

## **INSPECTION REPORT**

### **FLAMBOROUGH CE PRIMARY**

Flamborough

LEA area: East Riding of Yorkshire

Unique reference number: 117976

Headteacher: Mr D P Harrison

Lead inspector: Peter Sandall

Dates of inspection: 12<sup>th</sup> -14<sup>th</sup> January 2004

Inspection number: 2569135

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll;	138
School address:	Carter Lane Flamborough Bridlington
Postcode:	YO15 1LW
Telephone number:	01262 850513
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Liz Hansard
Date of previous inspection:	27 <sup>th</sup> – 29 <sup>th</sup> April 1998

## **CHARACTERISTICS OF THE SCHOOL**

Flamborough is a small primary school serving the village of Flamborough, although a few pupils come from Bridlington. Parents and governors regard it as being at the heart of the local community. There is a balance of boys and girls in its 138 pupils, all of whom are of white British descent. There are no pupils who speak English as an additional language. Most pupils live within walking distance of the school. Pupils come from a wide range of socio-economic backgrounds. Their attainment on entry to the reception class is average; while this fluctuates from year to year, recently there has been a greater proportion of higher attaining children. The percentage of pupils with special educational needs is broadly average, although the number with a statement of special educational need is below average. The number entitled to a free school meal is below average. Some recent new building has improved the school's accommodation. The number of pupils moving in and out of the school in any one year is slightly above average. The school has received two Achievement Awards from the Department for Education and Skills for raising standards.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25771	Peter Sandall	Lead inspector	Mathematics, information and communication technology, religious education, physical education
13462	Roberta Mothersdale	Lay inspector	
20877	David Pink	Team inspector	English, citizenship, geography, history, special educational needs
27369	Carolyn Sandall	Team inspector	Foundation Stage, science, art and design, design and technology, music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Flamborough is a poor school which gives unsatisfactory value for money.** Standards, while improving last year in English and mathematics tests at Year 6, remain too low at both Year 2 and Year 6. The majority of pupils do not achieve as well as they should. Leadership is poor and management unsatisfactory. The governing body, while supportive, is not a critical friend to the school. A high proportion of teaching and learning is unsatisfactory. The curriculum lacks cohesion and does not help pupils to build consistently on their skills, knowledge and understanding.

The school's main strengths and weaknesses are:

- The majority of pupils throughout the school are not achieving to their capabilities.
- Standards are below average in English and mathematics, and well below in science.
- The leadership lacks both drive and vision.
- Teaching and learning are poor overall.
- Management has failed to identify and develop key areas for improvement.
- The governing body does not fulfil its statutory obligations and has not held the school to account.
- Assessment does not guide teachers' planning or help pupils to improve.
- The curriculum fails to provide equal opportunities for all pupils.
- There are good links with the community and with other schools.

The school has declined significantly since its last inspection. The key issues concerning the curriculum and setting targets have not been met, although the individual education plans of pupils with special educational needs are now used appropriately. Almost all other areas reported on by the previous inspection are not now as good as indicated in 1998. School improvement is poor.

**In accordance with section 13(7) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.**

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	E	C	C
mathematics	B	E	C	C
science	A	E	E	E

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

**Pupils' achievement is unsatisfactory.** Pupils enter the school with average attainment overall, although the attainment of a significant number is above expectations for their age. They achieve some but not all of the goals children are expected to reach by the end of reception. In Years 1 and 2 standards in writing and mathematics are below average and in science well below. In tests in 2003 results in writing and mathematics were in the bottom five per cent nationally when compared to schools with similar numbers of pupils entitled to free school meals. Standards in reading are average in both Year 2 and Year 6, although pupils are not challenged by the books they are given. By Year 6 standards remain below average in English and mathematics, and well below average in science. They are also below average in information and communication technology (ICT), history and geography. Pupils make unsatisfactory progress throughout the school. The relative improvement in English and mathematics in the 2003 tests at Year 6 resulted from intensive support

being provided in the time leading up to the tests. While successful in the short term, this is no substitute for the effective teaching of an appropriate curriculum over time. Boys do less well than girls.

**Pupils' personal qualities, including their spiritual, moral and social development, are satisfactory overall.** However, there are weaknesses in learning skills and in the behaviour of a few pupils, who have suitable attitudes to each other and adults, but find it hard to work independently or in groups. The behaviour of a minority of pupils has a detrimental effect on the learning of others. Attendance is satisfactory but poor punctuality of a few affects some lessons.

## **QUALITY OF EDUCATION**

**The quality of education provided is poor, as is the quality of teaching.** Almost a quarter of the teaching seen was unsatisfactory, while less than a fifth was judged to be good or better. Planning does not build on pupils' experiences, and methods fail to engage pupils; there is too often a lack of excitement and challenge. While teachers spend a lot of time on managing behaviour, especially in Years 3, 4 and 5, a minority of pupils continue to disrupt the learning of their classmates. Pupils are rarely encouraged to work independently, and often show a lack of interest in their work. In some subjects, the work in pupils' books shows teachers' expectations are too low. Teaching in English and mathematics is not consistently strong enough to raise standards significantly. Support staff are used appropriately, and make a good contribution to the learning of lower attaining pupils. Assessment is not sharp enough to help teachers decide on the next step in pupils' learning.

Provision for pupils' care, welfare and safety is satisfactory. There are good systems to support children joining the school. The introduction of a school council is a positive step, although it is too early to judge its effectiveness. There are satisfactory opportunities for pupils to participate in sport and the arts outside the school day. The school maintains sound links with its parents, while those with the community and other schools are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is poor and management unsatisfactory.** The headteacher has not provided the necessary vision and drive for improvement, and has failed to check unsatisfactory practice in different areas over a period of time. Management has not analysed the priorities for development carefully enough, nor monitored the effectiveness of actions taken. The governing body is supportive but fails to meet all statutory requirements, and has insufficient understanding of where the school is and the direction it needs to take.

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

Both the parents' meeting and questionnaire indicate that parents are generally happy with their children's education. The largest negative response was about behaviour, a concern shared by pupils and, to some extent, the inspection team. Pupils were generally positive, although over 40 per cent thought their lessons often lacked interest, a view endorsed by inspectors.

## **IMPROVEMENTS NEEDED**

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

- Raise pupils' achievement, and through this standards, by:
  - improving the quality and focus of leadership and management;
  - ensuring that governors hold the school to account;
  - improving the quality of teaching, learning and assessment;
  - providing a curriculum which is inclusive and effective.

and, to meet statutory requirements:

- Ensure that the school offers all aspects of the national curriculum.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is unsatisfactory overall and pupils' attainment is below average by the end of reception, Year 2 and Year 6. Boys do not do as well as girls in most subjects.

#### Main strengths and weaknesses

- Pupils, apart from those with special educational needs, do not achieve as well as they should.
- Standards are below average in English overall, but they are average in reading.
- Standards are below average in mathematics and ICT, and well below average in science.
- In the Foundation Stage, children attain below expected levels in communication, language and literacy, mathematical development, and in personal, social and emotional development.
- The improvement in results is above the national trend in Year 6, but below in Year 2.
- Boys' achievement lags behind that of girls at both Year 2 and Year 6.

#### Commentary

1. Children in the Foundation Stage enter school with broadly average levels of attainment, although in most years recently a greater proportion of children have exceeded the levels expected for their age. Most children attend a playgroup, which has close links with the school. Despite this, standards seen during the inspection in communication, language and literacy, in personal, social and emotional development, and in mathematical development, were below average. Children are not on course to meet the goals they are expected to reach by the end of the reception year. Children's achievement is unsatisfactory in these areas, particularly for the large minority who entered with above average attainment. There was insufficient evidence to judge standards and achievement in other areas of the Foundation Stage curriculum.

#### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	14.9 (16.8)	15.7 (15.8)
writing	11.5 (14.0)	14.6 (14.4)
mathematics	14.1 (15.9)	16.3 (16.5)

*There were 19 pupils in the year group. Figures in brackets are for the previous year*

2. Trends over time in the tests at Year 2 are below those found nationally. Standards in reading have remained broadly average, but in writing and mathematics they have been consistently below or well below average for the last four years. Standards in these subjects in last year's national tests placed pupils in the bottom five per cent nationally when compared with similar schools. The relatively small number of pupils taking the tests each year means that results are likely to fluctuate, but inspection evidence indicates that pupils who enter the school with average and better attainment are not achieving as well as they should. This is partly due to the quality of teaching over time being unsatisfactory, and because the curriculum offered is not always suitable. Standards in science are well below average, with pupils not being taught the full science curriculum. Pupils in Year 1 are given different opportunities depending on which class they are in, and this leads to inequality of provision. The gap between boys' and girls' standards is greater than that found nationally.

### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	27.0 (24.9)	26.8 (26.7)
mathematics	27.3 (25.1)	26.8 (26.7)
science	27.3 (26.8)	28.6 (28.3)

*There were 22 pupils in the year group. Figures in brackets are for the previous year*

3. By the end of Year 6 standards are below average in English and mathematics, and well below average in science. Results in the national tests in 2003 showed pupils attaining average standards in English and mathematics, with an above average number achieving the higher level 5 in English. While commendable and a distinct improvement on the previous year, when standards were well below average, a lot of focused support was provided for these subjects, both through the school's own efforts and the support of the local education authority. The quality of teaching through Years 3 to 6 is insufficient to maintain this improvement without this extra support. In science, where no help was provided, standards remained well below average, both at level 4 and the higher level 5. Pupils in Year 4, who are in different classes, again suffer an inequality of provision.
4. The good practice which exists in the school has not yet been recognised and disseminated so that pupils' achievement can be built on, year on year. Boys' achievement is compromised in many lessons by teaching styles which expect them to be passive learners, and many switch off or become distracted as a result. Sometimes, as in an unsatisfactory science lesson in the Year 3 and 4 class, they talked and ignored the teacher from the beginning of the lesson.
5. Standards in ICT are below average at both Year 2 and Year 6, because pupils have not had the opportunity to access all areas of the curriculum and therefore lack some key experiences. This was previously often due to a lack of resources, which has now been remedied, but there was also a failure to offer pupils aspects of the curriculum in some year groups. Standards in history and geography are also below average throughout the school. Inadequate planning does not help pupils to develop key skills or to build on what they already know. Achievement is unsatisfactory in these subjects.
6. Pupils with special educational needs make good progress in English and mathematics and achieve well. The co-ordinator ensures that pupils are identified early and given a good level of support which is clearly focused on their specific needs. Both class teachers and support staff show good awareness of these pupils in lessons. They are fully included in all other subjects, but because they rarely have focused support in them, their achievement is sometimes unsatisfactory. Their progress is satisfactory overall.

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

Pupils have suitable attitudes to each other and to adults. However behaviour is unsatisfactory overall because of disruption by a significant minority of older pupils in lessons. Pupils' personal development is satisfactory overall. The spiritual, moral, social and cultural development of the pupils is satisfactory. Attendance is satisfactory, although punctuality both at the beginning of and during the school day is unsatisfactory.

## Main strengths and weaknesses

- The behaviour of a minority of older pupils in lessons is unsatisfactory, which affects the learning of the majority.
- Pupils are aware of and value the systems of rewards and sanctions, and all forms of harassment are dealt with effectively.
- Involvement in external initiatives contributes significantly to pupils' cultural development.
- There are too few opportunities for pupils to take responsibility.
- Time is lost through the lack of punctuality of a few and the frequent changing of shoes by all.

## Commentary

7. While many pupils are willing to learn, they receive little encouragement in some lessons. This is particularly true in Years 3 to 6, where a minority of pupils, usually boys, disrupt the learning of the majority. While pupils like coming to school, and are involved in lessons they find interesting, in too many lessons pupils are not sufficiently challenged in their learning, and this leads to minor instances of misbehaviour. Boys in particular tend to lose attention and ignore the teacher, although it is noticeable that behaviour improves as soon as they are involved actively in a task. Nearly half the pupils expressed reservations about lessons being interesting when responding to the pupils' questionnaire. Children in the reception class are given too few opportunities to develop independence, affecting their ability to reach the early learning goals in personal, social and emotional development.
8. Behaviour round the school and in the playground is orderly. There have been no recent exclusions. A majority of pupils expressed some concern about behaviour in the pupils' questionnaire; 16 per cent thought pupils did not behave well, and 47 per cent thought they only behaved well sometimes. Given the frequency with which some teachers have to remind pupils about expected behaviour, even in assembly on the first day of the inspection, inspectors understand pupils' feelings.
9. During the inspection, there was no evidence of bullying, racism or other forms of harassment. The few incidences of bullying recorded were dealt with quickly and pupils generally feel safe in school. The relationships between staff and their pupils are satisfactory but there are insufficient opportunities for pupils to develop their self-esteem through taking personal or wider responsibilities. For example, pupils were not involved in preparing for assembly or operating the CD player. Even in some junior classes, individual pupils give out and collect in pencils and exercise books for the whole class.
10. The spiritual understanding of pupils is to some extent developed through daily assemblies and this is done satisfactorily. Moral and social learning is encouraged satisfactorily through personal day-to-day social contact. However, there is no formal programme for developing these aspects and opportunities for pupils to exercise effective responsibilities are scarce. Pupils do respect the feelings and values of others, for example listening to other pupils' views in lessons. The development of cultural understanding is satisfactory. The school addresses multi-cultural issues, for example through a visiting Indian dance company and a visit by Year 6 pupils to a Hindu Mandir in Bradford. Close links are maintained with the local community. The school has a major responsibility for continuing the local sword dancing tradition. The involvement with a recent local authority project on '*Creative contexts for learning*' was very good and resulted in considerable benefits for those pupils who took part. Visits are made to local places of interest and these broaden the experiences of the pupils. However, these events do not have a significant long-term impact on raising achievement.
11. Attendance is broadly in line with the national average. This is an improvement over the previous year and the school has managed to check the unauthorised absence identified as affecting the children of seasonal workers. The efforts of most parents to ensure attendance of their children are satisfactory.

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

Authorised absence	
School data	5.4
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

12. Punctuality is unsatisfactory. A significant number of pupils are late for morning school and, as a result, lesson time is lost at the beginning of each day. These pupils are not always identified in class registers. There is also a significant loss of time caused by lessons not starting promptly because pupils are changing from outdoor to indoor shoes, which takes place after morning break, lunch and afternoon break.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The education the school provides is poor. While there is a sound ethos and a desire to improve, leadership and management are not effective in driving this forward, and there is not enough focus on improving the quality of teaching. The school does not yet involve pupils sufficiently in knowing how to improve their own learning. The curriculum is unsatisfactory overall, and not all pupils are offered the same opportunities.

#### Teaching and learning

The quality of teaching and learning is poor. Assessment is unsatisfactory.

#### Main strengths and weaknesses

- Too much teaching is unsatisfactory, leading to ineffective learning.
- The proportion of good or better teaching is much lower than that usually found.
- There are few activities requiring pupils to work independently.
- Teaching assistants make a good contribution to the learning of pupils with special educational needs.
- Pupils are not clear about their progress, or what they must do to get better.
- Assessment is not used consistently to inform planning or set targets for improvement.

#### Commentary

##### Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	3	12	5	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. The proportion of unsatisfactory teaching, running at almost a quarter of lessons seen, is much higher than that found in most primary schools. The analysis of pupils' books in different subjects confirms that there is a wide variation in teachers' expectations, with too much work showing a limited challenge for pupils. The percentage of lessons judged to be good or better is also much lower than that found in most primary schools, especially considering that the one lesson judged to be very good was planned and led by a visiting theatre group. The quality of teaching currently found is not good enough to enable the school to lift standards by improving pupils' achievement.

14. Unsatisfactory teaching occurred with different teachers and age groups and in different subjects. Literacy and numeracy teaching pays heed to national strategies, but the lack of accurate assessment means that pupils are not always working at appropriately challenging levels. This is particularly true of average and higher attaining pupils. Lower attaining pupils, and those with special educational needs, get a better deal in English and mathematics because of the support they receive from effectively deployed teaching assistants. The support and advice provided by the local education authority has been more effective in mathematics, where the co-ordinator has worked hard to analyse weaknesses and is putting an appropriate assessment package in place. However, the focus has been on Years 3 to 6, with little to improve the teaching and learning of younger pupils. In English, the impetus provided for writing by consultancy and the '*Creative contexts for learning*' project has not been maintained, and the subject is currently without a co-ordinator.
15. Weaknesses in teaching and learning are often associated with teaching styles and methods. Teaching too frequently follows a pattern of teacher exposition which allows little opportunity for pupils to be involved. When teachers do attempt this involvement, through paired or group discussion, pupils' responses indicate that they are not used to taking responsibility for their learning. Where tasks are set, they often lack interest and challenge, and by this time many pupils have lost any enthusiasm they had to start with. There is an over-use of worksheets, particularly in English and science. As a result the behaviour of older boys in particular deteriorates, taking the teacher's attention and affecting the learning of other pupils. It is noticeable that where these boys are involved in interesting and challenging tasks there is a marked improvement in their behaviour.
16. Good practice was evident in some year groups. Good teaching in a Year 6 mathematics lesson related to the involvement of all pupils in an appropriately demanding task that built on previous knowledge and skills. Good use was made of computers, so that ICT skills were linked to mathematical understanding; the lesson was well planned to ensure this happened. In a good Year 2 English lesson, the very recently appointed teacher evaluated and changed her planning on a daily basis as she developed an understanding of pupils' knowledge and capabilities, despite having little if any assessment information to work from. Lively delivery, high expectations and tasks which interested and involved pupils led to good learning taking place, even though pupils were still getting used to her methods and expectations.
17. A major factor affecting learning is the over-emphasis on control and obedience at the expense of interest and involvement. It is therefore significant that the visiting theatre group's work with Year 6, which involved every pupil in producing an acted version of *Romeo and Juliet* from scratch in less than a day, should have been the best teaching seen. Clear expectations led to all pupils trying their best, rising to the challenge and making significant gains in confidence and understanding.
18. The school's embryonic teaching and learning policy does little to address the issues arising from the inspection. Much of its focus is on basic classroom organisation and routines, and the importance of teachers ensuring that these are followed. The monitoring of teaching undertaken by the headteacher has not resulted in any whole-school initiatives to improve its quality. Compared to the findings of the previous inspection, the improvement in the quality of teaching and learning is very poor.
19. Assessment is unsatisfactory. Tracking systems are in place for English and mathematics, which show individual progress from year to year, but while these are used to set targets for attainment at Year 6, they are not used to set targets for achievement as pupils move through the school, or to trigger action where pupils make less than expected progress. Target setting for pupils is in its early stages, and even Year 6 pupils, when spoken to, were unsure of their own levels of attainment and what they needed to do to get better.
20. Day-to-day assessment is uneven, and there is no whole-school approach. In some subjects, such as science, assessment is so limited that teachers have little knowledge of pupils' prior

experience. As a result planning often fails to build carefully and consistently on pupils' existing skills and understanding, nor does it recognise the gaps in their knowledge.

## The curriculum

The curriculum provided by the school is unsatisfactory. Opportunities for enrichment are satisfactory. Accommodation and resources are satisfactory overall.

## Main strengths and weaknesses

- Planning for the areas of learning in the Foundation Stage is unsatisfactory.
- The science curriculum for pupils in Years 1 and 2 does not meet statutory requirements, and the full curriculum for ICT has not been taught.
- The planning does not provide programmes of continuous learning in terms of building skills and knowledge in different subjects throughout the school.
- The provision for pupils in the same year but different classes is not equal in terms of learning opportunities, nor in the teaching time allocated for some subjects.
- Engagement in a local education authority initiative '*Creative contexts for learning*' in Spring 2003 enriched the curriculum for some older pupils.
- A minority of lessons are too long and daily routines reduce the efficient use of time.
- There is a good number of classroom assistants who support pupils' learning, but learning resources are unsatisfactory in some subjects.
- Accommodation is good overall, but the outdoor area for the reception class is too small to develop a full outdoor curriculum.

## Commentary

21. The Foundation Stage curriculum for the reception class children is planned using the '*early learning goals*' in the six areas of learning but is not organised in a way that allows children to make choices and use their initiative. This is reflected in weaknesses in this aspect of pupils' personal development as they move through the school. Lessons lack a practical bias in terms of investigation and research skills. However, religious education in the reception class is satisfactory and planned in accordance with the agreed syllabus.
22. The curriculum is unsatisfactory from Year 1 through to Year 6. The necessary stages found in schemes of work are insufficiently organised to enable pupils to build their knowledge and skills year on year. The planned topic approach does not provide the necessary continuity of provision, resulting in gaps in pupils' skills and knowledge. The science curriculum for Years 1 and 2 is of serious concern as its content does not provide all aspects of science for this stage of pupils' education. The planning of work for Year 1 and Year 4 pupils in mixed age classes is also unsatisfactory. Pupils in these classes do not receive an equal diet in terms of the coverage of subjects at the right level. One result is that higher attaining pupils are not sufficiently challenged in their work and do not reach their full potential. The full ICT curriculum has not been taught over time. This was partly due to a lack of suitable hardware and software which has been rectified, but was also in some instances due to existing equipment not being used. This reflects on the overall inadequacy of curriculum management.
23. Best use is not made of time. A significant proportion of lessons planned for children and pupils are too long to be effective, particularly as the teaching style frequently fails to engage pupils through interesting activities. There is an imbalance in the time allocated to science for different year groups. Some short periods are difficult to use productively: for example, the reception children and pupils in Years 1 and 2 return to their classes for 15 minutes after assembly each day before going out to play. The daily routine of changing pupils' shoes at morning break, lunchtime and afternoon break results in some lessons starting several minutes late.

24. The '*Creative contexts for learning*' programme in Spring 2003 was an award of funding from the local education authority to develop initiatives which brought pupils into contact with arts practitioners and performers, in order to raise their achievements in literacy, numeracy and ICT. This was successful for these pupils, particularly in the improved writing which these direct experiences encouraged. However, there is no evidence that these improvements were maintained or that this approach was adopted by the school to benefit all pupils.
25. There is a good number of effective support staff who make a positive contribution to the achievement in literacy and numeracy of lower attaining pupils and those with special educational needs. Accommodation is good and well maintained, but the reception outdoor area, although secure with a good surface, is too small for children to play in an adventurous way, use wheeled toys or develop a full outdoor curriculum effectively. The school library facilities for older pupils are under-used and there are insufficient non-fiction books to allow older pupils to extend their research skills. The resources for science, art and design, history and geography are also insufficient to meet the demands of the curriculum. The percentage of income spent on resources last year was just over half the average for primary schools, despite a very large carry forward, indicating inefficient financial management.

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

The school ensures pupils' care, welfare, health and safety to a satisfactory degree. Support, advice and guidance, and the seeking of pupils' views are satisfactory.

### **Main strengths and weaknesses**

- Child protection arrangements are clearly defined but not strengthened by up to date training for the newly appointed designated person.
- Induction and transition procedures are well organised.
- The insistence on shoe changes as pupils enter and leave the school building is potentially hazardous.
- There are only a few timetabled opportunities, such as '*circle time*', for pupils to discuss their concerns.
- Whole-school health and safety procedures are clear, but there are no risk assessments in place for specific curriculum areas.

### **Commentary**

26. Procedures for child protection in the school follow the recommendations of the local area child protection committee, but the designated person has not yet received any formal training in child protection procedures and awareness. Staff training for other members of staff in child protection awareness is not up to date.
27. Induction arrangements for new pupils are good and well supported by the link to the pre-school playgroup in the village. Pupils transferring to secondary school are supported by well-organised procedures that have been consolidated and refined over a number of years.
28. An insistence on shoes being changed as pupils enter and leave the school building can mean that at any one time, ten or more pupils are squeezed into a narrow entrance, all trying to change their shoes at the same time. This leads to pupils falling over each other, simply wearing socks into class, leaving shoes lying around as a potential trip hazard and taking time away from lessons to accomplish this exercise. For example an afternoon lesson started ten minutes late purely as a result of waiting for pupils to change from outdoor shoes into indoor slippers. More suitable mats at the entrance to the building would allow pupils to wipe their shoes clean and go straight into lessons.

29. The establishment of a school council is seen as a novel event by pupils and many spoken to were not yet entirely sure of the impact it would have on their school life. However they value the opportunity to give their views, initially on the provision of new playground equipment. *Circle time* is not consistently used in the school to seek out pupils' views or concerns, although the school intends to develop its use in the personal, social and health education curriculum. Pupils are generally confident enough to speak to members of staff if they have concerns. Some uncertainty came through in pupils' views expressed in the questionnaire, when twenty pupils said there was no adult in school they would go to if worried.
30. Satisfactory procedures are in place to check on the safety of the school's environment and to address any first aid incidents that may arise. A qualified first-aider is on the staff. A lack of specific risk assessments for curriculum areas means that, for example, electric kettles are used in science lessons without specific consideration being given to any risks that may be incurred. Appropriate risk assessments are made for all outside visits.

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

There are sound links with parents, who are generally supportive of the school. The school has good links with other schools and the community.

### **Main strengths and weaknesses**

- Links with the community are a useful resource to the school, supporting pupils' social and cultural development.
- Links with partner schools and the local high school enable the school to overcome potential problems of isolation effectively.
- Parents' concerns and complaints are dealt with well.

### **Commentary**

31. Links with the local community are good and are important in extending educational and social opportunities for pupils in the village. Pupils participate in a wide range of activities that benefit their community, such as bulb planting in the area, taking an interest in local conservation issues and tree planting, church links, using the village library and involvement in local drama groups.
32. Pupils also take part in a good range of sporting activities in the community and in inter-school events. A sports college partnership with the local secondary school is being developed and the school premises are frequently used by local groups for evening classes that benefit the whole community. Links to other isolated junior schools in the area support a residential trip for pupils, sports and social activities. Liaison with a local 'Beacon' school is focused on improving the school's leadership and the quality of education it offers.
33. Parents feel that any concerns they have are dealt with effectively by the school. Staff are available to meet parents on a day-to-day basis, and as most pupils come to school with their parents, this is an option that is appreciated by them. The school keeps a record of points raised at parents' meetings, and monitors them via a parental questionnaire to meet any concerns. The administration office keeps a close contact with parents on a day-to-day basis, for example when receiving information about why a pupil cannot attend school.
34. Parents appreciate comments they receive from teachers in reading diaries and at the two open evenings each year. Annual written reports to parents on pupils' achievements are satisfactory and cover all statutory requirements. The school is developing a web site about its activities and is hopeful that this will improve its partnership with parents and the community. Few parents help in school on a regular basis but there is an active home/school association that supports community events, and parents are encouraged to attend 'Pop in' assemblies to celebrate and share their children's achievements.

## LEADERSHIP AND MANAGEMENT

The leadership of the school is poor and its management and governance unsatisfactory. The school lacks a sense of direction and inadequate management inhibits improvement. The governing body is supportive but fails to meet all statutory requirements.

### Main strengths and weaknesses

- Leadership lacks drive and direction and is reactive rather than positive; it has little effect on the school's performance.
- Statutory curriculum requirements are not met.
- Governors, while supportive, have insufficient understanding of the school's position.
- Management is focused too much on day-to-day issues.
- Best use is not made of key staff in management positions.
- Money has not been spent where needed on the pupils in the school.

### Commentary

35. Leadership lacks ambition for the school, and is too content to accept existing standards and practice, even where these are unsatisfactory. Concerns over staffing issues and new building, while important, have been at the expense of setting challenging targets and assessing the effectiveness of the school's progress towards them. Unsatisfactory achievement by pupils in Year 2 has been allowed to persist for too long. Some key staff have not been involved and have therefore made limited contributions. While the school has begun to look at best practice elsewhere, this is not yet having an impact on key areas such as leadership, teaching and learning.
36. Strategic planning sets out appropriate priorities for improvement, but lacks sharpness in identifying the specific changes in practice to bring this about. Success criteria are too vague to aid effective evaluation. Targets are set for the attainment of Year 6 pupils, but not for pupils' achievement throughout the school. Neither staff nor pupils are inspired or motivated; although teachers have positive attitudes this stems from their innate professionalism rather than a climate of innovation and interest in the best possible practice.
37. The headteacher lacks knowledge of the curriculum being offered in the school and the gaps which exist. There is little evidence of the effective use of strategies to improve the quality of teaching and learning, and the embryonic teaching and learning policy is largely concerned with classroom organisation and routines for pupils.
38. Management by the headteacher is focused on day-to-day issues at the expense of rigorous evaluation of teaching or pupil performance. Where test data is being analysed and used to inform future planning, this follows the input of consultants, as in mathematics; it is not embedded in the practice of the school. The school is not making use of the data it collects on pupil performance to monitor their progress throughout the school. The deputy headteacher has a considerable load of responsibilities but is not significantly involved in key management decisions. The increase in classroom assistants has been effective in raising the achievement of some lower attaining pupils, and is an example of positive management responding to a need.
39. The governance of the school does not meet statutory requirements, as aspects of the statutory curriculum are not in place, and it is therefore unsatisfactory. Although supportive and committed to the success of the school, governors are not fully aware of their responsibilities in terms of helping to shape its direction. They are friends to the school but not sufficiently 'critical' in terms of its accountability. The governors care very much about the success of the school in

a social sense but do not fully understand the importance of raising standards and their role in achieving this.

40. Governors measure the effectiveness of the school by its results, but rely heavily on the headteacher for information about them. They have failed to respond to consistently unsatisfactory attainment by younger pupils. Individual governors take responsibility for a subject and come into school to work with pupils and talk to the co-ordinator, but records show no evidence of this being used to form judgements or ask searching questions.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	361,882	Balance from previous year	17,532
Total expenditure	321,422	Balance carried forward to the next	57,992
Expenditure per pupil	2,217		

41. Finance is managed efficiently, and governors and the school spend their money carefully when large sums are involved, such as the recent purchase of computers for the school. They evaluate different options, take professional advice and are aware that the cheapest offer is not necessarily the most cost effective. The carry forward is very high, being approximately 16% of the total budget. While some of this is committed expenditure, and the governors are aware that falling rolls may lead to some problems in the future and are therefore rightly prudent, last year £405 per pupil was held back. Spending on learning resources was just over half that spent by similar primary schools, despite some subjects having too few resources. The balance between financial prudence and spending the available budget on the pupils currently in the school is unsatisfactory.

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

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

42. Provision in the Foundation Stage is **unsatisfactory**. The children enter the reception class with varied attainment, average for the group taken as a whole. There is currently a significant number of children who entered with levels above those expected for their age. This level of attainment at entry has been consistent for several years. Parents report that the pre-school playgroup, from which most children transfer, provides them with a good start; the transfer of children's records is good. Links with parents are good. Parents are welcome in the classroom each morning and settle their children before leaving. Parents at the parents' meeting and those responding to the questionnaire were all positive about their children's experiences when starting school. However, by the end of the reception year children have not made enough progress. There are insufficient opportunities for children to work independently, to select their own resources or to use their initiative. Children who have a special educational need are identified at an early stage and support is provided. This enables these children to make satisfactory progress in relation to their levels of attainment, but their independent learning is still restricted.
43. The class has both reception children and Year 1 pupils. The teacher works hard to ensure that all aspects of the curriculum are provided for, but the planning required to teach two age groups and key stages together is too complex. It requires simplification and clarification in order that all reception staff are clear about what is to be achieved from an activity. The length of some sessions is too long for reception children to concentrate, so although they are generally well behaved many lose interest and lack understanding. The curriculum provided is planned using the early learning goals but does not build progressively on children's skills and knowledge by using well focused assessments. Similarly, daily assessments are not used sufficiently well to ensure that teaching is pitched at the right level and is appropriate for all the children's needs, whatever their level of attainment. Because of this the management of the Foundation Stage is unsatisfactory. There has not been enough improvement since the last inspection.

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

Provision in personal, social and emotional development is **unsatisfactory**.

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

- Behaviour is good.
- Children have insufficient independence when selecting and carrying out activities.
- Children display insufficient self-confidence and self-esteem and are reluctant to explore their own environment.
- Many children have difficulty working as part of a group.

#### **Commentary**

44. Reception staff welcome the children into school and chat to parents where necessary. Children know their routines and sit together on the carpet for registration. Children are not involved in 'self-registration' or in planning their day. They behave well but show insufficient confidence in sharing their thoughts or exploring their learning environment. Teaching is unsatisfactory, since the children are over-directed. This inhibits the development of independence and provides relatively few opportunities for children to explore, to work together, think for themselves or make choices in their learning. This was highlighted when the writing group were told, 'Stop what you are doing and go and make your brick'. This excessively directive style has an adverse effect on all other areas of learning, where there is a national expectation that the children in the Foundation Stage should 'think for themselves and enjoy self-chosen challenges within a structured environment'. As a result, achievement is

unsatisfactory and children are not on course to meet the expected goals in this area of learning by the end of the Reception year.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **unsatisfactory**.

### **Main strengths and weaknesses**

- Teaching is unsatisfactory.
- There are too few opportunities for children to talk, either to each other or in response to staff.
- There is too much emphasis on formal writing activities.
- Opportunities to practise skills independently are too limited.

### **Commentary**

45. The challenge offered does not always meet children's needs. Opportunities for children to talk and develop their speaking and listening skills are too few. In large and small groups children listen to their teacher but questions are asked in such a way that children need only reply 'yes', or 'no', rather than extend their vocabulary and be encouraged to think for themselves. In activities such as role-play in the home corner or using the small world toys, children are subdued and reluctant to play or talk to one another. Insufficient use is made of incidental songs and rhymes in the reception day.
46. Children sit and look at books at the beginning of the day; some they share with their parents, which is good involvement for everyone. They enjoyed the 'big book' in the literacy session and some joined in with older children in repeating words from the story of 'The Bear Hunt'. In this activity involving the mixed age group, a few younger children were not fully engaged and appeared remote, not understanding what was required of them. Subsequent activities, such as using 'play people' or drawing and writing, failed to meet children's individual needs and this resulted in insufficient learning taking place. This was also true when practising letter sounds in a mixed-age group. Reception children with very little phonetic knowledge were asked to recognise letter sounds at the end of words, again with insufficient understanding of the planned activity. Children were not observed using the library area or 'free-choice' writing materials during the inspection. They complete a wide range of worksheets and draw, but only in response to given instructions. All children can write their own name and higher attaining children are able to write a short sentence about their drawings. However, the children are not on course to meet the expected goals in this area of learning by the end of the reception year. Achievement is unsatisfactory.
47. The Foundation Stage and Key Stage 1 staff have identified the difficulties of mixed aged groups and the need for appropriate work to meet their individual needs. They are aware that there is too much emphasis on completing a formal written task. There are discussions taking place to make the learning for these children more appropriate.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **unsatisfactory**.

### **Main strengths and weaknesses**

- Teaching is unsatisfactory overall, as is achievement.
- Assessments are not used to identify children's next steps in their learning.
- The work is insufficiently challenging for higher attaining pupils.
- Good resources are used to make mathematics fun.

## Commentary

48. Although the teacher made a session fun by using a puppet to focus the young children's attention, children were over-directed in some activities and there was too much emphasis on completing a formal number task. For example, some children could identify numbers that were in the wrong order along a number line, which interested higher attaining children. These children showed that they can reach levels higher than expected for their age. Others, however, sat silent and took no part. In other sessions the work was pitched too low. Children threaded beads to form a regular pattern while others consolidated their understanding of shapes such as squares and triangles, drawing and colouring them. For a significant number of children these activities provide insufficient challenge, since this work had been learned and understood in the playgroup, as is evident in the assessment profiles transferred with the children.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

49. There was insufficient evidence to report on provision in the remaining three areas of learning. Planning shows that children in the reception class follow a programme of work in religious education that is in line with the agreed syllabus.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **unsatisfactory**.

#### Main strengths and weaknesses

- Pupils do not achieve as well as they should.
- Standards in writing are well below average in Year 2 and remain below average by Year 6.
- Standards in speaking and listening are below average throughout the school.
- Teaching and learning are unsatisfactory overall.
- The co-ordination of English is ineffective.
- Teachers' planning does not allow pupils to build upon skills already learnt.
- The support given through a local creative arts project adds to the quality of writing.
- The presentation of pupils' work is untidy.
- There is a lack of challenging reading texts for older pupils.

## Commentary

50. Standards in English are not high enough, and pupils do not achieve as well as they might by Year 2 and Year 6. This is because of the lack of planning and organisation in developing pupils' skills. Teachers have low expectations of pupils because they have little effective assessment information on which to base their teaching. In Year 2 pupils' writing is well below average. It is also below average in Year 6. Standards of reading in Year 2 and in Year 6 are average. A weakness in writing was highlighted by the school two years ago, and support has been provided for teachers. However, there is little evidence that these ideas have been adopted or had a significant impact on pupils' learning. A rigid reading scheme, while appropriate for younger pupils, does not include sufficiently challenging texts for those older or more able.
51. National test data for 2003 indicates that standards are well below the national average in Year 2 but in line by Year 6. The achievement of pupils is unsatisfactory over time because of inconsistent and unchallenging teaching. Support last year resulted in a rise in standards at the end of Year 6, but was only effective in the short term for these particular pupils; it did not affect the unsatisfactory achievement found in the rest of the school.

52. Inspection evidence indicates that although higher attaining pupils continue to reach standards above their peers, they are not sufficiently challenged. Pupils with special educational needs achieve satisfactorily, because of the effective support given by well-trained classroom assistants. Girls do better than boys, who often exhibit restless and distracting behaviour. Not enough is done to meet the learning needs of boys in terms of providing practical and interesting tasks.
53. Overall, standards in speaking and listening are below average in Year 2 and in Year 6. Pupils speak confidently amongst themselves but have few opportunities to talk at length to larger groups. Too little emphasis is placed on developing vocabulary; so subsequently pupils use a limited range of words. This is true in other subjects such as science, as well as in English lessons, limiting pupils' understanding of more complex ideas. In Year 2 pupils were helped to gain confidence in speaking by being encouraged to talk in pairs. The teacher's use of new and unfamiliar words excited the pupils and so they used them enthusiastically. Generally, pupils are passive listeners, although in Year 6 pupils demonstrated that they can understand and follow instructions quickly, when taking part in producing a 'play in a day'. This was led by a professional theatre group as part of a local arts initiative. It added to the confidence of pupils as they devised a production of *Romeo and Juliet* with considerable self-discipline, and clearly demonstrated that pupils can rise to the occasion when there are appropriate expectations and an involving task is set.
54. Standards in writing are below average. Most pupils can write a clear joined hand from Year 3, but the inconsistency and quality of their letter formation detracts from the presentation of their work. There are too few opportunities for pupils to write at length and in different contexts. Consequently pupils do not use their skills sufficiently, and teachers' expectations of the content and range of pupils' writing are too limited. Recent advice given to the school has not been sufficiently heeded and writing, as a means of communication, is not used effectively across other subjects of the curriculum. The writing of Year 6 pupils last year in the '*Creative contexts for learning*' project was of a higher standard, and shows what can be achieved with high expectations and an appropriate stimulus, but there is no evidence of this improvement being built into the learning of current pupils.
55. The quality of teaching and learning is unsatisfactory overall. It is, however, now good in Year 2, where lively teaching encourages pupils to expand their understanding of language. The planning, based on the National Literacy Strategy, is changed daily to meet the needs of the pupils. Effective use is made of simple resources to enable pupils to develop their vocabulary. The teacher has high expectations of the pupils, who respond with increased interest. In Year 6, the school's involvement in a local arts project results in occasional high standards of writing. However, teaching overall is unsatisfactory because of a lack of challenge. There is a lack of effective assessment information, and that which exists is not used consistently. This means teachers do not match learning to the needs of the pupils. Consequently there are low expectations from some teachers who underestimate the abilities of their pupils. Homework is not used consistently to develop independence in learning.
56. Leadership and management are poor. Strategic planning is too limited and its subsequent monitoring is insufficient to raise standards of attainment. There is little effective evaluation of teaching and learning. Guidance, provided for teachers, is not sufficiently integrated into the overall learning provision of the pupils. There is little co-ordinated planning from one year to the next. The two classes in which there are Year 1 pupils do not have the same experiences; consequently, the learning opportunities for Year 1 pupils are very different. The school library facilities for older pupils are under-used and there are insufficient non-fiction books to provide appropriate research materials for older readers. The improvement since the last inspection is poor because of the decline in standards and in the quality of teaching.

## Language and literacy across the curriculum

57. Pupils do not have enough opportunities to use their language skills in other areas of the curriculum. Scrutiny of pupils' work suggests that in other subjects teachers do not often encourage pupils to write at length for a variety of purposes and audiences in a realistic context. At times, as in religious education in Years 3 and 4, pupils' writing consists almost entirely of identical, short, copied sentences.

## MATHEMATICS

Provision in mathematics is **unsatisfactory**.

### Main strengths and weaknesses

- Many pupils do not achieve as well as they might.
- Standards are below average in both Year 2 and Year 6.
- Teaching and learning are unsatisfactory overall.
- The co-ordinator is working hard to improve progress through better use of assessment.
- Useful analysis of test results is beginning to inform teachers' planning.
- Poor presentation of work by many pupils affects its accuracy.

### Commentary

58. Standards in mathematics are below average at both Year 2 and Year 6. While results in the most recent national tests in 2003 for Year 6 pupils were average, this was due to considerable focused support from the local authority, together with increased classroom assistance for lower attaining pupils. Results in the Year 2 tests were well below average nationally, and in the bottom five per cent when compared to schools judged to be similar. Talking to pupils and looking at their work revealed that while standards are improving in Year 2 they are still below average, as they are in Year 6.
59. Most pupils currently do not achieve as well as they could. Lower attaining pupils and those with special educational needs fare best, because of the amount and quality of support they receive in mathematics from well trained and effective classroom assistants. Average and higher attaining pupils do less well. There was so little work to see in the books of Year 1 and Year 2 pupils that it was difficult to make any judgement on standards, although such as there was indicated that standards were at best below average; certainly achievement is poor on this evidence. Work in lessons was more encouraging, particularly in Year 2, but these pupils have a lot of ground to make up.
60. Achievement in Years 3 to 6 is variable, but unsatisfactory overall. It is affected to a small but evident extent by the disaffection of a minority of pupils, mainly boys, who lack interest in what they are doing. This is compounded in some lessons by an overemphasis on behaviour management at the expense of interesting and challenging activities which engage pupils' attention. Where these were provided, pupils of all abilities worked with concentration, as in a demanding lesson in Year 6. Here, pupils had to construct a computer database and use a formula to test what happens when you multiply by a decimal. They were also encouraged to come up with their own theories, which encouraged logical thinking skills. In the same way, higher attaining pupils in the Year 4/5 class experimented with random numbers and the four rules to create calculations as near as possible to a given answer. This investigative approach engaged and motivated the pupils, who made good progress in their understanding as a result.
61. While teaching in the course of the inspection was satisfactory overall, including one good and one unsatisfactory lesson, discussion with pupils and scrutiny of work indicate that it has been unsatisfactory over time. However, even satisfactory teaching is unlikely to raise achievement from its current unsatisfactory levels. The co-ordinator is aware of this, and considerable work

has been put into evaluating and analysing pupils' performance, as well as some monitoring of teaching and learning. An assessment package is being adopted which links key mathematical objectives to targets for pupils. This is promising, but the impact is not yet evident. The focus so far has been directed at Years 3 to 6; there needs to be more emphasis on building from the earliest stages. Currently leadership of the subject is satisfactory.

62. Improvement since the previous inspection is poor. Pupils' attainment and their achievement over time have dropped significantly. Attitudes to learning are unsatisfactory now, but were judged to be good six years ago. The quality of teaching has also declined from being good overall.

### **Mathematics across the curriculum**

63. There is very limited evidence of pupils being encouraged to use their mathematical knowledge in other subjects of the curriculum such as science or geography. There is currently no consistent planning to ensure that pupils apply their skills in a realistic and meaningful context, rather than learn them in isolation.

## **SCIENCE**

Provision in science is **poor**.

### **Main strengths and weaknesses**

- Poor teaching overall means that pupils' achievement is well below what it should be.
- Attainment in science is too low throughout the school.
- The curriculum is unsatisfactory and does not meet statutory requirements for pupils in Years 1 and 2.
- Insufficient emphasis is given to scientific enquiry, investigation and practical experiments.
- The management of science is unsatisfactory.
- Insufficient use is made of ICT in recording results.
- There is an inequality of provision between some year groups.

### **Commentary**

64. The standards seen in science were well below average in both Year 2 and Year 6. Achievement is poor throughout the school. Test results at Year 6 support this judgement, being well below average for pupils attaining both level 4 and the higher level 5. Teacher assessment in Year 2 indicates average numbers of pupils attaining level 2, but well below average numbers reaching higher level 3. Inspection evidence indicates that the level 2 assessment was inaccurate, and that pupils do not achieve as well as this would suggest. There has been poor improvement since the previous inspection.
65. Teaching and learning have been poor for Year 1 and Year 2 pupils over time and the full curriculum has not been taught. Planning through topics does not pay sufficient attention to many aspects of science and as a result pupils enter the next stage of their education unprepared and unskilled. The curriculum for older pupils is again planned through topics and does not provide a progression of skills and knowledge through meeting the same concepts at a higher level. There is no ongoing assessment of pupils to guide the teachers in their planning, to build on what the pupils have already learnt or to help pupils to know what they are aiming for in the long term. Pupils do not know how well they are achieving and what they need to learn year on year.
66. Lessons taught are not appropriate for the level of the pupils' knowledge and more able pupils, particularly in mixed age classes, are not being challenged to enable them to achieve as well as they can. The less able pupils, including those with a special educational need, often talk and

disrupt other pupils because they are not involved. They do not receive the learning support that they have in literacy and numeracy lessons and the style of teaching does not ensure that all pupils learn according to their needs. Too little emphasis is placed on pupils thinking for themselves, so as to plan, carry out and record their own results in an investigation, or to become familiar with and use scientific language. There is very limited evidence of pupils using their ICT skills either to investigate or present their findings.

67. Pupils do not enthuse about science. When asked, pupils replied, 'It's alright'. They are not exposed to the excitement and fun of a rich science curriculum and many, of varying abilities, become disenchanted and disaffected. Pupils in mixed age classes in Year 1 and Year 4 are not taught the same curriculum as pupils of a similar age in the single age classes, resulting in inequality of provision. Resources for science are insufficient to meet the demands of the statutory curriculum.
68. The leadership and management of the subject are unsatisfactory. Due to the many roles of the co-ordinator, science has received insufficient attention and the curriculum has not been planned through the school, resulting in serious gaps in skills and knowledge developing over time. These gaps cannot be bridged by booster classes in Year 6.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

*It is not possible to make a judgement on provision in ICT as it was not possible to see enough teaching. However, pupils were observed working and the subject discussed with them, examples of pupils' work were examined and a discussion was held with the co-ordinator.*

69. On the evidence available standards are below average at both Year 2 and Year 6, mainly because pupils have not been taught all aspects of the curriculum. Standards were judged to be average in the previous inspection, indicating unsatisfactory improvement since then. In the only lesson seen where pupils used ICT, a mathematics lesson in Year 6, technology was effectively employed to develop skills in both areas. The recently acquired laptop computers ensured that all pupils were fully engaged, and the lesson was well planned to build on pupils' prior experience and understanding. In discussion, Year 6 pupils talk confidently about skills they have learned and are very enthusiastic about the opportunities offered by the new hardware. It is apparent, however, that because provision has been unsatisfactory over time they have had no experience of some aspects of the ICT curriculum, such as control technology.
70. Year 2 pupils have relatively limited experience. Although the laptops have been in school since September, and are timetabled for every class to use at least once a week, these pupils have not used them at all. They have accessed word processing, mathematics and paint programs, and know how to print their work. Although the school has programmable floor robots, these have apparently never been used, which reflects poorly on leadership and management. There has been a positive investment in both hardware and software, together with staff training and technical support. The school is working with its partner 'Beacon' school to build assessment opportunities into the planning.

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

71. Programs are now available within the school to cover all areas of the curriculum, but the co-ordinator accepts that currently this is not always in great depth. ICT is not planned for across the different curriculum areas. For example, there is no evidence of skills being applied in either science or geography; both being subjects where pupils can put newly acquired understanding to realistic use. There is good evidence of ICT being linked to mathematics in Year 6, but this is not apparent in other classes.

## HUMANITIES

*There was not enough evidence to make a judgement on provision in religious education, as it was only possible to see one lesson. However, pupils' work was sampled and discussions were held with pupils and the subject co-ordinator. History and geography were also sampled.*

### Religious education

72. On this evidence, standards in religious education are below those expected by the locally agreed syllabus. Standards were judged to be average in the last inspection, indicating unsatisfactory improvement. In the one lesson seen, teaching was sound and pupils attained satisfactory standards. Previous knowledge about Christianity's *Ten Commandments* was used to encourage pupils to think about how beliefs and rules affect peoples' lives. However, pupils lacked the ability to discuss with a partner, limiting the development of individual ideas. The activity, while appropriate and relevant, lacked sufficient structure to help pupils come to valid conclusions. As a result, pupils did not achieve as well as they could have done with more thoughtful planning with a clear focus on learning opportunities.
73. No written work was available from Years 1 and 2, but discussion with Year 2 pupils indicated that while they have some factual knowledge of Christianity, they are unable to talk about other faiths and beliefs. Attempts to consider the symbolism of light and darkness in Christianity, for example, led instead to comments about plant growth from science lessons. Year 6 pupils also have limited knowledge of other faiths, and cannot compare and contrast the beliefs of other religions with those of Christianity. The quality and content of work in pupils' books varies considerably. In the Year 3 and 4 class only four pieces represent a term's work, all of which are brief and three of which are copied sentences. Writing in Year 6 is more frequent and varied, with a good sequence re-telling the Christmas story in the pupils' own words. However, presentation and handwriting are very variable, even within individual pupils' books.

### History and geography

74. The evidence seen indicates that pupils' knowledge, understanding and skills in both history and geography are below average. Improvement since the previous inspection, when standards were judged to be sound in geography and history was reported on positively, is unsatisfactory.
75. In Year 2 pupils use photographic evidence to compare styles of clothing from different historical periods. Good use is made of historical evidence to generate opportunities for pupils to develop their spoken language. In Years 3 and 4, pupils study geographic reasons for Celtic settlements. In Year 5, pupils investigate sources and uses of water around the school. There is, however, little development of these themes among the older pupils.
76. Teaching was good in the one history lesson seen in Year 2. Good planning identified opportunities to assess pupils' understanding and the use of key historical language. There is an emphasis on discussion to improve pupils' weak language skills, and pupils work hard to identify 'old' and 'new' from photographs and justify their judgements. However, analysis of pupils' work in Years 3 to 6 shows a lack of development of key skills and insufficient challenge for higher attaining pupils. There are too few opportunities to use independent research skills and there is little evidence of using the subject to extend pupils' writing.
77. Two geography lessons were observed, one satisfactory and one unsatisfactory. Even where teaching was sound, resources were not used to best effect to engage pupils' interest, and as a result learning slowed towards the end. In the unsatisfactory lesson planning was not based on an accurate assessment of pupils' existing knowledge. The pace was slow, with some pupils only working when directly supervised. Resources failed to interest the pupils, who showed little ability to learn independently.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*There was not enough evidence to report on provision in any of these subjects individually, because not enough teaching was seen and there was not enough evidence to judge achievement. However, work was sampled in art and design and there were discussions with Year 6 pupils about art and design, and design and technology. One lesson was seen in physical education. Work in music was not inspected.*

### **Art and design**

78. Scrutiny of work on the walls and talking to pupils indicate that coverage is insufficient and there is no planned development of skills year on year. While art around the school is of a satisfactory and sometimes good standard, and is well displayed, pupils in Year 6 have limited knowledge and understanding. Only one pupil asked could recall the name of a famous artist, and they could not recollect any experience of printing, collage or sculpture. There are no sketchpads to practise or develop different techniques, and no compilation of work to give an indication of progression through the school.

### **Design and technology**

79. Discussion with Year 6 pupils indicated limited coverage in this subject. Pupils have little understanding of the processes involved in construction and have few experiences. No evidence of planning or evaluating work was available to be seen.

### **Physical education**

80. One satisfactory lesson was seen in physical education in Year 3 and 4. It was appropriately planned and delivered, but achievement was limited by the frequency with which the teacher had to address the behaviour of a minority of boys.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*No direct teaching was seen in this area of the school's work and no judgement is made about overall provision.*

81. Relationships between teachers and pupils are satisfactory, but a lot of time is spent on behaviour management with the older pupils. Teaching styles in most cases do not encourage pupils to develop responsible attitudes or work independently, and this limits personal development. The assemblies seen during the inspection were aimed at addressing social issues, but the methods of delivery and content did not engage all pupils, and were often beyond the understanding of the youngest. There is a relative lack of opportunity for pupils to show responsibility and make independent choices as they move up the school. The newly formed school council is a step in the right direction, but it is too early to judge its effect.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>6</b>
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>6</b>
The quality of teaching	6
How well pupils learn	6
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>6</b>
The governance of the school	5
The leadership of the headteacher	6
The leadership of other key staff	5
The effectiveness of management	5

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