

INSPECTION REPORT

WILLIAM MORRIS PRIMARY SCHOOL

Banbury

LEA area: Oxfordshire

Unique reference number: 122998

Headteacher: Mrs Sally Newman

Reporting inspector: Mr David Carrington
15414

Dates of inspection: 10th – 12th February 2003

Inspection number: 248409

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and infant with nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Bretch Hill
Banbury
Oxfordshire

Postcode: OX16 0UZ

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Appropriate authority: The governing body

Name of chair of governors: Mr Greg Williams

Date of previous inspection: 20th March 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15414	Mr David Carrington	Registered inspector	Mathematics Information and communication technology Design and technology	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
13395	Mrs Joanna Illingworth	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils The partnership with parents and carers
3751	Mrs Trudy Cotton	Team inspector	English Geography History Special educational needs English as an additional language	
8710	Mrs Julie Moore	Team inspector	Science Physical education Educational inclusion	
22182	Ms Fiona Robinson	Team inspector	Art and design Music Religious education Areas of learning for children in the Foundation Stage	The curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

William Morris Primary School is located in an area of fairly recent private and rented housing on the north west edge of Banbury in Oxfordshire. There are 79 boys and 82 girls in school, making this is an average size primary school. There are also 22 boys and 30 girls who attend the nursery, part time. A small proportion of pupils is from minority ethnic backgrounds and a few speak English as an additional language. The proportion of pupils entitled to free school meals is above average. The proportion of pupils with special educational needs is above average, though the proportion with statements is below average. The main special educational needs are for emotional and behavioural or learning difficulties. Pupils' attainment when they start in the nursery is very low. The headteacher was absent from July 2002 to February 2003. During that period the school was led by an acting headteacher, seconded from the local education authority. There is also an acting deputy headteacher in school, though a permanent deputy headteacher takes up post after Easter 2003. The school has had a very significant turnover of teachers in recent years.

HOW GOOD THE SCHOOL IS

William Morris Primary School has had a difficult past but is clearly an improving school. For several years there were a number of staffing difficulties that meant that improvement was not as fast as expected. However, due to the good determination and team effort of school managers, staff and governors, the corner has been turned and the school is moving ahead at a steady rate. Standards are not high enough, but the school is insistent that they will rise and has a good system of monitoring and evaluation to help the process of improvement. There is a small number of challenging pupils in school whose behaviour is not managed consistently well enough. Improvement is also due in the management of time, and assessment and evaluation procedures. The school is working hard for success and its future looks positive. It gives satisfactory value for money.

What the school does well

- Despite many problems, the school has moved ahead since it was in special measures.
- The headteacher leads the school well and all managers, staff and the governors form a united team determined to make improvement.
- Children get a good start to their education in the Foundation Stage.
- The science curriculum is good, it is practically based and standards, which are average, have been improved well.
- Pupils like school and they are interested in their studies and most of them work well.

What could be improved

- Standards are not high enough, especially in English and mathematics.
- The management of behaviour is unsatisfactory in some parts of the school and some aspects of pupils' personal development are not given enough attention.
- There could be better use of time in some aspects of the school's work.
- Systems to assess, check and evaluate how well pupils are learning require enhancement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In 1998 the school was placed in special measures because it was failing to provide an acceptable standard of education for the pupils. In 2001 it was judged by Her Majesty's Inspectors of Schools that the school had made sufficient improvement and that special measures were no longer necessary. Since 2001 the corner has been turned and the school has made satisfactory improvement overall. The three key issues from 2001 concerning the need to raise standards, improve the quality of education in information and communication technology (ICT) and improving pupils' attendance have been tackled soundly. Standards are rising, especially in science and in the first part of the school. The school has a positive future as the staffing situation is now much more stable.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests (known as SATs by parents).

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	E	E	E	well above average A
mathematics	E	E*	E	E	above average B
science	D	E	D	C	average C
					below average D
					well below average E

Similar school are those schools with between 20% and 35% of pupils entitled to free school meals.

In the 2002 Year 6 SATs, standards were well below the national and similar schools averages in English and mathematics and below average in science. Compared to similar schools, results in science were average. In the same year, the results in the end of Year 2 SATs were well below average overall. The proportion of pupils attaining the higher levels in the SATs was well below the national average. Girls did not do as well as the boys in Year 2, which is opposite to the national trend. Whilst the grades on the above table do not show it, standards have risen in school. For example, the proportion of pupils attaining the expected level 4 in Year 6 was greater in mathematics and science in 2002 compared to 2001. In all, the overall improvement to standards since 1998 has been better than that found nationally. Standards and progress this year are rather better in infant classes than the juniors because the improvements to the curriculum and teaching and learning are having more impact amongst the youngest pupils. For those pupils who have been affected by the school's turbulent history, standards have not risen as fast. This is because the pupils in Years 4, 5 and 6 were most affected by weak teaching and learning in the past. This year, children in the nursery and reception classes are getting a good education and they are making steady progress from their very low starting level. Pupils in Years 1 and 2 are generally making sound progress and standards in a number of subjects, such as geography, history, music and religious education are moving upward and are at, or not far short of, the average level. In junior classes the rate of progress is satisfactory overall, though it is unsatisfactory for the minority of pupils who have emotional and behavioural needs because their concentration and motivation spans are short and their behaviour affects their learning in a negative way. The best progress, which is not far short of good, is in Year 6. Standards are, however, well below average in Year 6, though they are average in science and art and design and improving in ICT (though still below average here). Standards of English and mathematics are not high enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school and they show sound attitudes to learning overall.
Behaviour, in and out of classrooms	Behaviour is satisfactory. For the majority of pupils it is often good, but a few pupils with emotional and behavioural needs often show unsatisfactory, and challenging, behaviour. There were 11 temporary exclusions during the last full school year; all of them for justified reasons.
Personal development and relationships	Pupils have sound relationships with other pupils and with adults. They do not show the same levels of independence and responsibility in their work that most primary aged pupils do.
Attendance	Attendance levels are below the national average and the rate of unauthorised absence is well above average. Pupils arrive punctually for school.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and reception	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is satisfactory overall, though it is good in nursery and reception. It is satisfactory in the rest of the school though good teaching was seen in all classes. There is a small proportion of unsatisfactory teaching, largely due to lack of pace and the management of behaviour. However, this represents an improvement on the situation in 2001 when almost a fifth of lessons were of unsatisfactory teaching quality. The basic skills of literacy and numeracy are taught soundly overall and good improvement has been made to the teaching of ICT, which is now satisfactory because teachers make much more consistent use of computers in all strands of the subject. Homework is not set consistently through the school. School managers recognise that continued improvement to teaching is required and the school's monitoring and evaluation procedures are having a beneficial impact in making teaching even more effective.

Learning is satisfactory overall. Because of the very low starting levels of skills and knowledge and the challenging behaviour shown by a minority of pupils, teachers have to work hard to ensure that learning is effective. This they do in the main and pupils build skills and knowledge at a sound rate. Pupils try hard; they are generally interested and motivated. The amount of work produced is not always as good as necessary, though pupils have satisfactory knowledge of the targets set for their work and they are pleased when they meet these.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory though progress could be faster in the basic skills in literacy and numeracy. There is not always enough time for the full development of skills and knowledge in subjects such as music and religious education in junior classes. In some lessons, time is not put to fullest use. Nearly half of the current Year 1 class have moved straight from the nursery and have had no reception class experience. This means they still have many areas of early learning that are incomplete. The provision for extra-curricular activities is unsatisfactory.
Provision for pupils with special educational needs	Pupils with special educational needs are supported soundly and make the same progress as other pupils. The pupils with emotional and behavioural needs are often distracted and do not make enough progress. However, those with learning difficulties sometimes make good progress when working in small groups.
Provision for pupils with English as an additional language	The very few pupils who speak English as an additional language make satisfactory progress and their skills in speaking, reading and writing in English improve steadily.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral, social and cultural education is promoted soundly and drama enhances it well. There are some good opportunities in arts-based subjects to find out more about famous writers, artists and performers. The school also gives appropriate attention to fostering an awareness and enjoyment of the richness of minority cultures in Britain.
How well the school cares for its pupils	Pupils' care, safety and welfare are promoted properly. The management of behaviour is inconsistent and more successful in some classes than others. Overall, it is unsatisfactory, as not all staff are aware of the procedures to follow to ensure best behaviour. The systems of assessment are satisfactory though the use of the data collected to guide the planning of the next steps in learning is unsatisfactory overall.

How well the school works in partnership with parents	Parents generally have positive views of the school. The school works soundly to involve parents in the education of their children, but many parents are not confident to join in this work.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well and sets a clear programme for improvement. Other key managers are firm in their work to support the headteacher in the task of improving what the school does. Many subject leaders are new to their posts and have not had much time to move their subjects on. However, all staff are committed to improvement and they form a united team who work hard for success.
How well the governors fulfil their responsibilities	Governors are supportive, interested and actively involved in the work of the school and have good understanding of the school's strengths and weaknesses. They ensure that statutory requirements are met and that the school follows the principles of best value effectively.
The school's evaluation of its performance	The headteacher has good insights into school performance but not all staff have yet developed a complete view of how well the school is doing. Monitoring and evaluation procedures are in place and some good evaluation is emerging from this work. School managers, governors and staff are working well to make monitoring and evaluation a more powerful tool for improvement.
The strategic use of resources	There are no shortages of staff or resources for learning but the accommodation is cramped. It is not well designed to ensure that all pupils can be seen at all times and known to be working well. The budget is tight but is well managed and controlled. Additional grants are used soundly to support the learning of pupils with special educational needs, for example.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is good and pupils make good progress. • Their children grow in maturity. • Parents are well informed about their children's progress. • It is easy to approach staff when parents have concerns. • The school is well led and managed 	<ul style="list-style-type: none"> • The range of activities outside lessons is not good enough

The inspection team generally agree with parents' views. However, in some things, such as teaching and progress, there are inconsistencies that the school is working to raise to a good level from the existing satisfactory level.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The 2001 inspection report contained key issues that related to standards and progress in English, particularly writing, mathematics, science and information and communication technology (ICT). In all of these subjects, standards were judged to be too low. The report also pointed to the fact that standards were rising more slowly in some year groups because of protracted staffing difficulties. However, where staffing was stable, pupils made good progress, especially in Years 2 and 6. Overall progress through the school was satisfactory from a very low starting level of skills and knowledge.
2. The staffing difficulties identified in 2001 continued to have a negative impact on progress and the standards attained in the SATs the following year. In the 2002 Year 6 SATs, standards were well below the national average in English and mathematics and below average in science. Compared to schools with similar proportions of pupils entitled to free school meals, results in English and mathematics were well below average and in science they were average. The school did not meet its targets in English last year, but came very close in mathematics. Increased targets have been set for this year. These are demanding, but they are achievable because of improvements in educational provision and the value being added to pupils' prior attainment.
3. Last year the results in the end of Year 2 SATs were also well below the national average in writing, mathematics and science. They were very low in reading, which placed them in the lowest five per cent of schools nationally. There was a similar picture overall when the Year 2 SATs results are compared to those in similar schools.
4. The proportion of pupils attaining the higher levels in the SATs in Years 2 and 6 was well below the national average last year in all subjects. The school's assessment and tracking data shows that there are few higher attaining pupils and the school does not identify pupils with potential gifts or talents.
5. In 2002 girls significantly under-performed in the Year 2 reading and writing SATs, but not in mathematics. Girls have tended to under perform the boys in all three subjects over the last three years. This is opposite to the national trend in reading and writing. In 2002, Year 6 boys significantly under-performed in English and science but girls under-achieved in mathematics. Over the last three years, there have been no clear trends in Year 6 boys' and girls' attainment in English, mathematics and science and the pattern in 2002 was broadly similar to the national trend. During the inspection, inspectors observed little overall difference in the progress of boys and girls.
6. Although difficult to identify from the above statistics, standards have improved in school. The proportion of pupils attaining the expected level 4 in Year 6 was higher in 2002 than 2001 and overall, though the rise was insufficient to move the school into the next attainment band. Nonetheless, the improvement to standards since 1998 has been better than that found nationally.
7. The school's history of staff changes has had a severe impact on the progress made by pupils. This especially applies to the older pupils. Those in Years 3 to 6 have had lengthy periods of education punctuated by staff changes. These classes have sometimes had a number of teachers in quick succession. This impacted on behaviour and attitudes to learning, and progress suffered. However, the staffing situation is now much more stable. There are clear signs that in classes where staffing is settled and that this has been the

case for some time, standards and progress have improved and are much more consistent. Thus, standards and progress at present are rather better in infant classes because the improvements to the curriculum and teaching and learning are having good impact and these pupils have not experienced the coming and going of staff to the same degree. For those pupils who have been greatly affected by the school's turbulent past, standards have not risen as fast and much work has still to be done to ensure they reach their potential.

8. There is an above average proportion of pupils with special educational needs. Most such needs are for learning difficulties or emotional and behavioural difficulties. For the most part, pupils with learning difficulties are given satisfactory and sometimes good support in class and in withdrawal groups. This is enabling them to make satisfactory progress. However, progress is unsatisfactory for the minority of pupils who have emotional and behavioural needs. Many of these pupils have short concentration spans and their motivation is very variable. In some cases the teaching style does not adapt to their needs and lengthy spells of teacher-talk result in a fidgety and sometimes very restless response. This can lead to periods when behaviour is unsatisfactory or poor and progress halts. Most members of staff have effective methods to restore productive learning but behaviour management is a key issue of the inspection to ensure that everyone in class learns well.
9. The proportion of pupils who speak English as an additional language is small. In general, these pupils are well motivated and they learn well. They build the necessary skills in reading, writing and speaking English steadily, and by the time they leave school they are generally fluent users of English.
10. Children in the nursery start with very low levels of skills and knowledge, particularly in the communication, language and literacy and personal and social development areas of learning. This means that they have much to catch up on if later learning is to be successful. Because teaching and learning is good in the nursery, the children make good progress but attainment is still very low when they move to the next class.
11. Because of the current system of admitting children to full time education, some children in the nursery go straight into Year 1 without the benefit of time in the reception class. Thus, this year, 11 of the 24 pupils in Year 1 have had no reception class experience. In reception itself, the current group of ten pupils in the class has been in school just six weeks. They will have two terms in reception at most and will be joined by an anticipated 17 more children after Easter. This group of 17 will have one term in reception. Thus, many pupils in Year 1 still need the early learning experiences that are usually provided in reception. The current reception children have settled well and are enjoying some good teaching but it is evident that most of them are attaining at very low levels across all six areas of learning.
12. Pupils in Years 1 and 2 are generally making satisfactory progress and standards in a number of subjects, such as art and design, geography, history, music and religious education are moving upward and are at, or not far short of, the average level. Standards are well below average (E) in English, mathematics and science and whilst this is good improvement on the very low (E*) starting levels in these subjects, the pupils have not yet had enough time to move on further. Shortcomings in their reading and writing skills affect the overall standards in subjects such as geography and history. Year 2 pupils have satisfactory knowledge of these subjects but lack of the literacy skills to record their knowledge meaningfully.
13. In junior classes the rate of progress is satisfactory overall, however there is more variation in these four years. Pupils with emotional and behavioural needs sometimes disrupt the learning of the majority of pupils. Additionally, the unsatisfactory nature of the accommodation, particularly in the Year 4 and 5 classes has a profound impact on progress because it is impossible for the teacher to see every pupil all of the time. Teaching space

consists of small areas punctuated by partition walls. This makes lines of sight short and visibility limited. The accommodation is much better in the Year 6 temporary classroom outside. It is no coincidence that the best progress, which is not far short of good, is in Year 6. Although these pupils have also experienced many staff changes, they are currently much better motivated and hard working than Year 4 and 5 pupils. Standards are, however, well below average in English and mathematics in Year 6, though they are average in science and art and design and although below average, they are improving in ICT.

14. Everyone in school knows that standards are not high enough and there is good commitment amongst all staff to improve them. The current staffing situation is more promising and changes made to the curriculum and teaching and learning are showing positive benefits in terms of standards. The available value-added data shows most pupils are improving on their starting levels at a brisk rate. The task now is to ensure that the remaining number make better gains and to this end, the higher attainers could be extended more and those with emotional and behavioural needs settled to more consistent effort and progress.

Pupils' attitudes, values and personal development

15. The previous report stated that behaviour was satisfactory, and that in general pupils showed satisfactory attitudes to learning. However, attendance was below average, and the rate of unauthorised absence was high. The report also noted that there was a minority of pupils whose behaviour and attitudes caused concern. This continues to be the case. Attitudes and behaviour are satisfactory overall, but a minority of older pupils sometimes behaves poorly in lessons and disrupts the learning and progress of the whole class. Attendance remains below the national average for primary schools, and this has an adverse effect on standards of attainment. The majority of parents is satisfied with standards of behaviour and discipline, but think that a relatively few difficult children demand too much attention from teachers. Overall, the school has made sound progress since the previous inspection.
16. Most pupils have satisfactory attitudes to learning. They are keen to come to school, and they show interest in their work in lessons. They listen to their teachers, are keen to answer questions, and enjoy carrying out the tasks that they are set. At their best they show enthusiasm for learning and a readiness to think for themselves. For example, in a design technology lesson, Year 4 pupils thoroughly enjoyed investigating different mechanisms for making pop-up books work. They worked hard on creating their own designs and were willing to try out new ideas.
17. Attitudes to learning are consistently positive among younger pupils, but are uneven in older year groups. Even within the same class, they can vary widely from day to day and from lesson to lesson. The Year 4 pupils who enjoyed their design technology lesson showed unsatisfactory attitudes to learning in an English lesson taught the next day by the same teacher. They were excitable and very reluctant to settle down and to work collaboratively with one another. One girl was disruptive and totally uncooperative, and despite the best efforts of experienced members of staff, refused to participate constructively in the lesson. Very poor attitudes of this kind are untypical, but some older year groups contain a significant minority of very difficult pupils who have low self-esteem, poor motivation and limited social skills. At times, teachers and support staff have to spend a disproportionate amount of time and energy in managing the behaviour of these individuals. This slows the pace of lessons and restricts the learning of the whole class.
18. ICT is a subject where attitudes are generally much better and the level of collaboration is often good. Because the work is practical and pupils usually complete their tasks in pairs, they are encouraged to support each other and solve problems, investigate and research as

part of a small team. In such circumstances, pupils are well disposed to their work. They show positive attitudes, behave soundly and collaborate effectively.

19. Behaviour is satisfactory overall. Pupils of all ages behave well in and around the school. They are polite and friendly, and get along very well with adults and with each other. They respond positively to the good role models provided by members of staff in this area. Teachers and support staff lead by example, treating pupils with courtesy and consideration. Standards of behaviour are generally good at lunchtime and playtimes. Pupils show respect for property and behave in an orderly manner. Parents and pupils confirm that this is the norm. They say that bullying is not a feature of life in school. The quality of behaviour in lessons matches attitudes to learning. It is satisfactory overall, but suffers in some lessons from the presence of a small group of very difficult pupils. It has also been affected by the very high turnover of teachers, which has inevitably affected pupil-teacher relationships and consistency of discipline. Not all teachers are sure of the procedures to follow in order to modify poor behaviour. The rate of exclusion in the last eighteen months reflects these problems, together with the significant number of pupils on roll with emotional and behavioural difficulties. There were 11 exclusions in the school year 2001/02. In the school year to date, one pupil has been excluded permanently and another has been excluded for a fixed period.
20. The quality of pupils' relationships is satisfactory. Pupils of all ages mix well together in the playground. Most of them work amicably alongside one another in the classroom, although at times there is friction between certain individuals. Relations with members of staff are satisfactory overall, and are based on trust and respect. They are good considering the very short time that many teachers have been on the staff of the school. A minority of immature pupils has difficulty in forming constructive relationships with their peers, and with adults, because of their lack of social skills. They are often rude and uncooperative, and show little consideration for other people's feelings. As result of the school's sound promotion of moral and social development, most of their colleagues treat them with tolerance, and some go out of their way to be positively supportive.
21. Other aspects of pupils' personal development are unsatisfactory. Although they generally get along well with one another, pupils have difficulty in working collaboratively in lessons. In groupwork, for example, they argue over the allocation of roles and the use of equipment, or chat among themselves instead of getting on with the activities that their teachers have set. Pupils' independent learning skills are not well developed. In lessons, even the higher attainers tend to lose concentration and stray off task when working without close supervision. Pupils respond more maturely to opportunities to use their initiative and exercise responsibility in the general running of the school. During the inspection it was apparent that children of all ages enjoyed carrying out duties for members of staff. There is a good response to more formal opportunities to take on responsibility and serve the school community. For example, the *'Peacemakers'* scheme is a success. It is highly rated by parents, who are impressed by the mature and successful way that certain pupils act as official *peacemakers* in the playground.
22. The vast majority of pupils with special educational needs are keen to do well. All groups are encouraged to join in with learning in the classroom and are given the same opportunity to ask and answer questions and their responses valued. A minority of pupils, some with emotional and behavioural needs are not responding well to the school's structure for support and are taking up too much of teachers' time.
23. Attendance was well below average in the year 2001/02, and incidence of unauthorised absence was correspondingly high. There is evidence of an improvement in the current school year, but the attendance rate is still below average. Most absences are authorised. There is only one pupil who is a regular absentee. However, many miss the odd day of

school without good reason. In the autumn term 2002, a relatively large number of pupils was absent for two or more weeks because of illness or holiday leave. This has an adverse effect on their learning and progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. As in the section on standards, improvements to teaching and learning in English, particularly writing, mathematics, science and ICT were flagged for improvement in the 2001 inspection report. At that time, teaching was satisfactory overall, though there was almost a fifth of teaching observed that was unsatisfactory in that the pace was slow and there was an inappropriate match of work to needs. Protracted staffing difficulties led to teaching and learning that were uneven across the school.
25. The school has worked hard to improve the quality of teaching and to provide a more stable staffing situation and the prospects for future stability look good. Today, the quality of teaching is satisfactory overall. It is, however, good in nursery and reception. In infant and junior classes, teaching is satisfactory, though in both the lessons observed and the sample of pupils' past work, good teaching is evident in all classes. Teaching in Years 2 and 6 is good overall and this gives a spurt to progress in these classes.
26. There is evidence of a small proportion of unsatisfactory teaching. In lessons a lack of pace and the management of behaviour show this. In books it is shown by the presentation of work, which does not always reflect good expectations.
27. Through the school, the basic skills of English and mathematics are taught soundly overall. This enables pupils to improve their basic literacy and numeracy, though the pace of advance is not always fast enough. There has been good improvement made to the teaching of ICT, which is now satisfactory. Teachers make much more consistent use of computers in all strands of the subject and their subject knowledge has improved substantially. The school continues to target staff confidence in ICT as a key area for training and development. Good improvement is also apparent in science. In this subject there has been the sharpest increase in rates of progress and standards because teachers provide work that is intensely practical and pupils respond very positively to this hands-on approach. There is a clear message in this. Where pupils' attention is held for long periods by practical, investigative work, learning is at its best. Where the approach is teacher-centred and relies on lengthy teacher-talk, interest levels wane and progress is less. There is now a need to share the good practice in science across all other subjects.
28. A few parents have some concerns that homework is not set consistently through the school. Inspectors agree with this. There is little evidence of homework in books and not much was set whilst inspectors were in school. This is an aspect that the school agrees requires improvement. The quality of marking is satisfactory and some useful marking is present in all classes. This is because some of the comments on the work identify very clearly what has been achieved and what remains for improvement. This is not, however consistent across the school, or within some classes themselves. Whilst the emerging system of target setting and tracking has much promise, marking is not often enough linked to pupils' targets.
29. The main focus for support for pupils with special educational needs is within the classroom, where teachers plan work in literacy and numeracy lessons to meet the broad levels of ability found in their class. Occasionally, pupils with statements for their special needs and those identified at school action plus, work outside the classroom, on specific targeted work set out in individual plans. Pupils' progress is monitored and their work regularly reviewed. Most other pupils are dependent upon how effectively teachers meet their needs with work

that is different from that for other pupils in lessons. Although pupils have group targets for learning, these do not always provide work that is sufficiently matched to individual need.

30. The school draws from the expertise of a specialist teacher for one day each week to work with pupils who speak English as an additional language. This specialist teaching is good. Pupils work at an individual level with the specialist teacher, outside the classroom. The pupils are aware of the steady progress they are making and are keen to learn. During the rest of the week the pupils work in the classroom, without any specific, targeted support. They follow the same curriculum as their class and benefit from similar adult help. There is now a need for the school to consider developing the expertise of class teachers, especially in raising the awareness of the need to valuing pupils' response and modelling answers in Standard English. The specialist teacher clearly has the necessary skills to assist the school in developing provision in such ways and to help in planning more specific work for everyday lessons.
31. Learning is satisfactory overall and pupils build skills and knowledge at a sound rate. In most cases, pupils try hard and they are generally interested and well motivated. However, there are exceptions amongst pupils who have emotional and behavioural needs and when lessons are heavily focused on what the teacher has to say. The management of behaviour, whilst satisfactory overall, is inconsistent and some teachers have to work very hard to hold pupils' full attention continually. The amount of work produced is affected when concentration and motivation levels are interrupted. Pupils do not all show the required level of independence and responsibility when working, though there is evidence of teachers promoting such skills well in science, art and design and ICT. In a Year 6 ICT lesson, for example, pupils collaborated well as they searched the Internet for a suitable image to match their text on the extremes of Russian weather. The pupils worked in pairs for lengthy periods without direct intervention by the staff, they knew what they had to do to make the search and to import the image to the word-processed text. They did these things with confidence and much enjoyment. Many were thrilled with their print-outs and the results were the topic of much conversation as the class headed back to their room.
32. In this lesson, the teacher took a well-judged moment to encourage the pupils to talk about what they had achieved, the quality of their work and how they could improve it. Through this self-evaluation the pupils understood how well they had met the target for the lesson. Across the school, pupils have satisfactory knowledge of the targets set for their work and they are pleased when they meet them. It is in art and design, ICT and science that such opportunities are greatest. Again, these tend to be practical lessons and this technique could be shared profitably in other more mind-based subjects.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

33. The curriculum provided by the school at the time of the last inspection in 2001 identified limited provision and resources in ICT as a key issue. This provision has improved and the school is making full use of its new ICT suite to develop pupils' ICT skills. Overall, the curriculum provided by the school for pupils aged 5-11 is satisfactory. It is broad and national curriculum requirements are met. Religious education is taught in accordance with the locally agreed syllabus.
34. Although the curriculum is satisfactory, progress could be faster in the basic skills in literacy and numeracy. It also lacks balance in the junior phase because there is not always enough

time for the full development of skills and knowledge in subjects such as music, design and technology and religious education. In some lessons time is not put to the fullest use. Also nearly half of the current Year 1 class have moved straight from the nursery and have had no reception class experience. This means that the work to build early skills and knowledge has to be continued into Year 1.

35. The school places appropriate emphasis on the teaching of literacy and numeracy. It has fully implemented the national literacy and numeracy strategies. Standards in ICT have improved since the last inspection and progress is satisfactory. The curriculum planning for most subjects builds steadily on previous work. All pupils have equal access to all subjects.
36. The school's provision for extra curricular activities is unsatisfactory with only four clubs available to pupils. Although very limited, the ongoing success of the football team is succeeding in raising the profile of the school's sporting ability in the immediate area.
37. The contribution of the community to pupils' learning is satisfactory overall. The programme of visitors into school, are effectively exploited to add interest and relevance to pupils' learning. For example, the use of a professional artist working with pupils on '*Natural world art*' during *Art Week*.
38. There are satisfactory links with the local secondary school. Teachers ensure appropriate arrangements are in place to increase children's sense of security as they transfer. Similarly there are good pre-school links with the nursery. When children join the school, pre-school visits are made by parents and then children to their new school.
39. The provision for children with special educational needs is good in the Foundation Stage and those children requiring additional support are identified early. The provision is satisfactory throughout the rest of the school and is linked to everyday lessons in the classroom ; it is enabling most of these pupils to make sound progress overall. The exception is a small minority of pupils with social, emotional and behavioural difficulties, who are not yet responding well enough to school strategies to improve their behaviour. There are no issues related to withdrawal on the few occasions pupils work outside the classroom. A number of pupils with reading and writing difficulties also benefit from a range of support in small groups linked to work with extra literacy provision. Support staff manage these groups well and work from clear, planned targets for learning. The pupils are proud of their success and are motivated to learn. An audit of special educational needs provision has identified the need for support staff and the co-ordinator to be more involved in curriculum planning and marrying targets from individual plans more closely into work in lessons.
40. The provision for pupils' personal, social and health education is satisfactory. Matters relating to drugs education and sex education are given proper emphasis. The development of satisfactory relationships and consideration for others are embedded in the life and work of the school and are making a satisfactory contribution to the pupils' social development.
41. The fostering of pupils' spiritual, moral, social and cultural development is sound. The school places high value on the unique qualities of each child and so there is a strong emphasis on establishing a stable community, where pupils feel valued and secure.
42. Provision for spiritual development is sound. The fact that teachers and support staff treat pupils with respect and sensitivity enables them to reflect on their own place in school and their contribution in the wider world. Assemblies are used to widen horizons and give pupils a quiet time to think about values, such as loyalty and friendship. There is a satisfactory climate for the development of spiritual awareness in the daily act of collective worship, when pupils reflect on their own thoughts and feelings and seek guidance in prayer. Work in art is developing a growing awareness of the beauty found in everyday life, whilst the

school's effective use of drama helps pupils to empathise with others and express their feelings more clearly.

43. The promotion of moral development is sound. Teachers provide good role models for fair play and encourage pupils to consider how their actions affect others. Pupils know right from wrong and are aware of school rules, which the vast majority of pupils follow successfully. Staff sensitively bring pupils with emotional and behavioural problems to an understanding of how best to respond and to ignore confrontation.
44. Provision for pupils' social development is sound. The school values its members and encourages all school groups to integrate well both at work and at play. This approach results in positive relationships between pupils themselves and pupils and staff. In the classroom, there are opportunities to work in pairs and groups, or to contribute as a whole group in drama lessons. Pupils are aware of social conventions, and are generally polite, saying '*good morning*' and '*thank you*'. There is a minority of pupils who find it hard to cooperate and work with others, but with the support of adults are beginning to do so.
45. Provision for cultural development is promoted soundly. Pupils learn about their own cultural heritage through educational visits to Stratford-upon-Avon and visits to other places of interest. In geography and history lessons pupils find out how their local environment of Banbury has changed over time and make comparisons about '*now*' and '*then*'. Effective learning in art enables pupils to appreciate the contribution of famous artists and to enjoy and reflect different styles and techniques in their own work. Pupils also learn about the ethnic and cultural diversity of British society, through study in religious education lessons and by celebration of different cultural and religious festivals such as Diwali.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school provides the expected level of care for its pupils. It makes satisfactory arrangements to ensure their welfare and provides them with adequate educational and personal support. However, procedures for promoting good behaviour are unsatisfactory. The school's largely informal arrangements for monitoring personal development are also inadequate in a period that has seen a high turnover of staff. The previous inspection report did not make an overall judgement on the quality of care, therefore it is impossible to assess the progress made by the school since March 2001.
47. There are satisfactory procedures for ensuring health and safety. The school has a comprehensive formal policy, backed by adequate practical arrangements for first aid. Procedures for contacting parents when their child is ill work effectively. The school's provision for child protection is satisfactory. The headteacher is the designated teacher with responsibility for child protection matters. All members of staff are caring and vigilant. Longer serving members of staff know pupils well and are able to identify individuals who need help. For example, they are aware if anyone in their class comes to school without proper arrangement for lunch, and they take effective steps to ensure that no one goes hungry. New members of staff are briefed orally on the school's procedures for child protection. Currently there are no written guidelines on the issue in the staff handbook.
48. Procedures for monitoring and promoting pupils' attendance are satisfactory. Teachers record pupils' attendance accurately and mark reasons for absence in class registers, as required by law. The information in the registers is transferred on to the school's computer. Members of staff therefore have easy access to statistics that enable them to monitor pupils' attendance. They use the system effectively to identify and follow up instances of unexplained absence or regular absence. The school receives satisfactory support from the education welfare service over pupils who have rates of attendance below 80 per cent. There is also good co-operation with the local secondary school, whose partnership

attendance teacher works with Year 6 pupils at William Morris School on promoting good attendance. The school's procedures are beginning to have some effect. For example, they are encouraging parents to inform the school promptly whenever their child is away, and therefore are reducing the number of unexplained absences. However, they need more time to change the attitudes of some parents, who do not regard their children's regular and punctual attendance at school as a high priority.

49. The school has a detailed policy on behaviour and discipline and an appropriate formal policy on combating bullying. It also has good procedures for recording, monitoring and modifying the behaviour of individuals who give serious cause for concern. The school works closely with the local education authority's behavioural support team over the provision of help and advice for these pupils. The programmes of support that they receive are helping to keep them in mainstream school and are reducing the school's exclusion rate. The school seeks to meet the needs of all its pupils. There are extensive arrangements for acknowledging and celebrating the achievements of pupils who have good attitudes to learning and behave well. The school uses a wide range of incentives and rewards for good behaviour, such as certificates, '*golden time*', and '*pupil of the week*'. Nevertheless, its systems are unsatisfactory overall and are failing to deal effectively with instances of poor behaviour in lessons. Procedures to improve behaviour are interpreted and implemented inconsistently across the school, and members of staff are sometimes uncertain as to the best course of action to follow. For example, they are reluctant to use the sanction of time out (temporarily removing a pupil who misbehaves from one class to another) because they feel that this can cause as many problems as it solves. The use of rewards is also inconsistent. '*Golden time*' is proving popular with pupils, but is only applicable in Years 4, 5 and 6. It is also a very new initiative, and has not had sufficient time to make a major impact on standards of behaviour.
50. Procedures to eliminate oppressive behaviour are satisfactory. Parents are happy with the way that the school protects their children against aggression and violence. They say that that members of staff deal with any instances of bullying quickly and effectively. There are good arrangements for the supervision of pupils at lunchtimes and playtimes. The peacemaker scheme also helps to promote good behaviour at these times by encouraging pupils to resolve their conflicts amicably.
51. Procedures for monitoring and support for pupils' personal development are unsatisfactory overall, but have some strengths. Members of staff are caring and approachable. They have sound relationships with pupils, and are readily accessible to those who need individual help and advice. The school's programme of personal and social education makes sound provision for the development of social skills and relationships. This was evident in the circle times observed during the inspection. Pupils learned to listen to one another, to take turns to speak, and identified what they liked about each other. The school gives appropriate extra help to individuals who have serious problems with their personal development. For example, a classroom assistant who has received training in restorative justice runs special support sessions for them. The main weakness in the school's provision is the lack of formal arrangements for monitoring and supporting personal development. There is a formal system for tracking progress and setting targets for improvement, but this focuses on academic attainment, not social skills. This means that personal development is monitored via teachers' good knowledge and understanding of pupils as individuals. Such informal arrangements are effective when staffing is stable, but are not adequate in times of turbulence and change. The recent high turnover of staff in the school has, therefore, had an adverse effect on the quality of monitoring and support.
52. Assessment arrangements were good at the last inspection. This time around the assessment systems remain secure in English and science. There is work to do in mathematics and ICT, and a positive start has been made to track pupils' progress and attainment in these subjects. This helps staff to identify where there are gaps in pupils'

learning, as well as providing information that helps teachers to set future targets for their pupils. The next stages in learning are planned accurately.

53. In the other subjects, plans are in hand to put in place systems that will enable teachers to track pupils' attainment and progress effectively. Without these, it is difficult for staff to identify higher attaining pupils accurately, and plan more challenging tasks for them. This holds good for boys and girls of all capabilities as well. Pupils' personal development is tracked informally, and this can be effective. It is less effective where there are no written records and there are changes in staff.
54. There are clear procedures for assessing and monitoring the learning needs of pupils who speak English as an additional language. Information from assessments is used to guide targeted support, which includes help with speaking, reading and writing and enables these pupils make satisfactory progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school has the confidence of the majority parents and has established satisfactory links with them. However, parental involvement in the life of the school is relatively limited. This is also true of parents' contribution to pupils' learning, which is not extensive. It has a less positive impact on standards of attainment than is usually the case.
56. The pre-inspection questionnaire and the meeting with the registered inspector show that parents are satisfied with most aspects of the school's work. Parents think that their children make good progress and like school, and they strongly approve of the quality of teaching. They are also happy with their partnership with the school. They say that they are well informed about pupils' progress, and that they would feel comfortable about approaching members of staff over any problems. A minority of parents has reservations about standards of behaviour and the amount of work that their children get to do at home, and almost half the responses to the pre-inspection questionnaire expressed dissatisfaction with the range of extra-curricular activities that the school provides. In general, inspectors agree with these views. In their judgement teaching, progress and behaviour are satisfactory overall. In the case of homework, they support the minority of parents who are unhappy with the amount that is set. They also agree that provision for activities outside lessons is unsatisfactory.
57. The quality of information on pupils' progress is satisfactory, with some strong features. Parents are kept well informed, and their co-operation sought, about difficulties and concerns. Members of staff get in touch with home promptly if there are problems with a child's attendance, behaviour or work. The school has good formal routines for informing parents of pupils' progress. It provides two consultation evenings per annum and sends home written reports at the end of the year. The quality of the reports is good. They give parents an accurate and well-expressed account of what children have learned in the year and how their skills have developed. They also indicate areas for improvement; the sections on English and mathematics include the pupil's targets in literacy and numeracy. Parents can make an appointment with their child's teacher if they wish to discuss aspects of the annual report. They can also talk to members of staff informally throughout the school year. Parents are appreciative of the school's open door policy. They say that they always get good information from class teachers if they ask for it. Parents of younger pupils are the most satisfied. There is a feeling that access to teachers becomes less easy as children get older. Some parents feel that they do not get enough information on homework. They are unclear as to whether the school provides guidelines, and they are uncertain as to how much their children are expected to do. The use of homework diaries is patchy, as many pupils do not complete them properly. They do not work effectively as a day-to-day line of communication between home and school, nor do they encourage parents to become partners in their children's learning.

58. Information on the curriculum and school routines is satisfactory. The school produces regular newsletters, and class teachers send home letters explaining the topics that pupils will study during the course of the term. There is a good prospectus for the nursery unit. The main prospectus provides adequate information on the curriculum and organisation of the school, but does not inform parents of their rights to withdraw their children from religious education, collective worship and sex education. The annual report of the governing body also fails to meet legal requirements in full by omitting a statement on the school's sporting achievements.
59. The school makes satisfactory arrangements to foster good links with parents and to encourage them to support their children's learning. It invites them to school events such as plays, concerts and fun days. They are also invited to attend special assemblies, and many parents value this. One mother said that these assemblies provide '*a lovely chance to see what pupils have been doing*'. Currently, parents do not get the opportunity to be involved in setting pupils' targets for improvement. The school is aware that this is an area for development.
60. There is a mixed response to efforts to develop an effective partnership between home and school. Most parents are supportive. They want their children to do well and they co-operate with members of staff if there are problems over behaviour or academic progress. Nevertheless, parental involvement with pupils' learning and the life of the school is unsatisfactory overall. There is no parent teacher association, and this restricts opportunities for parents to raise funds and provide extra resources. Only a small minority is actively supportive. Some parents have contributed to the book corners in classrooms and a handful of volunteers regularly help in lessons. Their involvement enhances the quality of teaching and learning, but because their number is small they make less impact than is the case in the majority of primary schools. Some parents have unhelpful attitudes towards attendance and punctuality, and this has a negative impact on pupils' attainment and progress. They do see no harm in their children arriving late for school or missing the odd day here and there because of shopping trips and birthdays.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. At the time of the 2001 inspection it was reported that the acting headteacher, who is now the actual headteacher and the then acting deputy headteacher gave clear educational direction to the school. They had raised staff morale and were building a good team approach to management, with strong commitment to improvement. The governors were becoming effective critical friends who evaluated school performance soundly. Importantly, it was indicated that governors had adopted a good policy for the recruitment and retention of staff. At that time, the local education authority was giving intensive and successful support to improve leadership, management and the quality of provision. The quality of leadership and management was satisfactory overall.
62. Following the inspection in late 2001, the headteacher maintained the good work to make improvement though the instability in staffing continued. In July 2002, and until February 2003, the headteacher was absent from school and an acting headteacher, seconded from the local education authority oversaw the leadership and management of the school. Also during that period, the deputy headteacher left the school. The headteacher returned to school, part time, one week before the current inspection. Currently, in addition to the headteacher, the seconded headteacher and an acting deputy headteacher are the key leaders in school. A permanent deputy headteacher takes up post this summer. Thus, the judgements on leadership and management here relate to the combined impact of the key managers, rather than reflecting their separate roles.

63. A key factor in the effective leadership and management of the school is the very significant turnover of teachers in recent years. Between September 2000 and July 2001, 12 teachers left and 14 joined the school. The school has a staffing of 9.2 full-time equivalent posts from the nursery to Year 6, including the headteacher. Therefore, this level of staff turn-over is substantial and several classes experienced a number of teachers in quick succession. Since the quality of teaching was also not always of the best, pupils' learning and progress suffered even more. The key managers have worked hard to improve the teaching of all staff, including those who were in fleeting employment by the school and it is testament to their success that teaching is much improved today, as reported above. It is also not surprising that more has to be done to make teaching and learning consistently good, but the will and effort is present and morale is high.
64. The leadership of the headteacher is effective and she has a very clear idea of what needs improving, what requires greater consistency and what strengths need spreading and sharing. She has good determination to forge ahead and has built a united staff team in a relatively short, and interrupted, span. The seconded headteacher clearly maintained the impetus for improvement in the headteacher's absence and the acting deputy headteacher has already made some important improvements to assessment procedures, an aspect of the school's work that she leads. It is still early days in the school's bid for consistent improvement, but the signs are positive that this will be achieved.
65. Many subject leaders are new to their posts and have not had much time to find out the strengths and weaknesses of provision, standards and progress. Nonetheless, they are strongly committed to improvement and they work as a team to bring improvement. There are some effective monitoring and evaluation systems in school and the longer-serving subject leaders have had good input into these. However, newer leaders have not had this opportunity, though the school improvement plan includes this as a central priority and it is a key issue from this inspection.
66. The provision for pupils with special educational needs is managed effectively. The co-ordinator has first-rate skills and expertise, which are of benefit to pupils and to the school. She works in school one day only each week and in this time manages the assessment and provision for pupils with special educational needs and writes the individual education plans. This service provides very good value for money but the co-ordinator needs extra time to implement the findings of the recent audit of need. This identified that there are insufficient resources for specialist teaching and that there is a need for rigorous monitoring and evaluation of provision. Additionally, there is a need to refine individual education plans for those at the school action stage so they are more sharply focused on the next small steps in learning. Finally, the review identified that the behaviour of some pupils with emotional and behavioural needs impeded the learning of other pupils. The school has maintained provision for pupils with special educational needs during periods of high turnover of teaching staff. The role of the co-ordinator has been pivotal in assessing need and managing provision and there is good commitment and prospects for tackling the issues identified in the audit of need.
67. The management of provision for pupils who speak English as an additional language is sound. The work of staff in this aspect is co-ordinated appropriately and the impact is such to ensure the few pupils who speak English as an additional language make the same progress as other pupils in class.
68. The governors have continued to increase and improve their involvement in the school's work. Not that long ago, governors' meetings were attended by as few as five people, including the headteacher, so seriously under-strength was the governing body. Today, the governing body is almost complete. Governors are supportive, interested and actively involved in the work of the school. They have good knowledge of the school's strengths and shortcomings. They ensure that statutory requirements are met and that the school follows

the principles of best value properly. They are able to do this effectively because their systems for monitoring and evaluating the school's work are well established and of good quality.

69. Key managers have detailed insights into school performance, but not all staff have the same overall view of how well the school is progressing. As stated above, some good monitoring and evaluation procedures are in place and some succinct evaluation is made. There is commitment, unity of purpose and concerted action amongst school managers, governors and staff to make monitoring and evaluation an even more powerful tool for improvement. The fact that this is a key issue from the current inspection is not an indication of imperfection in the system, but rather, encouragement to take monitoring and evaluation into all aspects of the school's work in order to share the strengths and eliminate remaining inconsistencies.
70. The management of time is another key issue for this inspection. As discussed in the curriculum section, the time spent on some subjects is not long enough, there is some slippage of time and the blocks of time on the timetable are not always broken down into spans of adequate length. Other time issues include short-notice changes to the timetable and the need for a smart start to lessons and the consistent adoption of a brisk pace. Furthermore, as shown in the standards section, many children move straight from nursery to Year 1 and have not completed all the learning goals necessary to begin work on the National Curriculum at that time. The monitoring, evaluation and improvement of time-related issues is a vital next step in the school's moves to become more consistent, efficient and effective.
71. There are no shortages of staff today, but there have been significant staffing problems in recent years. Recently, the headteacher has been absent on sick leave and there has been a high turnover of teachers for a number of years. These problems have been largely resolved. The headteacher is back in school and staffing is much more stable, although several members of staff have only been in post for a short time. The school has enough appropriately qualified teachers to meet the demands of the curriculum. Part-time teachers share the teaching of two classes. They co-operate closely and effectively, and therefore minimise the inherent disadvantages of this arrangement. Teachers' expertise is satisfactory in all subjects, although subject knowledge needs boosting in ICT. The school has a good number of learning support assistants who work well with teachers and give good support in classrooms, especially to those pupils with special educational needs. Arrangements for the induction and support of new members of staff are satisfactory.
72. The resources for learning are satisfactory overall. They are appropriate to the number of pupils on roll and the subjects of the curriculum. Resources for pupils who speak English as an additional language are appropriate, for example, there are simple reading books limited to the past tense to help the development of reading skills. Resources are good in the case of the Foundation Stage. Children under the age of five have access to a good range of materials and equipment, including computers and outdoor toys and this enables them to build skills well.
73. The accommodation is cramped and is unsatisfactory in the main school. It is not well designed to ensure that all pupils can be seen at all times and known to be working well. There are an adequate number of classrooms but some are small and cramped. The design of rooms in the main building is unsatisfactory. Lines of sight are very poor, and as a result members of staff are often unable to see what pupils are doing. The impractical layout of classrooms adds significantly to teachers' problems with behaviour management. The accommodation for the nursery unit is satisfactory. Outdoor accommodation is good. The grounds surrounding the school are spacious and attractive.

74. The budget is tight but it is well managed. Last year's carry-forward was used to sustain the existing staffing levels and to prime the funds for future building works. The school roll is expected to start increasing from September next and some expansion of the school buildings looks inevitable, given the current shortage of well-designed indoor space. Financial planning and the management of the budget is good. The school's priorities for improvement are matched carefully to spending and governors, managers and staff work well together to ensure that the principles of best value are followed soundly. Additional grants are used as intended, for example, for supplementary literacy and numeracy sessions for pupils whose attainment is targeted for improvement and to support pupils with learning difficulties.
75. The school is steadily improving the value for money that it gives. In 2001 it was stated that the governors were in a much stronger position to assess the value for money given by the school. The same holds today. Whilst standards are not yet high enough, they are moving upward and some good value is added to attainment in parts of the school. Overall, the school is giving satisfactory value for money for the above average amount spent on each pupil. The prospects for the future of the school are bright as leadership and management have many strengths.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. The school has moved ahead in recent years and there is good, shared determination to make continued improvement. However there are four key areas for further work to ensure the school is as effective as possible. With these things in mind, the staff and governors should concentrate on the following four key issues:

1. Continue to raise standards, especially in English and mathematics

By

Ensuring that the work is matched to the needs of different groups of pupils.

Providing more challenge for higher attaining pupils.

Increasing the pace and productivity of learning.

Making sure that homework levels are consistent.

Continuing to build a partnership with parents in the education of their children.

See paragraphs: 2-14, 21, 24, 26-8, 55-60, 70, 91-95, 99-102, 107-113, 105, 118-9, 122-4 and 128-9.

2. Ensure that the management of behaviour is consistent and pupils' personal development is satisfactorily attended to

By

Clarifying the agreed policy and disseminating it amongst all staff.

Monitoring the implementation of the policy for positive impact.

Providing staff training where appropriate.

Enhancing the systems to support pupils' good behaviour.

Ensuring that these are used consistently.

Monitoring carefully the impact of the unsatisfactory accommodation on the management of behaviour.

Looking more closely at the quality and range of opportunities for promoting pupils' personal education

Making improvements where necessary to the procedures for personal education of pupils.

Extending the range of activities outside lessons to a satisfactory level.

See paragraphs: 7-8, 13-5, 17, 19, 21-2, 26, 31, 36, 39, 46, 49, 51, 53, 56, 66, 73, 90, 103, 124 and 130-1.

3. Improve the quality of teaching and learning still more by ensuring that time is used as productively as possible

By

Standardising the timings of lessons.

Holding to the allocated time.

Making minimal changes to the agreed timetable.

Dividing the taught day into long enough blocks.

Making a spirited start to lessons.

Maintaining a brisk pace to teaching and learning.

Checking that enough time is spent on each subject.

Keeping a watchful eye on the needs of pupils in Year 1 who have had little or no time in reception.

Ensuring that Year 1 pupils have sufficient time to build the skills and knowledge that form the full range of early learning goals.

Continuing to work for better attendance levels.

Monitoring and evaluating these things carefully.

See paragraphs: 11, 15, 17, 22-3, 26-7, 34, 48, 57, 60, 66, 70, 77, 92, 97, 130 and 132.

4. Extend and develop the existing systems to assess, check and evaluate how well pupils are learning in order to further raise standards.

By:

Firming and sharing fully the criteria for monitoring.

Focusing on standards and progress as much as anything else in monitoring processes.

Involving all staff, including the special educational needs co-ordinator, and governors.

Evaluating and sharing the outcomes of monitoring.

Identifying clearly what is to be done next.

Including continued monitoring of absence and the impact it has on learning and progress.

Putting in place a yearly time line when key assessments need to take place, including standardised tests as well as end of unit assessments in the non-core subjects.

Devising a clear and manageable system for recording pupils' progress and attainments.

Link this into target setting for individuals and groups.

Extending the targets to science and ICT.

Ensuring that the marking of pupils' work links to the targets.

Sharing the targets with all pupils and their parents.

Giving pupils time for the self-evaluation of progress at the end of lessons.

Analysing, at key points in the year, the data that has been gathered and use this to inform teachers' short, medium and long term plans.

Training staff in all the above processes, and making sure that new staff are fully appraised of the school's systems for assessment and record keeping.

See paragraphs: 4, 14, 28-9, 32, 39, 51-3, 59, 65-6, 69-70, 92, 96-7, 105, 120-1, 126, 130 and 132-3.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	20	23	1	0	0
Percentage	0	2	45	51	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	161
Number of full-time pupils eligible for free school meals	0	43

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%	Unauthorised absence	%
School data	6.8	School data	2.5

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	7
	Girls	8	7	10
	Total	14	13	17
Percentage of pupils at NC level 2 or above	School	67 (71)	62 (57)	81 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	7	8
	Girls	7	10	9
	Total	12	17	17
Percentage of pupils at NC level 2 or above	School	57 (71)	81 (61)	81 (71)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	18	8	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	17
	Girls	3	4	7
	Total	11	16	24
Percentage of pupils at NC level 4 or above	School	42 (53)	62 (41)	92 (75)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	15
	Girls	5	4	7
	Total	17	15	22
Percentage of pupils at NC level 4 or above	School	65 (53)	58 (47)	85 (72)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
152	11	0
2	0	0
0	0	0
0	0	0
1	0	0
2	0	0
1	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	19
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	196

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	8.0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	510 249
Total expenditure	525 557
Expenditure per pupil	2 752
Balance brought forward from previous year	58 717
Balance carried forward to next year	43 409

Recruitment of teachers

Number of teachers who left the school during the last two years	12
Number of teachers appointed to the school during the last two years	14

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	187
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	35	8	3	0
My child is making good progress in school.	54	41	5	0	0
Behaviour in the school is good.	49	38	11	0	3
My child gets the right amount of work to do at home.	27	43	16	0	14
The teaching is good.	65	22	3	3	8
I am kept well informed about how my child is getting on.	49	35	11	5	0
I would feel comfortable about approaching the school with questions or a problem.	70	24	0	3	3
The school expects my child to work hard and achieve his or her best.	65	32	3	0	0
The school works closely with parents.	35	43	11	3	8
The school is well led and managed.	54	35	0	3	8
The school is helping my child become mature and responsible.	51	35	0	5	8
The school provides an interesting range of activities outside lessons.	14	14	38	11	24

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. The Foundation Stage consists of a 52 place self-contained nursery with 26 children attending in the morning aged four and five years and 21 children attending in the afternoon aged three and four years. Because of the age-related admission arrangements, some children do not receive reception experience and go straight into Year 1 with just five terms' experience in the nursery on a part-time basis. Currently, there are ten children in the reception class and they are making good progress. Children whose fifth birthday falls between January and March will join them after Easter.
78. Children enter the nursery with very low attainment in most of the areas of learning. Many of them have very low skills in communication, language and literacy. They have very low skills in speaking and listening and personal independence. Their skills in the mathematical area of learning are well below average. The nursery staff complete initial assessments, which provide them with a clear overview of the children's capabilities. The information is used well to provide a good curriculum, based on the 'stepping stones' in the six areas of learning. Children with special educational needs are identified early on and all the children are fully included in the wide and varied activities that are planned for them. By the end of the Foundation Stage, some children are on target to achieve the Early Learning Goals in all areas of learning. A significant number of children are not on course to achieve their targets in communication, language and literacy and in the personal, social and emotional area of learning. A significant number of children (40%) have special educational needs but receive good support and work is matched well to their age and ability.
79. The daily routine in the nursery and reception lays appropriate emphasis on personal, social and emotional development. A well-resourced and stimulating learning environment in both areas enables children to interact well socially, make decisions and develop their perseverance and concentration. There are good procedures for visiting children at home before starting both nursery and reception classes. There are valuable opportunities provided for parents to visit the school, which also support children's sense of security. The school regularly shares information with parents about the curriculum and children's progress. The nursery team have established good procedures for planning and assessment. They continually undertake a self-evaluation of their practice for all areas of learning and their progress in delivering the principles of the Foundation Stage. This is carried on well in reception. Overall, the provision for the Foundation Stage is good.
80. Teaching is consistently good in nursery and reception. In the nursery teaching is consistently good, offering imaginative and enjoyable starting points for learning, both indoors and out. The quality of outdoor provision for nursery children is very good. It is well resourced and well used on a daily basis. For the youngest children the interaction between adults and children and the good quality resources, promote children's creativity. Adults in both the nursery and reception class work closely as a team and this helps both learning and teaching to be effective. The learning resources are good and staff use them well to support learning.
81. Since the last inspection there have been good improvements for children in the Foundation Stage. The co-ordinator and team have worked hard to create a good Foundation curriculum. The quality of planning and assessing children's progress have improved. In addition there is a very good outdoor area, which is used well to support children's learning. The quality of teaching and learning has improved and children are supported well in their learning and they make good progress.

Personal, social and emotional development

82. Provision for children's personal, social and emotional development is good in both the nursery and reception class. When they start school many children have poor social skills. They lack independence and are unable to take turns in a game, or to dress themselves. They find it hard to play with toys or join in games whether they are playing inside or outside, and their concentration is very limited. Many children find it difficult to talk and communicate with other children and adults. By the time they leave the reception class, some children are achieving the early learning goals in this area. Most children make satisfactory progress, which reflects the good teaching throughout the Foundation Stage. Adults model courtesy and consideration effectively. In the nursery, the daily routine enhances children's sense of confidence and self esteem as they engage in active exploration, socialisation and play. Nursery children are expected to take increasing responsibility when clearing away and selecting resources and when dressing and undressing the baby dolls in their role-play activity. Behaviour is good throughout the Foundation Stage. Adults allow them to make free choices in their role-play, small world play and choice of equipment. Concentration and perseverance is satisfactory, except when children are required to listen as part of a whole group for too long. Children listen well, and respond enthusiastically to questions. Teaching is good in this area, which helps children to make at least satisfactory progress.

Communication, language and literacy

83. Attainment in reading and writing, by the end of the Foundation Stage, is well below average. Most children will not meet the early learning goals in reading and writing by Year 1. All children, including those with special educational needs, make good progress by the end of the Foundation Stage. This is due to the good teaching they receive and the specific tasks planned for them. All adults use speech to good effect and are good active listeners. In both the nursery and reception classes, children enjoy sharing books with an adult and listening to stories. In the story about *'Titch'* the teacher made good use of questioning to take children's learning forward. For example, *'What do you think Titch ended up with?'* and *'What happens next?'* Due to good teaching children were able to think of a good range of big words including: big, giant, gigantic, fat and massive. Children were becoming aware of the conventions of reading such as looking from left to right, initial letters and full stops. An attractive writing area captures children's attention. A small number of higher achieving children have recently made good progress in their reading and phonic skill work. Attainment in speaking and listening is well below average and children make satisfactory progress. The nursery staff sensitively promote children's talk in both adult- and child-led activities. Teachers provide good opportunities for imaginative role-play to develop concentration and language skills. A good range of resources including materials used at the doctor's surgery extend children's vocabulary. During these activities staff assesses children conscientiously, to ensure accurate planning at the next stage of learning.

Mathematical development

84. When children enter the nursery class, their attainment in mathematics is well below average. The quality of provision is good. Staff provide a range of activities, which are imaginative and enjoyable, with a strong focus on number rhymes and games. The good teaching in the nursery, which includes talking, counting and using correct mathematical language such as *'in front of,' 'behind,' 'more than'* and *'less than,'* enables children to learn well and to make good progress. This early understanding is built on well in the reception class. By Year 1, several children are on target to achieve their early learning goals. A significant minority will not achieve these. The most capable children in nursery can count to five and beyond as they select beans and place them in groups of two, three, four or five. The older children can count up to ten and beyond and most children count up to 20 in reception. The higher attaining children are suitably challenged and all children gain a sound understanding of shape, colour and size. The quality of teaching is good in reception and

effective use is made of a game entitled 'Ten Little Sausages' to practise children's number skills. Children with special educational needs are well supported so that their learning is effective. Tasks are pitched at the right level, and effective assessment gives accurate information about what the children have learnt.

Knowledge and understanding of the world

85. Provision for children to develop knowledge and understanding of the world is good in the Foundation Stage. Children's knowledge and understanding of the world is very low when they start in nursery. Overall, the children make satisfactory progress in this area of learning. They progress steadily due to good quality teaching and several children are on course to achieve their targets by Year 1. Their ability to explore and investigate are well supported by making use of the school environment, the very good quality outdoor area in nursery, good resources and the imaginative activities introduced by the staff. In the nursery, children use construction bricks to make successful models of houses, lorries and planes. They enjoy practising their cutting, joining and sticking skills when making collage pictures. These early skills are extended and developed successfully as they select their tools and equipment to make collage pictures of animals. They show an increasing awareness of festivals and special events such as Christmas and New Year. The children show curiosity and interact as they explore materials, tools and the natural world. Where teaching is good, questioning allows children to offer a range of ideas and hypotheses, such as, what happens to the carnations as they drink the coloured liquid. There are squeals of delight as they observe green, red, blue and white carnations. Longer conversations with adults help to develop their conversation. All Foundation Stage children make good progress on the computers and effective use was made of suitable phonic teaching programs, and letters to support pupils' learning (reception stage). Most children in nursery and reception show good control of the mouse when using the computer.

Physical development

86. The provision for this area of learning is good. Children's attainment on entry is very low. Teaching is good and most children make good progress in nursery and reception. By the time they leave the reception class, some children are likely to achieve their targets. Nursery children play safely and can ride their wheeled vehicles competently. A very good feature of the nursery is a large, secure outside play area, which helps children to explore space and relate to others. Good progress is made in handling scissors and children's dexterity is developed well through playing in the sand and water. Reception children change independently for physical education and most children can run, skip, jump and hop with confidence. Reception children appear confident and competent when working on large and small apparatus.

Creative development

87. The provision for children's creative development is good. Children enter school with very low creative skills. Some children are on course to achieve their targets by the end of the reception year. Children in nursery and reception make good progress because the quality of teaching is good. Children express their own ideas in pattern and they enjoy learning about colours, pattern and texture. Nursery children demonstrate a sound understanding of colours and some children complete imaginative and colourful paintings. They can use paint effectively in reception and use a range of colours well in their self-portraits. Most children enjoy singing nursery rhymes and in reception appreciate slow, fast, loud and quiet music. Both nursery and reception children make good progress with imaginative play and role-play. This helps their communication skills to improve as well as extending their vocabulary effectively. The options offered to children are well planned and interesting. Careful attention to inclusion ensures that all children are fully engaged in their activities.

ENGLISH

88. Over time, attainment in the national tests in English at seven and 11 years of age has been well below the levels reached nationally. Until 2001, results followed an upward trend, but since then have levelled out and remain below the national picture. However, when compared with schools with a similar background, results in school were above average by the end of the junior classes in 2002.
89. Standards had improved at the time of the last inspection in 2001, but were judged as still needing improvement. Currently, attainment has dipped in Year 2 in the national tests in reading, with a third of pupils reading at lower levels and no pupils reaching the highest level. Similarly, by Year 6, just over half of the pupils are attaining the lower levels in English (Level 3 and below.) The school has a high proportion of pupils with special educational needs. Many pupils have reading and writing difficulties, which in turn affect attainment in the national tests and lowers results.
90. The school has continued to experience changes in staff and some junior classes have had several different teachers. Although continuity in the curriculum has been maintained, for some groups of pupils, progress has been uneven. The lack of stability has heightened the needs of a significant number of pupils with social, emotional and behavioural difficulties, who find it difficult to concentrate and settle down to work in lessons. Despite the support and guidance from experts from outside the school, some pupils' behaviour is unsatisfactory and holds back their own progress and that of others.
91. Current inspection findings show that by the age of seven and 11 years, standards in speaking and listening are below average. Throughout the school, teachers use questioning well to encourage pupils to join in discussions and offer their point of view. It is, however, the more confident and competent speakers who take the lead and initiate talk. In Year 2, the teacher uses drama effectively to encourage pupils to enact *'the frightened goats'* and the *'spooky troll'* in role-play and to express their feelings more clearly. From a quiet start, pupils gain in confidence and make good progress with their ability to cooperate in a larger group. By Year 6, pupils begin to respond in other than one word or short answers and so begin to expand, and develop their knowledge, ideas and opinions. During the inspection week, Year 6 pupils achieve well as they learn how to respond more specifically using complex sentences. *'The main reason I'm in favour of football in the playground is because we all might get fitter and become more skilful'* is an example.
92. Standards in reading are well below average by the end of Year 2 and Year 6. Discussions with pupils show they enjoy reading and by the end of the junior classes make choices of genre and author. More capable readers in Year 6 really get into books and, because paired reading does not provide enough time, would like more quiet time for reading in school. By Year 2, higher attaining readers read with accuracy, fluency and understanding. However, the vast majority of pupils are still developing fluency and do not use a wide enough range of skills to find out unknown words. Even on the lower levels of a reading scheme, aimed at providing support, pupils struggle with their reading. Few link letters with their sounds (phonics) to identify initial letter sounds and patterns. A minority of pupils still uses pictures as cues for recalling memorised text. Reading records indicate that the descriptive evaluation of pupils' reading, whilst motivating, is not moving skills on.
93. By Year 6, pupils read books at an appropriate level, including free choice books. The minority of more able and some average attaining readers, begin to read between the lines, with greater understanding of character and plot. However, at the start of the school year only a third of the pupils had attained broadly average levels with their reading. Fewer pupils read with deeper understanding, and so do not attain the highest levels in the national tests

in reading. To help raise standards, the school has identified the need to provide for more group reading books, to ensure access and interest for a wide range of readers; and to monitor the support provided for the high proportion of pupils reading at levels lower than expected for their age.

94. By the end of the infant and junior classes, standards in writing are well below average and provide a mixed picture, both in lessons and in the scrutiny of pupils' written work. Throughout the infant classes pupils learn how to link the spoken and written word and, with the help of supporting adults, write simple sentences which convey meaning. By Year 2, the majority of writing and spelling reflects the characteristics of the pupils' own speech. This is evident in the following independent writing. *'I was shtck (shocked), hungre (angry) and scars'.*
95. From the start of the junior classes, writing is purposeful and pupils experiment with a range of different forms. Pupils are taught how to structure stories and understand how to shape non-fictional writing. In many instances, pupils achieve well, for instance, when successfully identifying connectives and conditional tenses in work related to writing a balanced argument. However, across the year groups, lower attainment in the basic skills and spelling holds back the quality of finished pieces of independent work.
96. The school works hard to be inclusive and has maintained its provision for different groups within the school during its changeable past. Provision for the small minority of pupils, who are learning English as an additional language, draws effectively from the skills of an outside specialist. The pupils' language needs are assessed, support is well targeted and progress is steady. The number of pupils with special educational needs is high at nearly half the number of pupils in some classes. Pupils with statements of need and those on the school action plus make steady and often good progress, because of the clear targets set for their learning and the regular support of learning support assistants within the classroom. Other pupils identified on school action are dependent on how well teachers plan lessons to meet the broad ability levels in their class. As yet targets set for their learning are not used well enough to guide learning. Boys and girls work in a similar range of ability and reading groups and there is no marked difference in their attainment in lessons.
97. The majority of pupils behave appropriately in lessons and learning moves on satisfactorily. Most pupils are keen to learn. The quality of teaching in English is sound overall and at times good. In the best lessons, teachers have good subject knowledge, keep learning to a brisk pace and manage groups well. Work is consistently marked, but positive comments do not always reflect the lower quality of some written work. Learning support assistants make a good contribution by supporting pupils with difficulties with reading and writing. Provision in additional literacy support, for example, is well planned and targeted. Teachers have set useful learning targets for pupils, which provide clearer progression for their skills development. Targets are shared and pupils are aware of what they need to do next and the progress they are making. As yet, all teachers are not making the best opportunity of developing literacy skills through other curriculum subjects. There is evidence of pupils using their ICT skills satisfactorily to support their reading and writing.
98. The subject leader now has responsibility for both infant and junior classes and this is helping to provide greater continuity with the English curriculum across the year groups. There is a clear focus on raising standards, which is based on an analysis of assessment and test results, which then used to provide relevant targets for learning in literacy lessons. The development of book corners has been successful in motivating reading and the provision for more reading resources is planned. The subject leader has the expertise and commitment to take the subject forward.

MATHEMATICS

99. Standards in mathematics are well below average, as they were in 2001 when the school was last inspected. This applies at all stages in the school, not least in Years 2 and 6. Since children start the nursery with very low standards of mathematical development, this marks sound progress through the school.
100. Following the good start to mathematical development in the nursery and reception classes, pupils maintain satisfactory progress in infant classes. Some pupils in Year 1 require continued experience of early mathematical learning as they are not ready to start National Curriculum work in mathematics. Their limited speaking and listening skills reduce their ability to count and talk about numbers and many have great difficulty in forming numerals, as shown in the sample of work from Year 1. The focus on such basic skills is sound at this stage and pupils enjoy their work and make the necessary advances.
101. In Year 2, basic skills are consolidated successfully, though this takes some time. Most pupils are still considerably behind pupils in other primary schools at this point in their mathematical education. Whilst they count to 100, many are not fluent in the number system and require props to help them solve even simple arithmetic problems. Teachers work to develop an understanding of simple mathematical patterns that aid calculation, but the pupils are very dependent on their teachers and many do not show the initiative necessary to investigate and explore numbers in a meaningful way. A few pupils have this ability, but overall, there are few higher attaining pupils and far many more who are attaining at less than the expected level when compared to the situation nationally. The school's assessment records show that most Year 2 pupils add at least the expected value to their prior attainment and that many do well in this respect.
102. In junior classes, the rate of progress is inconsistent, though it is satisfactory overall. Gradually, mathematical skills and knowledge are built, though the speed of calculation is slow and many older pupils still rely on counting on fingers and other practical devices to aid calculation. The knowledge of basic number facts improves and pupils learn number bonds and tables appropriately. However, weak literacy skills often impeded pupils' ability to decipher problems and sort out a systematic approach to solve problems. In a good Year 6 *booster* lesson for ten pupils of just below average attainment, the teacher wisely focused on key vocabulary and information to help the pupils decode the problem. In this case, the pupils were working on time problems that required them to calculate the opening times of a castle in particular months. The question '*In which month is the castle open every day?*' was answered accurately by most pupils once the teacher guided them through the tabular presentation of the facts. However, a small number still arrived at a wrong answer because they had rushed into an unnecessary calculation and not spent time highlighting the key information, as most of the rest of the class had done.
103. Pupils are generally interested and well motivated in their lessons. There are however exceptions, chiefly amongst the pupils with emotional and behavioural needs. This was apparent in a Year 4 lesson on angles. Most pupils were attentive whilst the teacher explained the work and evaluated the pupils' knowledge of 90, 180 and 360 degree angles. However, there was considerable restlessness amongst the boys and girls with emotional and behavioural difficulties and in the initial part of the lesson they made slow progress. However, once the group work began, progress for all pupils, not least this small group, accelerated because the tasks were practical, focused and interesting. In addition, the class was taught in three distinct groups, each with its own task that was well matched to the attainment of the group. An adult supervised each group and the pupils showed good attitudes, greater concentration and motivation and better behaviour than in the opening minutes. There was a practical nature to the work as some pupils programmed *Roamer*, a programmable robot-like vehicle, to turn angles of given size and to move to a specific destination. Other pupils formed angles by cutting circles into four segments then partitioning

these 90 degree units into smaller angles. In this second, longer, part of the lesson, progress was good for many pupils and learning was hands-on and fun.

104. Teaching and learning are satisfactory overall, although there are some good mathematics lessons and the sample of pupils' past work showed several examples of good teaching and learning where pupils forged ahead in their learning. Unlike the example in Year 4 discussed above, a few lessons rely on relatively long periods of teacher-talk, which tends to reduce rather than increase motivation and effort. In general, however, the numeracy strategy works positively to increase progress and standards and teachers focus on basic skills carefully in lessons.
105. In junior classes, pupils have targets for mathematics learning in the front of their books. These same targets are given to groups of pupils rather than being more precisely matched to individual needs. Whilst there is some good marking of mathematics with clear identification of skills and knowledge learned, such marking could be linked more to the targets and identify more consistently what requires improvement. Assessment in mathematics is satisfactory, but the use of the information gained in this way could be more effectively used in planning work that matches need, particularly for higher attaining pupils.
106. The management of mathematics is undertaken by the headteacher who has good knowledge of the subject's strengths and weaknesses. She has had ample opportunity to monitor mathematics directly in lessons and, together with the monitoring undertaken by the local education authority support staff, has in the past, identified critical aspects for improvement and worked well to ensure they are promoted effectively. In this way, she has given good leadership to the subject. This has been continued well during her absence. For the future, such monitoring is to be resumed and the headteacher is to share the leadership of the subject with another member of staff in order to ease her own work-load. There is good prospect of continued improvement in the subject and the school's targets for attainment, which are demanding, look to be within grasp.

SCIENCE

107. Since the last inspection, standards in the tests for the 11-year-olds have dropped. They were below average in 2002, and they were average at the last inspection almost two years ago. That said, standards in this inspection are well below average at the end of Year 2. Limited progress is made in Year 1 and 2; pupils enter Year 1 with low starting points and there is much work to do before they catch up. Standards are broadly average at the end of Year 6. Pupils make very good progress across the junior years and many of them have made good progress during this year. Pupils with special educational needs get sound support, and they progress at the same rate as their classmates. Pupils who speak English as an additional language also progress at the same rate as their classmates.
108. Across the school there is a strong emphasis on pupils being involved in investigations, and this is good. Activities are carefully planned so that the pupils have opportunities to work out how they are going to tackle their investigations and to organise their equipment. In Year 1 and 2 they draw and record their findings, such as which objects need electricity to work and which do not. Year 2 pupils can identify different materials such as wood, plastic and china, but their learning is held back by their limited literacy skills.
109. In a Year 1 lesson the pupils were testing and sorting materials according to magnetic properties. Pupils were fascinated that metal objects adhere to the magnets. Some were unable to put this into words, and they have very limited prior experiences that they could draw upon to help them. There was no pattern to their predictions about which objects were attracted to the magnets and which were not. During the lesson pupils made satisfactory

gains in their knowledge about the magnetic properties of different materials, but there is some way to go before their attainment is at the level expected for their age.

110. Pupils in Year 3 were investigating what happens to the timbre of the sound made by an elastic band when the length of the elastic band was changed. This was a very challenging task for the pupils, but the teacher's very good planning, alongside her high expectations of what the pupils were capable of achieving, meant that their learning progressed at a very good pace. By the end of the lesson most pupils carried out a fair test, they recorded their results, and they could identify why their particular test was fair. Throughout the lesson the pupils were attentive. They worked hard and no time was wasted, their behaviour was very good because they responded very well to the high quality teaching.
111. Pupils' work shows examples of them using their mathematical skills to support work in science successfully. Year 6 pupils made line graphs to record their findings following a lengthy investigation into the length of the days and the sun's orbit. Teachers are adept at planning tasks that are at the right levels for the pupils. This is because they make good use of the assessment information they have about the pupils' progress and attainment, and learning is productive.
112. In a Year 6 lesson the pupils were creating a table of their results from a previous day's investigation. They had worked out how they were going to create a fair test by keeping one factor constant and varying the other factors. Pupils demonstrated a secure understanding of fair testing. They had investigated which factors are significant when finding out what makes a bulb shine more or less brightly. The teacher's high expectations about what had to be completed in the time available, as well as her good control of the class, meant that no time was wasted and pupils did as well as can be expected for their age.
113. There are two main points for development:
 - ICT is not used enough to support learning in science
 - The higher attaining pupils are not challenged enough in their learning
114. The subject leader has a secure grasp of the subject. She has worked hard to make sure that the subject is well covered in sufficient depth, and that there is the right balance between science investigations and scientific knowledge and understanding. Teaching and learning are monitored effectively, test results are analysed so that areas of weakness can be identified. The result of this work is that science is one of the school's successes.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. In 2001 ICT was a key issue for improvement as not enough opportunities were given to pupils for them to gain the required knowledge and skills. This led to unsatisfactory progress and standards that were too low. At that time, the school had not long had a new computer suite, but this clearly was not used intensively enough.
116. Today, each class has a timetabled entitlement to two lessons per week in the ICT suite. One of these is devoted to work to develop ICT skills and knowledge and the other is used to raise attainment in subjects across the curriculum. In this way, education in subjects such as English, art and design, geography and history is enhanced soundly. The curriculum for ICT covers all the strands of the subject, at least at minimal level, and in some aspects, such as communication, data handling and working with text, coverage is well balanced.
117. Over the last two years, teachers' expertise has been improved, though managers are resolved to continue the programme of training in ICT as there are still gaps in subject knowledge and confidence. Additionally, the school continues to acquire new ICT resources

and this brings other training needs to ensure the appropriate use of the new software and hardware. There are adequate resources available at present to provide the necessary experiences for pupils. However, the school wishes to add a stock of laptop computers to give more pupils opportunities to use computers in classrooms as part of their ongoing work in other subjects. The accommodation for ICT is restricted. The suite is cramped at times when classes of older, larger, pupils use it. The location of supporting pillars makes movement around the suite and lines of sight difficult. This affects the management of pupils and smooth flow of people. In general, staff overcome these shortcomings soundly.

118. It is evident that ICT is a practical based subject in school, pupils usually work in pairs and are well disposed to their work. They show positive attitudes, behave soundly and collaborate effectively. They concentrate well, work independently and responsibly when no adult is near. Support staff give good support, especially to pupils with learning difficulties, enabling them to keep up well with the other pupils. The governor who volunteers much time to maintaining the computers and in working with the pupils is an asset that the school is proud to acknowledge. His presence adds much to the effectiveness of lessons in ICT.
119. Because many aspects of provision in ICT have improved, as shown above, standards are also on the move. Very few pupils have computers at home, so all their skills and knowledge are developed in school. Nursery children have an unfazed approach to work with computers and gleefully and confidently manipulate the mouse to achieve the desired response. Infant children build on these basic skills well. They handle simple text and images with increasing skill. Junior pupils have not benefited from the present improved calibre of education and so there are many gaps still in their knowledge. In all, standards are below average at Year 6, rather than well below average as they were in the past. However, Year 6 pupils are largely working from the Year 5 programme of work and so they are considerably behind most primary pupils of the same age. The current Year 5 pupils have a smaller gap between their own attainment and that found nationally and the trend is the same in Years 4 and 3. Thus, standards are almost average in Years 2 and 3. Greater experience across the whole range of the subject will result in standards being squarely in line with the average level.
120. The prospects for such enhancement are good, as the subject is led and managed well. The subject leader is hard working and has the necessary vision and determination to take the subject onward. She gives good support to her colleagues. What remains is to sharpen the procedures for assessment and to extend the best of the school's target setting and tracking procedures to ICT. The subject leader is keen to monitor and evaluate ICT in lessons through the school and this too will help maintain the good rate of improvement found to date.

RELIGIOUS EDUCATION

121. Religious education is a current area for improvement. The school has identified the need to fully implement the revised curriculum in religious education and resource it appropriately. Teachers' knowledge and understanding of the subject has improved and the subject leader provides good clear educational direction for improving the quality of teaching and learning, especially in the weaker aspect of recording pupils' work and for the older pupils.
122. Pupils' attainment at the end of Years 2 and 6 is in line with the expectations of the locally agreed syllabus for religious education. The level of discussion is satisfactory and pupils with special educational needs make satisfactory progress, like their classmates. Standards are similar to those at the time of the last inspection.
123. The quality of pupils' learning in Years 1 and 2 is satisfactory. Pupils recognise the features that make the local church a special place for Christians. They answer with confidence why Christians are baptised and they refer to other ceremonies, which take place within the

church. In Year 1, pupils have a good understanding of places that are special to Hindus. Due to good teaching and effective use made of resources pupils could explain why the temple was a special place. *'Why to you think that people would like to go there?'* asked the teacher. A pupil eagerly replied, *'They think that God's there and that he likes them. They give him presents.'* Good use is made of questioning to take pupils' learning forward and the subject makes an effective contribution to their spiritual, moral, social and cultural development. By seven years of age, pupils can explain the circumstances in which Jesus entered Jerusalem and can compare the Christian practices of weddings and christenings with other religious practices.

124. By the age of eleven, pupils have a sound understanding of beliefs other than Christianity, and of cultures other than their own. The older pupils are weaker at recording their views and providing written accounts of these events. The school has identified this as an area for further development. Pupils in Years 3 and 4 have a sound understanding of the story of the Prodigal Son, however their attention wanders and behaviour is less satisfactory when written group work does not challenge pupils sufficiently. Pupils in Years 5 and 6 deepen their knowledge and understanding of the Islamic faith and, by 11 years of age, pupils can discuss their understanding of what heaven is and express their own views about it. Lessons are well structured and enable pupils to express views about special places and relate them to faiths they have learnt about. In Year 5, pupils are given valuable opportunities to talk about friendships and how everyone connects in some way to everyone else. Effective use was made of a large ball of wool, which unravelled, as circle time progressed and provided a good illustration of the network of friendships.
125. The quality of teaching and learning is good in Years 1 and 2 and satisfactory throughout the result of the school. Teachers have become more confident in their knowledge and understanding of the religious education syllabus, and about the religions which are studied in the school. There is an appropriate emphasis on the spiritual, moral, social and cultural development of pupils, and on feelings and friendships in many other activities. This effectively supports the school's work on citizenship. There is an improving range of resources to support the guidelines. The curriculum is mapped to ensure balance and breadth, giving the pupils a range of experiences and building steadily on their skills, knowledge and understanding. Satisfactory use is made of ICT to support pupils' learning.
126. The subject leader provides sound educational direction for religious education. The subject is not formally assessed at the moment, although informal procedures are in place.

OTHER SUBJECTS

127. *A total of eight lessons were seen in subjects other than those discussed above. Past work in art and design, design and technology, geography, history, music and physical education was also examined closely. Because there was less evidence in total for these subjects, they are reported together here.*
128. The attainment of seven-year-olds has improved since the last inspection and is now average in all six subjects. It is also average by the age of 11. There has been good improvement since the previous inspection with improved teacher subject knowledge and understanding having a positive impact on learning and progress in a number of subjects, including art and design, design and technology and physical education. The quality of teaching in these subjects has improved and work is now more challenging, as lesson planning has become more detailed. However, the depth of learning is not always reflected in their recording and written work in geography and history. Pupils' lower attainment in the basic skills and in writing affects the standard and quality of their finished work. The broad and balanced curriculum has a positive impact on progress, as pupils are able to build skills appropriately. For example, a continued effort to improve the quality of composition work in

music, especially in Years 1 and 2, has ensured that standards are similar in the different aspects of this subject.

129. In general, skills are built satisfactorily in the six subjects. This is shown in a Year 1 physical education lesson where the teacher asked individual pupils who were moving sideways or forwards with their faces up or down to demonstrate how they did this. In a Year 5 art and design lesson, the pupils made sound gains in learning because the teacher ably demonstrated how to create bright and attractive designs in the style of Kandinsky. Effective use was made of the digital camera to record their resulting squares, which had been attractively assembled and fixed to cloth. Good links were made with mathematics through the effective use made of geometric shapes out of coloured card. In music, Year 2 pupils made good progress with their composition work in an observed lesson. Good, clear explanations by the teacher helped pupils to create satisfactory graphic scores. They made good progress in making their own short sequence of sounds using the symbols.
130. Pupils' response is generally sound. In a Year 4 history lesson, pupils were proud of their work in drama, linked to the study of the Tudors and it helped them to recall historical facts and dates with greater clarity. When pupils were placed in the 'hot seat', the depth of their research and knowledge about Henry VIII and his wives was clearly evident. Good questioning by the teacher helped pupils to sift fact from fiction and ask and answer important historical questions, such as, 'Why did Henry VIII divorce his first wife?' Behaviour in lessons is satisfactory, though on occasion, pupils with emotional and behavioural needs do not behave well and this affects the learning of other pupils. The school has stemmed the amount of misbehaviour by these pupils, but there is still a way to go to ensure all pupils learn well at all times. This was shown in a Year 3 history lesson on Roman feasts where the teacher and support staff had to work hard to manage some challenging behaviour. They did this soundly by entering into the spirit of the lesson and taking a role as entertainers at the feast. There could be more opportunities for pupils to research and investigate issues in geography and history and whilst there is some time for evaluation of work in design and technology, this could be increased. In this way, pupils' responsibility and independence in learning would be enhanced.
131. The quality of teaching is also satisfactory. In art and design, lessons are clearly planned from good guidelines that ensure a good range of skills and experiences are built upon each year. Music is taught by class teachers who plan their lessons well and make effective use of percussion instruments in lessons. Pupils are taught to improvise and compose music and to evaluate one another's performances. Pupils made good progress in a Year 2 music lesson because they were involved in an appropriate balance of practical activities and listening to the teacher. In general, support assistants help their pupils learn well. The management of behaviour is satisfactory, though as identified above, some pupils can be challenging. More work remains to be done to ensure that positive behavioural management is consistent in all six subjects through the school. In geography, teachers encourage pupils to contribute in discussion, although this is hard at times, because many pupils lack confidence and competence as speakers. In general, both pupils and teachers could have higher expectations of the quality and presentation of finished work.
132. The curriculum for each of the six subjects is balanced and broad. This enables skill and knowledge to be developed soundly. In design and technology there is appropriate emphasis on planning and design of items as well as their manufacture. As flagged above, more consistent allowance of time for pupils to evaluate their work and to suggest improvements would benefit learning in this subject. Art and design is used well in other subjects, such as history and geography. Appropriate use is made of ICT to develop skills in other subjects and there is satisfactory contribution made to pupils' spiritual, moral, social and cultural development, with especially valuable work done in music and art and design to promote spiritual and cultural awareness.

133. Subject leadership is generally sound. In art and design it is good. In this subject, the subject leader provides clear guidance for staff and has worked successfully to improve teaching and learning and the curriculum throughout the school. Assessment procedures have been developed satisfactorily in art and design and are used effectively to inform teachers' planning. In the other subjects, the subject leader is relatively new to the post, or is acting in a temporary capacity, as in the case of music. These subject leaders have made a promising start to the management of their subjects. The two main priorities for all subject leaders are the continued development of rigorous assessment systems and the widening of monitoring and evaluation processes to subjects outside English, mathematics and science. Staff work hard to promote learning in art and design, design and technology, geography, history, music and physical education and although improvement is still due, the prospects for the future of these subjects are positive.