively encouraged to give their opinions. Staff listen well to the children's contributions, showing that they value and respect their ideas, and throughout the day, constantly engage in dialogue with the children about their work. In reading, the higher attaining children attain good standards, and show high levels of interest in their books. Lower attaining children have difficulty in blending sounds into words, and do not make enough use of pictorial cues to help them to decode unfamiliar words. Regular handwriting sessions encourage the children to learn how to form letters, and the use of joined script is established at an early age. However, although the children are keen to practise their writing skills in free-play situations, such as when they write letters from desert islands to go into bottles, few children independently write simple sentences by the end of the Reception year.

Mathematical development

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

Main strengths and weaknesses

- Staff provide a good range of exciting play activities that effectively enriches and extends the children's learning.

- The children's knowledge and understanding of number are well promoted throughout the day and across the curriculum.

Commentary

49. The majority of children attain beyond the Early Learning Goals by the end of the Reception year. Children of all abilities achieve well. Teaching and learning are good. There is a good balance of structured play activities, and direct input by the teachers. Good emphasis is placed on the children learning through practical experience, enabling them to gain a thorough understanding of new concepts.
50. High levels of challenge, and a wide variety of open-ended and exciting tasks ensure that children of all abilities are fully challenged. Teachers and support staff use questions well to probe the children's thinking and to stretch them further. Very good use of praise and encouragement ensures that the children approach their learning with confidence and enthusiasm. The children are able to persevere for good amounts of time on given tasks, and are keen to practise newly learned skills so that they become more proficient. Many children have good number skills, and count securely and reliably well past ten. Staff make good use of incidental counting opportunities that arise during the course of the day. For example, in a country dance lesson the children counted out the beats of the music in groups of four and eight, with higher attainers confidently adding on groups of four up to and beyond twenty.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Very good resources contribute well to the children's overall learning in this area.
- The children benefit from regular access to the computer suite.
- Teaching is often innovative and exciting, and there is a very good balance between adult directed and child led activities.

Commentary

51. Many children attain beyond the Early Learning Goals in terms of their knowledge and understanding of the world and their attainment is above the age expected level overall. Children of all abilities achieve well, and benefit from daily opportunities to find out and explore the very good resources in their immediate environment. Teaching and learning are good overall. The children have ongoing access to a wide range of stimulating and exciting activities, and are encouraged to find out and explore. Originality is celebrated, and as a result, children are very confident about trying out new ideas.
52. Staff are highly effective in balancing direct teaching with opportunities for the children to follow their own lines of enquiry. Very good use is made of the school grounds as the children use the pond to find out about living things and learn how to observe closely. Science activities often support the children's social and moral development well, such as when they look at the recycling process gaining a good understanding of the benefits of reusing previous materials. Standards in information and communication technology are good, with most children showing good control of the mouse, and a good knowledge of the keyboard. Children have regular access to computers, and thoroughly enjoy their frequent visits to the computer suite. The teaching of religious education meets statutory requirements, and ensures that the children have an appropriate knowledge and understanding of Christianity and some of the other main world faiths.

Physical development

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

Main strengths and weaknesses

- Good use is made of the outside area to support the children's physical development.
- Structured play activities are well supported by more formal whole-class lessons.
- The control of small items such as pencils and scissors is weak for some children.

Commentary

53. Most children reach and sometimes exceed the Early Learning Goals in this area of learning. Children achieve well in terms of their gross motor skills, and satisfactorily in terms of their fine motor skills. Teaching and learning are good overall. The teaching of large movements is particularly good, whilst the teaching of skills of cutting and pencil control is satisfactory.
54. In the main, children have good control of their bodies and display good hand to eye co-ordination. Their spatial awareness is good and they move around large spaces with a good sense of purpose. There are good opportunities for the children to increase and improve their knowledge and skills in whole-class activities such as dance lessons, which take place in the hall. Children have very good access to the outside area, where they confidently use a range of wheeled toys, and an adventure area where they can climb, run and jump freely. The children have some good opportunities to practise fine-motor skills of cutting, sticking, writing and drawing, but their control of small objects is sometimes weak.

Creative development

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

Main strengths and weaknesses

- Teachers provide a good variety of stimulating role play activities.
- The children have a wide repertoire of songs and a good sense of rhythm.
- Outside play with the wheeled toys is not always sufficiently imaginative.
- The children's art work is attractively displayed and celebrated.

Commentary

55. Most children attain the Early Learning Goals in their creative development. Their achievement is satisfactory overall. Teaching and learning are satisfactory. Teachers provide a good range of role play activities that encourage the development of the children's spoken language, and support their personal and social development well. During the inspection, the children showed high levels of excitement as they acted out the scenario of being stranded on a desert island, working well with one another on tasks such as sending out messages in bottles. Throughout the day, there are regular opportunities for the children to join in with well known songs and jingles which they sing well and with good levels of enthusiasm. Good links are forged between creative activities and other areas of learning. For example, children have recently been involved in making recycling bins which very effectively supported their learning in science. The Reception children have daily access to painting activities, and their art work is displayed in classrooms and corridors, creating an attractive learning environment. Play opportunities occasionally lack sufficient challenge or extension such as with the wheeled toys outside where most adult interventions are to do with maintaining good behaviour rather than providing props and extending the children's creative and imaginative play.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are too low in writing at the end of Key Stage 1.
- The more able pupils in the junior classes attain good standards and achieve well.
- Pupils with special educational needs do not make enough progress and their achievement is unsatisfactory.
- The good leadership by the co-ordinator has led to some improvements, but whole-school development is constrained by high levels of staff turnover.
- Pupils have positive attitudes but do not always take enough pride in the presentation of their written work.

Commentary

56. In 2004 test results for Year 2 show that the pupils' attainment is well below the national average in reading and writing, and that their performance is well below average when compared with that of pupils in similar schools. The inspection findings indicate that standards for the current year 2 pupils are above national expectations in reading, but below national expectations in writing. There has been a good recent focus on the development of reading skills, and as a result, pupils are achieving well in this aspect of their work. However, writing and spelling skills are not taught systematically enough, and this results in unsatisfactory achievement given the starting point of this group of pupils at the end of the Foundation Stage. Pupils make satisfactory progress in speaking and listening, and standards are at the expected level in this aspect of the English curriculum.
57. On the basis of the 2004 end of Key Stage 2 national test results, the pupils' attainment is well above the national average as it has been for some years. Based on their prior attainment, the pupils' performance is above average showing that they have made good progress between the end of Key Stage 1 and the end of Key Stage 2. The inspection findings indicate that standards are in line with national expectations for the current Year 6 group, and that achievement is satisfactory overall. The difference between the inspection findings and the 2004 test results reflects the fact that the current Year 6 group contains a higher than average percentage of pupils with special educational needs. The overall provision within the school for pupils with special educational needs is unsatisfactory, and this is reflected in the unsatisfactory progress these pupils make in English. Higher attaining pupils in Key Stage 2 achieve well in both reading and writing. Overall standards in speaking and listening are above national expectations at the end of Key Stage 2, but pupils do not always have a sufficiently wide subject specific vocabulary, especially in science.
58. Teaching and learning are satisfactory overall, but are variable from class to class. The teaching of higher attaining pupils in Key Stage 2 is consistently good, and in these lessons pupils are well challenged, and their learning is rapid. There are shortcomings in the teaching of pupils special educational needs. Targets for these pupils are insufficiently precise, and their learning is not always broken down into small, carefully prioritised steps. Most teachers across the school have good questioning skills, encouraging pupils to give extended responses. Praise is used well to motivate pupils and relationships are good. The teaching of handwriting is inconsistent, and pupils do not always put enough effort into the presentation of their written work. In Key Stage 1, letter sounds and blends are taught systematically, and pupils apply this knowledge well in their reading. The marking of work in Year 5 and Year 6 is good, but the quality of marking is inconsistent throughout the school. The pupils' learning has been disrupted over the past two years by unusually high levels of staff turnover. However, most pupils have good attitudes to work and take a full part in lessons.

59. The leadership and management of English are good overall. The co-ordinator is a good role model who has done much over the last few years to raise standards and address the weaknesses in achievement in Key Stage 1. However, because of staff turbulence, some of the planned initiatives have not had their full impact. Despite effective monitoring, there remains some inconsistency in the overall quality of teaching and learning arising from the constant staff changes. The co-ordinator has a clear plan for the continued development of the subject. He has identified the need to improve standards in writing in Key Stage 1, and to ensure that pupils with special educational needs in Key Stage 2 are catered for more effectively. The ongoing focus on developing reading has been successful in raising standards and in improving the interest level of the boys. The tracking and assessment system to monitor the progress of different groups is good and is linked to target setting. However this has not been consistently used in all classes, largely because of frequent staff changes. There has been insufficient improvement in both standards and achievement since the last inspection, but there are signs of improvement in pupils' work, particularly in Key Stage 1.

Language and literacy across the curriculum

60. The use of language and literacy across the curriculum is satisfactory overall. Pupils use their reading skills well in other subjects. For instance, in religious education and geography there is evidence of independent research into topics using texts and the internet. In some subjects little writing is undertaken, which means that pupils are not given opportunities to write for different purposes, and use a range of layout and presentation. This is notable in science, where pupils have few opportunities to develop their writing skills. Drama is used well across a range of subjects, and this is effective in promoting speaking and listening skills.

Mathematics

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- High rates of teacher absence and mobility have led to gaps in pupils' learning.
- Standards have steadily declined since the last inspection.
- Teachers provide good levels of challenge for higher attainers in the upper part of Key Stage 2.
- The curriculum is not sufficiently well balanced.
- Not enough use is made of test data to identify gaps in the pupils' knowledge.

Commentary

61. The 2004 end of Key Stage 1 national test results show that pupils' attainment is below the national average and well below average in comparison with similar schools. Attainment in Key Stage 1 has steadily declined over the last few years. The 2004 end of Key Stage 2 national test results show that pupils' attainment is above the national average. However, based on their prior attainment, the pupils' performance is below average showing that this group of pupils did not make enough progress between the end of Key Stage 1 and the end of Key Stage 2. Standards in Key Stage 2 on the basis of the test results have been variable over recent years, but taken overall, there has been a decline since the previous inspection.
62. The inspection findings indicate that pupils' attainment at the end of Year 2 and Year 6 is in line with national expectations. Given the relatively high starting points of these groups of pupils, their achievement is unsatisfactory. The under-achievement is mainly attributable to high levels of teacher absence and mobility, and too little challenge in some lessons. In Key Stage 2, higher attaining Year 6 pupils are often well challenged. However, lower attaining and average attaining pupils do not make the progress of which they are capable, and the gaps in their learning have not been identified and addressed. There is not enough support for pupils with special educational needs and they do not make enough progress.

63. Although pupils' knowledge and understanding of number are generally secure in both key stages, pupils do not have a sufficiently wide range of learning experiences, and there are gaps in their wider knowledge of mathematics. Lower and average attaining pupils often have difficulty in using and applying their learning in new contexts, and their ability to solve problems is a weaker aspect of their learning.
64. Teaching and learning are unsatisfactory overall. At the time of the inspection the teaching staff was reasonably stable, and most of the teaching seen was of a satisfactory standard and some of the teaching was good. However over time, teaching has been unsatisfactory, and there are still some weaknesses that have not been addressed. The teaching of higher attaining pupils in Year 6 has good features. In this group, teaching is often challenging and the pupils confidently and enthusiastically tackle quite complex problems. In other groups and classes, assessment information is not used sufficiently to match work to pupils' abilities, and activities are sometimes undemanding and routine. Throughout the school teachers have good relationships with pupils and use praise and encouragement well to motivate pupils in their learning. Teachers often use questions well to check the pupils' understanding and to help them to recall previous learning. Not all teachers share learning objectives with pupils at the start of lessons and as a result pupils do not always know exactly what is expected of them. At times, the unsatisfactory behaviour of one or two pupils is not handled firmly enough. In the main pupils have positive attitudes to mathematics and collaborate well on shared tasks.
65. Leadership and management are unsatisfactory. Not enough use has been made of test data to highlight strengths and weaknesses in teaching and learning. Despite the falling standards, the subject has not been a whole-school development focus, and therefore the co-ordinator has received little non-contact time to address the issues she has identified. The recent monitoring of pupils' work and lesson observations has not been sufficiently rigorous to bring about improvement. Key weaknesses in teaching and learning over time, and currently, have not been identified and addressed. There has not been enough monitoring of the curriculum, and as a result some aspects are not taught in sufficient depth. Improvement since the last inspection has been unsatisfactory.

Mathematics across the curriculum

66. The use of mathematics across the curriculum is unsatisfactory. Opportunities for pupils to use mathematics to support their learning in other subjects are not systematically planned.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards have declined since the last inspection and are too low.
- Many pupils throughout the school, including those with special educational needs, are not achieving the standards of which they are capable.
- Pupils' investigative skills are weak and they have difficulty in using and applying their knowledge and skills.
- Pupils do not record enough work, and make insufficient use of information and communication technology to support their learning.
- The lack of a co-ordinator has hindered whole-school development.
- Not enough use is made of assessment to raise standards.

Commentary

67. On the basis of the 2004 end of Key Stage 1 teacher assessments, pupils' attainment is well below the national average. The 2004 end of Key Stage 2 test results show that pupils' attainment is above the national average. However, based on their prior attainment, the pupils' performance is below average showing that the pupils did not make the progress of which they were capable between the end of Key Stage 1 and the end of Key Stage 2. The Key Stage 2 results paint a very mixed picture over the past few years, but taken overall they show a decline in standards since the last inspection.
68. Pupils of all ages and abilities do not make the progress of which they are capable. Their achievement is unsatisfactory. The inspection findings show that standards are below national expectations at the end of both key stages. The pupils' investigative skills are particularly weak, and many pupils across the ability range have difficulty in using and transferring their knowledge in new situations. The breadth of pupils' experience is too narrow, and as a result their knowledge is patchy. Although in theory the planned curriculum is satisfactory, in practice, there are gaps in pupils' learning. Pupils' written work is poor, and many pupils lack basic techniques for recording their work scientifically. Pupils are generally articulate but they do not have enough scientific vocabulary to enable them to explain their ideas clearly.
69. Teaching and learning are unsatisfactory overall. Activities are often insufficiently demanding, and do not provide enough challenge for the pupils. Not enough support is provided for pupils with special educational needs, and at times this means that they can not take a full part in the activities that are provided. The teaching of investigate skills is particularly weak, and as a result, pupils have difficulty in solving problems, pursuing lines of enquiry and making generalisations. Not enough emphasis is placed on the pupils recording their work in a scientific way, and there are missed opportunities for pupils to use skills of numeracy and information and communication technology to support their learning. Written work is often poorly presented, and the marking of pupils' work is not sufficiently rigorous to bring about improvement. Pupils have positive attitudes to science and show good skills of collaboration.
70. There has been no permanent co-ordinator for the subject for the past two years, and overall the leadership and management are unsatisfactory. Two temporary members of staff have recently taken over the management of science in a 'caretaking' capacity and have made a good start in auditing the resources. However, although the senior management team is aware of some of the weaknesses of provision, little has been done to halt the declining standards in Key Stage 2 or to address the shortcomings in teaching. Assessment is unsatisfactory, and the school does not have reliable systems for tracking and monitoring the pupils' progress and attainment. Not enough use is made of the data from national tests to highlight areas of whole-school strength and weakness. The school does not have a clear agenda for improving standards in science or for addressing the under-achievement that is evident in both key stages. Improvement since the last inspection has been unsatisfactory.

Information and communication technology

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

Main strengths and weaknesses

- Key Stage 2 pupils do not make the progress of which they are capable.
- Pupils are highly motivated to learn.
- The new computer suite is of high quality and impacts positively on pupils' learning.
- There has not been enough focus on raising standards in recent years.
- Good teaching practice is not shared.

Commentary

71. Pupils' attainment at the end of Year 2 is in line with national expectations and Key Stage 1 pupils achieve satisfactorily. Pupils' attainment in Year 6 is below national expectations, and the achievement of pupils in Key Stage 2 is unsatisfactory.
72. Key Stage 1 pupils show good levels of confidence when working on computers and independently log on and open programs. They use word processing packages to a satisfactory level, and enter and change data, producing simple graphs and charts. Although Key Stage 2 pupils continue to develop their skills of word-processing, and are able to combine text and graphics, they have only very limited experience of using multi-media programs to make presentations. The pupils' ability to use spreadsheets is weak and they have very little experience of using information and communication technology to control external features. Discussion with Year 6 pupils indicates that they have not used sensors to monitor temperature, sound or light, and that their knowledge of the purpose of data logging equipment is very scant. Key Stage 2 pupils have regular opportunities to use the Internet for research purposes and have a good understanding of how information and communication technology is used in daily life.
73. Although the teaching seen during the inspection was good or better, over time teaching and learning have been unsatisfactory. The high levels of staff changes and staff absences have led to disruptions in the delivery of the planned curriculum. There are gaps in the learning of older pupils which have not been addressed. Lessons in the computer suite are well organised, and pupils work well together, sharing ideas and resources. However, teachers do not provide enough opportunities for pupils to use information and communication technology to support their learning on a day to day basis, and as a result, there are too few opportunities for pupils to practise and apply newly learned skills. Pupils have positive attitudes to learning and co-operate well.
74. Leadership and management are unsatisfactory. The co-ordinator has made positive inroads into turning around what was a poor situation at the time of the last inspection. He is highly enthusiastic and keen to bring about further improvement but because of his other leadership commitments, he has had little time to monitor standards and support colleagues during lessons. The high quality new computer suite and class computers are all inter-linked and joined to the Internet so everything is now in place for future pupils to make good progress. Staff have been trained but because staff mobility is so high, experienced colleagues have frequently left, requiring the co-ordinator to restart the training programme. Despite the very good improvement in terms of the computer suite, overall improvement since the last inspection has been unsatisfactory.

Information and communication technology across the curriculum

75. Planned opportunities for pupils to use their information and communications technology skills in other subjects are unsatisfactory and there are too few chances for pupils to use, apply and practise their computer skills on a daily basis.

HUMANITIES

76. The inspection focused on **religious education**. Not enough evidence was collected to make secure judgements about the provision, teaching and learning or standards in geography and history.

Religious Education

The provision for religious education is **good**.

Main strengths and weaknesses

- Pupils in both key stages have a good knowledge which they explain well.
- Pupils' learning about places of Christian worship is effectively enhanced by a good range of visits and visitors
- Teachers make good use of resources and artefacts to bring pupils' learning to life.
- There is limited recording of pupils' learning or personal writing about their understanding.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

77. Standards are above the expectations of the Locally Agreed Syllabus at the end of Key Stage 1 and Key Stage 2. Pupils of all abilities achieve well and as they move through the school make good gains in their knowledge and understanding. However, the good standards they achieve are not always reflected in their written work which is often sparse and routine. Standards have improved well since the last inspection
78. Key Stage 1 pupils demonstrate a secure grasp of the main tenets of the Christian faith, and understand that Jesus shared important messages with the people of His time. They make good links between the main Christian festivals and those of other world faiths. Higher attainers are beginning to understand the importance of symbols, and recognise that the symbol of light is a feature of many faiths. As they move through Key Stage 2 pupils begin to reflect with maturity on the principles of the different world faiths that they study. They remark upon the differences and similarities they observe, and talk with good levels of knowledge about special books, special places, and different forms of worship. Pupils have a good understanding of how religion impacts upon the lives of its followers.
79. Little teaching of religious education was timetabled during the inspection. However, evidence from discussions with the pupils shows that overall teaching and learning are good. Teachers make good use of drama to help pupils to gain a clear understanding of important concepts. Artefacts are used well to enliven learning, and to reinforce important teaching points. During the inspection, Year 1 and Year 2 pupils showed real delight as they enjoyed the beauty of artefacts used in Hindu worship. Teachers make good use of visits and visiting speakers to give pupils first hand experience of some of the topics they study, and good links with subjects such as art and design and design and technology help to further reinforce their learning. Pupils show very positive attitudes when they talk about their work in religious education, but they do not always put enough effort into their written work which is minimal in terms of the amount produced, and sometimes untidily presented.
80. Although the subject is currently without a co-ordinator, the leadership and management are good overall. Good progress since the last inspection has led to improved standards in both key stages. The subject has a high profile and is taught on a regular basis in all classes. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development as they consider with high levels of respect the views and beliefs of others. Not enough has been done to develop assessment systems, and this is an identified area for further development once the new co-ordinator is in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. The inspection focused on **music** and **physical education**. Not enough evidence was collected to make secure judgements about the provision for **art and design** and **design and technology**. The art and design co-ordinator has made a good start in monitoring pupils' work. However, whole-school development has been constrained by the high levels of ongoing staff turnover. Assessment in both art and design and design and technology is unsatisfactory, and there are no whole-school systems for tracking and monitoring the pupils'

progress and attainment. Attractive displays of pupils' work around the school celebrate their achievements.

Music

The provision for music is **satisfactory**.

Main strengths and weaknesses

- The school provides a good range of extra-curricular activities that enhances pupils' learning.
- The standard of singing is good throughout the school.
- The music room is a good additional resource.
- The lack of a co-ordinator has hampered whole-school development, and inconsistencies in teaching have not been identified.

Commentary

82. Pupils' attainment is in line with national expectations at the end of both key stages. Standards are broadly the same as they were at the time of the last inspection. The pupils' achievement is satisfactory overall, although in lessons where teaching is unsatisfactory, pupils do not make the progress of which they are capable. The school provides a good range of extra-curricular activities, including clubs for recorders and choir, and external instrumental tuition. These additional activities enrich the learning of those pupils who are involved. Pupils' performance skills are enhanced by the whole-school productions which are popular with both pupils and their parents.
83. Singing is good throughout the school, and the standard of singing in whole-school assemblies is sometimes very good. Pupils confidently sing in two parts, listening closely so that the overall outcome is tuneful and well balanced. Pupils satisfactorily maintain a rhythm when playing musical instruments, and older pupils understand the difference between the beat and a rhythmic pattern, with higher attainers explaining the notion of 'ostinato' patterns well. Pupils appraise recorded music well, responding to the different moods through dance and movement. There are many good incidental opportunities throughout the day, such as at the start of assemblies and during lunch, for pupils to listen to different types of music. However, there are missed opportunities to further extend pupils' cultural development by widening the breadth of music played. Pupils' composing skills are satisfactorily developed, but there are too few opportunities for pupils to use tuned instruments for their compositions, and for them to support and extend their learning through the use of information and communication technology.
84. Teaching and learning are satisfactory overall but inconsistent throughout the school. During the inspection the quality of teaching ranged from very good to unsatisfactory. The best teaching is characterised by very secure subject knowledge which enables the teachers to fully challenge the pupils in their learning. Where teaching is weak, this is mainly because of unsatisfactory behaviour management which leads to unsatisfactory achievement within the lesson. Teachers make good use of the commercial scheme of work to plan lessons which build on the pupils' previous experience, and provide a varied range of activities. Generally pupils have positive attitudes to learning, but there are times when they lose concentration and behaviour is unsatisfactory, mainly when they are working in cramped conditions.
85. The leadership and management of the subject are unsatisfactory. There is currently no co-ordinator for music although there are plans for one of the current members of staff to take over this role in the next academic year. This teacher has made a good start in revitalising the music room, which is a good resource, but a little small for whole-class lessons. Improvement since the last inspection has been satisfactory overall, although the school still has no whole-school assessment system to allow staff to closely monitor and track pupils' attainment and progress.

Physical education

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

Main strengths and weaknesses

- Teachers provide good opportunities for pupils to evaluate their work and that of their classmates.
- Pupils have good attitudes and are keen to improve their performance.
- The subject leader has developed the subject well over a short period of time.
- Lessons for the younger pupils are sometimes too long.
- There are no whole-school assessment systems to enable the tracking and monitoring of pupils' progress and attainment

Commentary

86. During the inspection games lessons were observed in both key stages, and dance was seen in Key Stage 1. Pupils attain the standards expected for their age in both of these areas, and their achievement is satisfactory. Swimming is taught in Year 5. However, although most pupils attain the expected twenty five metres by the end of the swimming course, a few do not, and there is no further opportunity in Year 6 for these pupils to have more experience. The school provides a good range of extra-curricular activities, including inter-school tournaments with other schools.
87. In dance, Key Stage 1 pupils show satisfactory control of their bodies as they move to the music. They join movements together to make short sequences which they are keen to share with their classmates. Higher attaining pupils show good levels of imagination in their work and use different speeds and levels well to add interest to their performance. In games, pupils throughout the school demonstrate satisfactory hand to eye co-ordination as they throw and catch balls. They understand the notion of team work, and show good levels of sportsmanship. Throughout the school pupils have a good understanding of the impact of exercise on their bodies.
88. Teaching and learning are satisfactory and some good lessons were seen during the inspection. Lessons generally move at a good pace, although some of the lessons are too long for younger Key Stage 1 pupils to maintain full concentration. Teachers plan activities well, and give clear explanations so that pupils know what is expected of them. They use praise and encouragement well, and provide good opportunities for pupils to share their work with others. At times, teachers are not sufficiently demanding of the pupils, and do not always show them how they can improve their work further. Pupils have positive attitudes and put a good amount of effort into their work. They are sensitive when making critical appraisals of the work of their classmates, and show good levels of confidence and perseverance.
89. The subject is satisfactorily led and managed. Although the co-ordinator has only recently taken over the role, he has made a good start in identifying what action needs to be taken to improve the provision and to raise standards. He has introduced the notion of pupils evaluating their work, and this has been taken on board by staff and is helping pupils to become more focused on their own performance and that of others. However, not enough has been done in recent years to develop assessment systems to track and monitor the pupils' progress and attainment. There has not been enough overall improvement since the last inspection, and the school's capacity for further and sustained improvement is hampered by the high levels of staff turnover. The current co-ordinator is leaving school at the end of the current academic year.

Personal, social and health education and citizenship

90. The school provides a satisfactory programme of personal, social and health education that includes work on diet, health, sex, drugs and personal safety. Outside experts such as local police officers and the school nurse contribute to the programme. The provision is designed to help pupils gain confidence and to interact successfully with others. Good emphasis is placed on the pupils learning about maintaining a health lifestyle and this notion is reinforced through physical education lessons. Some elements of the programme are integrated with other subjects, for instance, aspects of health and sex education are covered within science. The newly formed 'Pupil Governors' Forum' is beginning to work well, and is helping pupils to develop a sense of citizenship.

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 | 6 |
| Value for money provided by the school | 5 |
| Overall standards achieved | 4 |
| Pupils' achievement | 5 |
| Pupils' attitudes, values and other personal qualities (ethos) | 3 |
| Attendance | 5 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 4 |
| The quality of education provided by the school | 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 | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 5 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 4 |
| The effectiveness of the school's links with parents | 5 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 5 |
| The governance of the school | 5 |
| The leadership of the headteacher | 6 |
| The leadership of other key staff | 5 |
| The effectiveness of management | 5 |

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