

INSPECTION REPORT

THAMESIDE PRIMARY SCHOOL

Abingdon

LEA area: Oxfordshire

Unique reference number: 123083

Acting Headteacher: Mrs Sarah Varnom

Lead inspector: Mr Glyn Gaskill

Dates of inspection: 26th to 29th January 2004

Inspection number: 258099

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 143

School address: Cotman Close
Abingdon
Oxfordshire
Postcode: OX14 5NL

Telephone number: 01235 527600
Fax number: 01235 527600

Appropriate authority: Governing body
Name of chair of governors: Mrs Sheryl Brown

Date of previous inspection: 18th March 2002

CHARACTERISTICS OF THE SCHOOL

The school serves an area with a below average socio-economic background. Children start in the nursery with attainment which is below average. The number of pupils on roll has declined steadily to just over a half of the number it was four years ago. There are seven classes in all. The nursery and reception children are taught in the same class. The remaining six classes each have a single age year group. There are 22 children of reception age and seven children attending the nursery on a mornings only basis. Another 12 children are registered to start in the nursery after Easter. Children are admitted to the nursery class in either September or after Easter. The number of pupils in the other classes is around 20 but the Year 1 class is small with 14 pupils. The overall turnover of pupils joining and leaving the school is less than the national average but has been above average for Year 6 pupils. An above average number of pupils, 26 per cent, claim eligibility for free school meals. Twenty-five per cent of pupils, an above average number, are on the special educational needs register. Three per cent of pupils have statements of special educational needs, which is above average. Ninety-five per cent of pupils are of white UK origin, three percent are of Indian heritage and two percent from other ethnic groups. None of the pupils use English as an additional language. The school is involved in the *Leadership Development Strategy in Primary Schools* and was awarded the *Achievement Award* for coming out of special measures in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22951	Glyn Gaskill	Lead inspector	Science, History, Geography, Art and Design, Music, Special Educational Needs.
19557	Liz Halls	Lay inspector	
24052	Trevor Taylor	Team inspector	Mathematics, Information and Communication Technology, Design and Technology, Physical Education, Personal, Social and Health Education and Citizenship.
32088	Margaret Carter	Team inspector	English, Foundation Stage, Religious Education.

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL35 7JX

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school which is providing a satisfactory standard of education for its pupils. This is because of the good governance and the good attitudes and behaviour of pupils. Whilst standards are below average, pupils are achieving well in lessons due to the good teaching. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Children get a good start in the Foundation Stage.
- Standards are unsatisfactory in English, religious education and design and technology in both key stages and in mathematics, science and information and communication technology at Key Stage 2.
- Pupils work and play well together because teachers and teaching assistants have high expectations and effective systems.
- Assessment data and precise statements of what pupils are to learn are just beginning to have a positive effect on standards.
- The governing body have successfully responded to known weaknesses in provision.
- The use of English and information and communication technology to promote learning in other subjects is unsatisfactory.
- Pupils' attendance and punctuality are good because of well-structured procedures.
- The acting headteacher provides good leadership.
- The accommodation is very good and there are positive links with parents and the community.

Since the school was last inspected, in March 2002, improvement has been satisfactory. Teaching has improved dramatically. The presentation of pupils' work is now satisfactory and handwriting has got better. Assessment systems have recently been made more manageable.

STANDARDS ACHIEVED

Average points scores in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E*	E	E
mathematics	E*	E*	E	D
science	E*	E*	E*	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average E in the lowest 5% of schools*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is **satisfactory**, overall. In the Foundation Stage, children are on course to reach all the expected goals at the end of the reception year, with the exception of their physical development and personal, social and emotional development where they are likely to do better than expected. Children enter the nursery with below average standards and achieve well as they move through the Foundation Stage because teaching is good. In Years 1 to 2 standards are average in most subjects but below average in English, particularly writing, and design and technology. In Years 3 to 6, standards are well below average in most subjects but are below in information and communication technology and average in personal, social and health education. In Years 1 to 6, standards in religious education are below average. Pupils' achievement in lessons is good, better than that of recent years. There is a general trend of improvement moving through the school.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. There are very good procedures to promote better attendance resulting in good levels of attendance. Pupils work and play well together, secure in the well-established and effective systems

to promote good attitudes and behaviour. Pupils' interest in what the school provides has improved and is satisfactory. Pupils have responsible attitudes to people and property.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education for its pupils. The overall quality of teaching is good. Teaching in the Foundation Stage is good and children respond by working purposefully. In Years 1 to 6, teaching is good, overall. This is a great improvement since the previous inspection. It is consistently good in Years 2, 3 and 4. On occasion, teaching is excellent in Year 2. This stimulates pupils to try hard in their lessons.

The care the school provides is good.

The curriculum for the Foundation Stage is good. The curriculum for Years 1 to 6 is unsatisfactory. There are gaps in the curriculum for information and communication technology in Years 3 to 6 and for religious education in Years 1 to 6. The remainder of the curriculum is satisfactory. The school has worked hard at assessment but it has only very recently had any effect on individual pupils' progress. The overall quality of assessment is satisfactory.

The school has developed good links with parents. Links with the community and other schools are good and have a positive effect on pupils' social and personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. The school has gone through difficult times. The governing body have played a significant role in steering the school through these difficulties, particularly in reducing the amount of staff turnover. The school was at a low ebb in the term before the inspection. The arrangements made between the governing body and the local education authority to provide five support staff at the start of the current term have had a significant positive impact. The acting headteacher has implemented some effective changes in a very short time. Special educational needs provision is receiving systematic restructuring. Support for teaching in Key Stage 2 is maintaining better quality teaching. This level of support is maintaining the school's current levels of improvement. The governing body and local education authority know this and are planning to ensure that the development of the school is not lost.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They are happy with the information they receive and find the school approachable and helpful. Pupils enjoy school and appreciate that adults in school are helpful.

IMPROVEMENTS NEEDED

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

- raise standards in English, particularly writing, and religious education in both key stages and in information and communication technology and mathematics at Key Stage 2;
- make assessment more effective in responding to the needs of individual pupils.

and, to meet statutory requirements:

- teach the full National Curriculum for information and communication technology at Key Stage 2 and the Locally Agreed Syllabus for religious education at both key stages.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement overall is **satisfactory** but their standards of attainment are **below average**. In the Foundation Stage, children's achievement is **good** and their attainment is **satisfactory**. In Years 1 to 6, pupils' achievement is **satisfactory** but their attainment is **below average**.

Main strengths and weaknesses

- Children enter nursery with below average standards and then achieve well.
- Standards in a few subjects are below average in Key Stage 1 and well below average in several subjects in Key Stage 2.
- Achievement and attainment in Years 5 and 6 are not as good as the younger classes.
- The presentation of pupils' work has improved but their writing is unsatisfactory.
- Standards in the National Curriculum tests (SATs) for 11 year-olds and seven-year-olds have improved but are low.

Commentary

1. Children start in the Foundation Stage with standards which are below expectations. They achieve well, particularly in their personal, social and emotional development and physical development. This is because of good teaching and management. The majority of children are on course to meet expectations in the goals children are expected to reach by the time they start in Year 1. Children achieve very well in their personal, social and emotional development and physical development and are likely to be exceeding the goals in these areas. Achievement in the remainder of the curriculum is good with the exception of communication, language and literacy where it is satisfactory as reading is insufficiently developed.
2. Inspection evidence found that by the age of seven and again at 11 standards are too low in English, religious education and design and technology. Standards in speaking, listening and reading have improved and are broadly satisfactory. The school has worked hard at developing these areas. Standards in the quality of handwriting and the content of pupils' writing are below expectations. This is a barrier to pupils' learning. Pupils' conversations show better standards than their written work displays. The unsatisfactory standards in religious education and information and communication technology are because only part of the compulsory syllabus is being taught. By the age of 11, pupils' standards are well below average in mathematics, science and information and communication technology. There are signs of improvement in mathematics and science. Parts of the National Curriculum for information and communication technology are not being taught so pupils have significant gaps in their expected knowledge.
3. There is a general trend for improvement moving through the school. In the majority of lessons, pupils' achievement is never less than satisfactory and in the majority is good or better. This is because teaching is good and pupils have positive attitudes to their work. Standards in Key Stage 2, particularly in Year 5 and Year 6 are well below average. There is a very high proportion of special educational needs pupils in these classes. School data shows progress in Year 5 to be particularly slow, not helped by the class having several different teachers when in Year 3. The Year 5 pupils benefit from the enhanced learning support they are receiving.
4. Pupils with special educational needs receive satisfactory support and make sound progress. They particularly benefit from small group sessions with teaching assistants who are skilled in teaching the literacy lessons planned to meet the needs of the pupils. The lessons are based

on pupils' needs identified in their individual education plans. These plans satisfactorily describe the needed provision.

- Results of the National Curriculum tests at the end of Key Stage 1 have improved over the last three years in reading and writing but have declined a little in mathematics. The results are generally well below other schools. In the last two years, results in English and mathematics have improved but are still well below other schools. Results in science have remained very low. The average points score from the most recent National Curriculum tests are shown below:

Standards in national tests (SATs) at the end of Year 2 – unvalidated average point scores in 2003

Standards in:	School results	National results
Reading	13.9 (13.6)	15.7 (15.8)
Writing	11.3 (13.3)	14.6 (14.4)
Mathematics	14.0 (15.3)	16.3 (16.5)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests (SATs) at the end of Year 6 – unvalidated average point scores in 2003

Standards in:	School results	National results
English	23.6 (20.5)	26.8 (27.0)
Mathematics	24.9 (21.8)	26.8 (26.7)
Science	24.2 (25.1)	28.6(28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **good**. Pupils' behaviour is **good**. Other aspects of pupils' personal development, including moral, cultural and social development are **good**. Attendance and punctuality are both **good**.

Main strengths and weaknesses

- The children in the Foundation Stage make good progress in their personal, social and emotional progress, with about half making very good progress.
- Pupils with challenging behaviour are given good support, which enables them to take part fully in all activities.
- There are very good systems to promote good behaviour and attitudes.
- Assemblies contribute well to pupils' spiritual development.

Commentary

- The school works hard and successfully to promote good behaviour. Adults set a good example to pupils in the way they treat everyone with respect. Staff make their expectations clear and pupils understand what is expected of them. At break times, pupils play well together. They are very tolerant of each other, even when play from one group interferes with that of another. Pupils with special educational needs have good attitudes to school. They respond well to planned activities that match their need. Bullying and racism are not seen as issues by pupils and parents. They are clear that, when any behaviour difficulty occurs, staff deal it with

immediately. Boys and girls of all ages mix well together and older children care for younger ones, making sure that no-one is lonely or left out.

7. The activities in the Foundation Stage provide children with opportunities to work together in pairs and groups. This means that from an early stage the children are learning to take turns and share toys and equipment. The good relationships developed by staff and the good role models they present to children, result in children caring for each other. Pupils in Key Stage 1 and Key Stage 2 work together to devise class rules and remind each other when these rules are broken. Teachers have worked hard to establish a calm working atmosphere in lessons. They praise effort and good behaviour as well as giving gentle reminders about the code of conduct. As a result there are harmonious relationships, with children listening to each other politely. The implementation of these very good systems ensures that the school is a welcoming place in which pupils feel safe and valued. Pupils treat each other, staff and visitors courteously. They show respect for each other, as well as the building and resources. The school council has recently been re-established and is beginning to take its responsibilities seriously, as a result of the good quality support and guidance from staff.
8. There is a clearly laid out process for dealing with issues of inappropriate behaviour, with exclusion used as the last resort. The number of exclusions for the year prior to the inspection is shown in the table below

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	136	4	2
White – any other White background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – any other Black background	1	0	0
Chinese	1	0	0

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

9. Cultural development takes place effectively through geography, history, art and music. Spiritual development is promoted through well planned acts of worship and music. The lack of time given to the teaching of religious education means opportunities to further develop spirituality are missed.
10. The school has very good systems for promoting attendance and punctuality. It is well supported by the Education Welfare Officer. Pupils enjoy coming to school and both attendance and punctuality are good. Attendance rates are better than the national average as shown in the table below.

Attendance in the latest complete reporting year (2002/2003)

Authorised absence		Unauthorised absence	
School data	4.9%	School data	0.0%
National data	5.4%	National data	0.4%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **satisfactory**.

Teaching and learning

The overall quality of teaching is **good** and leads to **good** learning by pupils. Procedures for assessment are **satisfactory** but the effect of assessment on raising standards is **unsatisfactory**.

Main strengths and weaknesses

- Teaching has improved dramatically since the last inspection.
- There is consistently good teaching in the Foundation Stage and in Years 2, 3 and 4.
- Very good strategies are used to promote pupils' good attitudes and behaviour in lessons.
- Teaching assistants and other supporting adults are well organised and effective in their work.
- In Years 1 to 6, the use of assessment to respond to the needs of individual pupils is unsatisfactory.
- Assessment is good in the Foundation Stage.

Commentary

11. At the last inspection, teaching was unsatisfactory or poor in a fifth of lessons and good in fewer than half the lessons observed. During the current inspection all teaching was satisfactory or better in all lessons and three-quarters of the lessons were good or better. The influence of monitoring, continuing professional development and improved retention of staff in the last two years have played their parts in this success story.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	7 (21%)	17 (50%)	9 (26%)	0	0	0

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

12. Pupils respond well to the good teaching. Teachers are skilled at creating a calm working atmosphere with no raised voices and a secure learning ethos. This is because teachers and teaching assistants set high standards for behaviour through consistently applying whole school strategies to promote good attitudes. Because of this, teachers are confident to take risks in their lessons and give pupils beneficial experiences which could lead to a loss of control in other circumstances. In the Foundation Stage, all staff know the needs of the children and the curriculum they are following. In Key Stage 1 pupils respond very positively to the good and, at times, excellent teaching they receive. Teaching in Key Stage 2 is good, overall. There is a high proportion of pupils with special educational needs in Years 3, 5 and 6. In addition, Year 5 pupils had a number of different teachers when they were in Year 3. These factors have had an adverse effect on overall attainment and achievement over the pupils' time in school. Teaching assistants and support teachers are deployed well particularly in Year 5 where teaching is sustained at a satisfactory level by this support. Pupils in Key Stage 2 do not always have clear guidance on how much written work to do and the time available to do it in. There are good examples of this 'time targeting' for pupils' work in the school which results in a good pace of working. Whilst teachers' knowledge of what they have to teach is good overall, there are gaps in the teaching of investigative skills in science and aspects of the information and communication technology curriculum. Provision for homework is inconsistent across the

school. Work is marked regularly, often with encouraging comments, but does not sufficiently give pointers for improvement.

13. Pupils with special educational needs receive good teaching from specialists, such as emotional and behavioural support, and from class teachers and teaching assistants. Individual education plans give satisfactory guidance on what needs to be done to help pupils improve and progress is checked. Pupils are making satisfactory progress towards the targets in their individual education plans.
14. The use of assessment in the Foundation Stage is systematic and has a positive effect on the learning and progress of individual children. In Key Stage 1 and Key Stage 2, the use of assessment to promote higher standards has taken a long time to have a positive effect in the school. A great deal of work has been done in recent years to produce a significant amount of data but the work put in has been out of proportion to the effect. Since the appointment in the previous term of the deputy headteacher and her role as assessment co-ordinator, and very recently the influence of the acting headteacher, the effects of assessment are starting to promote higher standards.
15. Through rationalising assessment systems, so that each member of staff has a basic file of data to manage, the time spent on assessment administration is being reduced. In recent weeks pupils have been made more aware of what they need to do to improve on an individual rather than a group basis. They proudly talk about their individual targets for improvement which are given a high profile in the classroom. This robust structure designed to make pupils aware of what they have to do to improve has been set up in a very short time through the action of the acting headteacher. The way in which the targets are written needs further refinement so that pupils are more clear about what they have to do. The statutory targets for Year 6 performance in the National Curriculum tests in 2003 were unrealistically high.

The curriculum

Curriculum provision is **unsatisfactory**. Opportunities for enrichment are **satisfactory**.

Accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum is not meeting statutory requirement in Key Stage 1 and 2.
- The curriculum provided for children in the Foundation Stage is good.
- Provision for pupils' personal, social and health education is good.
- There are too few opportunities for pupils to use writing and information communication technology in subjects across the curriculum.
- Accommodation is very good.

Commentary

16. The Foundation Stage curriculum covers all six areas of learning and staff modify this well to suit the needs of the children. The curriculum is not meeting the compulsory requirements for religious education in both key stages and for information and communication technology at Key Stage 2. This is because the content of the Locally Agreed Syllabus for religious education in both key stages and the National Curriculum statutory requirements in information and communication technology in Years 3-6 are not being fully taught. There is satisfactory provision of computers, but the amount of time allocated for their use in Key Stage 2 is too low.
17. The curriculum for pupils' personal, social and health education is carefully planned. Pupils benefit from this provision and also for unplanned issues as they arise. There is insufficient planning to develop pupils literacy and information and communication technology skills across

the curriculum. This does not help pupils achievement. In Years 3 to 6, subject skills, such as investigative work in science, are underdeveloped.

18. Provision for pupils with special educational needs is satisfactory and meets requirements. The content of pupils' individual education plans is satisfactory and is used to help them make progress. In recent weeks the role of special educational needs co-ordinator has been taken over by a temporary specialist teacher. This follows a time when special educational needs was without a co-ordinator. The temporary teacher, ably assisted by a teaching assistant, is bringing a systematic approach to administration and provision.
19. The school is fully committed to full access for all pupils to what it provides. For most of what it offers this is done well. Pupils with behavioural problems are included well in lessons due to the effective procedures to guide their behaviour. There has been an improvement in the provision of activities outside lesson time. Parents report an increased involvement from pupils in these activities. Pupils speak with enthusiasm about these events. The current gaps in the curriculum at Key Stage 1 and 2 means that pupils are missing out on what should be provided.
20. Accommodation for teaching and learning is very good overall and well maintained. This has a positive effect on standards. There is a great deal of space both inside the buildings and in the grounds. Classrooms are large for the number using them, and there are more classrooms than there are registration classes. The additional classrooms have been under-used but there are plans to make more effective school and community use of these spaces. Prior to the recent arrival of the acting headteacher the display in several rooms was not creating a positive learning atmosphere. This situation has since greatly improved. The provision of learning resources is satisfactory. There are ample outdoor playing areas for pupils of all ages. The Foundation Stage outdoor learning area is good offering a number of challenging and exciting areas to stimulate the children.

Care, guidance and support

The school takes **good** care of all of its pupils. Provision and guidance based on monitoring are **satisfactory**. The involvement of pupils in sharing their views about the school is **satisfactory**.

Main strengths and weaknesses

- The school has good procedures for promoting good behaviour that are effectively implemented
- Teachers and support staff work well together to meet individual pupils' needs.
- Good support is provided by local authority specialist teams and other agencies

Commentary

21. The school's procedures for ensuring the health, safety and well being of pupils are good. Through the curriculum for personal, social and health education, healthy and safe living is promoted well. Child protection procedures are good and the school exercises its responsibilities with vigilance and care. Pupils with behavioural difficulties are well provided for and effectively included in lessons and activities.
22. Induction arrangements are good, both when children start in the nursery and when they transfer to the next stage of education. Parents are content with the arrangements when their children move on to secondary education. A strong emphasis is given to developing trusting relationships between pupils and staff. The school works closely with agencies that provide good support for pupils welfare and development.
23. The school seeks pupils' views through the school council. They meet regularly to discuss their ideas about how school life could be better. These views are valued by staff who seek to

resolve any issues raised. Pupils are fully involved in implementing class rules and are starting to be more aware of their targets for improvement in English and mathematics and their personal development.

Partnership with parents, other schools and the community

The school's links with its parents are **good**. Its links with the local community, other schools and colleges are **good**.

Main strengths and weaknesses

- Parents are happy with what the school provides for their children.
- Links with the community and other schools enrich learning experiences and provide good opportunities for social development for both pupils and adults.
- The quality and informative content of newsletters and general information provided to parents are very good
- The Parent Teacher Association works hard to support the work of the school and enhances the quality of school resources, activities and the environment.
- Reports to parents about their children's progress are good and identify targets to help pupils improve.

Commentary

24. The school works hard to encourage parental involvement in their children's learning. The positive views of parents reflect an overall level of satisfaction with all aspects of the school's provision. A minority of parents would like to have a formal parents' evening, when they can discuss their children's progress, midway through the year. There is good informal access of parents to staff at any time of year. The current arrangements for formal parents' evenings are not best placed in the school year for parents to give informed support to their children. Newsletters and general information provided to parents are good and the secretary ensures new parents are well informed. Reports demonstrate the sound knowledge that teachers have of pupils and inform parents about what pupils have attained, their attitudes to lessons and targets are identified.
25. The school has good relationships with parents and is interested in their views. Parents feel staff are approachable. Concerns of parents are usually resolved informally. There is an effective complaints procedure. Parents are encouraged to support their children well at home by sharing books with them and helping them with their homework. A small number help in school on a regular basis. The Parent Teacher Association is run by a hardworking committee and successfully raises significant funds to provide additional resources and learning opportunities for pupils.
26. Links with the community and a range of visits and visitors provide enrichment of the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. The school actively encourages the community to come into school and provides both social events and learning opportunities, which are supported by childcare provision. Links with other schools are good and the school plays an active part in the local group of schools. Links with pre-school provision are well established. Secondary schools effectively support the transfer of pupils at the age of 11 by providing opportunities to visit for a 'day in the life of a Year 7 student'. Parents appreciate these arrangements. The school provides placements for work experience and often ex-pupils are keen to return for this. A specialist special educational needs teacher places secondary pupils in the school to work with younger pupils. This arrangement benefits all involved.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory**.

The acting headteacher provides **good** leadership.

The overall effectiveness of management is **satisfactory**.

Governance of the school is **good**.

Main strengths and weaknesses

- Statutory requirements are not met in religious education and information and communication technology.
- The acting headteacher has, in a very short space of time, brought about effective improvement strategies.
- The governing body knows the school well and is active in its development.
- The Foundation Stage, mathematics and English are led and managed well.
- The monitoring of teaching has been effective in improving provision.
- Positive behaviour management has significantly improved pupils' attitudes to learning.

Commentary

27. Some three weeks before the inspection, a very high level of support has been provided in the school. This involves local authority personnel placement in school of an acting headteacher, a second support headteacher, two advisory teachers and a special needs teacher. This support has had a very positive effect on provision in the school. The governors and the local education authority know that this support is needed to maintain or improve the rate of improvement in the school. This aspect is being given careful thought. The governing body has made arrangements with the local education authority so that the substantive headteachers' secondment and the placement of the five staff in school do not adversely affect the school's budget.
28. During the term prior to the inspection, the substantive headteacher had to take absence through illness and, during the current term, is on secondment to the local education authority. A new deputy headteacher was appointed as a full-time class teacher at the start of the previous term. This situation put pressures on the leadership of the school and caused the governing body concern. Towards the end of the term prior to the inspection, staff morale was low and this was emphasised by the lack of display around the school.
29. The substantive headteacher has led the school through difficult times, so that the school came out of special measures at the last inspection. Since the last inspection, more effective processes to improve the behaviour and attitudes of pupils have been implemented in all classes. Teaching has been improved considerably. The acting headteacher has a very clear understanding of what the school needs to do to improve. In the very few weeks she has been in post, issues have been perceptively identified and acted upon. This has had a positive effect on the corporate spirit of staff. The previous air of drabness in the school has been lifted. The administration of assessment has been rationalised, giving the previously diverse and weighty systems far more purpose and consistency. The recently appointed deputy headteacher has played a significant role in making assessment more effective, particularly through the introduction of personal targets for pupils. There is a strong team spirit amongst the staff and a commitment to raising standards. Overall improvement in leadership and management since the last inspection has been satisfactory.
30. At the time of the inspection, there was no member of the permanent teaching staff with responsibility for special educational needs. This was due to illness of the post-holder. In a very short space of time a support special educational needs teacher from the local education authority has taken up this role. With invaluable assistance from a teaching assistant the

systems to support provision for special educational needs are being methodically rationalised. Provision for special educational needs is satisfactory and meets statutory requirements.

31. Lessons are observed by the headteacher, the local authority's school inspector, governors and co-ordinators. This is particularly effective in English, mathematics and the Foundation Stage. Clear guidance is given for areas of improvement. They have concentrated on teaching strategies and the attitudes and behaviour of the pupils. There is too little evaluation of the impact of teaching on standards.
32. Professional development to increase the subject knowledge of both teachers and teaching assistants is good and has a positive influence on their work. The induction of new members of staff is also good with the newly qualified teacher appreciating the guidance from her mentor.
33. The governors' involvement in running the school is good. They are very supportive of the school. By their action, the retention of teachers has been significantly improved. This has overcome the high turnover in staff, which was the case at the last inspection. They monitor different aspects of the school and give reports to the governing body. They hold the school to account for the standards it achieves.
34. The Locally Agreed Syllabus for religious education is not being fully taught in both key stages. The requirements of the National Curriculum for information and communication technology are not being fully taught in Key Stage 2. The governing body was not made aware of this non-compliance in the previous inspection report or by the substantive headteacher. Because of this lack of information, the judgement on governance remains as good.
35. The school development plan is satisfactory overall and rightly concentrates on raising standards. The scope of the plan is too ambitious and lacks a clear timescale and costing for the many aspects of the school it seeks to develop. Whilst the success of different aspects are correctly indicated in pupils' standards, the assessment system of the school does not provide easily accessible information to follow this up. The governors and staff are fully aware of the main points within this plan.
36. Management of the school's budget is satisfactory overall. Specific grants are purposefully used and there are adequate resources to teach all subjects of the curriculum. The school secretary gives very good support in the day-to-day running of the school. The school makes the best use of all the funding it receives, and although running on a deficit at present, has plans to be in credit by 2005.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	473,359
Total expenditure	503,817
Expenditure per pupil	3,090

Balances (£)	
Balance from previous year	8,300
Balance carried forward to the next	-30,458

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

37. When the children enter the nursery their attainment varies, but taken overall it is broadly below average in all areas of learning. The good procedures for tracking and assessing children's progress ensure that the planned work matches individual needs. The teaching is good and many strong features were evident in the lessons observed. As a result children's overall achievement is good and their attainment is satisfactory. By the end of the Foundation Stage, over half the children are likely to exceed their learning goals in personal, social, emotional development and physical development. In the remaining areas of learning, about half the children are on course to meet expectations in the other four areas of learning.
38. The school has maintained the good quality of provision since the last inspection and improved the range of learning opportunities presented in the outdoor environment. The Foundation Stage is well led and managed. Improvement since the last inspection has been satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's achievement is very good.
- Children reach above average standards for their age by the end of the Foundation Stage.
- There is consistently good teaching and adult support.
- Occasionally, children take some time to settle to their work.

Commentary

39. Children join the school with a wide range of personal, social and emotional development needs. Strong relationships are quickly established between staff, children and families. Daily routines give children a clear understanding of what is expected of them. The teacher, nursery nurse and other staff provide a secure environment where children feel safe, cared for and nurtured. They enter the sessions happily and confidently. They sit attentively and answer politely when the register is taken. They co-operate well with each other in group activities and work independently without an adult when necessary. The teacher provides a good balance of carefully planned directed and self-chosen activities and there is an air of harmony at all times in the classroom. Practical activities are well thought out and enable children to make good progress.
40. From the outset, children respond well to rules and responsibilities. Children are encouraged and rewarded with praise for their efforts. Children with special educational needs are well integrated and receive good support from staff and other children. At times, children need particular encouragement to settle to their work. They and others are helped to maintain concentration by the interesting range of activities on offer. As a result children sit attentively, work independently and rapidly grow in confidence. Children are likely to achieve above average standards by the end of the Foundation Stage.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's attainment and achievement are satisfactory.
- Teachers and support staff make good opportunities to develop the children's language skills and teaching is good overall.
- Early reading and writing skills are taught systematically and well.
- The reading skills of the more able children are not developed enough.

Commentary

41. The teacher, nursery nurse and other staff provide good opportunities for children to develop their spoken language. There is a strong emphasis on talk through play and well-structured practical activities. Staff provide a good role model for the children often through repeating what they say, talking about what they are doing and encouraging children to do the same. By the time children leave the nursery most recognise their own name. They write their names on individual white boards every day as they enter the room, often with the help and support of their parent.
42. Staff make good use of a structured phonics approach to teaching letter sounds. A good range of storybooks is used to stimulate the children's interest in the written word. Storybooks are used to link with the self-chosen activities. For example, children were making and tasting porridge after hearing the story of Goldilocks. The more able children are restricted in the development of their reading.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children's achievement is good and their attainment is satisfactory.
- Early number work is developed well.
- Numbers are used well to reinforce other areas of learning.

Commentary

43. Good teaching, together with the wide range of interesting tasks, well matched to the children's stage of mathematical development, ensure learning is good. Adults take every opportunity to develop and extend mathematical language. For example, when measuring their height children identified the tallest and shortest in the group. Children count in a wide range of contexts. For example, counting the plates, bowls and spoons when setting the table for the *Three Bears*' breakfast. The singing of a range of number rhymes supports the development of children's counting techniques. They learn through having fun.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children's achievement is good and their attainment is satisfactory.
- A wide range of interesting and exciting activities enhance children's learning.

Commentary

44. Learning is well matched to the needs of the children because the activities are so practical. They go for walks in the local environment and look at different kinds of houses. They have studied the story of the *Three Little Pigs* and talked about the different materials the pigs used to build their houses. They make ice and from direct observations know that it melts when it gets warm. Good questioning from adults stimulates discussion. For example, they make glue from cornflour, water and food colouring changing the proportion of mixes. They discuss the effect of different amounts of water on the 'thickness' of the glue. The more able children control the mouse when operating simple shape and number recognition games on the computer.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children's attainment is good and their achievement is very good.
- The outdoor provision provides challenging opportunities for the children to learn through physical activity.

Commentary

45. The well-resourced outdoor area is used very effectively to develop children's physical skills. For example, the climbing frame gives children the opportunity to climb under and over, balance, and swing. Using wheeled toys with seats for two, children work well together to develop their pedalling and steering skills. Children put and take off their own shoes, coats and aprons. They use a range of brushes, scissors, paper, boxes and glue to make and decorate models. They develop their emergent writing skills well using a range of writing materials.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children's attainment is satisfactory and their achievement is good.
- There is a good balance of activities led by staff and opportunities for children to experiment for themselves.

Commentary

46. Children are given the opportunity to experiment with different materials such as fabric, clay, dough and sand. For example, children drew pictures of a person and then cut out fabric to "dress" the pictures in warm clothes for the winter. The timely questioning by the nursery nurse resulted in discussion with the children about the best sort of fabrics to keep them warm. The role plays areas, both indoor and out, are used effectively to stimulate and develop children's imagination. Children paint freely and confidently using their imagination and experiences. The well presented displays of children's own work result in children feeling adults value their efforts. Staff make good use of the opportunities to develop children's speaking and literacy skills in creative activities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are not as good as they could be.
- Pupils achieve well in lessons.
- Teaching and learning are good.
- Pupils' progress in reading in Years 1 and 5 is less than in other classes.
- Leadership and management of the subject are good.

Commentary

47. Standards in writing by the end of Year 2 are below average, while those at the end of Year 6 are well below average. In the current Year 2 and Year 6 standards are average in reading, speaking and listening. Achievement in the lessons observed was good because of the good teaching. In particular, speaking and listening skills are well taught. Because of better provision in recent years, standards in the national tests, whilst very low, are showing signs of improvement. Pupils with special educational needs benefit from the extra support that they are given. The support teachers and teaching assistants work sensitively with those children to ensure that they achieve as well as other pupils.
48. Reading is taught systematically in the majority of classes and a reasonable stock of books is readily available in classrooms and the library. In Year 1 and Year 5, pupils' progress in reading is less than other classes because approaches to reading are less rigorously applied. By Year 6 most pupils read confidently, discuss characters and plots and make thoughtful predictions about how the book will develop. Younger pupils use reading strategies, such as knowledge of letter sounds and picture clues, to work out those words they do not know. The use of home-school reading logs encourages families to support their children's reading at home.
49. Standards in writing are slowly improving throughout the school because of the good teaching, which focuses on content, spelling, and punctuation. Achievement in writing in Years 2,4 and 6 is satisfactory but overall it is unsatisfactory. Presentation and handwriting have improved since the last inspection. The presentation policy clearly lays down expectations and is used consistently across the school. This has produced a satisfactory standard of presentation in pupils' work. The formal handwriting lessons are beginning to have an impact on standards of handwriting. However, teachers do not always reinforce the learning from the formal handwriting sessions at other times to remind pupils of the care they are expected to take. The use of unlined paper inhibits better handwriting. Pupils write in a range of styles, but do not write in sufficient quantity or detail. There is lot of unfinished work in their books. In many cases this is due to unsatisfactory expectations of the amount of work pupils can do in the time available.
50. The school's focus on the development of pupil's speaking and listening skills has resulted in improvement in this area with most pupils achieving close to the national average. Staff present the pupils with good role models of speaking and listening. Pupils are given many opportunities for discussion through working collaboratively in pairs and small groups. Pupils usually listen well to their teachers and to what other pupils say. This reflects their good attitudes and behaviour.
51. The quality of teaching and learning is good overall. This represents a very good improvement since the last inspection. Teachers have good subject knowledge and work is well-planned using the National Literacy Strategy. They use a wide range of effective teaching strategies, which gain the pupils' interest and stimulate discussion. Teachers' insistence on high

standards of behaviour results in calm, well organised and orderly classrooms. Teaching assistants support pupils' learning very well. Most pupils make good progress and achieve well. The recent introduction of individual pupil learning targets is having a positive impact on raising standards of writing. In a minority of classes the marking of pupils' written work focuses on these targets and what the pupil needs to do to improve further. Work set for pupils to do at home helps their progress but there is no consistent routine across the school.

52. The subject is led and managed well. Teachers' planning and samples of pupils' work are analysed. Classrooms observations are made of lessons. From this evidence, provision is improving. Assessment data is systematically maintained and analysed. Teachers have been well supported in matching pupils work against National Curriculum criteria, successfully addressing one of the key issues from the last inspection. By these means, improvement since the last inspection has been satisfactory.

Language and literacy across the curriculum

53. The provision for language and literacy across the curriculum is unsatisfactory. Pupils do not sufficiently write at length in other subjects. Curriculum planning lacks the identification of application of language and literacy in subjects other than English. Pupils make satisfactory use of their speaking and listening skills through drama and in discussions at the start and end of lessons. Pupils are beginning to use their reading and research skills through the range of books connected to the topics they are studying.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in mathematics are well below average at the end of Year 6.
- Standards have improved in Key Stage 1.
- The quality of teaching and learning is good.
- Leadership and management are good.
- Standards in the Key Stage 2 National Curriculum test improved in 2003.
- Assessment data is extensive but its use to raise standards is unsatisfactory.

Commentary

54. Inspection evidence found standards in mathematics in Year 2 to be satisfactory and in Year 6 well below average. Overall pupils are making satisfactory progress and achievement is reasonable. In the lessons observed, pupils' achievement was satisfactory in both key stages. Over their time in Year 1 and 2, seven-year-olds are achieving satisfactorily. The achievement of the current 11 year olds has been below expectations over Key Stage 2.
55. Results in the 2003 national tests for Year 2 and Year 6 were low. In Year 2 there was a downward movement on previous results whilst in Year 6 the results showed an improvement.
56. Most pupils in Year 2 cope well with basic number work. All pupils in Key Stage 1 make effective use of computers to improve their skills in number work. Year 3 pupils work hard and sensibly in their work on measuring length and are sorting out the difference between height and width. Pupils in Year 4 use protractors and understand the concept of angle to a slightly less than expected standard. Year 5 pupils' knowledge of the multiplication tables is very limited. Their ability to explain their mathematical thinking and recall other areas of mathematics is limited. Work in pupils' books shows few examples of the understanding of other mathematical concepts, or its use to solve practical everyday problems. In Year 6, pupils' written work is well presented. This is an improvement since the last inspection. There is little

evidence of problem solving and of handling data. Block graphs are difficult to interpret as no written work is added. Mental mathematics features in many lessons in both key stages. On occasion these sessions have sparkle, pace, challenge and fun. Pupils enjoy these sessions and they apply their knowledge well.

57. Teaching has greatly improved since the last inspection. Because of teachers' insistence on high standards of behaviour, pupils' learning and attitudes to their work are good. Lessons are carefully planned and capture pupils' interest and enthusiasm. Teaching assistants are well briefed and effectively lead groups on specific tasks. There are good examples where pupils are given precise descriptions of what they are expected to learn (learning objectives). Pupils find this helpful. The exactness of these learning objectives is not always clear. Clear explanations from teachers ensure all pupils understand how to complete given tasks successfully. A weakness in teaching is the lack of pace expected of pupils in their written work. This leads to limited recorded work in pupils' exercise books and reduces teachers' opportunity to check pupils' understanding and reinforce learning. Teachers do not always consistently help pupils to use technical language when they are asked to explain their mathematical reasoning. A significant amount of assessment data is gathered to track the progress of groups of pupils through end of term tests. The school is starting to implement assessment systems which have the potential to promote learning during lessons. Homework is set but there is no systematic recording of what has been produced. Pupils' work is regularly marked but does not consistently guide improvement.
58. Leadership and management of the subject are good. There is a good overview of standards, and the co-ordinator's analysis of the test results is ensuring a better coverage of the mathematics curriculum. Direct observation of teaching and learning has enabled the co-ordinator to assess the strengths of the school and provide relevant advice to governors and effective guidance to teachers. There has been satisfactory improvement since the last inspection.

Mathematics across the curriculum

59. The use of mathematics across the curriculum is satisfactory. Pupils understanding of mathematics is effectively developed in science and geography using measure and graphs. Information and communication technology creates interest and develops pupils' learning in the study of shape and number work.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Standards are well below average in Key Stage 2
- Achievement is good in Key Stage 1.
- Pupils' attitudes and behaviour are good.
- Teaching is good in Key Stage 1.
- Assessment procedures are having an inadequate influence on raising standards.
- The subject makes a good contribution to pupils' social development.

Commentary

60. At the end of Key Stage 1, standards are satisfactory and achievement is good. This is a significant improvement since the last inspection. Because of the good, and at times excellent teaching, pupils' verbal response shows good understanding of the subject matter. They accept logical reasoning even if the outcome is different to their initial ideas. Achievement in

Key Stage 1 is good because pupils are challenged and pupils have positive attitudes to their work.

61. At the end of Key Stage 2, standards are well below average but pupil's achievement is satisfactory. For several years standards at the end of Key Stage 2 have been very low in comparison with both all and similar schools. There have been signs of improvement but National Curriculum test results have been in the bottom five per cent. Standards in Key Stage 2, particularly in Year 5 and Year 6 are well below average. There is a very high proportion of special educational needs pupils in these classes and teaching has been disrupted in earlier years. Standards in the current Year 6 are well below average. Pupils' achievement over the key stage is less than expected but was satisfactory in the lessons observed. Throughout the school, pupils' conversations show a better understanding than their written work implies. Their difficulties with writing are slowing down their progress in science.
62. Teaching in Key Stage 1 is good and in Key Stage 2 is satisfactory. In both key stages, all pupils work well together both in practical activity and discussion. They listen well to what the teacher and other pupils say. This is stimulated particularly well in Year 2 where the teacher skilfully uses an inspiring range of strategies to keep pupils fully involved. Teaching here is good, and at times excellent. Pupils of all ages take their practical work seriously and apply themselves well. This is because teachers give clear instructions, organise the classroom well and have high expectations of pupils behaviour. Because of the established good behaviour, pupils in Key Stage 2 carefully carry out practical work which has the potential to become messy and a source of mischief. There is a lack of investigative work in Key Stage 2, where pupils raise their own question, based on what they know, and carry out practical testing, gathering data and making a conclusion. Whilst an example of this type of work was seen during the inspection, pupils and several staff are not sufficiently familiar with this aspect of the curriculum. Management is aware of this issue and there are plans for staff development in this area.
63. Leadership and management are satisfactory. Through whole school management, teachers' planning for lessons clearly lays out what is to be done. The plans are used to evaluate the effectiveness of the lesson in terms of what pupils have learned. This then affects future planning. The co-ordinator monitors these plans and their outcomes in the classroom, bringing greater cohesion to the process. Assessment is limited to end of term tests and whilst this gives good overall indication of progress it does not sufficiently influence pupils' development during the term. A whole school approach to lesson organisation, involving whole class and small group work, has been implemented consistently and brings security to pupils' learning. The more recently introduced use of giving the class a clear indication of what they should know has potential to raise standards but is at an early stage on implementation. Pupils' work is regularly marked often with supportive comment but does not sufficiently give pointers for improvement. Assessment is satisfactory but needs to further help individual pupils make progress. When available, teaching assistants, support teachers and volunteers are made good use of and they make a significant contribution to pupils learning. Satisfactory progress has been made since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The statutory National Curriculum for the subject is not fully taught at Key Stage 2.
- Standards at the end of Year 6 are below average.
- The number of computers and their availability has improved and is now satisfactory.
- The use of information and communication technology in other subjects is unsatisfactory.

Commentary

64. At the end of Year 2, standards are in line with those expected nationally. Standards at the end of Year 6 are below average, as they were at the time of the last inspection. Word processing skills are satisfactory at the end of Year 2 but unsatisfactory at the end of Year 6. Pupils in Year 2 are very skilled in setting up programs, saving and printing. Year 5 and 6 pupils find it difficult to load, save and retrieve information, because they have too few opportunities to develop these skills. They satisfactorily describe how they used the limited number of programs. They have unsatisfactory awareness of the uses of information and communication technology in the wider world. Older pupils are not familiar with the use of information and communication technology to control events or sense physical data, such as temperature. All pupils generally enjoy their lessons and are keen to share equipment, help one another and have positive attitudes to their work.
65. In the lessons seen, teaching and learning were satisfactory. Teachers had satisfactory subject knowledge and provided suitable resources. The adequate scheme of work for the subject is not fully applied at Key Stage 2. Because of this, the school is not meeting statutory requirements for the subject. Formal assessment procedures are not established.
66. The leadership and management of the subject are unsatisfactory as improvements have not been sufficient to meet statutory requirements. There has been significant improvement in the provision of computers. The number available and their location meets the needs of the subject but are underused. Improvement since the last inspection has been unsatisfactory.

Information and communication technology across the curriculum

67. The use of information and communication technology across the curriculum is unsatisfactory. Use is made of an independent learning program and the Internet in mathematics. A language program has been successfully adapted and creatively used in a Year 2 history lesson. There is inadequate planning to apply information and communication technology in other subjects.

HUMANITIES

68. There was very limited opportunity to gather evidence on the humanities. Three lessons in total were observed, pupils' work, teachers' planning and class display were looked at and conversations were held with pupils and teachers. Standards in these subject areas were not commented upon in the last inspection so judgements of improvement are not possible.
69. Geography and history were not focussed on during the inspection. From the two lessons it was possible to observe and the work in pupils' books, standards are satisfactory. The history lesson in Year 2 was very well taught and made good use of a video and also a computer program. From the information gained, pupils prepared questions to ask the famous person they had been learning about. They were familiar with the learning techniques used, showing that their research skills are being suitably developed. Key Stage 2 pupils have a limited amount of written work covering curriculum requirements.
70. Teaching in the Year 5 geography lesson was satisfactory. Pupils enjoyed using maps in their study of rivers but the scale and content of the maps was not best matched to the purpose. Key Stage 2 pupils have studied climates in different parts of the world and life in India. Year 2 pupils have planned routes to school and studied life in Australia.

RELIGIOUS EDUCATION

Provision for religious education is **unsatisfactory**.

Main strengths and weaknesses

- The compulsory requirements for teaching the Locally Agreed Syllabus are not met.
- Standards achieved are unsatisfactory at both key stages.
- Leadership of the curriculum does not ensure the subject is being taught.
- There is a lack of evidence of learning in pupils' books.

Commentary

71. It was not possible to reach a secure judgement about overall standards of teaching in religious education as only one lesson was seen. The very limited evidence in the pupils' books and information gathered from discussions with pupils indicates knowledge and understanding are below that usually found in pupils of similar ages. For example, pupils in Year 2 thought that there were no Christians in England. They considered that churches were only for weddings and christenings but they knew the symbolism of the cross. Year 6 pupils remembered they had studied Judaism but could not remember any of its key features or symbols. The small amount of work in pupils' books is mainly drawing and colouring. In Year 5 there was no evidence of any work covered. Children are not given the opportunity to use their writing skills to record work covered in religious education. Attainment and achievement are unsatisfactory in both key stages.
72. The leadership and management of the subject are unsatisfactory. There has been no observation of teaching and learning or looking for curriculum coverage in pupils books.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Evidence in art, music and physical education was limited to one lesson observation in each subject. In addition pupils' work and display were examined, teachers' planning was looked at and three assemblies attended. Discussions took place with teachers and pupils. In all three subjects, standards appear satisfactory. As standards in these subjects was not commented upon in the last inspection it is not possible to judge the progress made. As there were concerns raised about standards in design and technology, the subject has been reported more fully, below.
74. In the Year 4 art lesson, teaching was good as the pupils were provided with a broad range of visual material to promote their ideas in the design of a tapestry. Pupils made good use of their knowledge of Indian culture to make their own original designs. Pupils worked well and attained satisfactory standards. Works of art by pupils representing their own and different cultures and prints of established artists are given adequate display around the school. They have produced three-dimensional work in papier-Mâché. Pupils are provided with good quality sketchbooks but the use made of them is very variable.
75. In physical education all strands of the subject are regularly taught. Swimming is well provided for by weekly sessions for two year groups in Key Stage 2. Satisfactory use is made of outside providers to give specialist training in tennis and football. In the satisfactory lesson seen Year 6, pupils progressed reasonably in developing the rugby skills of throwing, catching and moving with the ball. The clearly planned objectives provided good opportunities to practise and consolidate skills in game. The pupils' attitude to the lesson was good and they enjoyed developing their skills, and acting as a model for improvement in front of the class.
76. Music plays a significant part in pupils' spiritual development. Recorded music is used well to set the tone for the content of assemblies. In the lesson observed in Key Stage 2 pupils were

inspired by music from *Carnival of the Animals* to talk about features of the music which represented the movement and characteristic of different animals. Teaching was good in this lesson because pupils were challenged to describe their thoughts and responded in a mature manner. Pupils considered how they could compose their own 'animal' music. Singing did not feature in assemblies because of recent staffing changes. Parents spoke very highly of the musical production which pupils performed in at the end of the last school year. This was the first summer production and was well attended by the community. Pupils take part in singing events in the run up to Christmas.

Design and Technology

Provision in design and technology is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average in Key Stage 1 and well below average in Key Stage 2

Commentary

77. Standards for this subject was not commented on in the last inspection, and so comparisons of standards are unable to be made. The school has satisfactory planning for teaching the subject. There is no evidence of pupils' recording what they have done in the subject. This falls well short of expectations.
78. In discussion with Year 2, Year 5 and Year 6 pupils showed an unsatisfactory understanding of the processes of planning, designing and evaluating for anything they had made. They could remember the making aspect of the subject. Year 2 pupils recalled cooking and Year 6 pupils making a carousel. The models were not completed. The unfinished items were all of the same design and used the same materials and method of joining. Attempts had been made to use batteries and electrical motors to make them move. The models were well below the standard expected from Year 6.
79. The one short lesson observed the teaching was satisfactory. Pupils were set the task of making initial plans for a shelter. Pupils had very limited knowledge of stable structures or different methods of joining materials.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weakness

- The quality of teaching and learning are both good.
- Pupils' achievement is good in both key stages.
- All lessons have established set routines.

Commentary

80. The organisation and management of provision for personal, social and health education across the school are very well thought out. Planning has involved managers from across the school, including the Foundation Stage. As a result, pupils experience a well structured sequence of lessons as they move through the school. Standards are satisfactory overall. The school has very correctly and successfully given a high profile to the development of the subject.

81. Teaching and learning are good throughout the school. Lessons tend to be relatively short, have clear learning objectives and a variety of learning activities which engage pupils' interest. All lessons have well established routines, such as rules for listening and speaking, and in better teaching these features are gently and consistently reinforced. Because of this pupils are secure in their learning and willing to contribute sensibly and thoughtfully. The level of respect between adults and pupils involved in these lessons is good.
82. A significant amount of care and guidance is provided in personal, social and health education lessons. Through class discussion, pupils realise that their own problems and thoughts are similar to others in the class and also to adults. Because of this, pupils' personal confidence is enhanced and the advantages of sticking to basic rules for community living are appreciated.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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