

## **INSPECTION REPORT**

### **HIBALDSTOW PRIMARY SCHOOL**

Brigg

LEA area: North Lincolnshire

Unique reference number: 117738

(Acting) Headteacher: Mrs J Milnes

Lead inspector: Mr N Tonge

Dates of inspection: 23 – 25 May 2005

Inspection number: 274576

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:              | 141                             |
| School address:              | Hopfield<br>Hibaldstow<br>Brigg |
| Postcode:                    | DN20 9PN                        |
| Telephone number:            | 01652 654369                    |
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| Appropriate authority:       | Governing body                  |
| Name of chair of governors:  | Mr Ian Clark                    |
| Date of previous inspection: | 17 January 2000                 |

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Hibaldstow, five miles from the town of Brigg in North Lincolnshire. The school has 141 pupils and is smaller than the average primary school. Pupils are exclusively of white British origin. The number of pupils on roll has now reached the former 2000 figure, after a fall of approximately 20 pupils in the intervening years, with some drift to a neighbouring village school. The families live in a mixture of rented accommodation and owner-occupied housing. Attainment on entry is below average, although there are a small proportion of higher attaining pupils. The school has nearly 20 per cent of pupils eligible for free school meals, which is broadly in line with the national average. There are 46 pupils with special educational needs, which is in line with the national average and six pupils with statements of special educational needs, which is above the national average. The needs of these pupils are predominantly moderate learning difficulties with the exception of six pupils who require individual help for specific learning difficulties, physical and social and emotional needs. There is little mobility of pupils, but overall more pupils have left the school than have come in over the last year. There has been a high turnover of staff in the last two years. The school won an achievement award in 2002, is part of the national Primary Leadership strategy and is working towards accreditation as a Healthy School.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |            |                | Subject responsibilities  |
|--------------------------------|------------|----------------|---|
| 1157                           | N Tonge    | Lead inspector | English<br>Geography<br>History<br>Religious education<br>English as an additional language   |
| 11437                          | A Anderson | Lay inspector  |   |
| 22274                          | V Rogers   | Team inspector | Mathematics<br>Information and communication technology<br>Music<br>Special educational needs |
| 30075                          | M Duggan   | Team inspector | Foundation stage<br>Science<br>Art and design<br>Design technology<br>Physical education      |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Hibaldstow Primary School, although providing a satisfactory quality of education, has serious weaknesses.** Pupils enter the reception with below levels of ability in literacy and numeracy and leave at the end of Year 6 without having made sufficient progress. However, the current situation is improving and a stable teaching force is enabling pupils to achieve satisfactorily, although for older ones there is a deficit of underachievement which is only gradually being rectified. Systems of monitoring progress to identify pupils who need extra help have not been rigorous enough. Relationships in the school, however, are good and there is shared determination to succeed. The cost of educating pupils is broadly in line with the average but considering the school has serious weaknesses it does not give satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are too low and pupils are underachieving at the end of Year 6. However, achievement is satisfactory in the remaining year groups.
- The governance of the school is unsatisfactory. Financial systems are not sufficiently secure and planning is not within the limitations of the budget.
- Leadership by the acting headteacher is satisfactory, but management systems to monitor school performance and accurately track pupils' progress are unsatisfactory. Additionally, the role of subject coordinators is insufficiently developed.
- Reception provides children with a good start to their school career and there is good provision for pupils with special educational needs.
- There are good relationships within school and pupils' attitudes to learning are good.
- Teaching and learning is satisfactory overall. Lessons are well organised with interesting activities, but the pace and challenge of learning and the quality of marking is inconsistent.
- Parents and pupils are generally appreciative of the teachers, but partnership and communication with parents is unsatisfactory.

Since the school was inspected in 2000 the rate of improvement has been unsatisfactory. Assessment information has not been used effectively to help pupils make progress. There has been an improvement in the provision for information and communication technology (ICT) although standards are still below average and achievement is unsatisfactory. Most importantly, standards are too low in English, mathematics and science and there is underachievement by the end of Year 6, although this situation is currently being redressed because of a more stable staffing situation in which the quality of teaching and learning is improving. Leadership and management of the school are currently in flux and this has prevented a united view of shaping the direction for the school. In addition, the previous unstable staffing situation has also meant that the management of subjects in the school has been limited.

### 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           | E    | E*   | E*              |
| Mathematics   | A*          | E    | E    | E               |
| Science   | B           | E    | E    | E               |

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

**Pupils' underachievement by Year 6 is unsatisfactory but in other years groups it is satisfactory.** Abilities on entry vary, but they are generally below average. There is a high proportion of pupils with special educational needs in some year groups. This explains some of the

variability in national test results. However, the children make a good start in Reception, where most attain the goals they are expected to reach at this age and higher attainers exceed them. The 2004 results showed that by the end of Year 2, pupils were well below average in reading, writing and mathematics compared to similar schools. This class experienced discontinuity in their learning because of a high turnover of teachers. Inspection evidence shows that pupils in the current Years 1 and 2 are now achieving satisfactorily and pupils in Year 1 are attaining standards commensurate with their age, although standards in the current Year 2 are below average. National test results in 2004 showed that Year 6 pupils were well below national and comparable school results and were underachieving. This had been due to the high turnover of teachers, which led to a lack of consistency in their learning. In addition, the lack of rigorous systems to identify the needs of these pupils and to put the necessary measures in place to help them make progress contributed to their underachievement. This explanation also applies to the standards and achievement of the current Year 6 which are below average and unsatisfactory respectively. However, achievement across other year groups is now satisfactory due to a more stable staffing situation and an improved quality of teaching and learning.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory.** Pupils generally work happily together and their behaviour is satisfactory. The school has improved the opportunities for pupils to take on responsibilities, which has enabled them to play a more important role in the school. Attendance is below the national averages, and the school has been slow in taking the necessary action to improve the situation through closer monitoring. Punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory.** The standard of teaching is satisfactory overall and good in reception. This is the reason why pupils are now beginning to make satisfactory progress. Teachers expect their pupils to work hard and plan interesting work for them, but lessons sometimes lack pace and challenge. Marking is variable but, in the best instances, indicates what pupils need to do to improve. Relationships are good and pupils' behaviour is usually well managed. Accommodation is unsatisfactory, particularly the provision for Year 6 where the very small classroom, severely cramped conditions, and inappropriately sized chairs often leads to the pupils being deprived of full access to the curriculum. Resources are adequate to meet the needs of teaching the National Curriculum. Overall, the school offers a broad and balanced curriculum, with a satisfactory range of visits and visitors to school. There are a small number of school clubs which offer satisfactory opportunities to develop interests and skills in sport, culture and hobbies. There are satisfactory links with the community, particularly through the parish and satisfactory links with the main feeder secondary school.

## **LEADERSHIP AND MANAGEMENT**

**Overall, the leadership and management of the school are unsatisfactory.** Leadership by the acting headteacher is satisfactory but management is unsatisfactory. While the acting headteacher ensures a shared commitment to succeed amongst the staff, the role of coordinators in monitoring their subjects is underdeveloped. There are also insufficiently rigorous systems for monitoring the work of the school and tracking pupils' progress. The governance of the school is unsatisfactory because there are weaknesses in the school's financial systems and governors do not plan within the limitations of their budget.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils enjoy coming to school because they know they are cared for and valued by their teachers. Parents are generally supportive of the school but the school's partnership and communication with them is weak.

## **IMPROVEMENTS NEEDED**

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

- Raise standards and achievement further in English, mathematics, science and information and communication technology (ICT).
- Improve the leadership and management of the school.
- Develop the role of coordinators so that they have a secure view of the standards achieved in their subjects.
- Improve attendance.
- Improve the partnership and communication with parents.
- As a matter of urgency, improve the accommodation for Year 6.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Children enter reception with variable abilities, more usually below average. By the time they leave reception, however, they are attaining and some are exceeding the goals they are expected to reach at this age, and their achievement is good. In Year 2 standards are below average, but pupils' achievement is satisfactory. In Year 6 standards are well below average in English, mathematics and science and pupils are underachieving. Achievement in the rest of the year groups is satisfactory.

#### Main strengths and weaknesses

- Standards are too low and pupils are underachieving in Year 6.
- In the remaining year groups, standards vary from below to in line with the average and achievement is satisfactory.
- Pupils with special educational needs achieve satisfactorily because provision is good.
- Systems to evaluate pupil performance and take the necessary action are inadequate.

#### Commentary

1. Abilities of pupils on entry to reception varies from year to year and this is partially reflected in the national test results they attain at the end of Year 6. For example, the Year 6 group in 2003 had 41 per cent of its pupils with special educational needs and the 2004 group had 71 per cent. Similarly, the current Year 6 class has 60 per cent of its pupils with special educational needs, contrasted with the Year 6 group in 2002, which had only 18 per cent pupils with special educational needs. As a consequence, there was a marked contrast in the results these respective pupils attained in national tests.
2. The current Year 6, although it has a high proportion of pupils designated with special educational needs, has underachieved. This is largely attributable to the discontinuity in expectation and challenge that these pupils experienced because of a high teacher turnover. Furthermore, about one-half of those pupils identified as having special educational needs, are largely lower attainers rather than pupils in need of additional support through individual educational plans.
3. However, the school has experienced an improved picture over the last year as they have gained more stable staffing. Parents are mixed in their views about the progress their children make, but are pleased with the progress pupils with special educational needs make. In reception pupils make a good start because the teaching staff are particularly skilled at teaching communication, language and literacy and mathematical development as well as imaginative and investigative play. Children's learning is well supported by teaching assistants who fully exploit situations to develop their speaking, listening and independent learning skills. Assessment information is used well to plan the next stage of the children's learning. As a result, most pupils reach the goals that are expected for this age and the higher attainers exceed them.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 13.7 (13.1)    | 15.8 (15.7)      |
| Writing       | 13.2 (13.4)    | 14.6 (14.6)      |
| Mathematics   | 15.7 (15.5)    | 16.2 (16.3)      |

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

4. By Year 2 pupils achieve satisfactorily because teaching is satisfactory overall. The 2004 national tests reflected the lower levels of abilities of pupils, which contained a high proportion of pupils with special educational needs. These low results were also compounded by interruptions to learning because of the high turnover of teachers. Standards in the current Year 2 class are also below average in reading, writing and mathematics because of the high proportion of pupils with special educational needs, but their achievement is satisfactory because of stable and satisfactory teaching. Teaching assistants are well briefed and play an effective part in supporting pupils to improve. However, the school's systems for identifying the level at which pupils are working are not sufficiently accurate and hence assessment is not refined enough to plan the next stage of pupils' learning, although this situation is improving.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 22.8 (24.5)    | 26.9 (26.8)      |
| Mathematics   | 25.2 (24.5)    | 27.0 (26.8)      |
| Science       | 27.0 (26.6)    | 28.6 (28.6)      |

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

5. National test results for 2004 showed Year 6 pupils were well below the average in English, mathematics and science compared to all schools nationally and also to similar schools. Furthermore, value added data showed them to have made well below average progress from Year 2. This was largely a consequence of a high proportion of pupils with special educational needs and the interruption to their learning because of the high turnover of teachers, which resulted in their underachievement. This legacy of interrupted teaching equally applies to the current Year 6 where standards are well below average and it has not been possible to make up the deficit in the time available. Furthermore, Year 6 pupils are in a very small classroom with furniture which is too small for them and this, too, is adversely affecting their achievement. The improved staffing situation, however, in the remaining year groups is having a beneficial affect and pupils are now achieving satisfactorily.
6. In other subjects of the curriculum, standards are broadly average and achievement is satisfactory. This is not the case in ICT where achievement is unsatisfactory but improving. Pupil performance could be further improved by ensuring that subjects have adequate curriculum time, matching work more carefully to their abilities and marking work more consistently so they know what they need to do to improve.
7. Most pupils with special educational needs achieve satisfactorily because their progress is monitored and appropriate help is given. However, in common with all pupils in the school, interrupted teaching has slowed their rate of progress. The school does not identify gifted and talented pupils sufficiently well to provide for their particular needs.

**Pupils' attitudes, values and other personal qualities**

Pupils' attitudes are good and their behaviour is satisfactory. The provision for spiritual, moral, social and cultural development is satisfactory overall. Pupils' attendance is unsatisfactory but their punctuality is satisfactory. A minority of parents are not supportive of the school in ensuring that their children attend regularly.

**Main strengths and weaknesses**

- Most pupils exhibit good attitudes and satisfactory behaviour in the classroom and around the school.
- Pupils' personal development at the school is satisfactory and their relationship with adults is often good.

8. Most pupils behave in a satisfactory manner during lessons and their attitudes to learning and to their teachers and fellow pupils are good. For example, in a numeracy lesson in a mixed class of Year 3 and 4 pupils, most worked well together when ordering sequences of numbers on the classroom's interactive white board which they used with growing confidence. In the lessons where the teaching was good or very good and where there were positive elements of challenge and focus, pupils' attitudes and behaviour were good as, for example, in a Year 6 art lesson.
9. Discussions with several pupils during the inspection revealed that they had some concerns about bullying and a lack of confidence that reported incidents were not always taken seriously enough by the teaching and support staff. Pupils are provided with a satisfactory number of opportunities to enhance their personal development and the recently introduced school council is gradually starting to have an impact on the way the school is managed. There have been two recent pupil fixed term exclusions from the school, but there have been no recent difficulties with these pupils.

#### **Ethnic background of pupils**

#### **Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British                             | 141                  | 2                                 | 0                              |

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

10. The provision for the spiritual, moral, social and cultural development of pupils is satisfactory overall. There were some elements of spirituality present in the hall during an observed whole school assembly but within children's workbooks and lessons, spiritual content is often lacking. The moral and social development of pupils at the school is often good and is enhanced, for example, through the opportunities provided for speaking and listening and in working and playing with other children. Most children have an understanding of the difference between right and wrong although they do not always demonstrate this in the classroom and around the school. The local and wider environment is occasionally used to enhance pupils' opportunities for the development of their social skills. The school's use of the environment also adds to pupils' appreciation of local culture, but the breadth of opportunities presented to learn, experience and understand the richness and diversity of other cultures is limited.
11. The overall attendance of pupils at the school is unsatisfactory. The school has rewards for good attendance, but the school has been slow in improving its systems for identifying the causes of low attendance. A minority of parents are not supportive of the school in terms of helping to ensure that their children attend school regularly and promptly.

#### **Attendance in the latest complete reporting year 2004 (%)**

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 5.9 | School data          | 0.2 |
| National data      | 5.1 | National data        | 0.4 |

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

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is satisfactory. Satisfactory teaching, a satisfactory curriculum and ethos enable most pupils to achieve satisfactorily overall and well in reception. Pupils are satisfactorily cared for, guided and involved in the work of the school, although the tracking of their progress and taking the necessary action has been ineffective.

## Teaching and learning

### Main strengths and weaknesses

- Teachers manage their classes well and have very high expectations of pupils' behaviour and work ethic.
- The school makes good use of teaching assistants to help pupils to learn.
- There are weaknesses in the use of assessment to guide the planning of lessons.
- The quality of marking is inconsistent.
- Individual targets are not shared with the pupils so that they are not always clear about the next stage of their learning.

### Commentary

#### ***Summary of teaching observed during the inspection in 30 lessons***

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor   | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%)    | 5 (17%)   | 11 (37%) | 13 (43%)     | 1 (3%)         | 0 (0%) | 0 (0%)    |

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

12. The quality of teaching is satisfactory overall and good in reception. This positive view is generally shared by parents. As evident from the table above, the lessons observed during the inspection show a stronger profile than evident from the scrutiny of pupils' work. However the good level of learning seen in lessons is better than that seen in pupils' previous work. This is largely because of the history of a high turnover of teaching staff in recent years, which has led to lack of continuity in learning, resulting in underachievement, particularly by the pupils in Year 6. The teaching staff situation is now largely resolved and consequently learning by pupils has improved so that they are now achieving at an acceptable level.
13. There is a good level of teamwork in reception, which enables all children to make good progress and achieve well. Lessons are stimulating and the teaching staff ensure that children are well focused on their activities, maximising opportunities to develop pupils' listening, speaking, numeracy and investigative skills.
14. Teachers in the school manage their pupils well. They establish good relationships which are supportive and as a result pupils feel secure. This encourages a good climate for learning in which pupils behave well and carry out their work with interest. Teaching across the school has many good features. Planning is thorough and learning objectives are shared with pupils and explained. Teachers often use paired or group activities and these generate a good pace of learning. Teachers give clear explanations and instructions that enable pupils to settle quickly to the tasks they are set. This enables them to devote time to groups of pupils needing additional input or support. They make good use of resources to enhance learning although teachers create insufficient opportunities for individual learning or research beyond the classroom in such areas as the school library. The school has a good number of teaching assistants who work well with the teachers and provide good support particularly for the pupils with special educational needs. As a result these pupils are able to make progress in their learning at a satisfactory rate. The use of homework to support learning is satisfactory overall, but is inconsistently set.
15. Where teaching was more effective the teachers used their subject knowledge well to challenge the pupils through good levels of discussion and searching questioning which tested the pupils' prior learning and engaged their interest and involvement. The lessons were then conducted at a good pace so that pupils were well motivated. In the less effective lessons, the pace of the lessons was generally slower and tasks set were not adequately focused or planned to meet the ability levels of all pupils. As a result the level of learning and achievement by a few pupils was slow and pupils lost interest and motivation.

16. Teachers have secure subject knowledge for teaching literacy and numeracy and during the inspection these subjects were taught well. Teachers plan their lessons well and use a good range of strategies and resources to make the lessons interesting. However, more could be done to raise the expectations of all pupils. Some teachers do not make sufficient use of assessment information to ensure that the work set for different groups of pupils is pitched at the right level. This leads to some pupils working at levels that are far too difficult and therefore their learning is slower than it could be, whilst the higher attaining pupils are not always sufficiently challenged and therefore do not achieve as well as they should.
17. Since the last inspection there has been a significant improvement in resources for teaching ICT. The school has invested heavily in ensuring that teachers now have the necessary resources to teach the subject and this is beginning to have an impact on improving learning in this subject. However, one or two teachers do not yet have sufficient subject knowledge to give them the necessary confidence in teaching; the school recognises the need to provide further training and has identified this as a priority for development. Teachers are beginning to use the interactive white boards which have recently been installed, to good effect, particularly in teaching English and mathematics.
18. Teachers mark pupils work regularly. They make good use of positive comments to develop pupils' self-esteem and support learning. However, the quality of marking is inconsistent in providing pupils with information on how they might improve their work. The school has developed satisfactory procedures to assess the achievements of the pupils in English and mathematics, based on regular evaluations by class teachers and standardised tests. This information is being used appropriately to plot the achievements of pupils and to set targets. However, it is not used specifically enough to set targets with individual pupils to give them a clear picture of how they are progressing or of the next stage of their learning.

## **The curriculum**

The planning and content of the curriculum is **satisfactory** overall, which is similar to the last inspection.

### **Main strengths and weaknesses**

- Breadth of curricular opportunities in the Foundation Stage is good.
- Provision for pupils with special educational needs is good.
- ICT is used insufficiently to support other subjects, but is improving.
- Some accommodation is unsatisfactory.
- The match of support staff to the curriculum is good.

## **Commentary**

19. Overall the curriculum is broad, balanced, relevant and planned satisfactorily for continuity and progression. The statutory requirements of the National Curriculum and the locally Agreed Syllabus for Religious Education are met. The provision for a collective act of worship is satisfactory and there are policies and schemes of work for all subjects.
20. The Foundation Stage curriculum adds depth and quality to learning experiences with a wealth of well-planned opportunities which emphasise skills and understanding as well as knowledge. This is linked directly to the good overall management and teamwork in this department. The inclusion policy ensures that all pupils have equal access to the curriculum, including extra-curricular activities. Testimony to this fact is that a good proportion of pupils attend these activities each week, as observed during the Years 1 and 2 skipping club.
21. Part of the school's aim to foster a positive, stimulating environment is supported satisfactorily overall by its everyday work and in many classes well. The provision for personal, social and health education is satisfactory. Outside agencies such as the school nurse, local police for

sex education and for the use and misuse of drugs. Prior to the introduction of these programmes parental permission is sought. The important aspects of citizenship are developed satisfactorily during timetabled 'circle time' lessons and the work of the school council.

22. The provision for extra-curricular activities and participation in the arts is satisfactory. In sport, clubs include football, rounders, chess and skipping. The school takes part in local and area football competitions with varying degrees of success. Provision for teaching French enhances the curriculum further. Educational visits are valued by the school and the annual residential week to Shropshire contributes positively to the pupils' personal and social development, boosts self-esteem and improves teamwork skills. In addition, interesting visitors to the school such as Crucial Crew, the local vicar and members of the Sikh faith add depth to the pupils' education. These extra programmes increase their enthusiasm for learning.
23. Overall resources are satisfactory but accommodation is unsatisfactory. This is due mainly to the restricted room in the Year 6 class and the thoroughfare to several other classes in the Reception area. The school is aware of this and plans to rectify the situation if sufficient funds become available. The match of support staff to the curriculum is good and their input and expertise generally contribute positively to pupils' learning.

### **Care, guidance and support**

The procedures for child protection and welfare are satisfactory and the school is active in taking measures to address a small number of minor health and safety issues linked to its current systems and procedures. The procedures for supporting and guiding pupils through monitoring are satisfactory and those for seeking and acting on pupils' views are good.

### **Main strengths and weaknesses**

- Child Protection procedures are in place and effective.
- Teaching and support staff know their pupils well.
- Medical records and the accident book are well maintained.
- Regular fire drills are undertaken.

### **Commentary**

24. Child protection systems and procedures are in place and the reporting person is known to all staff in the school. Teaching and support staff know their children well and provide a positive degree of welfare and pastoral support to individual pupils. Pupils' academic performance and personal development is monitored both formally and informally by the school but there is an inconsistency in the accuracy and use of this assessment information. In addition, the school's present systems linked to the monitoring and promotion of attendance are unsatisfactory.
25. The school operates a good first aid system for minor accidents and up to date medical files are maintained for each child. Fire drills are regularly undertaken. The school is active in maintaining a safe school site and in undertaking risk assessments for educational visits out of school. A small number of health and safety issues emerged during the inspection and the school is already taking action to review and amend procedures as appropriate.
26. Lessons such as Personal Social and Health Education (PSHE) are used well as an aid to the promotion of the social, moral and personal development of each child. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. The relatively new school council is bedding in well and acts as a focus group for the benefit of all pupils in the school.

An observed school council meeting discussed the types of prizes which may be available to pupils who exhibit good work and behaviour.

### **Partnership with parents, other schools and the community**

Parents' views of the school are mixed, while they are generally appreciative of the teachers, the school's links with parents are unsatisfactory. The school's links with the local community and other schools are satisfactory.

### **Main strengths and weaknesses**

- The views of parents about the school are very mixed.
- The school's present partnership and communication with parents is unsatisfactory.
- The school's links with the community and other schools is satisfactory.

### **Commentary**

27. The parents' meeting with the inspectors was attended by a minority of parents and the parental questionnaire was returned by a reasonable proportion of parents. A significant minority of parents had unfavourable views of the school and there were particular concerns about how well they were informed about the progress of their child and about how well the school was led and managed. Around one in every four parents who returned the questionnaire also felt that the school does not seek their views.
28. The information provided by the school through the prospectus and annual governing body report to parents is satisfactory. However, communication with parents through regular and informative newsletters is poor and the latest issue available was dated October 2004; parents have not therefore received a school newsletter for well over six months. Furthermore, the previously well-supported PTA has recently been disbanded by the school. Annual academic reports to parents are of a satisfactory standard but do not include any targets for pupils' development. The acting headteacher has clearly made some progress in starting to address some of the issues surrounding the school/home partnership and it is apparent that she is gradually gaining the confidence of an increasing number of parents. There is consequently a strong determination on the part of the current school leadership to continue to improve school/home relationships for the ultimate benefit of children, parents and for the school itself.
29. The school makes satisfactory use of the local environment to enhance pupils' curricular access and the range of extra-curricular clubs and activities is satisfactory for the size of the school. The school has satisfactory links with the community. A small number of visitors are used effectively to enhance the curriculum, for example when a Sikh husband and wife came to talk about their faith and culture. The school also has satisfactory links with other local primary and secondary schools although the acting headteacher has not yet had much opportunity to develop and enhance these local contacts.

### **LEADERSHIP AND MANAGEMENT**

During the period of the inspection, the school was led by the deputy headteacher in the role of acting headteacher. Overall, leadership and management of the school are unsatisfactory. Leadership by the acting headteacher is satisfactory but management systems are unsatisfactory. There is a lack of rigour in evaluating school performance and individual pupil progress and taking the necessary action for improvement. The role of coordinators in evaluating standards is underdeveloped because of the high turnover of teachers. The governance of the school is unsatisfactory.

## Main strengths and weaknesses

- While governors are knowledgeable about the strengths and weaknesses of the school, financial systems are poor and planning does not take account of the limitations of the budget.
- The acting headteacher has inspired a shared commitment to succeed.
- Systems to monitor the work of the school and to track pupil progress are inadequate.
- Coordinators, other than those for English, mathematics and science, do not have a clear view of standards in their subjects.

## Commentary

30. The governance of the school is unsatisfactory. These concerns are shared by some of the parents. There has been considerable discord between the governors and the substantive headteacher. As a consequence, there is considerable uncertainty over the leadership of the school. While governors bring a good range of expertise to the school and some have effective links in aspects and subjects, the school has been criticised in its latest financial audit for weak financial systems. They wish to extend the school with an extra classroom which the budget will not allow. Furthermore, pupil numbers are forecast to remain the same or may even decline if more parents decide to send their children to a neighbouring village school, thus putting further pressure on a limited budget.

### *Financial information for the year April 2004 to March 2005*

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 442,847 | Balance from previous year          | 20,456 |
| Total expenditure          | 442,273 | Balance carried forward to the next | 20,970 |
| Expenditure per pupil      | 2,991   |                                     |        |

31. The acting headteacher took over the duties of the headteacher at short notice six weeks prior to the inspection. She has been successful in raising morale so that there is a shared commitment to succeed. However, management systems in the school are not sufficiently secure. The evaluation of pupils' standards is not always accurate enough. Additionally, while pupils' progress is tracked through a range of tests, the information is not been used well to plan the next stage of pupils' learning, although this is improving. The management of individual education plans, however, has been good but on occasions has led to too many pupils being identified as having special educational needs than is actually warranted.
32. The effectiveness of coordinators in monitoring standards is variable. Although coordinators support colleagues satisfactorily with advice in teaching the subject they lead and they produce an action plan to indicate improvement, there are no systems in place for them to ascertain standards, other than in English, mathematics and science. Furthermore, high staff turnover and the addition of two newly qualified teachers have meant that the acting headteacher has had to take on too great a number of these subjects in a temporary capacity.
33. Fundamentally, the barriers to school improvement outweigh the advantages. On the positive side, the school now has a stable staffing situation in which teaching and learning are improving and achievement of pupils is satisfactory. Furthermore relations within school are good as are pupils' attitudes to learning. However, there is still a legacy of underachievement, which is evident in the current Year 6, overall leadership and management are unsatisfactory and communication with parents is poor.



## **What is the effectiveness of the provision and progress of pupils with special educational needs?**

The provision for pupils with special educational needs is **good** and their achievement is **satisfactory**.

### **Main strengths and weaknesses**

- The school has incorrectly identified some pupils as having special educational needs.
- The quality of individual educational plans is good.
- The management of the provision for pupils with special educational needs is good.
- High staff turnover has meant that the progress pupils make has been only satisfactory.

### **Commentary**

34. The school has a much higher than average number of pupils who have been identified as having special educational needs. Of these six pupils have statements.
35. Those pupils who are causing concern are identified early and placed on the school's register. The school uses the pupils' performance in standardised tests as a benchmark when identifying those pupils who have not achieved as well as they should. However as a result of high teacher turnover in recent years, the current Year 2 and Year 6 pupils have experienced an inconsistency in teaching and learning which has led to lower than average achievement. This has meant that a small proportion of these pupils have been incorrectly identified with special educational needs and that their low attainment is, in part, attributable to an inconsistency in the expectation and challenge in the teaching and learning.
36. Pupils who have been identified with special educational needs are set clear targets on their individual educational plans and given good support within lessons. They make satisfactory and often good progress towards meeting their targets although the standards that they attain are low. The targets on their plans are usually clear, comprehensive, achievable, realistic and broken down into small manageable steps. The special educational needs co-ordinator provides good support to class teachers to assist with the writing of the individual education plans to ensure that they are relevant and they are reviewed regularly.
37. Pupils with special educational needs are fully included in all lessons apart from the weekly sessions when some small groups are withdrawn to practise their reading and writing skills. They have access to the full curriculum and receive good quality support from teaching assistants, particularly in English and mathematics.
38. The school provides good support for those pupils who have physical or medical needs. They are well integrated into lessons and receive their full entitlement from teaching assistants.
39. The management of special educational needs is good. The co-ordinator for special educational needs is knowledgeable and has a thorough awareness of the range of needs within the school. Where the pupils receive support within lessons, this is of good quality. The co-ordinator for special educational needs keeps well-documented evidence and records. The progress of the pupils is carefully monitored and arrangements are reviewed regularly and adjustments to provision made accordingly. There are good links with outside agencies such as the educational psychologist, speech therapists and medical staff who provide appropriate support.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **good** overall which is similar to the previous inspection. Children's attainment on entry to the reception class in the September following their fourth birthday is below the levels expected for this age in communication, language and literacy, mathematical development and physical development, especially fine motor skills. By the time they leave reception nearly all will have reached the goals typical for their age in the above areas of learning, as well as in creative development, knowledge and understanding of the world, and personal, social and emotional development. Higher-attaining children exceed the standards expected in all six areas of learning. All children, including those with special educational needs, make good progress. They also achieve well due to good overall teaching and their own willingness to learn.

#### **Main strengths and weaknesses**

- The induction programme is good.
- Teamwork is very good.
- Teaching and learning are good overall.
- Good use is made of the outdoor areas.
- The curriculum is planned well to incorporate play.
- There are good opportunities for personal, social and language development.

#### **Commentary**

40. Induction arrangements are good. Positive links, including home visits, are established with parents, nearly all of whom support the school well. Good examples were noted during the inspection when many parents helped with children's learning in reception. Good, shared information in the Foundation Stage ensures that all members of staff are aware of standards prior to the children's admission. The liaison between the class teacher, nursery nurse and support teacher generates a very positive teamwork culture. The leadership and management of the Foundation Stage are good. Due to the good overall teaching and time invested wisely by other adults, children, including those with special educational needs, make good progress and achieve well.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision is **good** in this area of learning.

#### **Main strengths and weaknesses**

- All adults provide good role models.
- The balance between free choice and directed activities is good.
- There are good opportunities for learning through play.

#### **Commentary**

41. The children's personal, social and emotional development is given high priority and to good effect, with teaching and learning in this area good. They are encouraged to be independent and make choices about their activities such as playing with sand and water or working in the painting area. The strong emphasis on play ensures that social, language and mathematical skills are being enhanced continually. All adults are very good role models, helping children to form positive relationships and care for others, as noted during several sessions. As a result

children feel secure and become more confident. Pupils are on track to reach the goals in this area of learning by the time they leave reception and they achieve well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in this area of learning is **good**.

### **Main strengths and weaknesses**

- The opportunities for language development are good.
- All adults are deployed well.
- Achievement for all pupils is good.
- The opportunities to learn through play are good.

### **Commentary**

42. Teaching and learning are good. The children make good progress and achieve well in this area of learning as a result of effective dialogue between them and adults, and through the constant opportunities to extend their thinking and reasoning skills through play. The vast majority of children listen attentively, replying appropriately in response to probing questions, as observed in a lesson identifying key words in the text, 'Rosie's Walk'. Good use of time by the nursery nurse, support teacher and other adults contributes significantly to the children's conversational skills, exemplified well in several creative and physical activities. Reading and writing are promoted well and, as a result of well-organised shared and individual reading sessions, improvement is constant. Many have already exceeded the goals typical for their age. Although the higher attainers' writing is good, for a significant minority it is still in the early developmental stage. Nevertheless these children, as a result of the teacher's and nursery nurse's hard work and their own willingness to learn, improve rapidly, as noted in a writing session based on the story of 'A Snail's Walk'. By the end of reception, nearly all the children reach the expected levels in this area of learning and their achievement is good.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Resources are used well.
- The attention paid to ordering numbers is strong.
- Children achieve well.

### **Commentary**

43. The children enter reception with skills which are below the expected level but they make good progress and achieve well due to overall good teaching. By the time they leave reception they reach the goals typical for their age, with higher attaining children exceeding them. Most count confidently up to 30 and beyond. Tasks are pitched well to meet the children's different learning needs. This ensures that thinking and calculating skills are being developed constantly, illustrated well in a lesson where children ordered numbers 1 to 20. Many identify two and three dimensional shapes and carry out simple addition and subtraction to 5. Good opportunities to acquire mathematical vocabulary, for example 'more than', 'less than', 'taller', 'shorter', are common routines in all lessons. With good adult support they begin to recognise repeating patterns while painting or using computer programs.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in this area of learning is **good**.

### **Main strengths and weaknesses**

- The outside environment is used well for studying nature and science.

### **Commentary**

44. Throughout their reception year children begin to understand more about the world in which they live and how people grow from babies to adulthood. As a result of well-organised trips around the local village or to stately homes they find out about their environment, and chat confidently about the different organisms and features observed. They begin to use simple computer programs and nearly all use the mouse successfully to select tools and change colour, for example to paint snails and ladybirds relating to their science study. They take added delight in tending the sunflowers and observing the life cycle of caterpillars to butterflies in the science area. Designing and making is a popular activity with many examples observed during the inspection, for instance planning and constructing castles, houses and bridges using mega-blocks. All these activities become more meaningful as the teacher and other adults encourage children to express their opinions, thus enhancing their communication and speaking skills. Most children are working at levels expected for this age group, with higher attainers exceeding them and they achieve well. Teaching and learning are good.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Activities are well planned.
- Occasionally there are lengthy periods of inactivity during physical education lessons.

### **Commentary**

45. Children attain good standards in this area of learning and achieve well and teaching and learning are good. As a result nearly all reach the goals typical for their age by the end of reception. Through table-top games, modelling materials and use of simple tools, they improve their hand-eye co-ordination and fine motor skills rapidly. Good examples witnessed during the inspection included cutting out paper designs, sewing and using glue-sticks and paint brushes. They respond well to instructions and are developing a good awareness of space and consideration for others, as noted during outdoor activities using trolleys, tricycles and prams, and also in movement and dance lessons. Occasionally in some groups, waiting time is too long while they observe their peers demonstrating. As a result of effective class management and good adult attention to the development of their manipulative skills, the children learn well how to handle small objects and use pencils, scissors and plastic cutting implements accurately and safely.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Opportunities for role-play are good.
- The painting area is used well.

## Commentary

46. Teaching and learning are good. Children are offered a variety of interesting activities each day and the balance between free-choice and direction is good. Independence is increased as children explore different materials and media. For example, they colour-mix paints to create sunflowers and landscape scenes and use play-dough effectively to model snails and butterflies. Work planned well by the teacher ensures that there are good opportunities for role-play, demonstrated well in many sessions in the sand tray and 'barbecue area', and when children acted out events in the story, 'Rosie's Walk'. Children sing simple, familiar songs such as 'Cobbler' and 'Snail Song', taking great delight in carrying out actions. They use tambourines and wood blocks to tap out simple, repeated rhythms, as observed during a very good music session. They are well on track to reach the goals typical for their age by the end of reception and their achievement is good.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Overall, provision for English is **satisfactory**.

#### Main strengths and weaknesses

- Achievement is unsatisfactory and standards are too low in Year 6.
- Achievement in the remaining year groups is satisfactory.
- Teaching seen during the inspection was mainly good, although assessment information has not always been used accurately enough in the past to plan the next stage of work.
- The current arrangements for leadership and management of the subject are unsatisfactory.
- Pupils with special educational needs achieve satisfactorily.

## Commentary

47. Attainment on entry to the school varies considerably in different years and this is reflected in national test results in English. For example, the Year 6 cohort in 2002 had a small proportion of pupils with special educational needs and so they attained well above average standards, whereas those in 2003, 2004 and 2005 had between one-half and two-thirds pupils with special educational needs and, as a consequence, attained well below average standards. The school did not meet its targets in English in 2004, particularly for the higher attainers. Nevertheless, despite the high proportion of pupils with special educational needs, the current Year 6 pupils have underachieved and standards are too low. This has been a consequence of the disruption to their teaching over several years due to the high turnover of teaching staff and the deficit in learning is too great to be made satisfactory in the time allowed. Standards are well below average which is similar to the findings of the last inspection. Although, the school tracks pupils' progress, the sessions to boost pupils' attainment have not been particularly effective.
48. Achievement in the remaining year groups, however, has improved due to a stable teaching force and because the teaching of English and literacy is now satisfactory. Lessons are well planned and, in the best instances, are shared well with the pupils so they have a clear idea about what they need to do and what they will learn. Work is usually well matched to the different abilities of pupils and, as a consequence, pupils' thinking is extended and they enjoy the lesson because their intellect is engaged. Teaching assistants are well briefed and make a good contribution to pupils' learning. Occasionally, explanations are too long and pupils begin to fidget and sometimes the summaries of lessons are not used well enough to emphasise learning objectives and to test pupils' learning. Marking is good overall, with well-focused written comments so that pupils know what they need to do to improve. Teachers are beginning to use ICT to develop pupils' literacy skills, but this is at a relatively early stage of implementation.

49. Standards in speaking and listening are satisfactory in Year 2 and Year 6 and they achieve satisfactorily in their speaking and listening skills. Pupils in Year 2 talk confidently to their teachers and to one another. They are encouraged to give full responses and to extend their vocabulary. In a good lesson on religious language in Year 2, pupils listened to each other attentively and built upon their classmates' contributions. In the best instances, teachers used talking partners in the class to increase their engagement and participation. Pupils are encouraged to use the correct technical terms, for example in a mixed Year 3 and 4 class, who were using non-fiction texts to extract information.
50. Standards in reading vary between year groups, but overall are below average, but pupils achieve satisfactorily. Teachers try to promote good reading habits, but a few classrooms do not provide attractive reading areas to stimulate pupils' interest. Younger pupils respond well to books and understand that pictures tell a story. The higher attaining pupils can read complex texts confidently, with very few mistakes and can attempt difficult words because they have good phonic knowledge. Lower attaining pupils are more hesitant and pronounce each word separately or guess an unknown word from the initial letter sound. All abilities of younger pupils know how a non-fiction book is organised and can extract information accurately. Higher attaining older pupils read with confidence, using punctuation and characterisation to add expression to their voices. However, the average and below average attaining pupils in Year 6 are less confident and read with less fluency. However, they all understand how a non-fiction book is organised and can find appropriate information from them. Pupils use dictionaries and thesauruses well to discover the meaning of unknown words and use library skills to locate information on a variety of topics.
51. Standards in writing are below average overall, but apart from pupils in Year 6, they are achieving satisfactorily. Pupils in Year 2 are below average. They write in full sentences, but apart from the higher attainers, do not make consistent use of full stops and capital letters. They are encouraged to use interesting vocabulary when writing. In a good lesson in Year 1 on the setting of stories, pupils were encouraged to think of vivid adjectives to enhance the quality of their writing. In a Year 2 lesson, one high attaining pupil referred to 'malfunction' and another identified and pronounced 'split diagraph'. Scrutiny of work reveals that pupils are writing in different genres, including poetry. One pupil had been suitably inspired to compose his own poem, in his own time, on a subject the class had been studying earlier. Year 6 pupils' writing skills are well below the average. This is partially reflected in the high proportion of pupils with special educational needs and the lack of continuity in their learning. Too many still do not regularly use capital letters and full stops in their writing and presentation tends to be scrappy, despite the best efforts of their temporary teacher. However, pupils in Years 3 to 5 are more practised in writing skills. Year 4 and 5 pupils constructed a persuasive letter and adapted a letter written in non-standard English to create an effective formal letter of complaint. The use of dialogue as a way of making stories interesting is satisfactorily developed, although the use of speech marks is not always consistently applied.
52. Leadership and management of the subject at the current time is unsatisfactory because this is one of a number of subjects that the acting headteacher has had to take responsibility for, in addition to the duties of headteacher. However, pupils' progress is tracked through a range of assessment measures but the standards are not always accurately evaluated and the support necessary to improve pupils' performance, not always effectively carried out.

### **Language and literacy across the curriculum**

53. The school realises the importance of developing language and literacy skills through other subjects of the curriculum. Interesting examples of some extended writing were seen, for example, in history and religious education, but this tends to happen coincidentally rather than consciously planned. Teachers are beginning to use the recently installed whiteboards to good effect in enhancing their lessons.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Standards are below average at the end of Year 2 and well below average at the end of Year 6.
- Achievement is satisfactory across the school, other than in the current Year 6.
- Higher attaining pupils are not always sufficiently challenged.
- Teaching seen during the inspection was mainly good.
- Assessment is not always used to provide work that is matched to the needs of all pupils.
- Assessment targets are not shared with the pupils so that they are aware of what they need to do next in their learning.

### Commentary

54. Evidence from the inspection indicates that standards by the end of Year 2 are likely to be below the expected standard and well below that level by the end of Year 6. This is similar to the results of the 2004 national tests, when there were too few pupils who achieved the expected levels and very few achievements at the higher levels.
55. Since the last inspection pupils' overall achievements in the national tests at the end of Years 2 and 6 have dipped and remained consistently low. However, inspection evidence of the current situation shows that standards are improving across the school although the standards of the pupils in the present Year 6 are likely to remain well below average and achievement unsatisfactory. The consistently low results and achievement of the pupils is largely as a result of the many changes to the teaching staff over recent years. This has led to a lack of consistency in teaching and learning and subsequent inconsistency in the rate of pupils' progress, particularly for the current Year 6. This situation has largely been rectified, with a more stable staffing situation which, together with the continual improvements in raising teachers' subject knowledge and expertise, is already having a positive impact on raising pupils' achievements. However, the older pupils have not had sufficient time to benefit fully from these initiatives.
56. The quality of teaching and learning is satisfactory overall based on the scrutiny of pupils' work, although in the lessons seen during the inspection, teaching was mainly good. The quality of learning seen in lessons, however, is much better than that evident over the long term, largely as a result of those staffing difficulties and inconsistencies in provision over the past few years. Teachers' planning is clearly based on the National Numeracy Strategy. In the most effective lessons, the teachers' expectations are high, the content of the lessons is stimulating and the pace is brisk. As a result of these elements the pupils' interest is good, they work hard and rise to the challenges set. The teachers in these lessons have secure knowledge and understanding of the subject, which is reflected in the careful development of strategies to ensure that pupils understand one process before they are moved on to the next stage in their learning. In these lessons, the teachers' levels of questioning and discussion are challenging and take the pupils' learning forward well. There is very good use of a range of strategies and resources including the new interactive white boards where available. These engage the interest of the pupils. Where lessons are less successful, there is a lack of a clear staged approach in developing pupils' learning as the teachers do not ensure that pupils fully understand or have the necessary skills to enable them to carry out their work or tasks and make progress. This impedes the rate of learning of some pupils who have gaps in their knowledge and understanding. Teachers' planning and pupils' past work indicate that teachers have worked hard to ensure that all aspects of mathematics are taught. There is clear evidence that pupils have some opportunities to solve problems, although the school recognises that this is an area for further development.

57. Although pupils' work is marked regularly and they are given appropriate praise, the marking of their work does not give them sufficient direction on how to improve. The school has sound procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and standardised tests. This information is now being used to track the achievements of pupils and to set targets for groups of pupils. However, the targets that are set are not used specifically enough to give individuals a clear picture of how they are progressing or how to develop their work in the future. The presentation of pupils' work is generally satisfactory and good in those classes where teachers insist on high standards. Those pupils with special educational needs receive good support from the teaching assistants.
58. Current arrangements for the leadership and management of the subject are unsatisfactory because the acting head teacher is managing the subject in a temporary capacity and has many other subjects to monitor as well as carrying out the duties of headteacher. However, the appointment of a new subject leader is imminent. The coordinator has evaluated the results in standardised and national tests to identify any common weaknesses and has had opportunities to monitor teaching and learning in lessons.

### **Mathematics across the curriculum**

59. The pupils have satisfactory opportunities to use and apply their mathematical skills in other subjects such as science and geography but these opportunities tend to be coincidental rather than planned. There are some opportunities for pupils to use ICT to support their learning in mathematics with the use of appropriate programs and, for example when handling data and using the floor robot. Teachers are also beginning to use the interactive whiteboards effectively, where these have been installed.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- The opportunities for investigative work are good in some classes.
- Analysis of pupils' past work reveals limited attention to fair testing.
- Overuse of work sheets in some classes curtails pupils' ability to develop fully their reasoning skills.
- Standards are low by the end of Year 6 and achievement is unsatisfactory.
- Teaching and learning are satisfactory overall in Years 1 to 5 and achievement is satisfactory.

#### **Commentary**

60. Standards at the end of Year 2 are below the national average and at the end of Year 6 they are well below average. This is an appreciable drop since the last inspection. Contributory factors include the higher than usual proportion of pupils with special educational needs and the high turnover of temporary teachers, especially affecting the current Year 6. There is no significant difference in the performance of boys and girls.
61. During the past five years the results of the National Curriculum tests have fluctuated from above to well below the national average. Since 2002 the decline has been very noticeable, mainly due to the reasons outlined above. Overall, pupils, including those with special educational needs, make satisfactory progress in the Years 1 to 2. They also achieve satisfactorily as a result of a good start in Year 1 because teaching is satisfactory and the pupils' eagerness to succeed. In the current Years 3 to 5, achievement is satisfactory, but pupils in the current Year 6 have underachieved due to a legacy of inconsistent teaching. In Years 3 to 6, teaching is satisfactory overall.



62. An analysis of the pupils' past and present work indicates good attention to investigative and experimental work in most classes. Throughout the school, however, their knowledge and understanding of what constitutes a fair test are less well developed. In some classes, pupils have the opportunity to develop their writing skills further by devising their own structures for reporting the experiments. This, together with the teachers' high, but realistic expectations, contributes significantly to engaging the mind, as observed in a good mixed Years 4 and 5 lesson where pupils planned an experiment to construct a woodlice sorting container. On the other hand the over-reliance on work-sheets in a few classes, frequently hampers the pupils' capacity of reasoning things out for themselves, as noted in an examination of some pupils' work.
63. In Years 1 and 2 the development of the pupils' knowledge, understanding and skills is satisfactory overall. They know that light comes from a range of sources including the sun, and they carry out simple experiments, for example to observe the effect of heat on materials. In their study of life processes and living things they use the outside environment well to explore the habitats of different organisms. By the end of Year 6 about two-thirds of pupils have sound knowledge and understanding of scientific facts, including the ways in which solids and liquids might be separated, how the heart and lungs work, the function of insulators and conductors in electricity, and the adaptation of living things to their environment. Higher-attaining pupils explain well the processes of filtration and the water cycle, while lower attainers have difficulty in understanding how light is reflected from surfaces.
64. In the best lessons teachers are beginning to pay particular attention to fair-testing and the acquisition of specific scientific vocabulary, exemplified very well in a mixed Years 4 and 5 class and a mixed Years 3 and 4 class when pupils predicted types of woodlouse habitats and identified the respective food chains. The purposeful atmosphere created in these lessons contributes immensely in raising pupils' self-esteem and nurturing their generally good attitudes.
65. The subject is led and managed satisfactorily. The co-ordinator is enthusiastic and conscientious and ensures that all aspects of the subject are covered. Although satisfactory assessment procedures are in place, their use is unsatisfactory overall to set targets for the next stage of learning. Resources are satisfactory, maintained well and are easily accessible to all staff members.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The quality of resources has improved since the last inspection.
- Standards are below those expected at the end of Years 2 and 6, but achievement is improving.
- Information technology is not used sufficiently to support pupils' learning in other subjects.
- Procedures for assessment are not yet in place.

### **Commentary**

66. Standards in Years 2 and 6 are below those expected. There have been considerable improvements in resources for the subject since the last inspection although some of this is quite recent. However, with the improved provision there is now a commitment to ensuring that the subject is taught regularly and that pupils develop their knowledge, skills and understanding systematically as they move through the school. Together with the improved provision of resources, there is an on-going programme for training all staff which has led to increased confidence and a willingness to develop pupils' skills within ICT lessons. Opportunities to use computers to extend the pupils' understanding in other subjects are missed, although those teachers who have access to the newly installed interactive

whiteboards make good use of these in subjects such as mathematics, literacy, history and geography.

67. In the few lessons seen, the quality of teaching ranged from unsatisfactory to good. In the most effective lesson on PowerPoint presentations in a mixed Years 4 and 5 class, the teacher had good subject knowledge and high expectations of the work that the pupils could produce. As a result of their earlier lessons the pupils could discuss and describe how they had produced their presentations using hyperlinks and sound to very good effect. The high level of discussion and questioning by the teacher ensured that the pupils were clear about the procedures used and were able to evaluate their work and that of others effectively and appropriately. They achieved well as a result. In the less effective lesson with Year 2 pupils, the teacher's subject knowledge was not so secure. She failed to ensure that pupils had a clear understanding by demonstration and questioning of techniques and skills to enable them to carry out their tasks appropriately. As a result, pupils' achievements were unsatisfactory.
68. Current arrangements for managing the subject are unsatisfactory because the acting head teacher has responsibility for this subject in addition to others as well as her duties as acting headteacher, pending the appointment of a new subject leader. She has identified appropriate areas for development within the school's development planning which includes the need to develop procedures for assessing pupils' achievements. The school has very recently developed a new policy and follows the recommendations of the national guidelines to ensure that pupils' skills are developed progressively throughout the school. However, this has not yet had time to ensure that all pupils, particularly those in Year 6 are secure in all aspects of the subject. There have been no formal opportunities to monitor teaching and learning. The resources for supporting teaching and learning have improved significantly since the last inspection, mainly as a result of national and local initiatives and are good. The school has recently purchased sufficient laptops to enable computers to be more readily accessible in classrooms.

### **Information and communication technology across the curriculum**

As at the time of the last inspection the school is making limited use of ICT to support learning across the curriculum. There is little consistency in the practice and the school recognises this is an area for development. Some teachers are beginning to use the newly installed interactive whiteboards to enhance teaching and learning in their classrooms, but this is at the early stages of development as they are not yet available in all classes. The pupils use the Internet to carry out some research and for work in art for example. However, the co-ordinator understands the need to ensure that ICT becomes a more integral part in the work.

### **HUMANITIES**

*Geography, history and religious education were only sampled because of the inspection schedule.*

69. No overall judgement can be made regarding teaching and learning in **geography** because only one lesson was observed. However, from the sample of work seen, standards are about average in Year 2 and Year 6 but coverage of the subject is thin. This finding is similar to the last inspection. A scrutiny of pupils' work, however, does not show sufficient attention to setting work to match the range of abilities. ICT is used to a limited extent to support work in the subject. The coordinator provides satisfactory leadership of the subject but there is no means by which the coordinator can determine standards across the school. In the one lesson observed, on how weather affects the type of clothing worn, the teaching and learning were satisfactory. The lesson was well planned and good use was made of the interactive whiteboard and, as a result, pupils accurately identified the appropriate clothing to be worn. However, the discussion at the end of the lesson did not emphasise the main objective of the lesson.
70. No overall judgement can be made about teaching, learning and provision in **history** because only one lesson was observed. From an examination of the pupils' work, standards are

broadly in line with the average, as at the time of the last inspection. There is satisfactory coverage of the subject but only a limited amount of attention paid to developing pupils' skills in analysing evidence about past events. In the one lesson observed teaching and learning were satisfactory. The lesson was well prepared and good use was made of the interactive whiteboard to present the pupils with visual evidence of child evacuees during World War II. Pupils showed considerable interest in the subject and tackled the task of describing the feelings of evacuee children with enthusiasm. However, their work largely illustrated everyday empathy rather than an historical understanding of the period.

71. In **religious education**, although it was only possible to see one lesson in a Year 2 class, evidence from pupils' written work shows that throughout the school, standards are in line with the expectations of the locally agreed syllabus. Pupils have a satisfactory knowledge of different religions and they understand the significance of some aspects of religion, such as celebrations and symbols. The subject makes a good contribution to pupils' spiritual development by widening their appreciation of the range of beliefs in the world around them and understanding the lifestyles of followers of different faiths in a sensitive and reflective manner. The teaching was satisfactory in the one lesson observed. Pupils built well on each other's contributions, but they did not concentrate and analyse one aspect of the prayer, which would have deepened their understanding.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*Art and design, design technology and music were sampled. Physical education is reported in detail.*

72. Only one lesson in both art and design and design and technology was observed during the inspection. As a result an overall judgement cannot be made regarding teaching, learning, achievement or provision. However, an analysis of the displays on view and portfolio collections confirms that standards in both subjects are close to national expectations at the end of Years 2 and 6 in both subjects. Discussions with the co-ordinators and an examination of subject plans indicate full coverage and satisfactory provision.

### **Art**

73. Work in art and design suggests that pupils have a satisfactory knowledge of visual and tactile elements, including pattern, line and tone, and how these can be combined, as illustrated by Year 6 pupils in pattern paintings after the style of William Morris. Pupils in a mixed class of Years 4 and 5 have designed Roman mosaics in three-dimensional relief using plaster-board, hessian, paint and plaster of Paris, while pupils in Years 1 and 2 colour-mix successfully to paint still-life observational pictures. The subject is satisfactorily led and managed.

### **Design technology**

74. Design and technology work in the younger classes focuses on how angles can be strengthened and paper made more rigid in the construction of playground models. Older pupils have combined their scientific knowledge with the construction of electronic games and have a sound understanding of fixed pivot, loose pivot and sliding mechanisms. The subject is satisfactorily led and managed.

### **Music**

75. Only two lessons were observed in **music**, therefore it is not possible to make a secure judgement about standards, teaching or achievement. The planned curriculum and scheme of work used ensures that pupils have access to music and that there is a progressive development of knowledge and understanding of skills in composition and performance. In the lessons seen, pupils in Year 2 developed their knowledge of pulse and rhythm well. In the mixed Year 3 and 4 class, the pupils showed sound understanding of how to write and follow symbols for a rhythm. Lessons are enhanced by opportunities for some pupils to learn to play the recorder in extra-curricular clubs.

## PHYSICAL EDUCATION

Provision in physical education is **satisfactory**, which is similar to the last inspection.

### Main strengths and weaknesses

- High proportion of pupils swim the desired 25 metres unaided by the end of Year 6.
- Good standards in dance and movement in Year 1.

### Commentary

76. Standards in physical education by the end of Year 2 are in line with national expectations. As no lessons were observed in Year 6 it is not possible to comment on the end of year standards, with the exception of swimming where records show nearly all pupils completing the desired distance unaided. Many swim 100 metres and beyond.
77. In the lessons observed teaching was satisfactory overall with some good lessons. There was no unsatisfactory teaching. The pupils, including those with special educational needs, make adequate progress and achieve satisfactorily due to the overall sound teaching and the pupils' own enjoyment and eagerness to succeed.
78. By Year 2 the vast majority of pupils display imaginative ideas in movement and especially in dance as they travel around the hall, changing shape, speed and direction. For example, in a lively Year 1 lesson pupils demonstrated good control while executing a sequence of high and low movements involving rolls and balances,. In another Year 1 lesson more talented pupils added poise and elegance to illustrate the flight of an eagle, during a dance phrase. Pupils' throwing and catching skills are satisfactory, as observed in a 'kwik' cricket lesson.
79. Pupils enjoy physical education and adopt an enthusiastic and positive approach. They benefit greatly from the after-school football, rounders and skipping sessions.
80. The subject is satisfactorily led and managed, despite the fact that the coordinator is relatively new to the post. The coordinator ensure that plans are implemented to ensure full coverage of the subjects, and that records are kept of pupils' progress at the end of the topics or units. Resources are satisfactory, stored safely and maintained well.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

*Personal, social and health education and citizenship was sampled.*

81. The provision for pupils' personal, social and health education is satisfactory. Aspects of this subject are taught regularly in each class and as elements of other subjects such as science. The dangers of alcohol and drugs' misuse are taught to older pupils in these lessons. There is a clear programme for sex and relationships education, which is taught to older pupils and good use is made of the school nurse to support its work in these areas. Issues of concern and feelings are discussed sensitively in 'circle time'. The school council gives formal opportunities for pupils to discuss ways in which they might contribute to the improvement of the school and some of their suggestions have already been implemented.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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