

INSPECTION REPORT

LUDGERSHALL CASTLE PRIMARY SCHOOL

Andover

LEA area: Wiltshire

Unique reference number: 126489

Headteacher: Mr D Sinclair

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 27 – 30 May 2002

Inspection number: 194722

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

© Crown copyright 2002

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:	Infant and junior
School category:	Foundation
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Short Street Ludgershall Near Andover Hants
Postcode:	SP11 9RB
Telephone number:	01264 790375
Fax number:	01264 791329
E-mail address:	castleprimaryludgershall@hotmail.com
Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Swan
Date of previous inspection:	2 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector	English History	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards?
9880	Tony Comer	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
31819	Shirley Duggins	Team inspector	Science Art and design Design and technology Foundation Stage Equal opportunities	How good are the curricular and other opportunities offered to pupils?
22831	Clive Lewis	Team inspector	Mathematics Music Religious education Special educational needs	
32120	Ian Brewer	Team inspector	Information and communication technology Geography Physical education	

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ludgershall Castle Primary is bigger than other schools with 296 pupils on roll. There are more girls than boys on roll. The school draws its pupils from a mixture of local authority housing and more recently from a new private housing estate built on the outskirts of the village. Evidence of fixed term exclusions, children in need, numbers of families on council tax and housing benefits, and the index of deprivation indicate the socio-economic status is well below average. Ninety-nine per cent of pupils are of white UK heritage. The proportion of pupils known to be eligible for free school meals is 19 per cent and this is broadly in line with the national average. There are no pupils for whom English is an additional language. The proportion of pupils identified as having special educational needs is 22 per cent and this is broadly in line with the national average. The proportion of pupils with statements of special educational needs is 0.3 per cent and this is below the national average. Children start school with standards in all areas of learning that are below nationally agreed levels.

HOW GOOD THE SCHOOL IS

The school is failing to provide pupils with an acceptable standard of education. This is because curricular provision throughout the school is unsatisfactory and does not meet the needs of the pupils. Behaviour is unsatisfactory overall and this has an adverse effect on teaching and learning. The headteacher is dedicated to the care of the pupils but the work of the school does not reflect its aims. As a result pupils do not achieve sufficiently well and overall standards, as pupils leave school at the end of Year 6, are below those expected for this age. The school provides unsatisfactory value for money.

What the school does well

- From a low base on entry into reception pupils make good progress in Years 1 and 2 and attain standards in line with the national average in English, mathematics and science.
- The headteacher and staff ensure that the school provides a caring and safe environment.
- Parents have positive views of the school.
- The implementation of the National Literacy and Numeracy Strategies have made a positive impact on the quality of planning and provision in these two areas.

What could be improved

- Standards at the end of Year 6 in all subjects except, physical education and information and communication technology.
- The overall quality of teaching and learning.
- The leadership and management of the headteacher and key staff.
- The behaviour and personal development of a significant minority of pupils.
- The overall quality and range of learning opportunities within the curriculum.

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

The school's weaknesses far outweigh its strengths. In accordance with section 13(2) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. The report highlighted the need to ensure that development planning was rigorous and success criteria clearly identified; this has been successfully achieved. The implementation of the National Literacy and Numeracy Strategies has enabled skills to be developed progressively through the school but the assessment data gathered is not used sufficiently well to inform curricular provision. Although resources have been specifically purchased for differing groups of pupils, the teaching of reading is still not given sufficient attention. The consistency of teaching was identified as an area for improvement, notably pace and expectations, but these still remain significant weaknesses in the teaching. The overall quality of teaching and learning has declined since the last inspection. At the end of Year 2 standards in English, mathematics and science, geography, information and communication technology, music, physical education, and religious education have been maintained since the last inspection, but standards in history, art and design, design and technology have declined. At the end of Year 6 standards have been maintained in information and communication technology and physical education. However, standards in all other subjects have declined or remain below nationally expected levels. Minor omissions in the publication of reports to parents were identified in the last report and this still remains the case. Since the last inspection the quality of leadership and management has declined and curricular provision is now unsatisfactory. The behaviour of pupils, which was reported as good in the previous inspection, is now unsatisfactory and attendance levels have slipped from satisfactory to poor. Currently the vast majority of staff share a commitment to improvement but the current capacity to succeed is unsatisfactory.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	E	C	C	well above average A above average B average C below average D well below average E very low E*
Mathematics	E	D	C	D	
Science	C	E	E	E*	

Children start school with levels of attainment that are below nationally agreed levels for this age. Although trends over the past five years are broadly in line with the national trend, current standards in Year 6 are below national averages in the core subjects of English, mathematics and science. This represents a decline in English and mathematics since the national test results recorded in the table above. This can be explained by the high percentage of pupils with special educational needs in the current Year 6 cohort and the fact that all pupils have not made sufficient progress over time. This is because of unsatisfactory curricular provision, inconsistent teaching and insufficient use of literacy and numeracy to support learning in other subjects. Standards in science have improved slightly because of rigorous revision procedures but weak curriculum coverage still remains a major reason for the poor results. Standards in all foundation subjects, except information and communication

technology, are also below national expectations. This means that, by the end of Year 6, overall achievement is unsatisfactory for all pupils, including those with special educational needs. Current standards in Year 2 are in line with national averages in reading, writing and mathematics. This represents an improvement in reading standards since the standardised tests of 2001 when they were below average. Standards in science are in line with national averages. This is a decline since last year's teacher assessments. This can be explained by inaccuracies within the testing procedures used by teachers. Standards in the core subjects of geography, information and communication technology and music are in line with national expectations. However, standards in art and design, design and technology and history are below national expectations in Years 1 and 2 and this represents unsatisfactory progress for all pupils, including those with special educational needs. Standards in religious education meet the requirements of the locally agreed syllabus at the end of Year 2 but are below requirements at the end of Year 6. The school has identified appropriate targets for improvement but monitoring and evaluating are not sufficiently rigorous to ensure that these targets are met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school. Most are interested in the activities provided. Where teaching lacks inspiration a significant minority of pupils are easily distracted and lose concentration.
Behaviour, in and out of classrooms	Overall behaviour is unsatisfactory because of the challenging nature of a significant minority of pupils in and around school.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are satisfactory. Pupils take responsibility in the school council, by helping in class and undertaking duties in assemblies. However, opportunities for pupils to develop independent learning skills are limited.
Attendance	Attendance is poor. The response of both parents and pupils falls well below the school's expectations.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Unsatisfactory	Satisfactory	Unsatisfactory

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

The overall quality of teaching and learning is unsatisfactory. Although teaching and learning is satisfactory in Years 1 and 2, they are unsatisfactory in reception and in Years 3 to 6. During the inspection 49 lessons were observed; four were very good, 11 were good and 26 were satisfactory. Eight lessons were judged to be of unsatisfactory quality. A strength of the teaching is the way in which the skills of support assistants are used throughout the school. Teachers' knowledge and understanding are satisfactory in Years 1 to 6 but is unsatisfactory in the reception class. The basic skills of numeracy are taught appropriately but there are weaknesses in some aspects of teaching literacy; this is notably in the teaching of reading. Throughout the school, homework is used satisfactorily to support learning. Use of time and resources is satisfactory in Years 1 and 2 but unsatisfactory in reception and in

Years 3 to 6. The management of pupils is satisfactory in Years 1 and 2 but unsatisfactory in reception and Years 3 to 6. Teachers' planning and expectations are unsatisfactory throughout the school and, overall, the teaching methods used are inconsistent. The quality of day-to-day assessment is unsatisfactory and is not used to help with future planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory because overall pupils do not have sufficient access to all aspects of the National Curriculum. The effectiveness of strategies for teaching literacy and numeracy is good.
Provision for pupils with special educational needs	Provision for children in the Foundation Stage is unsatisfactory. However, appropriate individual educational plans are provided for pupils in Years 1 to 6 who are on the special educational needs register.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Overall, provision is satisfactory. Provision for spiritual, moral and social development is satisfactorily developed. However, cultural provision is unsatisfactory because there are limited opportunities for pupils to study their own culture and that of others in sufficient breadth.
How well the school cares for its pupils	The school takes good pastoral care of its pupils. The support and guidance which pupils receive, both formal and informal are good. Procedures for assessment are satisfactory but are not used sufficiently well to ensure that the needs of all pupils are met.

Overall, the school's partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are unsatisfactory overall. The headteacher works hard to develop the pastoral aspects of the school's work but has not been sufficiently rigorous in his management of curriculum and teaching. The effectiveness of subject co-ordinators has improved in English, mathematics and information and communication technology. However, other co-ordinators are at an early stage of development.
How well the governors fulfil their responsibilities	Governors are generally effective in fulfilling their responsibilities. They are supportive of the school and hold the headteacher in high esteem. However, they have failed to rigorously monitor the weaknesses identified in the last inspection and have not included in their report to parents details of the action plan formulated to consider these issues.

The school's evaluation of its performance	Although results are gathered, there is insufficient analysis of results made. This means that rigorous programmes for improvement are not in place.
The strategic use of resources	The school does compare itself to other schools and principles of best value are applied satisfactorily. Funding is satisfactorily targeted to support priorities and specific grants are used appropriately.

The match of teachers and support staff to meet the needs of the pupils is satisfactory. Accommodation is spacious and is very well maintained by the premises officer. The adequacy of learning resources is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard. • They feel comfortable approaching the school. • Their children like going to school. • They feel that their children are making progress. • The school is helping their children to become mature and sensible. 	<ul style="list-style-type: none"> • More information on how their children are progressing at school. • Closer links with parents. • The right amount of homework. • The range of extra-curricular activities.

The inspection team agrees that most pupils like going to school but cannot endorse the other positive comments. The inspection team agrees that information to parents could be improved. However, they are unable to endorse the other negative comments made by the parents. Inspectors found that pupils were given an appropriate amount of homework and extra-curricular activities were similar to those found in other primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards are not high enough by the end of Year 6 and achievement is unsatisfactory overall. Children start school at the beginning of the academic year in which they will be five; attainment on entry is below recommended levels. Although there is some improvement in Years 1 and 2, standards remain below the expected level at the end of Year 6 in all subjects except information and communication technology and physical education, which are in line with expectations. This means that overall achievement is unsatisfactory.
2. Children start school with poor standards in personal, social and emotional development, listening skills, knowledge and understanding of the world, physical and creative development. Standardised tests in reading and numeracy are below the recommended levels compared to county and national averages. However, children are quite confident speakers. Appropriate progress is made within the Foundation Stage in those areas of learning that are well below recommended levels. This is because a significant majority of the children have not previously experienced consistent opportunities to interact with other children, gain experiences with physical and creative resources and develop some knowledge and understanding of the world around them. However, progress overall is unsatisfactory in the Foundation Stage and children fail to achieve sufficiently well. Curricular provision is unsatisfactory in both reception classes because it does not match the needs of the children and vital steps in their learning are missed. This is as a result of teachers' insecure knowledge and understanding of the needs of this age group. Consequently, by the time the children officially start Year 1 of the National Curriculum, standards are still below average.
3. Pupils make appropriate progress in Years 1 and 2 because the overall quality of teaching is satisfactory and occasionally good. Inspection findings indicate that standards at the end of Year 2 in reading and writing are in line with national averages. Standards in writing have been maintained since the National Curriculum tests of 2001 but there has been an improvement in reading since then when it was considered to be below the national average. Standards compared to similar schools were average in writing but well below average in reading and mathematics. Inspection findings indicate that standards in speaking are as expected for their age but pupils have weak listening skills. These assessments do not match with the teacher assessments undertaken last year when standards in speaking and listening were judged to be above average. This is mainly a result of the inappropriate curricular provision in the Foundation Stage where the children are not given sufficient time to learn independently in a less formal environment. Inspection findings indicate that current standards in mathematics are in line with national averages and this represents a very good improvement since the national results of 2001, when standards were well below average. These improvements in both reading and mathematics are as a result of the effectiveness of the literacy and numeracy strategies, which are having a positive impact on achievement. Inspection findings indicate that current standards in science are average. This represents a decline since the teacher assessment tests of 2001 when the number of pupils attaining the expected level was above average. The school recognises that the teacher assessments were rather generous and did not present a true reflection of pupil attainment in this subject. The most recent teacher assessments undertaken prior to

the inspection indicate that standards in science are above average with a significant number of pupils attaining the higher than expected level for this age group. However, analysis of current pupils' work indicates that teacher assessments have again been generous this year and do not reflect actual achievement. In addition, much of the work is worksheet based and has been completed with inappropriate teacher input. In reading, writing, mathematics and science the number of pupils who achieve higher than expected levels is below average for this age group.

4. Pupils do not make sufficient progress in Years 3 to 6 and this results in unsatisfactory achievement. Current standards in English and mathematics are below the national average. This represents a decline since the National Curriculum tests of 2001 when standards in English and mathematics were in line with the national average. In comparison to similar schools, pupils attained average results in English but below average standards in mathematics. Current standards in science are also below average; this represents a slight improvement since 2001 when results were in the lowest five per cent nationally, but progress is still unsatisfactory in this subject. Although one-third of the current Year 6 cohort experience some degree of learning and behavioural needs, the weak standards are a result of inconsistent and unsatisfactory teaching over time.
5. By the end of Year 2, standards in geography, music, physical education, and information and communication technology are in line with national expectations. Standards in art and design, design and technology and history are below national expectations. This is as a result of an unbalanced and insufficiently developed curriculum, which does not ensure that skills are taught progressively. By the end of Year 6, standards in physical education and information and communication technology are in line with national expectations. However, standards in art and design, design and technology, geography, history and music are below national expectations. This is as result of unsatisfactory curricular provision, inconsistent teaching and insufficient use of literacy and numeracy to support pupils' learning in other subjects. Standards in religious education meet the requirements of the locally agreed syllabus at the end of Year 2 and at the end of Year 6.
6. Children in the Foundation Stage who have special educational needs do not make satisfactory progress. This is because they are not identified early enough and provision is not matched appropriately to their needs. All pupils in Years 1 to 6 with special educational needs have suitable individual education plans and receive good support from teaching assistants. Pupils in Years 1 and 2 make appropriate achievement in their learning because teaching is satisfactory. However, pupils in Years 3 to 6 do not make sufficient progress because of unsatisfactory curricular provision, inconsistent teaching and insufficient use of literacy and numeracy to support learning in other subjects.
7. The school identifies appropriate targets for development but monitoring and evaluating are not sufficiently rigorous to ensure that these targets are met. As a result, pupils do not make satisfactory achievement overall.

Pupils' attitudes, values and personal development

8. The children's attitudes to learning are satisfactory in the reception classes but a significant number have not learnt how to behave appropriately in school. Positive relationships develop between children and adults and routines are established effectively.

9. Pupils' attitudes to school are satisfactory in Years 1 to 6. They enjoy coming to school and are involved with the life of the school. Parents believe that the children like coming to school, are encouraged to work hard and to do their best, and that the school helps them to become mature and responsible. The team agrees that pupils like coming to school and they are encouraged to be mature and responsible. However, they are unable to confirm that the pupils are consistently encouraged to do their best.
10. Overall, behaviour is unsatisfactory. In approximately one third of lessons, behaviour was unsatisfactory or poor and had an adverse effect on teaching and learning. However, where teaching is challenging and the pace of lessons is good, behaviour can be good or even very good. Around the school and in the playground, behaviour is occasionally inappropriate, with some pupils showing a lack of respect for others' feelings. There is a tendency for pupils to run about the school and there is a general lack of politeness. A significant minority of pupils do not understand the impact their actions have on others around them. There was no evidence of oppressive behaviour during the inspection but there has been four fixed-period exclusions during the past year.
11. Relationships between pupils, and between pupils and adults, are satisfactory. Teachers and support staff work hard at establishing these relationships and improving pupils' self-esteem. The range of educational visits and visitors, as well as the importance that the school places on personal, social and health education, all contribute to pupils' personal development. Pupils are encouraged to take responsibility through the effective activities of the school council, the appointment of classroom helpers and with duties in assemblies. However, opportunities for pupils to develop independent learning skills are limited.
12. Overall, standards of attitudes, values and personal development have deteriorated since the last inspection and this has had a negative impact on learning.
13. Pupils' attendance is poor, being well below the national average. The school makes significant efforts to encourage regular attendance and punctuality but reports a reduced level of contact with the education welfare service. The limited level of co-operation of a small number of parents means that regular attendance falls below expectations.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching and learning is unsatisfactory. Although teaching and learning are satisfactory in Years 1 and 2, they are unsatisfactory in the Foundation Stage and in Years 3 to 6. During the inspection 49 lessons were observed; four were very good, 11 were good and 26 were satisfactory. Eight lessons were judged to be of unsatisfactory quality.
15. Throughout the school the basic skills of literacy and numeracy are taught satisfactorily. This is because of the positive impact recent national strategies have had upon these key skills, which ensures pupils progressively acquire new knowledge. Homework is also used appropriately to encourage pupils to consolidate their learning. For example, reading books and spellings are taken home regularly in Years 1 and 2, and in one Year 5/6 lesson, the pupils were set a task, which was an extension to their lesson work on Macbeth.

16. Teachers' knowledge and understanding are satisfactory in Years 1 to 6. Occasionally they are good or better and this was evident in a successful Year 2 information and communication technology session where the teacher confidently modelled how to enter text and change its colour and font. In a very good Year 4/5 lesson the teacher provided a detailed explanation about infinitive verbs such as 'play', 'carry' and 'annoy'. However, teacher knowledge and understanding are unsatisfactory in the Foundation Stage where the needs of these young children are not fully understood. For instance, teaching is based on National Curriculum subjects rather than the recommended areas of learning and children are unable to sustain concentration. Lessons frequently consist of long periods of teacher talk, which are inappropriate for these youngsters who have started school with poor listening skills. This was evident in one reception lesson where the teacher had planned to act out the story of Noah with the children. The storybook used was too small to share with the class and this meant the children quickly lost their concentration because they were unable to see the pictures. They then moved very noisily to the hall where different groups or individuals were required to sit for long periods of time whilst the teacher explained to others what they should be doing.
17. Pupils are managed satisfactorily in Years 1 and 2. For example, in Year 1 the teacher uses a tambourine to gain attention and good routines have been established for physical education lessons. During a visit to the local swimming pool pupils in Years 1 and 2 were managed well and their response to this was good. Although some successful behaviour management was observed in the Foundation Stage and in Years 3 to 6 it is inconsistent and overall is unsatisfactory. For instance, in one Year 5/6 class a countdown from ten to one was used unsuccessfully to gain the attention of the pupils. In a reception class whilst the teacher carried out a cookery demonstration with a small group of children, other class members were able to wield plastic wheelbarrows in the air and shout and scream in the role-play area unobserved. Inappropriate methods are used throughout the school to seek the attention of the pupils. For example, a significant minority of teachers use the expression 'ssshh', which is totally ineffective and fails to gain the pupils' attention.
18. Time is used satisfactorily in Years 1 and 2. This was evident in a Year 1/2 physical education lesson where the teacher maintained a good pace through well-focused activities using tag rugby techniques. However, use of time is unsatisfactory overall in the Foundation Stage and in Years 3 to 6; consequently pupils' interest and concentration suffers. For example, in a reception class drama session young children were observed sitting for a long period of time. In a Year 3 geography lesson the pupils' concentration deteriorated due to the lack of pace in the teaching. In a Year 3/4 lesson pupils were notably bored when the teacher used too much repetition in an attempt to gain their attention.
19. Resources are used satisfactorily to support the acquisition of knowledge and skills. For instance, good use is made of texts in literacy, which appeal to specific groups of pupils. During the inspection, appropriate use was made of the town of Ludgershall in geography and the learning was well supported back in school through the use of an aerial photograph. However, insufficient use is made of the outdoor area as an integral part of the curriculum and although the information and communication technology suite is used well to support learning, computers in classrooms are not used sufficiently well to support intellectual or creative development.
20. Teaching assistants' skills are used well to support learning throughout the school; for example, to support pupils with special educational needs. This was evident in a Year 2 literacy lesson where a highly experienced teaching assistant enabled pupils to be

- fully included in the introduction to the lesson before withdrawing them for specific activities.
21. National strategies are used to plan literacy and numeracy lessons and a minority of teachers identify learning objectives in their planning. However, the overall quality of teachers planning is unsatisfactory. There is no consistent approach to whole-school planning and this results in pupils not having a clear understanding of their learning. For example, Year 5/6 pupils were unclear of the reasons why they were undertaking a visit to the local centre.
 22. Teacher expectations are unsatisfactory throughout the school. In the Foundation Stage teacher expectation does not match the needs of the children; for example, in one reception class the children were required to discuss 'odd and even' numbers, which is a National Curriculum expectation in Year 2. In the other reception class the children were expected to understand the scientific theories of 'floating and sinking', which was inappropriate to their levels of attainment. In Years 1 and 2 teacher expectations of behaviour are not consistent and this leads to a tendency to drift 'off task'. This happened in a Year 1 art and design lesson when a group of pupils were allowed to discuss the latest episodes they had seen on television without being refocused by the teacher. In Years 3 to 6 teacher expectations of behaviour are inconsistent; for example, some teachers insist that pupils walk from their classroom to the computer suite in an orderly fashion. On the other hand, a significant minority of teachers fail to check behaviour in and around the school.
 23. Throughout the school informal and formal daily assessment is not used sufficiently well to gauge pupils' understanding in lessons. For example, learning objectives are not always shared with the pupils and they do not have clear knowledge of what they are learning. Although most teachers discuss the work with pupils as it takes place in class, analysis of pupils' work over time indicates that marking strategies are not consistent. Whilst a small number of teachers provide positive comments and suggestions for improvements, others use ticks and crosses that fail to move the pupils on in their learning.
 24. Teaching assistants work well with class teachers to provide pupils with an appropriate blend of help and challenge. At times, they contribute to the assessment and monitoring of pupils' progress. Satisfactory support is provided for pupils in Years 1 to 6 with special educational needs and they are well integrated into the school community. However, children with special educational needs in the Foundation Stage are not identified soon enough and do not receive appropriate support.

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

25. The last inspection found that the quality of education provided by the school was requiring some improvement. Since then, limited improvements have been made but there is still some way to go. The quality and range of learning opportunities are good in English and mathematics where the national strategies have had a positive impact. However, although the curriculum is very heavily balanced toward literacy and numeracy, these skills are not promoted throughout the curriculum. There is also less coverage of science and some of the foundation subjects than would be expected in a primary school. This has a negative impact on standards at the end of Year 6 in science, art and design, design and technology, geography, history, music and religious education where the curriculum needs to be developed. With the exception of art and design and design and technology the statutory requirements are

met but not in sufficient depth or with sufficient regularity. From Year 1 to Year 6 the school uses a two-year rolling programme to plan coverage. However, the recognition of specific skills, knowledge and understanding of what should be taught are not consistently identified in all subjects to support teaching and learning. This, along with the irregularity of teaching some foundation subjects, results in ineffective progression in pupils' skills, knowledge and understanding in their learning. Planning for the use of information and communication technology across the curriculum is not effectively in place. The curriculum requirements between the Foundation Stage and Years 1 and 2 are not sufficiently distinct. Although the curriculum for the Foundation Stage refers to the early learning goals for children of this age, the use of the intended learning steps for all areas of the curriculum is underdeveloped in the planning.

26. The implementation of the National Literacy and Numeracy Strategies, and the work of the co-ordinators, have made a positive impact on the quality of planning and provision in these two areas. However, this good practice has yet to be fully duplicated across other areas. The school is starting to address this through the adoption and/or inclusion of local education authority schemes or nationally recommended schemes of work. The fact that these are not fully in place and work is not consistently based on an assessment of pupils' prior experience and achievement, particularly within mixed age classes, means currently that the procedures are unsatisfactory. The use of blocked time for some foundation subjects, such as design and technology, is not effectively monitored to ensure that pupils' skills, knowledge and understanding are effectively developed and that the full range of activities set out in the Programmes of Study for the different stages are met. Although the need for a curriculum map, which sets out skills systematically and ensures breadth and depth in non-core subjects, has been identified as a priority for development in the current development plan, no action has yet been taken.
27. The length of the school day meets the recommended time for pupils for children in the reception and in Years 1 and 2 but does not meet the recommended minimum time for pupils in Years 3 to 6. Provision for pupils personal, social and health education is satisfactory and much is gained from visits, such as theatre groups, to consider moral and social issues. There are appropriate arrangements, which are approved by the governors, for the provision of sex education for pupils in Year 5 within the science curriculum and supported by the local nurse. The school has a policy that includes drugs awareness. This is taught through visits by the local police and through a government recommended programme. Circle time (when pupils all sit round quietly and discuss issues that are important to them with the teacher) is planned in each class and is a special time providing opportunities for personal development.
28. Overall arrangements for identifying and supporting pupils with special educational needs are satisfactory in Years 1 to 6 but unsatisfactory in the Foundation Stage. A detailed record of special educational needs is kept by the special educational needs co-ordinator and appropriate individual education plans are provided for pupils on the register. The provision of additional support for pupils with Statements of Special Educational Need is of satisfactory quality. There is limited, but appropriate, withdrawal of pupils with special educational needs for support.
29. There is an appropriate range of extra-curricular activities such as judo, French, computer clubs, and activities involving sports. Opportunities to learn to play musical instruments are provided by peripatetic teachers. The majority of parents indicated in their questionnaires that they tend to agree that the school provides an interesting range of activities. However, a significant minority tend to disagree. Suitable use is

made of the locality to enhance learning. For example, children in the reception classes visit the locality to familiarise themselves with features of interest and the location of amenities. Older pupils in Years 5 and 6 have the opportunity to visit France on a residential field trip and this makes an important contribution to pupils' moral, social and cultural development.

30. The school has satisfactory links with the community. Visits from representatives of the police, local churches, fire and medical services alert pupils to the range of local services available to support them outside school. Professional coaching of football skills and trainee students demonstrates the school's interest to make the best use of this for all its pupils. The school has formed satisfactory links with partner schools and other primary schools in the locality. Pupils have the opportunity to visit their new schools prior to transfer and teachers meet to discuss individual needs.
31. The school has clear policies on inclusion, anti-racism and equal opportunities. However, the school is not effectively socially inclusive because not all pupils have the opportunity to participate in events inside and outside school; for example, pupils are withdrawn from collective worship for a range of reasons such as support with mathematics. Insufficient consideration is given to the needs and abilities of all pupils to ensure they have equal and appropriate access to a full curriculum. However, the school knows its pupils well and work closely with professional agencies to support those pupils with social and educational needs.
32. Overall, the provision for the pupils' spiritual, moral, social and cultural development is satisfactory. Provision for pupils' spiritual development is satisfactory. There are effective links with local churches and clergy are invited to take assemblies. Opportunities during class and school assemblies are given to pause and reflect on a variety of themes, including 'friendship', 'respect' and 'caring for others'. Acts of collective worship meet statutory requirements in full.
33. Provision for pupils' moral and social development is also satisfactory, although it is less good than at the time of the last inspection. There are clear class and school rules, which are known and understood by pupils and through which they develop a sense of right and wrong. Teachers and support staff provide good role models. The personal, social and health education programme, together with circle time, helps pupils in situations that they might find difficult to cope with on their own. Pupils are involved in fundraising activity such as the Blue Peter appeal. The school council, the drugs project for Year 6 pupils and the use of 'blue books' as a means of two-way communication between home and the school are good examples of how the school provides for and monitors moral and social development. However, insufficient opportunities are available for pupils to work in pairs or for groups to work collaboratively in order to develop their own ideas.
34. The provision for pupils to study their own culture and that of others is also less good than at the time of the last inspection and is unsatisfactory. There is limited opportunity, through the curriculum and through educational visits and visitors, for pupils to study these aspects in sufficient breadth.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The support and guidance which pupils receive, both formal and informal, are good, standards having been maintained since the last inspection. Parents feel comfortable about approaching the school with questions and problems. The teaching and non-

teaching staff know the pupils well and respond to their needs. The Foundation Stage and pupils with special educational needs receive satisfactory support.

36. Overall, the procedures for monitoring and recording pupils' personal development are unsatisfactory, being informal and unstructured, the exception being for those pupils with special educational needs. Pupils' annual reports are satisfactory and provide information on what pupils know, understand and can do, although the level of detail varies across the school. Some targets for improvement are set, but these are not sufficiently focused or measurable.
37. The school policies and procedures for promoting discipline and good behaviour are ineffective. The success of the strategies used by teachers in the classroom to manage the challenging behaviour of a significant minority of pupils is variable, often having an adverse effect on teaching and learning. For example, this was clearly evident in the Foundation Stage where management of the children was frequently weak. Although the class rules and code of conduct are promoted within the school, they are not always rigorously applied.
38. Policies and procedures for promoting health and safety are good, including teachers promoting healthy and safe practices in the classroom. Procedures for child protection and for ensuring pupils' welfare are also good. Liaison with the education welfare service and with a variety of other outside agencies further underpins the effective care of pupils.
39. Procedures for recording and monitoring attendance are good but the response from some parents is negative. A recent analysis of patterns of attendance over the past five years is to be discussed by governors at their next meeting.
40. Procedures for assessing pupils' attainment and progress are satisfactory in English, mathematics and science where they are appropriately undertaken on a regular basis. This is an improvement since the last inspection when procedures were considered inconsistent. Formal assessments are undertaken twice a year and teachers keep satisfactory records of pupils' current attainment. However, this information is not used effectively to ensure that pupils are provided with work that is suited to their individual needs. In the foundation subjects, assessment procedures are unsatisfactory overall because insufficient information relating to pupils' attainment and progress is recorded.
41. There is a satisfactory use of assessment procedures to identify pupils with special educational needs and the school purchases the services of independent assessors for pupils who give particular concerns. Pupils' individual education plans are reviewed regularly by the special educational needs co-ordinator. Provision for pupils with statements is satisfactory and the school ensures that all relevant agencies are fully involved. Annual reviews of the statements are appropriately completed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Overall, the school's partnership with parents is satisfactory. Those parents who responded to the pre-inspection questionnaire or who attended the pre-inspection parents' meeting have positive views of what the school provides and achieves. However, a significant minority of these parents disagree that the school works closely with them and that they are well informed about how their children are getting on.

43. The inspection evidence does not entirely support the positive views of parents in some aspects of the school, but neither does it fully support the negative views, stated above, that are held by some parents.
44. There is much effective communication between the school and parents, with information provided through regular and informative newsletters, notice boards, parents' meetings and annual reports. The 'blue books' are an effective means of communication between home and school much valued by teachers and the majority of parents. Parents also know that they can discuss issues informally with staff. The governors' annual report to parents still fails to meet statutory requirements as it does not include a report on the action plan formulated after the last inspection. Pupils' annual reports are satisfactory. Parents who have children with special educational needs are kept appropriately up to date with the pupils' progress.
45. The school makes significant efforts to encourage parental involvement in the life of the school, particularly in the early years with home visits and the family numeracy project. A number of parents provide help in the classroom, in the library and with reading and swimming. There is a very supportive parent teacher association that raises a significant sum of money that annually supplements the school budget. There is a supportive group of parent governors who are committed to the activities of the school. The involvement of parents of pupils with special educational needs in individual education planning is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher values the work of all members of his dedicated team. However, he has failed to give his staff a firm steer towards a secure vision. The school aims to provide pupils with the best possible education and creates caring and thoughtful young children who show mutual respect and tolerance but this is not reflected in the day-to-day work of the school. Although the headteacher is enthusiastic about the care and welfare of the pupils in school he has not managed change effectively and this has resulted in unsatisfactory improvement since the last inspection.
47. Management of special educational needs provision is satisfactory. The co-ordinator receives one non-teaching day per fortnight for necessary administration and meetings. She liaises appropriately with class teachers who write the individual education plans for pupils in their class after discussions with her have been held. The special educational needs co-ordinator is appropriately aware of the new Code of Practice for special educational needs and has introduced revised individual education plans. Just prior to the inspection, pupils were re-categorised according to advice and training provided by the local education authority. However, the result of the re-categorisation process was that a number of pupils with significant special educational needs were no longer classified as being in need of additional support. At the time of inspection, the school was continuing to meet the requirements of these pupils with additional support in lessons although the co-ordinator was awaiting further clarification from the local education authority.
48. The governors are very supportive of the school and their professional expertise is used well. There is a clear committee structure and governors are effectively involved in shaping the direction of the school. For example, governors and staff meet on an annual basis to discuss development plans for the future. However, they have failed again to ensure that all statutory requirements are met in their annual report to parents and have not rigorously monitored the action plan for issues raised in the last inspection.

49. Performance management procedures are in place for both teaching and non-teaching staff. During the current school year staff development has appropriately been linked to information and communication technology and good training opportunities for the teaching assistants have been provided. Newly qualified staff are supported well by the deputy headteacher. The school has identified appropriate priorities for development, which include: improving early reading standards; writing and science in Years 3 to 6; numeracy in Years 1 to 6; the curriculum, and behaviour management. These aspects for improvement include; targets; strategies; suggestions for monitoring; the personnel to be involved; cost implications, and success criteria. Within the success criteria the school development plan refers to lessons that will be clearly organised with a good structure and pace, taught in an inspirational and creative way and ensuring attention from the pupils through challenge. Inspection findings indicate that these have so far failed to be effective.
50. The overall monitoring, evaluation and development of teaching is unsatisfactory. The literacy and numeracy co-ordinators have been involved in the monitoring of lessons and this has had a positive impact on standards in these areas. Although the headteacher is aware of the strengths and weaknesses amongst his teaching staff, his monitoring is too general to reveal the lack of pace and rigour in many of the lessons. Monitoring is not specific enough to evaluate pupils' progress and to identify where teaching needs to be accelerated. For example, detailed information on assessments completed are recorded but these are not used sufficiently well to inform future improvements. The school does not satisfactorily face up to its weaknesses and fails to take adequate steps to overcome them. This is evident in the over generous teacher assessment tests of 2001 which were not clarified and have led to similar problems this year. The vast majority of staff share a commitment to improvement but the current capacity to succeed is unsatisfactory.
51. Educational priorities are satisfactorily linked to the school's development plan and agreed at the same time. However, the outcomes of the expenditure are not systematically matched to the objectives set in the school development plan. The day-to-day administration of the school is well managed by the finance officer and clerical assistant who provide effective support for the teaching staff. The school is steadily developing its use of new technologies. For instance, attendance data is stored electronically but electronic mail has only very recently been installed. When specific grants are sought they are used appropriately; for example, grants for the development of information and communication technology have supported well the training for all staff.
52. The school has a satisfactory number of well-trained teachers and support staff to match the demands of the curriculum. The provision for the induction of staff new to the school and the continuing staff development programme is satisfactory. The very good support provided by the administrative staff and the site manager is much appreciated by the school community.
53. The adequacy of the school accommodation is good. The internal accommodation is spacious, clean, and well maintained. The displays in the classrooms and around the school are satisfactory. Since the last inspection, a small library and reading area has been provided and this is used well to promote an interest in books. The external accommodation is good, although the play area for the Foundation Stage is inadequate as it cannot be used as an integral part of the curriculum provision.
54. Overall, the range and quality of learning resources are satisfactory. In English, information and communication technology and physical education, provision is good,

and there are no serious deficiencies in any subject area. The accessibility and management of these resources are also satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve the quality of education, the governing body, headteacher and staff should:

- a) Improve standards at the end of Year 6 in the core subjects of English, mathematics and science and all foundation subjects that are below national expectations by:
- ensuring that the planned curriculum is sufficiently balanced by allocating appropriate time to each subject; (paragraph 25)
 - using schemes of work to ensure that all skills are taught progressively; (paragraph 26)
 - improving time management where it is weak; (paragraphs 25, 27)
 - providing opportunities for the pupils to be involved in their own learning through the development of independent learning skills and research activities; (paragraph 33)
 - developing further the pupils' ability to evaluate their own performance and to set targets for learning. (paragraph 40)

a)/b) Improve the quality of teaching in the Foundation Stage and in Years 3 to 6 | by:

- improving the pace and interest of lessons so that all pupils are sufficiently challenged; (paragraph 18)
- helping teachers manage their classes better and deal with pupils who display unsatisfactory behaviour; (paragraph 17)
- ensuring that assessment procedures are used to inform teaching; (paragraph 23)
- improving teachers' knowledge and confidence where they are weak. (paragraph 16)

a)/c) Improve the leadership and management of the headteacher and key staff | by:

- ensuring that the headteacher provides his staff with a firm steer towards a secure vision that successfully meets the aims of the school; (paragraph 46)
- ensuring that the headteacher manages changes effectively and is held to account by the governors; (paragraphs 46, 48)
- further developing and empowering subject co-ordinators with responsibilities for monitoring and evaluating the quality of teaching and learning in their subjects. (paragraph 50)

a)d) Improve the behaviour and personal development of a significant minority of pupils by:

- ensuring that behaviour management is consistent throughout the school; (paragraph 10)
- providing opportunities that will promote responsibility and personal development in the pupils; (paragraph 11)
- ensuring that high standards of behaviour are expected at all times. (paragraph 22)

a)e) Improve the overall quality and range of learning opportunities within the curriculum by:

- implementing the Foundation Stage curriculum and ensuring that there is equality of access and opportunity for these children; (paragraphs 53, 57)
- ensuring that a safe and secure outdoor area is created that will form an integral part of the school day; (paragraph 57)
- ensuring that statutory requirements are met in all subjects; (paragraph 25)
- broadening the range and breadth of the curriculum to ensure that all aspects of the Programmes of Study are fully taught in each subject; (paragraphs 25, 26)
- using schemes of work to ensure that all skills are taught progressively and appropriate time is given to each subject; (paragraphs 25, 26)
- developing a detailed programme which will enable staff to teach key skills progressively; (paragraph 26)
- enabling all pupils to be fully involved in all aspects of school by reconsidering the school's policy of withdrawing pupils out of assemblies and lessons for specialist support. (paragraph 31)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Make more use of computer programs within the classrooms to help children progress independently. (paragraph 110)
- Ensure that the governing body fulfil all their requirements in their annual report to parents. (paragraphs 44, 48)
- Prepare the pupils to live and work in a multicultural society. (paragraph 34)
- Ensure that marking throughout the school is consistent and is used to promote learning. (paragraph 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	4	11	26	8	0	0
Percentage	0	8	22	53	16	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	296
Number of full-time pupils known to be eligible for free school meals	n/a	56

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	6.4

Unauthorised absence

	%
School data	0.7

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	23	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	24	24
	Girls	19	23	21
	Total	40	47	45
Percentage of pupils at NC level 2 or above	School	85 (74)	100 (90)	96 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	24
	Girls	18	19	22
	Total	40	42	46
Percentage of pupils at NC level 2 or above	School	85 (87)	89 (94)	98 (97)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	19	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	22
	Girls	15	8	11
	Total	34	29	33
Percentage of pupils at NC level 4 or above	School	74 (61)	63 (61)	72 (71)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	18	20
	Girls	9	9	9
	Total	20	27	29
Percentage of pupils at NC level 4 or above	School	44 (48)	60 (71)	64 (68)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	246
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.8
Number of pupils per qualified teacher	26.4 : 1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	120

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2001 – 2002
	£
Total income	532,849
Total expenditure	513,767
Expenditure per pupil	1,848
Balance brought forward from previous year	7,020
Balance carried forward to next year	26,102

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
----------------------------------------------------------------------------------------------------------------	---

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 47.6%

Number of questionnaires sent out	290
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	41	4	3	1
My child is making good progress in school.	39	51	5	1	3
Behaviour in the school is good.	29	56	5	4	7
My child gets the right amount of work to do at home.	33	43	14	4	6
The teaching is good.	44	46	4	2	4
I am kept well informed about how my child is getting on.	32	42	18	6	2
I would feel comfortable about approaching the school with questions or a problem.	57	36	2	3	1
The school expects my child to work hard and achieve his or her best.	52	45	1	0	1
The school works closely with parents.	30	47	14	4	4
The school is well led and managed.	36	52	4	1	7
The school is helping my child become mature and responsible.	34	56	6	1	4
The school provides an interesting range of activities outside lessons.	34	46	10	4	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Children enter the two reception classes part time at the beginning of the school year that they are five. After three weeks the older children come full time and the younger children come in full time from December. They enter reception with standards of attainment below average for reading and numeracy. Other aspects of their development are well below average. The majority of children, including those with special educational needs, make little progress prior to their transfer to Years 1 and 2.
57. The provision for children in the Foundation Stage is generally unsatisfactory. The school environment is not conducive to children of this age entering full-time education because there are insufficient opportunities for spontaneous, well-structured and purposeful play activities to encourage and extend children's learning. There are too few opportunities for children to explore, generate ideas and use their own initiative and imagination. As highlighted in the last inspection, there remains no secure outdoor facility adjacent to the classrooms to ensure outdoor activities are an integral part of the school day. Lessons do not meet the needs of all children, or the intentions of the early years curriculum. Children receive a modification of the National Curriculum, which is unsuitable. Consequently, they do not achieve expected standards by the time they start Year 1 of the National Curriculum. There is an over emphasis on teacher-led activities with limited opportunities for structured play. At present there is some assessment of children's language and mathematical development. However, this is not used effectively to help their progress. There are no assessments for the remaining areas of learning.

Personal, social and emotional development

58. Many children start school with immature skills in personal and social development. By the time they leave the reception classes they have increased their skills but most children are not achieving the Early Learning Goals recommended for children of this age. A sufficiently detailed planned programme for this provision is not in place. There are suitable links with the playgroup that share the same campus. The appropriately organised induction procedures ensure that most children enter school with a measure of confidence.
59. Positive relationships develop between children and adults and routines are established. Children generally behave appropriately in class but there are a significant number who shout out instead of putting up their hands to answer questions and do not give opportunities for other children to participate. Children are praised for good behaviour but there are occasions when inappropriate behaviour is not dealt with effectively or consistently.
60. Activities are organised so that children have plenty of opportunities to work with adults. However, they have too few opportunities to learn to work together independently. Planned activities do not encourage children to make decisions for themselves or to take the initiative in some situations. All staff work well together and provide good role models for the children. They acknowledge children's feelings and work with them to resolve conflicts. Staff provide a bright, cheerful environment that celebrates children's achievements.

Communication, language and literacy

61. Children enter the reception classes with standards below those expected in communication, language and literacy. They make some progress but standards remain unsatisfactory. Many children pay attention to adults and, at times, listen carefully when being given instructions and guidance on activities. However, there is a significant number who do not. Too much time is spent sitting on the carpet where children have to watch and listen.
62. Children understand how to handle books and enjoy listening to stories. They enjoy sharing books but many have difficulty in discussing pictures. There is a suitable range of books available in the class libraries. Many children have reading scheme books before they are ready. A limited number of key words are recognised, but children do not have sufficient strategies to support them to decode unfamiliar words; for example, children do not use pictures confidently or their knowledge of initial letter sounds. Children distinguish text from pictures and the few children who recognise some initial letter sounds have difficulty in blending the sounds to make a word.
63. Most children recognise and write their first name. The minority of more able children make suitable progress and are at the early stages of writing with some independence. The quality of teaching is unsatisfactory overall. There are insufficient clear, sequential learning steps based on the records of children's progress. Too many activities are whole-class led and controlled by the teacher.

Mathematical development

64. Although children make some progress in their mathematical development standards remain below expectations at the end of their reception year. They are just beginning to understand numbers through a suitable range of number action songs and are beginning to use their fingers to illustrate the number. The quality of teaching in this area is unsatisfactory because of the inappropriate nature of the planned activities. Teachers' plans focus on the National Numeracy Strategy and insufficient consideration is given to the range of children's abilities. This leads to ineffective building on their knowledge and understanding. Activities are mainly practical but are so organised that some children are unoccupied for unacceptable lengths of time. This was apparent during the inspection when children, although in groups, waited to throw large dice and were not effectively involved in what was happening. In another group, work was not appropriate in as much as from number recognition to six, children were then asked odd and even numbers to ten. As a result, one child for whom the work was inappropriate became disruptive and spent time in the toilet.
65. Children know about simple two-dimensional shapes such as triangle, square and circle. They are familiar with numbers to 20 and a few children are familiar with those beyond. Insufficient use is made of opportunities in the school day to use mathematics in a meaningful way to extend children's knowledge and understanding. There is no evidence of structured play activities for children to choose for themselves that involve counting, collecting, understanding number values or practical methods of learning about volume and measurement.

Knowledge and understanding of the world

66. Standards are below those expected for children's knowledge and understanding of the world. During the inspection, it was evident that children are developing a satisfactory understanding and growing awareness of the change in growing plants.

A variety of seeds have been planted and children are aware of the need of water to support their growth. They know about their immediate surroundings and have an awareness of their locality. However, due to the planning being structured under subject headings such as history, geography and science and not under knowledge and understanding of the world, as is expected for reception children, activities lack suitable learning outcomes and activities given are not always appropriate for these children. For example, when finding out if objects float or sink, children are not given sufficient hands-on experience to explore the meaning for themselves. In addition to this, information given to the children in this session was inappropriate.

67. Organisation is unsuitable with a whole-class activity where children sit for long periods and are not sufficiently involved. This was evident when the children were introduced to a range of fruit and before they tasted it they talked for a long time about how the fruit looked, felt and smelt. Children are taught the importance of hygiene, wash their hands and support an adult making biscuits for snack time. They have appropriate awareness of stories from the Bible such as Noah's Ark and Daniel in the lions' den. Many children know how to use the computer with limited support. However, opportunities to use the computer are not effectively planned as an integral part of their learning.

Physical development

68. Most children do not achieve the expected standard in this area by the time they leave the reception classes. Suitable activities are provided to increase dexterity with pencils and small tools. However, there are insufficient opportunities for children to explore their use and develop independence. The playground is used for activities with large wheeled toys. The lack of a secure area adjacent to the classrooms means that outdoor activities are not an integral part of the school day. There is suitable equipment for climbing and balancing that is used on a timetabled basis.
69. The school hall is used for physical development. Children show varying degrees of ability. The vast majority are confident and many children demonstrate appropriate control of their movements when running and jumping. Most have difficulty with a skipping movement. These sessions are often interrupted by the misbehaviour, a lack of listening to instructions and ineffective response by a significant minority of children.

Creative development

70. Although there are some suitable activities to develop children's confidence and skills, by the time they leave the Foundation Stage, most do not achieve expectations in this area of learning. This is mainly because activities are more often than not adult led. There are insufficient opportunities for children to use different medium and materials to develop their independence and creativity. Children are reasonably confident but are not adept at using scissors and glue. They choose suitable materials and shapes to make a boat and test them to see if they float. However, they are over-reliant on adult intervention.
71. Children are proud of their work that is effectively displayed to enhance their learning environment. Planning for this area is not fully developed. Limited time is available for children to explore and experiment, develop ideas and finish working at their ideas across the areas of learning that include art, music, role play and imaginative play.

ENGLISH

72. Standards seen at inspection in speaking, reading and writing are in line with national averages at the end of Year 2. Standards in listening are below average. At the time of the last inspection attainment in speaking and listening was good so that this represents a decline in standards since then. Standards in reading and writing in Year 2 have been maintained since the last inspection. At the end of Year 6 standards seen at inspection are below the national average in reading and writing. Speaking skills at this stage are in line with the national average, but standards in listening skills are below average. This represents a decline in Year 6 standards since the last inspection when speaking, listening, and writing were all in line with national averages. This can be partly explained by the fact that one-third of the current Year 6 cohort have varying degrees of special educational needs. The introduction of the National Literacy Strategy has ensured that planning is consistent throughout the school and skills are taught progressively. A very recent focus has made a positive impact on writing for different purposes. However, this has been introduced too late to have a significant impact on current standards in Year 6. Pupils in Years 1 and 2 make satisfactory progress and achievement is appropriate for all pupils including those with special educational needs. Pupils in Years 3 to 6, including those with special educational needs, make unsatisfactory progress because the quality of teaching and learning is inconsistent. Overall achievement is unsatisfactory.

Speaking and listening

73. Throughout the school pupils speak confidently about everyday events and few show shyness or reserve. However, their use of interesting and specialist vocabulary is limited. This was evident in a Year 2 lesson where the pupils were required to use terminology such as 'indexes' and 'glossaries'. Older pupils explain their opinions and ideas about stories and express their views about different characters in books. This was illustrated in a good Year 6 literacy lesson where the pupils were required to discuss Macbeth when they talked to their partners for a few minutes about alliteration. On the other hand, listening skills are unsatisfactory and insufficient progress is made throughout the school. This has a negative impact on other areas of the curriculum. Pupils have difficulty listening to one another's ideas and have a tendency to counteract their replies through argument. This was evident during discussions between inspectors and pupils when, at times, disputes took place between individual pupils.

Reading

74. Pupils in Year 2 are able to confidently distinguish the difference between fiction and non-fiction books. Above average pupils in Year 2 discuss their favourite author and describe the story content of their most popular book. Average and below average pupils talk about stories they enjoy reading but are unable to recall any authors. However, pupils of all abilities rely too heavily on adult support whilst reading. Few are able to confidently tackle unknown texts and struggle to predict meaning using the context clues of the whole sentence. Above average pupils in Year 6 use expression when they read and tackle unknown words. They talk about their favourite authors with real enthusiasm. For example, one above average Year 6 pupil explained that reading a book was like having 'your own little cinema in your head'. Pupils use non-fiction books to search out information for topics, using indexes and glossaries, and although they are unclear about how to use the classification system, they use their local library to seek out information for their schoolwork. Average and below average

pupils are less motivated in their reading and also rely on adult intervention to help them with unfamiliar words. They show a lack of skills in word building and rely on using context clues to help them with meaning. It is clearly evident that boys are weaker readers than girls. This has been recognised by the school and strategies to develop their interest in reading are in place.

Writing

75. The above average pupils in Year 2 retell accounts of their holidays and write detailed stories based upon books they have read. For instance, they retell stories about a light-keeper and describe what it must be like to live in a 'scary castle'. Full stops and capital letters are used appropriately. Average pupils use interesting beginnings such as 'once upon a time' to start stories. However, full stops and capitals are not consistently used. Below average pupils write stories such as the 'Three Little Pigs' in an emergent style but do not use full stops or capital letters. Regular opportunities are given for the pupils in Years 1 and 2 to practise their handwriting but the overuse of photocopied worksheets limits the acquisition of their skills. By the end of Year 6 above average pupils use dialogue to make their writing interesting and use verbs well to set the scene in their stories, such as when one pupil wrote 'Jessie said with a twist of excitement in her stomach'. Pupils know how to construct a balanced argument and write for a wide variety of purposes. They have started to develop the use of paragraphs in their writing and write both formal and informal letters. Average pupils create play scripts although their use of dialogue in story writing is less well developed. Below average pupils use speech bubbles to make their writing interesting but their depth of their knowledge and skills is weak. Too many photocopied sheets are used to support learning and this has a negative impact. Pupils are developing a joined-up style of handwriting but it is frequently untidy and poorly formed.
76. The overall quality of teaching and learning is satisfactory. During the inspection it ranged from very good to unsatisfactory and this is a similar picture to the last inspection. Subject knowledge is satisfactory and teachers have an appropriate understanding of the teaching of basic skills. The introduction of the National Literacy Strategy has ensured that planning is consistent throughout the school and skills are taught progressively. However, lesson objectives are rarely shared with pupils and this means that they do not always understand what is to be learnt. For example, pupils in a Year 1 session were unsure exactly what lesson they were in. Although differences in attainment between boys and girls have been analysed, the regular assessments are not used sufficiently well to inform planning. This results in work planned that does not meet the needs of all the pupils and too many activities rely on worksheet-based activities. This was identified as a weakness at the last inspection. A satisfactory range of teaching methods is used; these include class, group and work with partners. This was illustrated in a very good Year 4/5 lesson where the teacher worked with partners to analyse spelling rules. Questioning skills are used satisfactorily to assess what skills have been learnt. For example, in a good Year 1/2 lesson the teacher recapped on the pupils' previous learning by asking very focused questions. Good use is made of targets in Years 5 and 6 that are shared between the teachers and the pupils. For instance, one pupil wrote that she needed to 'use adverb and adverb phrases at the beginning'. However, this practice is not consistent throughout the school. Teaching is less than satisfactory when pupils respond negatively to the teacher and behaviour management is weak. Time is not always used well and this results in insufficient progress being made in lessons. For example, in one Year 3 lesson progress in their writing activity was slow because of a lack of rigour and pace to the sessions. This resulted in unsatisfactory attitudes and

behaviour. This was similar to the weaknesses identified at the time of the last inspection. Homework is used satisfactorily to promote learning. For example, in Years 5 and 6 alphabet sheets are used to consolidate dictionary skills. However, literacy is not used well to promote learning in other subject areas. For example, there is no evidence in history lessons of pupils using literacy skills to develop their historical knowledge and skills.

77. Subject management is good. The previous report highlighted the need to monitor teaching. The literacy co-ordinator has observed lessons throughout the school and is aware of the weaknesses in boys' reading. Plans have been carefully considered to counteract these weaknesses. For example, specific resources with an appeal to boys have been purchased and male role models have promoted reading. During the inspection a group of boys who are below average have been provided with appropriate resources and opportunities to practise expression and fluency. One of these specific sessions was observed during the inspection. In this session pupils were well motivated by the good role model shown by the headteacher who led the group. Their reading was clearly below average but they were trying hard to use expression. For example, although struggling with unknown words, one boy effectively read out 'No I won't wear these stupid trousers and I hate you'. Good use is made of the newly refurbished library to develop pupils' interest in books and reading for pleasure.

MATHEMATICS

78. Although performance was low in the 2001 tests, standards in mathematics are now in line with national averages in Year 2 and have been maintained since the last inspection. Standards seen are below average at the end of Year 6 and this is similar to those reported at the last inspection. All pupils, including those with special educational needs, make satisfactory progress in Years 1 and 2. Pupils in Years 3 to 6 make unsatisfactory progress and achievement through the school is insufficient.
79. The school has adopted and implemented the National Numeracy Strategy well in most classes; all lessons observed during the inspection followed the recommended lesson format. Both the high levels of in-service training and the outside support received have had a positive impact on teacher confidence. In addition to this the school has been trialing a new government numeracy strategy planning documentation. This was appearing to be having a positive impact in all areas of mathematics. For example, samples of pupils' work during the year demonstrated that the pupils were working on an appropriate variety of work on shape, space and measures in mathematics levels. They were also able to tackle a range of problems involving handling data and investigation. However, lesson observations and the lack of evidence from pupils' work confirm that pupils do not make appropriate use of their numeracy skills in other curriculum areas such as science and design and technology.
80. Although above average pupils in Year 1 know the number bonds to ten and are able to work out '20 take away 14' on their fingers when they work with a partner, a significant minority of this age group are working at reception levels. This includes relating the addition of doubles to counting on and talking about patterns of symmetry. Overall attainment in Year 1 is below national expectations. However, by the end of Year 2 they are able to count to 100 on a number line, use number bonds to 20 and use tens and units to calculate addition and subtraction. They tell the time, work with money and understand the terms halves and quarters. Approximately half of the pupils are confidently displaying the correct number of fingers to show the sides on a

hexagon and pentagon. When estimating and measuring using a 'metre stick', pupils are comparing length using standard units and most are able to give an equivalent to metres; for example, they know that 2 metres = 200 centimetres.

81. A significant proportion of Year 3 pupils struggle with mathematical concepts and standards in this year group are below the national average. For example, they struggle learning about position and direction, which includes turning clockwise and anti-clockwise, making half turns and quarter turns. In Year 4 most pupils calculating two-figure grid references and directions between two points are able to mark grid references such as 8,8 and 5,2. However, only about one half of the class successfully end up with a completed grid. Most of the below average group in Years 5/6 have special educational needs and work below and, in some cases, well below national averages for their age. They require considerable support when rounding numbers up to the nearest ten and a significant proportion of pupils remain confused after the teacher's very clear, step-by-step explanation. However, a smaller number of Year 5 pupils are in the higher group and are working above national averages at Year 6 levels. Most Year 6 pupils in the average Year 5/6 group confidently undertake work on data-handling tasks and are beginning to find the 'mode' and the 'range' of a set of data with help. A significant proportion of the pupils in this group are able to give answers to the multiplication tables to 10 x 10 quickly. On the other hand, several fail to make the connection between knowing that $6 \times 7 = 42$ and the teacher's question: 'What is seven sixes?' All pupils in the above average group in Years 5/6 solve problems by extracting and interpreting data in tables and line graphs and are working in line with the national average. However, overall attainment in Year 6 remains below national averages overall, due to the high proportion of pupils with special educational needs in the current Year 6 cohort, inconsistent teaching and learning, and weak curriculum coverage over time.
82. The quality of learning in lessons observed in Years 1 and 2 was satisfactory and in Years 3 to 6, where learning ranged from very good to satisfactory, learning was good overall. The quality of learning and the progress made is, in most cases, linked directly to the quality of teaching in individual lessons. However, a small number of lessons were observed where the quality of learning was lower than the quality of teaching and this was largely because of pupils' attitudes to their work. In Years 1 and 2 the quality of teaching was satisfactory in all lessons observed. In Years 3 to 6 teaching ranged from very good to satisfactory and was good overall. In most cases, teachers' classroom management skills are effective in ensuring pupils concentrate on their work and teachers utilise a good range of strategies to motivate and interest pupils. Teachers follow the recommended numeracy lesson format and Programmes of Study closely and most plan lessons well, providing an appropriate range of resources and using praise and questioning well. They ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide opportunities for pupils to explain their methods and practice what they know. The school has made good progress in 'using the information gained from assessments to inform curriculum provision' which was identified as a weakness at the last inspection. Pupils in Years 3 to 6 are now grouped according to their ability for mathematics lessons and this ensures that they are getting appropriately challenging as they move through the school. However, a number of lessons were observed in Years 1 to 6 where the pace of the lesson, and hence progress during the lesson, was slowed considerably. This was due to the need for the teacher to constantly return again and again to basic behaviour management strategies because a significant proportion of pupils could not concentrate on their work.

83. Assessment has been used well to identify pupils who would benefit from the 'booster' mathematics activities to target pupils needing additional support and to group pupils by ability in Years 3 to 6. The co-ordinator has a good overview of the subject throughout the school and has undertaken an analysis of pupils' responses in the annual statutory and optional standardised tests. Significant funding has been allocated to purchase additional resources to support the numeracy strategy and resources for mathematics are satisfactory.

SCIENCE

84. Standards at the end of Year 2 are in line with national averages and have been maintained since the last inspection. Standards seen at the end of Year 6 are below the national average for their age and this represents a decline in standards since the last inspection when they were reported to be average. Pupils' ability to carry out investigations and fair tests is below expectations throughout the school due to the very limited opportunities provided. All pupils, including those with special educational needs, make satisfactory progress. All pupils in Years 3 to 6 make unsatisfactory progress which results in unsatisfactory achievement overall.
85. Year 2 pupils' work on healthy living, plants and reversible and irreversible changes to materials are sufficiently detailed to ensure suitable progress in pupils' knowledge and understanding. However, the vast majority of pupils produce similar work and there is insufficient range of expectation based on pupils' prior achievement. When talking with Year 2 pupils they demonstrate appropriate knowledge and understanding of the topics they have studied. For example, they can name healthy foods and those that should be eaten in moderation but had limited understanding of the term 'healthy diet'. They know exercise contributes to healthy living and describe the effect of exercise on the heart. In Year 6 the above average pupils understand what happens when two substances are mixed together and understand the terms 'reversible' and 'irreversible'. They know that materials can be translucent or opaque and discuss how sound and light travels. Pupils name the parts of flowers and have studied mini-beasts. However, the work covered is very teacher directed, involves very little investigative work and is not matched to meet the needs of the varying levels of ability.
86. Only two lessons were observed in Years 3 to 6 during the inspection, of which one was good and the other satisfactory. In the lesson observed in the Year 4/5, a mixed age class, pupils were effectively challenged and there was sufficient range of expectation based on pupils' prior achievement. The pupils were eager to share their experiences of moving buggies with elastic bands to see how far they would travel. However, this good practice is not evident in the work of most of the remaining classes where an over reliance on teacher direction results in pupils producing the same or similar work. From the evidence of teachers' planning and the standards pupils attain, teaching is unsatisfactory overall in Years 1 to 6. The school have very recently adopted the local education authority scheme of work for science. Consequently, it has not had sufficient time to impact on pupils' standards. Teachers plan by highlighting the areas to be covered in a copy of the scheme of work. Some teachers' lacks sufficient subject knowledge and do not fully understand the progressive way in which pupils are expected to attain scientific knowledge, understanding and skills. Short-term planning lacks sufficient detail to ensure clear purpose and learning outcomes for the lessons. The scheme relies on regular, ongoing assessment to inform teachers' planning for the varying abilities and needs of the pupils. This is not yet firmly established. Pupils' investigative skills are not firmly established as an integral part of the science curriculum that is taught to ensure progress in skills from year to year. There are insufficient opportunities to use

information and communication technology to measure, record and interpret data acquired in science activities. There are examples of helpful marking where pupils' mistakes are identified and suggestions made as to how they might improve. However much of the marking, although in the main regular, consists mainly of ticks. Marking does not clearly reflect the learning outcome of the lesson.

87. The subject leader has overseen the introduction of the new scheme of work. She has prepared the staff through training sessions. However, there is insufficient guidance to teachers on how to put the scheme into practice in their own classes, particularly the development of investigative skills. The monitoring of teaching and learning, as well as teachers' planning, is underdeveloped and does not contribute sufficiently to the raising of standards.

ART AND DESIGN

88. During the inspection, it was only possible to observe two lessons, one in Years 1 and 2 and another in the Years 3 to 6. However, from the displays seen around the school, looking at teachers' planning and from talking to pupils about their work, standards of attainment are below those normally found among pupils of a similar age.
89. Previous inspection findings reported that the scheme of work did not provide a sufficiently clear picture of how the range of skills and techniques are to be taught as pupils moved through the school. Although the school have adopted the government recommended guidance for a scheme of work, the range of skills and techniques, and how they develop throughout the school, remains unclear.
90. Appropriate cross-curricular links exist and art and design supports other subjects effectively. Year 1 pupils use chalks and pastels to create patterns. They demonstrate the ability to mould clay creating a fish shape. In Year 2 suitable links are made with science when they explore foods that promote healthy eating. Observational drawings of sections of fruit and vegetables in pencil, chalk or pastel are suitable representations of cross sections with some quite detailed drawings. The pastel work by pupils in Years 4/5 linked to their healthy eating project shows limited progress in their skills. Year 3 consider movement through 'The Skating Minister', by Henry Raeburn. They make maquettes with pipe cleaners or wire successfully demonstrating the movement. Pupils have opportunities to mix paint. Years 1 and 2 paint a colour wheel demonstrating the primary colours and the outcome of mixing them to make secondary colours. In discussion, pupils show secure knowledge of these colours. Year 3 successfully explore skin colour paints and use them effectively on self-portraits. Information and communication technology is used in one class to successfully create fruit faces. Year 6 use their collage skills to support religious education and make effective masks to represent fear.
91. A secure judgement on teaching cannot be made as insufficient lessons were observed during the inspection, although both lessons observed were satisfactory. Pupils' response in the lessons observed was satisfactory; most paid attention and talked about their work. However, there was a significant minority that need a great deal of encouragement and reassurance to keep on task. There is appropriate interaction with pupils where pupils show response to ideas, share ideas and describe thoughts and feelings. However, teachers' planning by highlighting relevant sections uses the scheme of work but does not give clear purpose to lessons by identifying specific skills, knowledge and understanding to be learnt. Due to the

irregularity of art and design sessions throughout the school pupils' progress is unsatisfactory and there is lack of depth and coherence.

92. The subject leader has been in post six weeks and has a prepared strategy to assess all aspects of the subject to enable her to take teaching and learning forward. Resources are adequate and easily accessible for teachers. No formal regular assessment takes place against specific learning outcomes of lessons or the National Curriculum attainment targets.

DESIGN AND TECHNOLOGY

93. During the inspection it was not possible to observe any lessons. The approach to this subject is inconsistent; some teachers plan design and technology within a topic, some allocate a block of time during a term sometime within the school year. Overall this subject is irregularly addressed and when taught lacks sufficient depth. From the very limited evidence available during the inspection, it is evident that standards of attainment are below national expectations at the end of Years 2 and 6. The quality of teaching and learning is unsatisfactory throughout the school.
94. During an investigation of shelters a group of Year 5 and Year 6 pupils demonstrate satisfactory understanding of how materials can be joined. Pupils have experience of designing that incorporates measurements and take care with the quality of the finished product. However, the skill to test and evaluate products to recognise how well they are made and how well they meet the intended purpose, is underdeveloped. It is clear from discussions with pupils that there is not a clear understanding of the purpose and procedure of designing. Insufficient opportunities are given to focus practical tasks that suitably develop a range of techniques, skills, processes and knowledge.
95. Whole-school planning for design and technology has not improved since the last inspection and remains unsatisfactory. Planning does not ensure that all pupils get their statutory entitlement. There is limited experience of mechanisms that can be used to make things move in different ways, including information and communication technology control programs and electrical components.
96. The recently appointed subject leader has sufficient understanding to develop the design process effectively throughout the school. At present there is insufficient identification and progression of key skills, methods and evaluations throughout the school. No formal regular assessment takes place against National Curriculum attainment targets. There are adequate resources available to all classes.

GEOGRAPHY

97. Standards in geography are in line with national expectations by the end of Year 2, but by the end of Year 6 are below. Whilst progress is satisfactory in Years 1 and 2, the pupils fail to make enough progress in Years 3 to 6. This is as a result of ineffective teaching and the school's failure to recognise the importance of the subject in providing a broad and balanced curriculum. There is little evidence of activities being modified to meet the needs of pupils with special educational needs and, as a result, they make unsatisfactory progress.
98. Year 2 pupils are able to draw maps associated with the imaginary island of 'Struay' and use simple grid references and symbols. They make good points when discussing the main differences between their own local community and an island

community in Scotland. The skilful questioning of the teacher helps this and pupils are able to suggest many different forms of transport that might be used to reach the island. They go on to make some model islands using many different materials and this helps the children to understand the concept of mapping. Pupils are also able to use an atlas effectively to locate and name various islands around the world. There are good links with literacy in this work, where children are given many opportunities to develop their reading and writing skills.

99. In Year 5/6 pupils were observed on a field trip to the local village collecting data on the many different uses of buildings. This was in preparation for an investigation into whether the local high street should be closed to traffic. However, many pupils struggled to indicate where they were on the map and the learning was hindered by the unsatisfactory behaviour of a number of pupils. The pupils were not able to explain why many of the buildings in the High Street had been boarded up and did not show an appreciation of the possible impact of these closures on the local community. When following up this trip in the classroom, pupils created colour coded land use maps, but did not develop their understanding because of a lack of opportunity for discussion. There was some evidence of pupils using information and communication technology to support their learning when entering traffic data into a spreadsheet for graphing. However, information and communication technology and numeracy are not used sufficiently well to support the subject.
100. In Years 1 and 2, too few lessons were observed to make a judgement, but one satisfactory lesson was seen in Year 2. The quality of teaching in Years 3 to 6 was unsatisfactory. The failure of teachers to plan lessons in detail in Years 3 to 6 leads to a lack of stimulus and an overuse of worksheets. As a result, pupils become unenthusiastic about their work and make little progress. Teachers' use of marking in this age range consisted mainly of ticks and very brief comments that give little direction on how pupils might improve their work.
101. Resources for the subject are adequate. A nationally approved scheme of work is used as a basis for the geography curriculum, although there are as yet no clear methods for assessing pupil progress. The co-ordinator has not been able to carry out any formal monitoring and is taking responsibility for what is considered to be a 'less important area of the curriculum' in the absence of a more suitably qualified teacher. The quality of provision in the Years 3 to 6 for this subject has deteriorated since the last inspection when teaching and progress were judged to be satisfactory.

HISTORY

102. Standards have declined since the last inspection when, at the end of Years 2 and 6, they were judged to be broadly in line with national expectations. By the end of Years 2 and 6, all pupils, including those with special educational needs, have failed to reach the expected levels at this stage. This is because the curriculum is not sufficiently broad enough to ensure that historical skills are taught progressively and literacy is not used to support pupils' learning in this subject.
103. By the end of Year 2 the pupils know that history is about events that have happened in the past. Pupils recall the Great Fire of London and understand that it burned for four days. They also know that Florence Nightingale was a famous person in the past but are unsure of the reasons why. The pupils are unable to discuss how life might have been different during these times in history and show minimal interest in how they could find out.

104. By the end of Year 6 the pupils understand what an evacuee was and create posters about them. They are able to write using a correct letter style from the point of view of an evacuee writing to her parents. Work over time indicates that they have used timelines to illustrate the events of Martin Luther King's life and highlight the important features. Appropriate links have been made with geography. For example, maps have been used to evaluate the distance travelled by Tudor explorers. Tally charts and graphs have also been used to demonstrate the differences between life in Victorian times with those of today. However, pupils are unable to explore arguments for and against aspects of history and have not gained experience using a wide range of different sources. As a result, they do not have a clear understanding of how history is interpreted. This is because the teachers do not plan it consistently enough throughout the school.
105. No teaching was observed during the inspection but evidence over time indicates that it is unsatisfactory in Years 1 to 6. This is because teachers provide too many photocopied worksheets, which are not planned to meet the needs of the varying levels of abilities and do not challenge the pupils. Tasks in Years 1 and 2 frequently require the pupils to colour in and this does not stimulate their acquisition of historical skills, knowledge and understanding. The oldest pupils interviewed talked of constant repetition throughout the school. For example, they explained that they had learnt about the Victorian times during each year at school and had visited the Victorian school many times.
106. The headteacher currently manages the subject. Although the school has adopted a nationally recommended scheme of work, there are no rigorous checking procedures to ensure that the pupils receive their entitlement. Class observations are not systematically planned and this results in an imbalance of teaching and learning. This results in a lack of structure and weaknesses in the understanding of teaching objectives.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Standards in information and communications technology are in line with national expectations at the end of Years 2 and 6. This means that standards have been maintained since the last inspection when they were reported to be 'broadly in line with national expectations'. All pupils in the school, including those with special educational needs, have the opportunity to use the computers in the computer room on a weekly basis and as a result are making satisfactory progress.
108. By the end of Year 2 when working on the life cycle of the tomato plant, pupils showed that they are able to load a word-processing program, enter text, change the size, colour and style of text, and print and save their work independently. The pupils enjoy using the computers and work together in boy/girl pairings with enthusiasm and success. In a Year 1/2 literacy lesson pupils had great fun exploring a CD-ROM to research animals and insects and were able to record their findings using a word-processing package and modify them for later use. However, pupils were not generally able to use the spell checking facility and this did affect their progress.
109. Although no Year 6 information and communication technology lessons were observed, examples of pupils' work saved on disc showed that they are able to enter information collected as a result of a traffic survey into a database and produce different graphs for comparison and analysis. It was also clear that pupils have been making use of the Internet to carry out research to support learning in other areas of the curriculum. In a Year 4/5 lesson pupils used the computer to control a traffic light

- sequence. They were able to load from disc procedures prepared by the teacher, identify why they did not work and correct them. However, they were unable to talk about how computers might be used in this way outside school. In a Year 3 numeracy lesson one group of less able children worked with a classroom assistant and a programmable floor robot and made good progress in their understanding of direction and turns.
110. The quality of teaching observed during the inspection was good in Years 1 and 2. The one lesson observed in the Year 4/5 class was also good. Teachers are benefiting from a national teacher training initiative in information and communication technology and this had led to an improvement in teachers' competence and confidence. They make good use of a data projector when showing the pupils what they would like them to do and have sufficiently well developed skills to help pupils who encounter difficulties. Teachers manage pupils' behaviour well in the computer room and, as a result, are very focused on their work. However, insufficient use is made of the facilities in some computer programs to help children progress independently. For example, by having text read to them by the computer or word lists prepared by the teacher.
111. Although good use is made of the computer suite, the same is not true of computers located in classrooms. In a total of 46 lessons observed in classrooms computers were only seen in use on one occasion. Currently, no opportunities for using information and communication technology to support learning in other subjects have been identified in planning.
112. The co-ordinator for the subject is well organised and knowledgeable. This has resulted in the use of an appropriate scheme of work for the curriculum and a means of assessing pupils' progress throughout their time at the school. The co-ordinator has been able to monitor the teaching of information and communication technology across the school and has compiled a portfolio of pupils' work which teachers find helpful in terms of their expectations of what pupils might achieve. There are also plans to develop an email project with schools in Australia and the USA. Resources in the school are good and there are adequate arrangements for the maintenance and replacement of hardware. The school has made good use of government grants to the extent that there is now one computer to every ten pupils in the school and most of these are connected to the Internet. A good range of additional devices, for example a scanner, a digital camera, a control box and several printers are used to good effect to support learning and enhance displays of pupils' work.

MUSIC

113. Standards are broadly in line with national expectations at the end of Year 2. Standards at the end of Year 6 are below national expectations. This represents a decline in standards since the last inspection when they were considered frequently good throughout the school.
114. Singing in Years 1 to 4 is enthusiastic and tuneful. However, it was not possible to make a judgment on standards of singing in Years 5 and 6 because the attitudes of these older pupils were negative and this made it difficult to judge their abilities. Class teachers talk about Years 1 and 2 pupils making 'weather music' to go with their weather poem; Year 3 pupils have looked at rhythmic patterns and descriptive sounds; Years 5 and 6 have studied and listened to the music of John Lennon. A range of school musical performances or celebrations are held annually both within the school and in the community. Extra-curricular piano, flute and clarinet lessons are provided by peripatetic teachers during the school day and there is a school choir,

which at the time of the inspection, was preparing and rehearsing for the school's Jubilee celebrations.

115. Discussions with pupils and teachers provided clear evidence that music is one of the subjects that has been squeezed out of the curriculum due to the school's intense focus, particularly in Years 5 and 6, on preparation for the National Curriculum standardized tests in English, mathematics and science. Given this limited and irregular coverage, attainment and learning in Years 3 to 6 are unsatisfactory and pupils are making insufficient progress.
116. It is not possible to make a judgment on the overall quality of pupils' learning in lessons or of pupils' attitudes and behaviour in music lessons because of the very limited sample seen. However, it is evident from the lack of planning and time allocated for music that music lessons in Years 3 to 6 are rare occurrences. This suggests that teaching in the subject is unsatisfactory in these year groups. Only two lessons were observed during the inspection. In a Year 1 lesson pupils were exploring 'duration'. They were beginning to listen attentively and could recall sounds with developing aural memory. The pupils were also able to identify 'long' and 'short' sounds and could produce satisfactory musical patterns in response to a starting point given by the teacher. In a Year 3/4 lesson limited evidence of pupils' attainment was obtained due to the poor behaviour of a significant proportion of the class. This led the teacher to abandoning the lesson after 30 minutes and little progress had been made.
117. The co-ordinator for the subject is well qualified but since arriving at school has not yet developed a whole-school curriculum plan for the subject. He has suggested that the government recommended scheme of work for the subject should be adopted but this has not yet happened. This would provide much needed guidance for teachers and could ensure that pupils make consistent progress as they move through the school. However, a number of teachers feel that this scheme is too difficult. Alternative curriculum support has been provided for these teachers but the take-up is inconsistent. As a result, the co-ordinator has no real overview of teaching or attainment in the subject, except for the singing aspect, where he leads singing assemblies throughout the school.

PHYSICAL EDUCATION

118. Standards in physical education are in line with national expectations both at the end of Year 2 and at the end of Year 6. This indicates that standards have been maintained since the last inspection. Pupils generally make satisfactory progress throughout the school. However, some pupils with special educational needs are withdrawn from lessons for extra help with reading and make less progress.
119. By the end of Year 2, pupils show appropriate control and co-ordination when throwing and catching a rugby ball in a tag-rugby lesson. They are able to participate in small-sided games with a basic understanding of tactics and recognise the difference between running and jumping. In a swimming lesson at the local sports centre, over half the pupils in a Year 1/2 class were seen swimming unaided on their backs and fronts, and all pupils made progress with the support of centre staff and parent helpers. Year 1 pupils talk about the effects of exercise on the human body and show well developed skills when throwing and catching beanbags. They have a good awareness of personal space and are able to avoid each other when moving around the hall whilst dribbling a beanbag with a racquet.

120. Year 6 pupils improved their small ball throwing and catching skills following good instruction from the teacher and worked well together in pairs and small groups. The pupils were aware of the importance of warming up correctly and were keen to offer different activities as part of a warm up. The Year 4/5 class was observed working on a 'rock and roll' jive dance sequence and once again showed good co-ordination. They were also able to improve their sequences after the teacher had made suggestions about their technique.
121. Teaching across the school is satisfactory. Those teachers who make the most effective use of strategies for the management of behaviour are more successful in getting pupils to improve. In these successful lessons pupils generally enjoy their lessons in physical education and work with enthusiasm. They respond well to teacher direction and behave well. Lessons are adequately prepared and teachers have sufficient knowledge and understanding of the subject to help pupils make progress. However, not all staff show good role models by changing for physical education lessons. Pupils are mainly dressed appropriately for physical activity, although some older pupils were wearing jeans in a cricket lesson. A minority of children in the older classes are less enthusiastic and quite demanding in terms of behaviour.
122. Although only recently appointed, the co-ordinator manages the subject effectively and has a good understanding of the strengths and weaknesses of the provision for the subject. A need to create more opportunities for pupils to be involved in competitive sport with other local schools has been identified. A nationally approved scheme of work is in use in principle and this is supplemented by the use of award schemes such as the British Amateur Gymnastics Association (BAGA). These schemes provide some indication of pupil progress, although assessment overall requires some development before it can be effective in setting targets for pupil improvement.
123. Resources for the subject are good. There is a large hall and many hard and soft outside areas appropriately marked for several different activities, as well as a well-maintained fitness trail. The school makes good use of facilities and expertise in the local area. For example, older pupils benefited from expert local cricket coaching in their lessons and younger ones from high quality swimming coaching at the local sports centre. There are some opportunities for children to develop their skills outside school hours in gymnastics, judo and football.

RELIGIOUS EDUCATION

124. Standards in religious education are in line with the locally agreed syllabus at the end of Year 2 but below expectations at the end of Year 6. All pupils, including those with special educational needs make satisfactory progress in Years 1 and 2. Progress for all pupils in Years 3 to 6 is unsatisfactory.
125. In Year 1, pupils have been considering 'belonging' and Year 2 pupils were observed learning about the Jewish religion. Most pupils recall that 'Judaism is the religion of the Jews', that Joe (the character in the story being read to the class), 'reads the Torah, a piece of paper winded up, goes to a synagogue, which is a sort of church and has a special dinner called Shabbat'. In Year 3 pupils have studied the story of 'The Good Samaritan' and considered 'forgiveness'. In a Year 3/4 lesson pupils were preparing for work on Judaism. Pupils demonstrated that they knew why Christian churches were built in the shape of a cross 'because Jesus died on a cross' and explained that a font is 'something that you put water in, where you get christened'. However, their attitudes and behaviour were unsatisfactory. This was because there

was a lack of pace to the lesson, low teacher expectations, which resulted in limited interest in the task and unsatisfactory learning during the lesson. In previous lessons, Year 4 pupils have studied Muhammad and the Qur'an. However, only two pages of work were available to illustrate two year's work at midway through the third term of the school year. Year 5 pupils in a mixed Year 5/6 class demonstrated an understanding of right and wrong and of how moral values may come from religious belief. When listening to and discussing the story of 'I Am David' they were expressing their ideas, thoughts and feelings and seeing links between their feelings and those of the character in the story. Limited work was available for scrutiny from the Year 6 pupils, due to some extent to the school's strong curriculum focus on English, mathematics and science for the previous term and a half in preparation for the annual end National Curriculum testing.

126. Although the quality of teaching in the one lesson seen in Year 2 was good, no overall judgement is possible. In Years 3 to 6 teaching in the two lessons seen ranged from satisfactory to unsatisfactory and provided limited evidence of overall teaching quality. However, given the lack of evidence of work in Years 3 to 6, it suggests that there is very intermittent teaching of the subject. Therefore, teaching in Years 3 to 6 is unsatisfactory overall. In the lesson observed in the Year 3/4 the quality of teaching was unsatisfactory. This was because the teacher had not planned the lesson sufficiently, there were low expectations of the pupils and ineffective classroom management strategies were used which led to slow pace, a very high noise level and limited progress.
127. The co-ordinator for religious education is enthusiastic, well qualified and supportive of teachers. The co-ordinator has provided teachers with support and guidance for the recommended scheme of work. She feels that teachers are becoming more confident in the subject but has not been wholly successful in ensuring all teachers teach the subject regularly and follow the appropriate units of work. The school follows the Wiltshire Locally Agreed Syllabus and has adopted the local education authority's scheme of work for religious education. At the time of the inspection it was in its second year of settling in and was due to be completely in-line with recommendations from the beginning of the next school year.