

INSPECTION REPORT

LITTLE HARROWDEN COMMUNITY PRIMARY SCHOOL

Wellingborough

LEA area: Northamptonshire

Unique reference number: 121842

Headteacher: Mr T J Hill

Lead inspector: Mr C Parker

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

Inspection number: 269479

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 to 11 years
Gender of pupils: Mixed
Number on roll: 195

School address: School Lane
Little Harrowden
Wellingborough
Northamptonshire
Postcode: NN9 5BN

Telephone number: 01933 677202
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Appropriate authority: The governing body
Name of chair of Mr S Williams
governors:

Date of previous 21st March 2000
inspection:

CHARACTERISTICS OF THE SCHOOL

The school is a slightly smaller than average sized primary school. There are currently 195 pupils on roll. They are taught in seven single age group classes by eight teachers.

Only 20 per cent of the pupils come from the village of Little Harrowden; a significant proportion of the rest come from the town of Wellingborough. Most of the children are of white British heritage. Five children are of Indian descent and three of Chinese; five children are of mixed descent. Two pupils are at an early stage in their acquisition of English. The proportion of children with special educational needs and with statements is about average.

There is a lot of movement in and out of the school. Last year 17 children left the school and 16 joined at times other than the start of the school year. The current Year 6 class contains eight children who did not start in reception and 18 have left during the same period. Thirteen of this group have been at the school since taking the Year 2 tests.

The school has had four headteachers in the last two and a half years. A new headteacher took up the post in September 2004.

The school has recently received a healthy school bronze award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Christopher Parker	Lead inspector	Mathematics, Information and communication technology, Personal, social and health education
14083	Andy Anderson	Lay inspector	
20655	Beryl Rimmer	Team inspector	English, Art and design, Design and technology, Music, Physical education
16892	Julia Elsley	Team inspector	Foundation Stage, Science, Geography, History, English as an additional language, Special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The **overall effectiveness of the school is unsatisfactory**. Despite many satisfactory and good features, it has serious weaknesses in teaching, learning and assessment in Years 3 to 6. As a result standards are not as high as they should be and too many pupils underachieve. Although there are weaknesses in the leadership and management, most notably in subject leadership, the new headteacher is providing strong direction and vision. The capacity for improvement is, therefore, very good. At the present time the school does not provide satisfactory value for money.

The school's main strengths and weaknesses are:

- In Years 3 to 6 not enough is expected of the pupils
- The assessment and tracking of the pupils' progress is inadequate
- Standards in English, mathematics and science are not high enough by the end of Year 6
- The pupils make good progress and achieve well in Years 1 and 2
- The current strategic plan to improve the school is weak
- The pupils have good attitudes to school and behave well
- Links with parents are very good; they are kept well informed

Despite improvements to standards at the end of Year 2, to some aspects of the school's provision in the Foundation Stage, to information and communications technology (ICT) and to the quality of information provided to parents, the overall rate of improvement since the last inspection is unsatisfactory. Standards at the end of Year 6 have declined, the monitoring of pupils' progress continues to be weak and, consequently, too many pupils do not do as well as they should.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	C	C	E
mathematics	C	D	B	D
science	C	C	C	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.*

The pupils' progress is patchy and consequently **achievement is unsatisfactory**. The children in the Foundation Stage have made a good start and it is likely that most will achieve the early learning goals set for the end of the reception year. In their personal, social and emotional development they are well on course to exceed the goals set nationally. They are making steady and consistent progress and achieving well across all areas of learning. In Years 1 and 2 the pupils do well and have attained well above average results in national tests in recent years. Over the same period, the results have compared favourably with similar schools. In 2004 the results dipped because there was a higher proportion of pupils with special educational needs than usual. However, the proportion of pupils attaining higher levels remained well above average. Standards in Year 2 are currently above average in English and mathematics.

The pupils reach broadly average standards in national tests at the end of Year 6 when compared to all schools. However, comparisons with schools where pupils attained similarly at the end of Year 2 were well below average overall in 2004. This is because the quality of teaching varies between very good and poor in Years 3 to 6 and, consequently, progress is too slow. The inspection found current standards to be too low in English, mathematics and science and the pupils' overall achievements between Year 3 and 6 are unsatisfactory. The pupils with special educational needs are supported appropriately by teaching assistants and make steady progress.

The pupils are interested in school life, have positive attitudes to learning and behave well. The pupils have very good relationships with each other and their **spiritual, moral, social and cultural development is good**. Although attendance is good, punctuality is unsatisfactory because too many pupils are late for school.

QUALITY OF EDUCATION

The **quality of education is unsatisfactory** because there are **serious weaknesses in the teaching**, learning and assessment. While the quality of teaching and learning is satisfactory in the reception class and good in Years 1 and 2, in Years 3 to 6 it is patchy and consequently unsatisfactory. Though teaching in Years 4 and 5 is at least satisfactory and often good, in Years 3 and 6 as a whole there are weaknesses which result in pupils not making sufficient progress by the end of Year 6. In too many lessons the pupils do not complete enough work and assessment is not used effectively by the teachers to plan work which challenges them sufficiently. Overall, the school provides a satisfactory range of curricular opportunities but some topics are not studied in sufficient depth. The pupils have too few opportunities to use, apply and extend their literacy, numeracy and ICT skills across the curriculum. The school has a good programme for the pupils' personal development. The arrangements for ensuring the pupils' care, welfare, health and safety are good. Relationships between children and adults are very good. Teaching assistants provide good support for pupils but the standard of midday supervision is unsatisfactory. The tracking of the pupils' progress is weak and ineffective and, therefore, the targets set by some teachers do not provide an appropriate degree of challenge or support.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are unsatisfactory because not enough has been done to ensure the pupils achieve the standards they should. The new headteacher has quickly identified key areas where there are weaknesses. The governors are very supportive and have improved their induction processes to ensure they are all well informed. Some governors visit the school to find out what is happening but acknowledge they have not been proactive enough in establishing priorities for improvement. At the present time, subject leaders cannot provide a coherent and accurate picture of the pupils' performance, or the reasons why they are not doing as well as they should. This is because the role of the subject leaders has not, until this point, been seen as important enough to monitor standards, assess the quality of teaching and manage a budget.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the school and particularly the personal and social development of the pupils. Some concerns were raised about lunchtime supervision which inspectors found to be unsatisfactory. Many parents commented on the positive start made

by the new headteacher who has also made a good impression on the pupils. Most of the pupils are happy with their school. Nearly all of the younger children find lessons interesting and fun but only six out of ten older pupils fully agree with this statement.

IMPROVEMENTS NEEDED

The headteacher, governors and staff should together agree a strategic plan to bring about rapid and sustained improvement giving priority to:

- Improving the quality and consistency of teaching, particularly in Years 3 to 6
- Ensuring accurate assessments are used to accelerate progress so that the pupils achieve high standards by the end of Year 6
- Tracking and analysing the pupils' progress with greater rigour
- Developing the expertise of subject leaders so that they contribute effectively to the management of the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is unsatisfactory. Achievement in Years 1 and 2 is good, but for pupils in Years 3 to 6 it is unsatisfactory. Standards in all the core subjects are above average by the end of Year 2 and average by the end of Year 6.

Main strengths and weaknesses

- Progress from Years 3 to 6 is patchy
- Targets at the end of Years 6 have not been high enough
- The pupils do well in Years 1 and 2

Commentary

1. The children in the Foundation Stage have made a good start and it is likely that most will achieve the early learning goals set for the end of the reception year in the areas of learning. In their personal, social and emotional development they are well on course to exceed the goals set nationally. They are making steady and consistent progress and achieving well across all areas of learning.
2. The results of national tests at the end of Year 2 have, in recent years, been well above the national average in reading, writing and mathematics. Over the same period, the results have compared favourably with similar schools. The results of both girls and boys well exceed national averages.
3. In 2004 the results at the end of Year 2 dipped significantly, being broadly average in reading and writing and just above average in mathematics. The higher than usual proportion of pupils with special educational needs in this year group had a significant impact on results. However, the proportion of pupils attaining higher levels is well above average and very similar to 2003; it has increased in mathematics, indicating that the fall in results is related to the cohort and not the provision made by the school. Standards in Year 2 are currently above average in English and mathematics. The pupils are doing well because the teaching is good and their learning moved on at a good pace.
4. Since the school was last inspected results of national tests at the end of Year 6 have been broadly average in English, mathematics and science and considerably lower than was reported in 2000. In 2004 results in mathematics were above average, showing an improvement. Comparisons with schools where pupils attained similarly at the end of Year 2 have slipped significantly over the last two years; in 2003 overall comparisons were below average. This downward move continued in the 2004 results where they were well below average in English and below average in mathematics. When compared to all schools they are average in English and above average in mathematics. Recent results indicate that the pupils are not making enough progress between the end of Year 2 and the end of Year 6 and this is borne out by the inspection which found standards to be too low and pupils' achievements to be unsatisfactory. This is because there are weaknesses in the teaching, the pace of learning is too slow, assessment is ineffective and the school has not, until recently, rigorously evaluated its own performance.

5. Improvements in planning for pupils with special educational needs and the support of teaching assistants ensure that these pupils make steady progress. The very small number of pupils in the process of learning to speak English is fully included in lessons, well supported and making gains in their learning.
6. Levels of pupil mobility are relatively high and may have an impact on some tests results, for example, for Year 2 in 2004. However, a close examination of annual optional test results at the end of Year 3, 4 and 5 shows considerable variation in progress from year to year. In some years the pupils do very well but in others they do not make enough progress. The results show that, for example, in the annual tests in writing the pupils in the current Year 6 made twice as much progress in one year in Year 5 as they did in the two years in Years 3 and 4. Such a deficit is difficult to recover from and results in the pupils reaching average, rather than the higher standards of which they are clearly capable.
7. Standards in science are above average at the end of Year 2 but average at the end of Year 6. As in English and mathematics standards are not high enough and the pupils are not making enough progress between Years 3 and 6. Teacher assessments of science in Year 2 show a good proportion of pupils attaining higher levels. At the end of Year 6 results were average in 2004 but well below average when compared to schools where pupils attained similar results at the end of Year 2.
8. Data analysis shows that boys do a little better than girls but there was no variation in their performance in lessons. The data also shows the trend of improvement to be below the national trend. The targets set for the pupils in the school development plan for 2004 were too low. The results at the end of Year 6 were comfortably in excess of the targets but did not add sufficiently to Year 2 results. The higher level target for English was seven per cent; 29 per cent of pupils actually attained it, illustrating the weaknesses in the assessment and tracking of each pupil's performance and that expectations have been too low. The targets for 2005 have already been increased by the new headteacher and are far more demanding.

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

Standards in:	School results	National results
reading	15.6 (17.1)	15.8 (15.7)
writing	14.7 (16.4)	14.6 (14.6)
mathematics	16.9 (17.5)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.4 (27.0)	26.9 (26.8)
mathematics	27.9 (25.8)	27.0 (26.8)
science	28.9 (28.7)	28.6 (28.6)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes and their behaviour is good. Pupils' spiritual, moral, social and cultural development is good. Attendance is good but punctuality is unsatisfactory.

Main strengths and weaknesses

- The pupils are interested in school life and the range of activities provided.
- Relationships are very good
- The pupils' moral and social development are good
- Too many pupils are late for school

Commentary

9. The pupils are happy to come to school and are eager to learn. They are attentive, co-operative and collaborate well with each other. There are very good relationships throughout the school. Where they are offered opportunities to take on responsibilities, for example, looking after the school office at lunchtimes, the older pupils respond in a very mature and responsible manner. The vast majority of pupils behave well in lessons and around the school.
10. Overall provision for the pupils' moral and social development is good. The children are taught the difference between right and wrong and are developing a good understanding of the responsibilities of living together in a community and respecting each other's feelings and values. Spiritual and cultural development are satisfactory. There are good links with the local church and some opportunities are offered for reflection in assemblies. Good use is made of the local area, for example visits and visitors, to develop pupils' awareness of their own culture and traditions. Visits to, for example, a Hindu temple help to prepare pupils for life in a diverse society and a display in the entrance is currently given to Aboriginal art. However, there is little evidence of work related to other cultures in the classrooms.
11. The vast majority of parents agree that their children like school and that behaviour in the school is good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.1
National data	5.1	National data	0.4

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

12. The school's procedures for promoting and monitoring attendance are good. Although the attendance rate at the school is above the national median, and the majority of parents ensure the attendance of their children well, punctuality is unsatisfactory. On one morning during the inspection 41 pupils (22% of school roll) arrived after the teacher had blown the whistle to commence entry to the school. The teachers are not consistently and accurately recording lateness in the registers.

Exclusions

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is unsatisfactory because there are serious weaknesses in the teaching, learning and assessment. The curriculum is satisfactory, the pupils well cared for and parents well informed.

Teaching and learning

Taken overall, the quality of teaching and learning is patchy and consequently unsatisfactory. With the exception of the Foundation Stage and Years 1 and 2, assessment is ineffective.

Main strengths and weaknesses

- The pupils underachieve from Years 3 to 6 because not enough is expected of them
- Assessment is not used effectively to inform the next stages of learning in Years 3 to 6
- In Years 1 and 2 the teaching and learning are good and assessment is used well

Commentary

13. Although in some classes the teaching is satisfactory and better; there are weaknesses in others that result in the pupils not doing as well as they should. In the Foundation Stage the teaching and learning are satisfactory. In Years 1 and 2 the teaching is lively and engaging and results in the pupils doing well. In Years 3 to 6 there is considerable diversity in the quality of teaching ranging from very good to poor. The cumulative effect is that the pupils do not reach the standards they should by the end of Year 6.

14. In the Foundation Stage the teaching is satisfactory. The adults work well together and are particularly effective in fostering personal, social and emotional development. Where the adults interject and involve themselves in taking the children's learning forward they are effective. However, on one or two occasions not enough consideration was given to how children's learning could be taken to a higher level.

15. In Years 1 and 2 the teaching is imaginative and creates opportunities for pupils to be fully involved, interested and challenged. In Year 1, for example, a range of teaching methods provides tasks for the pupils that are well matched to their needs and abilities. This includes structured play, group activities and written tasks. Lessons have a good pace and learning is enjoyable. In Year 2 the teaching and learning build effectively on what the pupils already know and are able to do. This is because assessment is used effectively to inform the next stage of learning. Here relationships are very positive and the pupils are challenged and engaged by the tasks they are set. This was very evident when the pupils were carrying out a fair test in science to help them to recognise that friction is a force.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4 (12%)	13 (41%)	12 (38%)	1 (3%)	2 (6%)	

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.

16. In Year 3 there are weaknesses in the teaching that results from a poor match of work to the pupils' prior learning and their abilities. In a history lesson in which pupils made adequate gains in their understanding of how life was different for rich and poor Romans, the extension offered to the higher attaining pupils was inadequate. Rather than asking these pupils to use their research skills to find out more, the teacher presented them with a narrowly defined worksheet which limited rather than enhanced their learning. In a poor science lesson a lack of clarity, confusing explanations, inadequate challenge and low teacher expectations resulted in the pupils making slow progress.
17. In Years 4 and 5 the teaching is never less than satisfactory and in many lessons it is good. In the lessons seen the pupils did well but this was not entirely consistent with the volume, range, quality and depth of study in, for example, Year 4 science work. Conversely analysis of the available optional test data shows pupils to be making at least satisfactory progress and particularly good progress in writing in Year 5. In Year 5 lessons are lively and well paced, ensuring the pupils are well focussed and, as a result, they respond well to the teacher's carefully chosen questions.
18. In Year 6 the teaching is unsatisfactory. The expectations of what the pupils can achieve are too low and lessons lack the urgency needed to engage them effectively in learning and to ensure they achieve the standards they should. In all of the lessons seen the pupils were not stimulated or motivated to respond with enthusiasm. Lessons lack imagination and drive, consequently there is a muted response from the pupils. In a science lesson weaknesses in assessment and in the teacher's subject knowledge were evident and led to some confusion for the pupils; similarly in a mathematics lesson unclear explanations and a failure to correct misunderstandings resulted in a number of pupils leaving the lesson with a very muddled knowledge of subtraction. The lack of progress evident in lessons is reflected in the pupils' work. This also shows that marking is not being used effectively to help the pupils to improve and for long periods in mathematics the pupils mark their own work. Discussions with pupils show very clearly that they feel that this does not help them to know how well they are doing or to improve.
19. Underlying the weaknesses in teaching in Years 3 to 6 is an unsatisfactory assessment strategy which does not give the teachers a sufficiently clear knowledge of the pupils' progress and achievement. Currently, the teachers' approaches to assessment are inconsistent. A common weakness, even in some successful lessons, is that too long is spent on the introduction often leaving insufficient time for the pupils to be actively engaged and to complete the tasks set for them. This has the knock on effect that, where they are planned, plenary sessions are rushed and do not provide the teachers with a view of how much the pupils have learned and whether they need to move them on rapidly or prepare further practise and reinforcement.

The curriculum

Overall, the school provides a satisfactory range of curricular opportunities. The accommodation and resources are satisfactory.

Main strengths and weaknesses:

- The pupils have too few opportunities to use, apply and extend their literacy, numeracy and ICT skills across the curriculum
- The school has a good programme for the pupils' personal development
- All pupils have equal access to the curriculum
- The provision for extra-curricular activities is good
- Resources in the Foundation Stage are unsatisfactory

Commentary

20. The curriculum for the youngest children is planned carefully to ensure access to all areas of learning and takes account of the different ways and rates at which children learn. The provision for structured play has improved since the last inspection and is appropriately used in both the indoor and outdoor settings. However, the resources are inadequate to enhance the quality of learning opportunities, particularly in the outdoor setting. Overall, the curriculum for the Foundation Stage is satisfactory.

21. The curriculum, including the personal, social, health and drug education programmes, utilises the national guidance and taken overall is satisfactory. The teachers employ a suitable range of strategies to ensure that all children, including those with special educational needs and those for whom English is an additional language, receive their full entitlement. The small number of pupils who are learning English receive support from specialist agencies as well as within the school.

22. Literacy, numeracy and ICT skills are not used and developed effectively across the curriculum. For example, in science, the pupils do not have enough opportunities to write reports of their experiments and use their numeracy and ICT skills in recording and presenting their findings. At present there is not enough monitoring of the curriculum to ensure the pupils learning builds systematically as they move through the school. From Years 3 to 6 some units of work are not studied in sufficient depth, or in an interesting and stimulating way that motivates the pupils and generates an enthusiasm for learning.

23. Until recently there has been a considerable short fall in the teaching time, and this has had an adverse impact on the quality of education. Though this has now been partially addressed, the time still spent on the curriculum in Years 3 to 6 is still short of the recommended minimum.

24. The school makes satisfactory provision for the pupils with special educational needs. There are appropriate procedures for identifying the pupils' needs and their parents are kept suitably informed. The school draws up individual education plans (IEP's) for all identified pupils and a good level of support is provided by the support assistants to help them achieve their targets. IEP's are reviewed and recent initiatives show a sharper approach to this is being established. In one class the new procedure is proving to be very successful. Small steps and achievable targets are now clearly defined, recorded and evaluated week by week in order to meet the individual needs of the pupils. The headteacher has taken over the role of SENCO and has made considerable improvements to the quality of the provision.

25. Overall the enrichment of the curriculum is good. Extra-curricular provision, particularly for the older pupils is very good; the pupils have a wide range of clubs and activities to join. Parents are appreciative of this and also highly value the musical performances given by the pupils. The pupils also have good opportunities to participate in musical activities with other schools. There are good opportunities to perform at events in the community and to learn to play a range of musical instruments. Residential trips and visits to places of interest, such as, museums and places of worship enhance the curriculum. Recently the school has established a football team and joint sporting events with other schools.

26. There are sufficient qualified teachers for the numbers of pupils on roll. The quality and quantity of resources is very patchy. This is particularly evident in the Foundation Stage where they are unsatisfactory. The quality of the physical environment varies considerably. Some classrooms, for example in Year 1, are orderly, well managed and establish an expectation in how resources are to be used and work is valued. This is not evident in all classrooms and in some the storage of resources and management of the classroom does not set a tenor of high expectation. The library does not provide either an inviting or stimulating space for the pupils.

Care, guidance and support

Pupils' care, welfare, health and safety are good. Provision for support, advice and guidance based on monitoring is unsatisfactory. Involvement of pupils through seeking and acting on their views is satisfactory.

Main strengths and weaknesses

- The school's arrangements for ensuring health and safety are very good.
- Relationships between children and adults are very good.
- The tracking of individual pupil progress is unsatisfactory
- Teaching assistants provide good support for teachers and pupils.
- The standard of midday supervision is unsatisfactory.

Commentary

27. The school provides effective care for its children. The headteacher and his staff are very approachable, caring and committed to the children in their charge. Every child has a very good and trusting relationship with one or more adult in the school. Teachers listen to pupils and value their opinions and ideas, but at present there is no formal system for the involvement of pupils through seeking, valuing and acting on their views. However, the new headteacher plans to introduce a school council at the start of next term.

28. The school's child protection procedures are fully understood by all members of staff. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including comprehensive risk assessments, are regularly carried out and properly recorded.

29. The standard of supervision at breaks by the teaching staff is very good. However, supervision at lunchtimes is unsatisfactory. Supervisors are not effectively deployed around the site. Some supervisors, although they have been offered the opportunity of

training, do not have a current knowledge of, for example, the school's behaviour management strategies or child protection.

30. Teaching assistants provide good support to teachers and pupils. They are particularly helpful to pupils with special educational needs and ensure these pupils are fully involved and included in lessons.

31. Academic support, although well intentioned, lacks a consistent approach based on rigorous assessment. Day to day assessment is ad hoc, the recording of progress erratic and collation of data incomplete. The school's approach to tracking and monitoring individual pupils' progress and achievement is, consequently, unsatisfactory.

Partnership with parents, other schools and the community

Links with parents are very good. Links with the community are good. Links with other schools and colleges are satisfactory.

Main strengths and weaknesses

- The majority of parents hold the school in high very regard
- Most parents support their children's learning very well
- The school provides very good information for parents

Commentary

32. Links with parents are very good overall. The majority of parents are pleased with most aspects of the school. The headteacher and his staff are available, approachable and welcoming to parents. Most parents support their children's education at home and in the school very well. There is very good support for home reading and homework. Parents willingly respond to specific requests for assistance, for instance, they will help supervise children on out of school trips. The parents' association is very active and has raised considerable funds for the school.

33. The provision of information about all aspects of school life is very good. The school prospectus is attractive and informative. The governors hold an annual meeting with parents and publish a comprehensive annual report. Parents receive very good day-to-day information in the way of regular newsletters and letters about specific events and activities. Individual class newsletters keep parents fully informed about the curriculum topics their children are studying. Parents are given an informative annual progress report and are offered the opportunity to attend appropriate consultation evenings each year.

34. The school enjoys a productive relationship with its local community. Pupils are taken on appropriate trips and are exposed to a wide range of visitors that enrich the curriculum and support their personal development. The school is actively involved in the local cluster of schools. The positive relationship with the main receiving secondary school ensures pupils have a smooth transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are unsatisfactory because not enough has been done to ensure the pupils achieve the standards they should.

Main strengths and weaknesses

- The new headteacher is providing very good leadership
- Subject leadership is unsatisfactory
- The current school development plan is weak
- Performance data has not been used effectively

Commentary

35. The new headteacher has quickly identified key areas where there are weaknesses. He has systematically assessed the current situation through rigorous monitoring of the quality of teaching and analysis of the, albeit incomplete, performance and assessment data. Having very quickly come to the conclusion that standards are not high enough by Year 6 and that the teaching is not as demanding as he would expect, he has taken immediate steps to bring about improvement. Both the headteacher and the deputy headteacher have recently led staff meetings on using assessment to inform the planning for the next stage of learning in order to increase the challenge for pupils in lessons. He has also made changes to the school day to create more teaching time although it is still slightly short of the guidance given for Year 3 to 6. Other issues such as eradicating lateness and adherence to school uniform are also high on his agenda. He is, rightly, seeking to establish high expectations in all aspects of school life. In the short time he has been in post he has impressed many parents and the pupils, who appreciate the time he takes to talk to them and his efforts to develop sporting opportunities.

36. The clarity of the headteacher's priorities for improvement, while not yet formulated into a detailed strategic plan, are in sharp contrast with the current, and inadequate, school development plan which deals mainly with maintenance and low level management tasks. While it indicates the need to raise attainment in Year 6 it is not incisive or sufficiently focussed to provide a strategy for improvement. The expectations which it sets out are extremely modest. The subject development plans lack any sense of urgency to bring about change or improvement. This plan is not taking the school forward because it is based on an assumption that current provision for the pupils is good and this assumption has, until very recently, not been rigorously tested. It does not provide the school with a strategy to tackle its weaknesses in key areas that result in underachievement from Years 3 to 6.

37. The headteacher has developed a good working relationship with the chair of governors. In their regular meetings the chair of governors now receives an incisive view of the school's provision. This is also reflected in the headteacher's report to governors which not only invites them to challenge and question but also sets out to provide information on key aspects of the school's performance. The minutes of governing body meetings over recent years show that analysis of performance data has not been used effectively as a measure of the school's work. Consequently, they do not have a clear view of the school's performance. The governors are very supportive and have improved their induction processes for new governors to ensure they are all well informed. Some governors visit the school to find out what is happening but acknowledge they have not been proactive enough in establishing priorities for improvement. They have instigated a programme of meetings with subject leaders to help them to gain an increased insight into the school's provision and its performance. At the present time, subject leaders cannot provide a coherent and accurate picture of the pupils' performance, or the

reasons why they are not doing as well as they should. This is because the role of the subject leaders has not, until this point, been seen as important enough to manage budgets, monitor standards and assess the quality of teaching. The new headteacher has formulated new job descriptions which clearly set the role within the management structure of the school. Subject leaders have had far too little influence on achievement, particularly in Years 3 to 6, where not enough has been done to make sure the pupils reach the standards they should.

38. The ineffective nature of leadership, management and governance overtime is highlighted by the fact that a review of the school carried by the local education authority twelve months ago set out agreed areas for action: raise standards in Years 3 to 6, track pupils' progress, develop the roles of subject leaders and those of governors. Little impact has been made in any of these areas except that governors, under the direction of the chair, have sought to become better informed. However, under the leadership of the new headteacher the school's capacity to improve rapidly is very good.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	507 145
Total expenditure	471 897
Expenditure per pupil	2457

Balances (£)	
Balance from previous year	
Balance carried forward to the next	25 132

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. The overall provision for the 27 children in the Reception class is satisfactory. In the areas of learning for personal, social and emotional development, and aspects of literacy it is good. This is an improvement on that reported at the last inspection. The children's attainment on entry to school fluctuates from year to year but is broadly average. There is only one intake for each academic year and all the children started school in September. Most of the children have had some pre-school nursery or play group experiences.

40. The children have made a good start to their school life and it is likely that most will achieve the nationally defined Early Learning Goals by the end of the reception year in most areas of learning. They are making steady and consistent progress and achieving well. In their personal, social and emotional development they are well on course to exceed the goals set nationally. It was not possible to make a full judgement about the children's **creative development** as insufficient evidence was available during the course of the inspection.

Personal, social and emotional development

The provision in personal, social and emotional development is **good**.

Main strengths and weaknesses:

- The children make good progress and achieve well

Commentary

41. Most of the children are on course to exceed the Early Learning Goals and this is because the staff take every opportunity to develop this area of learning through well established and planned daily routines. These routines provide a good structure within which the children are able to make decisions as to whether they work indoors or outdoors. They learn to co-operate and play together well and become increasingly independent. The adults teach the children to accept responsibility for their own actions. As a result, the children have developed an awareness of, and sensitivity to the needs and feelings of others. They are learning to share equipment well and establish positive relationships with their peers and with adults. Their behaviour is good and they show respect for those around them. A significant feature is the 'snack table' where children have very good opportunities to choose when they want to butter their toast, eat a biscuit or just sit quietly with their friends while they have a drink of milk or water. This is promoting good social skills. Both boys and girls change for physical education lessons in the hall quietly and efficiently and very few need help. They also manage their personal hygiene well. The staff show a caring and sensitive approach to all the children's needs, including those with special educational needs and have good relationships with their parents.

Communication, language and literacy

The provision in communication, language and literacy is **good**.

Main strengths and weaknesses:

- The children have good opportunities to develop early reading and writing skills

Commentary

42. A significant proportion of the children started school with average levels of spoken English. Role-play areas are used well to create, stimulate and foster talk as the children engage in play activities with each other but on occasions not enough emphasis is placed on supporting and extending the children's vocabulary and correcting errors. The children listen very well to instruction and stories.

43. Most of the children are making good progress through regular literacy sessions and in the many structured play activities both in the indoor and outdoor learning areas and are on course to achieve the goals set out in the national framework. Good emphasis is placed on the development of reading and writing skills. The children find books a source of pleasure and have a growing understanding of the printed word. They know that pictures can help to reveal the meaning of the story and that print in English goes from left to right. All the children enjoy books and reading because there is a strong emphasis on giving them the skills to sound out unfamiliar letters and words. A few children have begun to read some individual words and sentences and can recall a story confidently and competently. Their progress is meticulously recorded by staff and shared with parents. The children have good opportunities for writing. The lower attaining children are becoming confident at mark making. Most children are practising letters through a wide range of role-play activities such as, writing a 'get well message' for the bear, shopping lists, or an appointment at the hospital. This gives them a sense of pride in their achievement as readers and writers and makes a considerable contribution to raising their self-esteem. In focused group activities they are taught carefully to form letter shapes and a few children can write their own names, or write simple words. These children are encouraged to use word banks to support them with their spelling of simple words. Pencil control and the formation of letter shapes are taught well.

Mathematical development

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

Main strengths and weaknesses:

- Good use is made of structured play activities to support mathematical development both in the indoor and outdoor learning environment
- Introductory sessions are too long

Commentary

44. The children make steady and consistent progress in their mathematical understanding and are achieving well. The initial part of the introductory session on the use of the egg timer captivated their interest well. Good mathematical vocabulary was used but the session went on too long and as a result, lost some of its impact. The following day the same activity was set up in the mathematical area of the classroom so that the children could reinforce their understanding at their own pace. Many children were seen going to the display of the mathematical equipment and threading the beads and counting them successfully. The level of concentration was high and the children are generally successful. The teacher's planning for mathematical development demonstrates a good range of practical tasks to promote enquiry, exploration and discovery in both the indoor and outdoor learning environment. This planned learning has improved significantly since the last inspection.

Knowledge and understanding of the world

The overall provision in knowledge and understanding is **satisfactory**.

Main strengths and weaknesses:

- The children use computers well
- On occasions questioning is not challenging enough

Commentary

45. The children have good opportunities to use the computer. They use the mouse, follow instructions on the screen and can confidently and competently 'click and drag' and select shapes to make a picture. They are well on course to achieve a good understanding of basic computer skills. There is insufficient large construction equipment but the children use small construction equipment well and this provides good opportunities to talk as they go about their work. They share the equipment very well and respect each others' contributions. As part of an on-going topic on the senses, the children were looking at a range of different fruit and vegetables in bowls. The bowls with the banana, lemon, orange and onion were passed around the circle and they had to smell them. This was a long process and there were missed opportunities to challenge and promote the children's enquiry, exploration and discovery skills and engage them in talk to a higher level.

Physical development

The provision in physical development is broadly **satisfactory**.

Main strengths and weaknesses:

- The children achieve well and make good progress in their finer movement skills
- The existing equipment for the development of larger movement skills is inadequate.

Commentary

46. The children use an appropriate range of small apparatus and other equipment with increasing skill. They handle tools, scissors, pencils and small construction equipment well. The children show pleasure in their achievements when, for example, they have used the scissors to cut materials. They have good levels of concentration and sustain interest in the activities. Malleable materials, such as play dough, and containers in the water tray are used safely and with good control. Most of the children enjoy setting themselves the task of pouring water into and out of the containers. In the hall the children are capable of using the space well and have a good awareness of the need for safety. The staff use the small outdoor area imaginatively for other areas of learning, but the resources for practising larger movement skills are inadequate. There is only one wheeled toy and no climbing apparatus. The consequence of this is that the children's overall larger movement skills could be much higher by the time they enter Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Pupils do not achieve as well as they should between Years 3 and 6
- The development of pupils' speaking and listening is particularly good
- Standards of writing are below average by the end of Year 6 because of unsatisfactory teaching
- Subject leadership lacks a sense of purpose and rigour
- Assessment is not used effectively

Commentary

47. There has been a decline in standards by the end of Year 6 since the last inspection. Currently standards in Year 2 are above average in speaking and listening, reading and writing. In Year 6 standards are average but not as high as they should be. A significant reason for this is that the leadership of English is unsatisfactory. Not enough time has been allocated for effective monitoring of teaching and learning to establish strengths and weaknesses across the year groups. There is no cohesive approach to the teachers' planning, weaknesses in continuity from year to year and systems for target setting and tracking pupils' progress are inadequate.

48. Achievement is unsatisfactory from Years 3 to 6. The pupils are not building sufficiently well on prior learning because of inconsistencies in teaching. They make good progress in Years 1 and 2 in all aspects of English because of good teaching. Those pupils with special educational needs make steady progress towards the targets in their individual education plans because they are well supported by learning support assistants.

49. Standards in speaking and listening are better than those usually found because teachers in most classes devote a high proportion of time to this. Throughout the school, pupils are successfully encouraged to listen respectfully to adults and one another. The teachers are good role models and provide an interesting variety of activities. They make good use of questioning and drama. By the end of Year 2, pupils respond clearly, with confidence and assurance to the many and frequent opportunities for speaking and listening. They enjoy talking in pairs, and ask and answer questions with good understanding and lively expression. They achieve well and reach high standards. Pupils make very good progress in Year 5 where good relationships and lively and challenging questioning encourages pupils to think for themselves. They have well-developed speaking skills and pupils of all abilities communicate with confidence and enthusiasm, using complex sentences and colourful and descriptive language. By the end of Year 6, most pupils listen carefully and follow instructions. When they are encouraged to contribute, they use clear speech to answer questions share their thoughts and ideas. The teaching is less effective in Year 6 where pupils lack interest and motivation. They have fewer opportunities to speak, beyond answering simple questions.

50. By the end of Year 2 the majority of pupils enjoy reading a suitable range of books with good levels of accuracy, understanding and increasing fluency. They use expression well, taking good account of punctuation. Sounds and word blends are well taught and pupils are learning a wide range of strategies during guided reading sessions to successfully tackle unfamiliar words. By the end of Year 6, pupils are independent and competent readers, able to discuss their chosen books with suitable knowledge of different authors and their styles. They discuss plots, motives and feelings with good levels of understanding. The quality of both fiction and non-fiction books is uninspiring but there are plans for a major re-development of the school's library area.

51. Taken overall the quality of the pupils' written work is unsatisfactory. The more able pupils in Years 1 and 2 write well-constructed sentences of increasing levels of accuracy. They use descriptive language and vocabulary well. As a result of the inconsistent quality of teaching in Years 3 to 6 the range, quantity and quality of work in pupils' books, are below those expected of Year 6 pupils. Expectations of standards of accuracy in the basic skills of grammar, punctuation, spelling and handwriting are too low, leading to underachievement in writing. Although the National Literacy Strategy has provided a sound framework, teachers have been selective in its use, leading to inconsistencies and repetition. Not enough time is given to developing writing skills during lessons in a progressive way. Grammatical skills are covered in too little depth and pupils have too few opportunities to write at length or for relevant or interesting purposes. Standards of handwriting are good in pupils' handwriting books but these are not evident elsewhere where their work is often untidy and carelessly presented.

Language and literacy across the curriculum

52. Pupils have limited opportunities to reinforce and extend their written language skills in other areas of the curriculum. In too many subjects work sheets are used in a manner that restricts the opportunity for the pupils to write for a wide range of purposes. This contributes to the low levels of achievement in writing.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are not high enough by the end of Year 6.
- The teaching is patchy between Years 3 and 6 and therefore unsatisfactory
- The pupils do well in Years 1 and 2 because the teaching is good
- Assessment is weak and performance data is not used effectively

Commentary

53. The pupils are not making enough progress during Years 3 to 6. In Year 2 standards are above average and consistent with test results over the last few years which have been generally well above average. However, the healthy position by the end of Year 2 is not built upon effectively.

54. In Years 1 and 2 the teaching is good and the pupils are achieving well. In Year 1 the teacher makes very good use of mathematical games and sets some of them, particularly for the lower attaining pupils, in the context of the play corner or, for example, finding pairs of numbers that make ten in a washing bag full of socks. In Year 2 good use of computer software engaged the pupils working with money to 'buy' toys. Scrutiny of the pupils' work shows that assessment is used effectively. It is clearly related to the learning objectives and the teacher's comments note achievements, help the pupils to improve and aids them to correct misunderstandings.
55. In Years 3 to 6 the teaching, and consequently progress, is patchy. Lesson observations, scrutiny of the pupils' work and analysis of the available test data indicate that provision for mathematics is weakest in Years 3 and 6. In the lesson seen in Year 3 the pupils made satisfactory progress, however, this is not reflected in their completed work. In the lesson the teaching assistant provided strong support for the less able pupils and a student teacher enhanced the learning of some of the more able pupils. By the end of the lesson the pupils had significantly exceeded the expected outcomes set out in the teacher's planning. The low expectations evident in the planning are manifest in the pupils' work. In the work of one pupil who attained a higher level 3 in the national test at the end of Year 2 are recent tasks set at a much lower level. For example, $14p+5p+7p=$, does not provide sufficient challenge or illustrate rapid progress.
56. In the lessons seen in Years 4 and 5 the teaching was good, and particularly lively in Year 5. Good questioning and a realistic level of challenge encouraged progress and the pupils' completed work shows satisfactory achievement although the volume is rather less than might be expected. Analysis of the available optional test data supports the view that satisfactory progress is made in Years 4 and 5. The profile of the current Year 6 pupils' progress between the end of Year 2 and the end of Year 5 indicates that twice as much progress was made in Year 5 as in Years 3 and 4 although overall the average gain made by the pupils was still short of expectations.
57. From scrutiny of the pupils' work and observation of a lesson it is evident that the teaching is not successful in ensuring the pupils in Year 6 make the progress they should. It is unsatisfactory primarily because not enough is demanded of the pupils. In their books they do not complete enough work and some of it lacks the challenge or stimulus to motivate them. In the lesson seen there was a lack of urgency consistent with the pupils not completing enough work. They were set tasks to find out how much money would be left from, for example, £102.25 after buying two gifts from a Christmas catalogue. The more able pupils were asked to use complementary addition and set it down vertically. The teacher's explanations lacked clarity and most of this group were confused by the method. One boy who was struggling with this method was able to calculate the answer mentally and one or two were already proficient using decomposition. Confusion and misunderstanding were very evident and not adequately tackled by the teacher. As a result the pupils' achievement was poor.
58. Underlying the underachievement in Years 3 to 6 is an inadequate assessment strategy. Consequently, lessons do not build effectively and rapidly on what the pupils already know. Marking is weak and not providing the pupils with a clear indication of what they need to do to improve. Comments such, 'were you having problems?' are not followed up and poor presentation is rarely commented on. There are long periods where the

oldest pupils mark their own work which, in discussion, some pupils feel is not helping them to improve or to know how well they are doing.

59. The subject leader has carried out some monitoring of the provision for mathematics but is unable to explain why the good standards achieved at the end of Year 2 are not built on effectively. While data from optional tests is analysed for areas where the pupils' understanding is weak it is not used to track the progress of individual pupils or the performance of each cohort. A new and recent action plan for mathematics is a significant improvement on the school development plan and provides the subject leader with a clearer agenda of improvement activities.

Mathematics across the curriculum

60. There is little evidence of the pupils' numeracy skills being applied or extended across the curriculum. However, in a science lesson in Year 2 the pupils were given opportunities for data handling while they were carrying out an experiment of friction.

SCIENCE

The provision for science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and the pupils are achieving well
- Although standards are broadly average by the end of Year 6 the pupils are not achieving as well as they could do
- The role of the science co-ordinator is significantly under developed
- The resources available for practical investigations are inadequate

Commentary

61. The pupils are doing well in Years 1 and 2. This is evident from their work and in a Year 2 lesson where the teacher presented a well-planned and resourced activity that enabled the pupils to carry out a fair test on friction. The pupils had previously carried out a range of tests successfully and this allowed them to record their findings accurately and articulate very perceptively their conclusions. The pace of this session was brisk and the pupils were highly motivated. As a result of the very good teaching, they made very good gains in their learning and achieved highly.

62. In stark contrast the pupils are not making enough progress in Years 3 to 6. In Year 3 poor teaching left the pupils confused about the outcome of growing seeds under different conditions. Furthermore, some aspects of the tests had been prepared by the teacher, not having been previously discussed with the pupils. The lesson lacked a clear focus and the low level activity became a drawing and colouring exercise. As a result, the pupils made poor gains in their learning. In Year 4, the practical approach to promoting scientific enquiry, exploration and discovery was effective but marred by poor resources. This led to a great deal of frustration and invaluable time was wasted. As a

result they were not able to either record their findings or write up their conclusions. A significant feature of this lesson and in Year 5 was the way in which the staff encouraged the pupils to co-operate with each other and their willingness to help each other. The pupils with special educational needs were well supported by the teaching assistants and made satisfactory gains in their learning. The pupils are not sufficiently challenged in Year 6. In the lesson observed too long was spent on teacher directed instruction at the beginning of the lesson. The pace of the lessons was slow and tasks did not challenge the higher attaining pupils. Furthermore, the evidence in the pupils' books shows that they have limited opportunities for report writing, restricted use of scientific vocabulary and not enough emphasis is placed on drawing conclusions. Much of their work is superficial and poorly presented. There is insufficient depth to the topics they are studying because in a number of lessons introductory sessions were far too long and leave too little time for the pupils to record their findings and draw their conclusions.

63. The subject leader for science recognises that the current assessment procedures are unsatisfactory. There is insufficient tracking of the pupils' progress and little recording of their achievements. The teachers mark the pupils' work regularly and make comments to let them know how well they have done the activity, but these comments are not always followed up and do not always reinforce basic literacy skills with sufficient rigour. The science curriculum is broadly satisfactory but not enough consideration has been given continuity and progression to ensure that the pupils' learning builds on what they already know at a rapid rate. The subject leader works with the younger pupils and has had no opportunity to attend courses or monitor the curriculum or track the pupils' achievements. Consequently, the leadership and management of science are unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils are competent users of ICT by Year 6
- Not enough use is made of ICT across the curriculum

Commentary

64. Since the school was last inspected standards have improved and they are now in line with those expected by the end of Year 6. In the lesson seen in Year 6 the pupils demonstrated their abilities to search the internet for information in the form of text, pictures and sound. They used the information they collected to create a multimedia presentation about rivers as part of their work in geography. Although this was a satisfactory lesson in which the pupils improved their ICT skills they were not fully challenged to, for example, edit and present the information for a specific audience, thereby creating an opportunity to use and extend their literacy skills. In Year 4, the pupils made effective use of word processing tools to create eye catching slogans for a poster. In Year 1 the pupils were set the challenging task of creating a Christmas postage stamp using a painting program. The teacher effectively introduced new skills

to the pupils and provided stimulating examples of Christmas stamps from around the world.

65. In all of the lessons seen the teaching was at least satisfactory and in two it was good. The teachers were confident in their use of both the hardware and software and set tasks that allowed the pupils to make gains in their ICT skills. In the lesson in Year 1, for example, the task enabled the more able pupils to begin to edit and improve their work because there was a good level of challenge and the pupils were well supported by the teacher.

66. The subject development plan for ICT, in common with other subjects, contains a series of tasks for the co-ordinator to maintain the resources and implement a new scheme of work. The plan lacks the vision to make extensive and effective use of ICT in pupils' learning right across the curriculum. Currently resources are satisfactory but the new headteacher has instigated plans to make the ICT suite more accessible to the older pupils. The infrastructure to allow greater use of ICT in all areas of the school is also now in place. This is much needed because, at present, ICT is not used widely enough.

Information and communication technology across the curriculum

67. While there are examples of the pupils using word processors in English, painting programs in art and downloading information from the Internet in geography, the use of ICT is incidental rather than integral to learning across the curriculum. The range of opportunities offered to the pupils is rather limited and currently unsatisfactory.

HUMANITIES

68. During the inspection, it was possible to observe only one lesson in **history**. No lessons were seen in **geography**. An examination of pupils completed work was carried out in both subjects. Discussions were held with staff and pupils.

69. The planned curriculum in history and geography is broadly satisfactory and is enhanced by visits out into the local community and further afield. The written work produced in both subjects is generally unexciting, lacks creativity or imagination and shows a superficial depth of knowledge and understanding in content. This was reflected in the pupils' inability to discuss their recent work on rivers or the Ancient Greeks. Furthermore the application of literacy skills and the use of information computer technology to support learning are not extensive enough.

70. In the one history lesson observed in Year 3, the quality of teaching was broadly satisfactory because the planned lesson was thorough and focused on the use of role-play to support the learning. This part of the lesson was successful in helping the children to distinguish the roles of rich and poor people. However, there were missed opportunities for the higher attaining pupils to explore a wider range of sources and develop their skills of historical enquiry. The lower attaining pupils received good support from the teaching assistant who continually asked probing questions and this allowed the pupils to reflect and further distinguish the different roles of people in Roman times. Consequently the pupils made satisfactory gains in their learning in line with their capability and were more enthusiastic than the higher attaining pupils who were not fully extended by the task set for them.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of pupils' own experiences

Commentary

71. Two religious education lessons were observed. A review of the pupils' work indicates that the opportunities presented for the pupils to acquire an understanding of the different faiths, and further their spiritual, moral, social and cultural development are satisfactory. In the two lessons observed the pupils made good gains in their knowledge and understanding and achieved well. For example, in one lesson observed in Year 2 the teacher made good reference to a recent visit to the church where they had looked at the purpose of the Font to extend the pupils' knowledge of Christianity. The teacher gave a very clear and accurate explanation of why a Christian goes to church and believes that Jesus is the Son of God. In Year 2 a clear explanation of the symbolic representation of elements of Christianity built effectively on the assembly that had occurred earlier in the day about the 'light of the world'. One pupil was also given the opportunity to remind the children about her own celebration of Diwali and the symbols of celebration. The pupils and staff listened intently and valued her contribution. As a result, all the pupils were acquiring a secure knowledge of the fundamental beliefs in both religions.

72. At the heart of the school's approach to the religious education curriculum is the important and valued contribution that visitors make to the curriculum and the visits to places of worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Two music and two physical education lessons were seen during the inspection but insufficient evidence of all aspects of these subjects was available to make an overall judgement about the provision made by the school. No lessons in art and design or design and technology were seen and evidence was taken from displayed work and discussions.

74. Since the last inspection a lack of expertise and confidence amongst teachers in **art and design** has been addressed by training. This has been reasonably successful, with the school providing work for an exhibition. There has been an attempt by the subject leader to establish a programme of work that builds progressively on skills and techniques in one key element at a time. This has resulted in a rather narrow and restricted range of work. Pictures are carefully displayed with care and pride and reflect the development of drawing skills throughout the school. While there are some examples of good quality drawings in some year groups, such as the very good observational drawings in Year 4, generally work is lacking in much creativity or imagination. The pupils develop techniques to use form, shape, line and shading in their compositions. There are good examples of an imaginative use of information and

communication technology. The pupils in Year 1 have created cloud creatures and in Year 6 imaginative creatures to illustrate work on 'Jabberwocky'.

75. In **design and technology** the pupils experience limited elements of design, making and evaluation under close direction of a teacher. Year 2 pupils have examined rolling toys before producing a vehicle by attaching cardboard rolls to paper plates and using fastening techniques to attach wheels with brackets and tabs. The pupils have difficulty in explaining the process and there is a lack of independent skills or originality.
76. On the basis of the range of work observed standards in **music** are in line with expectations by the end of Years 2 and 6. The pupils in Year 1 experimented with a suitable range of percussion instruments to produce sounds to match a familiar story, developing their listening and composing skills appropriately. Listening skills are encouraged to good effect by suitable opportunities to listen to different composers during lessons, assemblies and before school. The pupils enjoy singing an increasingly wide repertoire of songs tunefully, with clear diction, good timing, and clarity of tone and enthusiasm. Under the strong influence of an enthusiastic and energetic teacher, pupils in Years 4, 5 and 6 have a good awareness of rhythm and enjoy performing. A minority of pupils from Years 3 to 6 benefits from instrumental tuition and they reach above average standards of knowledge and understanding. These more able pupils work hard to reach higher grades in examinations. They gain good levels of understanding of notation and musical terms. Teaching makes effective use of their skills to the advantage of others.
77. Music has a high profile in the school and pupils participate in a seasonal concert at a local theatre in co-operation with a local charitable organisation. An innovative aspect of the curriculum is the introduction of an annual Musical Showcase event. Parents and pupils alike hugely enjoy this. Pupils sing solos, duets and ensemble pieces and play a wide range of string, brass and wind instruments. They perform to a reportedly high standard. Pupils in Years 3 to 6 pupils have the opportunity to participate in the lunchtime choir. While open to all, it is mostly supported by girls. The subject leader is keen to encourage more boys and provides a good role model.
78. The subject leader has considerable expertise as a singer and musician and, as a 'natural performer' motivates the pupils to a good extent. The pupils enjoy his lessons and respond well to his enthusiasm and humour. He provides good levels of guidance to less confident colleagues who usually teach their own classes, supported by a commercial scheme. This provides a secure framework for non-specialist teachers. The pupils with special educational needs participate fully in lessons with good levels of support from both teachers and learning support assistants and consequently make good progress.
79. In the **physical education** lessons seen standards were above those usually found because of very good quality teaching. By Year 2 pupils reach a high standard of physical skill. Teaching encouraged the pupils to experiment and use their imaginations. As a result, they confidently balanced and travelled on different parts of the body, the more able doing cartwheels. In a well-structured lesson in Year 4, pupils displayed high levels of precision, control and fluency in their movements. During work in pairs, they showed imagination and very good levels of co-operation as they assumed a wide range of body shapes and positions to form a bridge for their partner to travel through. They

concentrated fully and made every effort to stretch, bend, twist and turn showing high levels of awareness of their bodies. The teachers provide good opportunities for the pupils to evaluate the skills and techniques in one another's performances. The pupils incorporate newly learned skills to good effect as they travel over, through and between apparatus. The teaching in the lessons seen was very good consequently achievement was good. There was very good attention to safe practice both before and during the lessons and teachers have consistently high expectations of behaviour and attentiveness. The pupils of all abilities are fully included, with the result that pupils with special educational needs make particularly good progress in their physical development. There is a good curriculum for physical education with the co-ordinator's proactive involvement in the School Sports Partnership making a good contribution. A wide range of extra-curricular activities, including basketball and football run by qualified coaches, further enhance the provision. Overall improvement since the last inspection is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. Only one lesson was observed in Year 1. This was an effective lesson which gave the pupils the opportunity to begin to understand the characteristics of friendship and how their behaviour can have an impact on others. The teacher used a story about the futility of a quarrel between friends to engage the pupils and questioned them well about their friendships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	4
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	5
The effectiveness of management	5

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