



# Gatten and Lake Primary School

## Inspection Report

**Unique Reference Number** 118158  
**LEA** Isle of Wight LEA  
**Inspection number** 280251  
**Inspection dates** 12 October 2005 to 13 October 2005  
**Reporting inspector** Andrew Olive HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	First	<b>School address</b>	Howard Road
<b>School category</b>	Community		Shanklin
<b>Age range of pupils</b>	5 to 9		PO37 6HD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01983862763
<b>Number on roll</b>	246	<b>Fax number</b>	01983862763
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr C Nuckley
<b>Date of previous inspection</b>	20 September 1999	<b>Headteacher</b>	Mr H Brown

<b>Age group</b> 5 to 9	<b>Inspection dates</b> 12 October 2005 - 13 October 2005	<b>Inspection number</b> 280251
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## **Introduction**

The inspection was carried out by an additional inspector and one of Her Majesty's Inspectors.

## **Description of the school**

Gatten and Lake Primary School is an average sized primary school serving an area of mixed housing in the seaside town of Shanklin. The pupils are from a predominantly white British background. Many of the families rely on the seasonal tourist trade for their employment and the number of pupils entitled to free school meals is above average. The number of pupils with learning difficulties or disabilities is below average though there are four pupils that have a statement of special educational need.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

The inspectors agree with the school's own judgement that the achievement of the pupils is inadequate and the leadership and management are unsatisfactory. As a result of weaknesses in leadership, the school has not introduced rigorous monitoring systems that enable it to identify the correct areas for development. There has been insufficient improvement since the last inspection. The school provides unsatisfactory value for money. Children in the Reception class are well cared for, the teaching is good and they make good progress. However, standards at the end of Year 2 are significantly below those expected for their age, particularly in writing and mathematics and results have declined over the last three years. The school's own internal tracking suggests the progress made by the pupils is better in Years 3 and 4. However, this assessment data is not used consistently to set challenging targets or to inform the teachers' planning. Consequently, expectations are too low and some pupils underachieve. The quality of teaching and learning is unsatisfactory overall as there are inconsistencies in practice that leads to some pupils making less progress than they should. The pupils enjoy school and parents are very happy with what the school provides. The parents are greatly appreciative of the approachability and helpfulness of the staff. The pupils' behaviour is good throughout the school and they co-operate effectively with each other. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

### What the school should do to improve further

What the school should do to improve further \* Implement rigorous self-evaluation procedures that will enable the school to identify and implement appropriate targets for improvement. \* Raise standards, particularly in writing and mathematics. \* Improve the teachers' use of assessment information to ensure all pupils are suitably challenged, particularly the more able pupils.

## Achievement and standards

### Grade: 4

The pupils join the reception year with a wide range of ability which is just below the level normally found for children of this age. They make good progress in their first year at school. However, the pupils' progress by the end of Key Stage 1 is unsatisfactory and standards are significantly below those expected for their age. Over the last three years standards in reading, writing and mathematics have fallen. The school's tracking system suggests progress made by last year's cohorts in Years 3 and 4 was better and many pupils in Year 4 reached national expectations. However, progress over time is unsatisfactory as many pupils do not achieve as well as they could, particularly the more able pupils. The school has rightly identified the collection of accurate assessment

data as an area to develop. It is aware that current data are not fully reliable and staff are working to ensure a shared understanding of the different standards. The school's analysis is not yet as rigorous as it should be. For example, it does not analyse difference in the performance of boys and girls, of pupils in different classes or progress made by higher attaining pupils. The school has recognised that the pupils do not do as well as they should in writing and a number of measures have been put in place to improve progress. However, the impact of these has not been monitored effectively and underachievement in writing remains.

## **Personal development and well-being**

### **Grade: 3**

Pupils enjoy school and behave very well towards each other with a good regard for safety. Bullying rarely happens and is dealt with quickly. Pupils appointed as 'Playground Friends' help those who are left out at playtimes. Attendance rates are lower than average because many parents work in the tourist trade and take holidays in term time. The school has gained a Healthy School Award which has raised the awareness of pupils of the need for a healthy diet. As a result, most pupils eat fruit snacks at break times but many lunchboxes do not include a good balance of foods. Pupils make a reasonable contribution to the community through a range of events including flower competitions and charity work such as tsunami relief. Opportunities for the pupils to make a contribution to their school are limited because teachers are inconsistent in what they provide. Classroom 'Golden Rules' help pupils understand about right and wrong and how to co-operate well. The pupils learn to think about deep issues and gain an understanding of other cultures. For example, in a Harvest Assembly they reflected on the plight of those needy people in Tanzania and elsewhere who were to receive the gifts that the school had collected.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The teaching in the lessons seen by the inspectors was satisfactory and sometimes good. The better lessons were lively and interesting, captured the imagination of pupils, helped them to behave well and make good progress. For example, one group of pupils thoroughly enjoyed composing some lovely lines of poetry during a walk around the school grounds. In these lessons the work catered well for the range of ability and the pupils knew what they were going to do and learn. The teachers used well chosen resources to enhance their teaching, for example, information and communication technology (ICT). The pupils with special educational needs make at least satisfactory progress as they are identified early and are supported successfully by the well-trained team of special needs assistants. Teachers are highly committed and hard working but there are inconsistencies in their work that impair the progress of the pupils. For example, the assessment data are not always used effectively to match the work to the different groups of pupils, particularly the higher attainers.

Consequently, some of the teachers' expectations are too low and not all the pupils learn as well as they should. Some of the older pupils have individual targets in literacy and numeracy. However, the targets are not always focused on the key areas the pupils need to improve. At its best, the quality of teachers' marking makes clear what the pupils should do to improve their work, though much is cursory and does not help them move on. Such inconsistencies across the school have not been remedied by the leadership as there has been limited monitoring of teaching. The lack of good quality, constructive feedback has been a block to the teachers improving their own practice and ensuring school policy is consistently implemented. This has a negative impact on the progress made by the pupils. Recent involvement in an initiative with local schools has enabled some teachers to work alongside each other, an important step in spreading the best teaching practice across the school.

## **Curriculum and other activities**

### **Grade: 3**

The staff and governors regularly review the planned curriculum and this ensures it is balanced, builds upon pupils' earlier experiences and that it meets legal requirements. However, the school does not monitor with sufficient rigour what is being taught in the classrooms. Consequently, it does not have a sufficiently clear picture of whether all pupils are receiving enough teaching in the different subjects. A programme of after-school activities, visits and visitors provide good enrichment of the curriculum. For example, there is a breakfast club, a range of physical and sporting activities for older pupils and instrumental music tuition. Visiting specialists in puppetry, drama, poetry and the visual arts all help to develop the pupils' interests and enjoyment. Pupils are helped to learn how to stay healthy by the school's involvement in the Healthy Schools project, regular police visits and the Foot Steps road safety programme. Suitable arrangements have been made for sex education to be provided by middle schools.

## **Care, guidance and support**

### **Grade: 3**

All staff give a high priority to the care and welfare of pupils. They know the pupils well and this helps to create a warm, caring environment where pupils feel safe and secure. The guidance and support for the children starting in Reception is good and this helps them feel confident and ready to learn. The staff manage pupils' behaviour sensitively and this ensures a quiet and positive working atmosphere where the pupils learn to co-operate and behave well. The climate also makes parents feel welcomed. There are clear procedures for identifying and catering for pupils who may be at risk, including pupils with learning difficulties or disabilities. The partnerships with the parents of these pupils are very strong. The child protection procedures are particularly effective. Staff are aware that the school is less successful in guiding and supporting pupils to achieve high standards.

## Leadership and management

### Grade: 4

The leadership and management of the school are unsatisfactory. The headteacher and governors do not have an accurate understanding of the strengths and weaknesses of the school. The school's self-evaluation procedures are weak. This is because there is insufficient monitoring of the quality of teaching and learning and of the progress the pupils are making. This leads to the school identifying priorities for improvement that do not focus on remedying its most pressing weaknesses. The capacity of the headteacher to secure the necessary improvement is inadequate. The last inspection report considered the management of the school to be in need of some improvement. The inspectors agree with the school's own judgement that improvement since that inspection has been unsatisfactory. The decisive action that was necessary to secure improvement has not been taken. The quality of teaching is not monitored effectively as the teachers do not receive regular, good quality feedback to help them improve their own performance. The senior teachers work very hard and are fully committed to doing their best for the pupils. Some useful initiatives have been introduced that have helped the curriculum co-ordinators carry out their role more effectively and the school has received the Basic Skills Quality Mark. However, co-ordinators are not as effective as they could be because they are not well led. Some individual subject plans exist but do not feature as key priorities in the school improvement plan. Senior managers have high expectations of the pupils' behaviour and contribute effectively to their good moral and social development. Links with the community are strong. The school has some profitable connections with local schools and transfer arrangements are good. The governing body does not challenge the school effectively. Monitoring has improved, for example through receiving curriculum co-ordinators' reports. However, governors have not ensured rigorous self-evaluation is in place and therefore do not have an accurate view of the school.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	No
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for helping us to feel welcome in your school and for answering our questions and sharing your work with us. I expect you have heard that following our visit we have decided that your school needs special measures. This means that though you school does some things well there some very important areas we think the school needs help to sort out.

Here are some of the good things we found: \* You enjoy school and behave well \* You help each other very well both in the classrooms and around the school \* Your teachers and other adults look after you carefully. They make sure that you get help if you need it \* The children in the Reception class do well and learn a lot during the year \* You go on some interesting visits and have a number of school clubs and visiting shows which sound like fun.

Here are some of the things that we thought should be better: \* The people who lead your school, your headteacher and the governors, need to spend more time making sure you are all learning as well as possible and deciding what things need to be improved. Then all the teachers will be able to make sure you make as much progress as possible \* Even though you work hard, your teachers could help you do better at writing and mathematics \* At the moment some of you have work which is too easy. We have asked your teachers to make sure you are given work which is just right. You will not be surprised that we have asked the school to improve these things as quickly as possible. Your teachers will be provided with the help they need and inspectors will visit the school regularly to check on the progress being made. We hope you enjoy the rest of your time at Gatten and Lake Primary School and that you do your very best.

Yours sincerely

Andrew Olive

Her Majesty's Inspector of Schools