

INSPECTION REPORT

FAIRWAY PRIMARY SCHOOL

Kings Norton, Birmingham

LEA area: Birmingham

Unique reference number: 103330

Headteacher: Mrs C O'Malley

Lead inspector: John Messer

Dates of inspection: 25th - 27th April 2005

Inspection number: 266813

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	133
School address:	Muirfield Gardens Kings Norton Birmingham West Midlands
Postcode:	B38 8XQ
Telephone number:	0121 4643200
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Appropriate authority:	Governing body
Name of acting chair of governors:	Mr Jason Lowther
Date of previous inspection:	14/12/1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than most other primary schools. There are more boys than girls. The school is situated in the middle of an estate of mostly rented accommodation on the outskirts of the city. Nearly a third of the pupils are entitled to free school meals, which is above the national average. Many of the pupils' socio-economic backgrounds are relatively disadvantaged. Pupils are predominantly from white English speaking families. A minority of pupils, around 18 per cent, are from minority ethnic backgrounds. A small number speak languages other than English at home but all are fluent English speakers. Very nearly 25 per cent of pupils are entered on the school's record of pupils with special educational needs, which is above the national average. Most of these pupils have minor learning difficulties. An above average proportion of pupils, 2.3 per cent, have a Statement of Special Educational Needs because they have moderate learning difficulties, problems with speech and communication or social, emotional and behavioural problems. Most pupils come from the immediate area but a few come from further afield. The proportion of pupils who enter or leave the school partway through this phase of their education is high. Pupils' attainment on entry to the school is below average. The school was awarded the Basic Skills Quality Mark in 2003 and a School Achievement Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15477	John Messer	Lead inspector	English, information and communication technology, art and design, design and technology, geography, physical education, English as an additional language.
9974	Daljit Singh	Lay inspector	
32954	Wendy Hawkins	Team inspector	Foundation stage, mathematics, science, religious education, history, music, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an unsatisfactory standard of education. Despite teaching in over half of the lessons seen being good, the quality is inconsistent and in a fifth it was unsatisfactory. The school faces exceptionally challenging circumstances. For over a year before the new headteacher took up her post, the school had been without a permanent headteacher. There has been a significant level of staff absence. A high number of pupils enter and leave the school partway through this phase of their schooling. These factors have a detrimental effect on pupils' learning and contribute to underachievement. Although children in the Foundation Stage and in Year 1 achieve well, achievement in Years 2 to 6 is unsatisfactory. The school provides poor value for money.

The school's main strengths and weaknesses are:

- Pupils, including those with special educational needs, do not learn as much as they should in English, mathematics and science and as a result standards are too low.
- Resources for teaching information and communication technology (ICT) are inadequate and pupils' achievement in the subject is unsatisfactory.
- The leadership and management of the school are ineffective overall, but the strong leadership of the new headteacher is already beginning to have an impact on improving standards.
- Teaching is unsatisfactory overall; however, good teaching in reception, Year 1 and Year 6 leads to good achievement in those classes, and some teaching in Year 6 is very good.
- Attendance, punctuality and behaviour are unsatisfactory.

Improvement since the last inspection has been poor. The quality of education provided for pupils and the standards they attain in English, mathematics, science and ICT have declined. The new headteacher provides very good leadership but leadership and management of the curriculum by subject leaders are ineffective. The behaviour of a minority of pupils in lessons is sometimes unsatisfactory and interferes with learning. The key issues in the last inspection report regarding improving standards and attendance have not been resolved but the issue about publishing all statutory information has been tackled successfully.

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

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2. A* means that results are very high – in the top 5 per cent nationally - and E* similarly means in the lowest 5 per cent.*

Pupils' **achievement** is **unsatisfactory**. Children's achievement in the Foundation Stage is good and most are likely to attain the goals children are expected to reach by the end of reception. Pupils continue to learn effectively in Year 1. The achievement of all pupils, including those with special educational needs and those who speak languages other than English at home, is unsatisfactory in Years 2 to 6. Learning has been interrupted by changes of teacher partway through the school year and, for many pupils, by changing schools. In Year 2, current standards are well below average in reading and writing, and below average in mathematics and science. Standards in Year 6 are well below average in English, mathematics and science. Given the performance of the 2004 Year 6 pupils when they were in Year 2, the 2004 results show that the value added to their education by the school was very poor. National test results over the past two years confirm that the school's performance is well below national averages.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **satisfactory**. Many have good attitudes to their work and are willing to please but a minority are uncooperative and this impedes learning for all the pupils. Although most pupils work and play happily together, behaviour is unsatisfactory in some lessons and this hinders learning. Attendance and punctuality are unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided is **unsatisfactory**. **The quality of teaching** ranges from very good to unsatisfactory and is **unsatisfactory overall**. It is unsatisfactory in English, mathematics, science and ICT. Teaching in reception and Year 1 is good. Teaching in Years 2 to 6 is unsatisfactory overall and so pupils do not learn enough. Several examples of very good teaching were seen, notably in Years 1 and 6, which resulted in pupils making very good progress, but the inconsistent quality of teaching affects pupils' learning, which is patchy. There are substantial gaps in pupils' skills, knowledge and understanding and so the good teaching does not always lead to effective learning because there is no firm basis on which to build. Teachers do not always capture pupils' interest and enthusiasm. Resources to support teaching and learning are inadequate.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory**. The new headteacher has established a sense of purpose and a clear sense of direction but has not yet had enough time to develop the roles of subject leaders or the deputy headteacher so that they can all become effective in raising standards. The governing body has ensured that all statutory requirements are met. Governance is unsatisfactory overall; governors are supportive but their work has not had enough influence on the quality of provision. Finances have not been managed prudently and there is a budget deficit.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Many parents are pleased with the provision made for their children but a substantial minority are concerned about poor progress and low standards, which they attribute to problems concerning leadership and management. They also expressed concerns about misbehaviour, homework, the quality of teaching and poor channels of communication. Inspection findings show parents' concerns are justified. The pupils like their school and particularly like making friends, although they are concerned about a small number of naughty children. A third of pupils feel that lessons are not interesting enough and that they do not get help when they are stuck.

IMPROVEMENTS NEEDED

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

- Ensure that all pupils achieve in line with their capabilities and attain higher standards in English, mathematics, science and ICT.
- Improve the quality of teaching and learning.
- Improve leadership and management and develop the roles of the deputy headteacher and subject leaders so that they are able to take a lead in raising standards.
- Ensure that finances are managed and used effectively to raise standards.
- Improve attendance and behaviour.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is unsatisfactory overall. Girls achieve better than boys in English. Children enter the school with standards that are generally below average. Most attain average standards by the end of reception. Standards are well below average in reading and writing and below average in mathematics and science in Year 2, and by Year 6 they are well below average in English, mathematics and science.

Main strengths and weaknesses

- Pupils' achievement is too slow in Years 2 to 6 and so pupils do not attain the standards of which they are capable in English, mathematics and science.
- Children make good progress in the reception class, where good foundations for future learning are laid.
- Pupils often make good progress in Year 6 because teaching is good, but there is a long way to go before they can reach average standards.

Commentary

1. Most children leave the reception class having attained the early learning goals in their personal and emotional development, in language, literacy and communication and in mathematical development. They attain nationally expected standards by the end of the reception year.
2. Pupils enter Year 1 with broadly average standards and here they achieve well. However, pupils' achievement in Year 2 is unsatisfactory and standards in Year 2 are too low. This is confirmed by the national test results in 2004, which showed that standards in reading, writing and mathematics were well below national averages. The class teacher's latest assessments indicate that standards are unlikely to improve in reading and writing in 2005, and in mathematics they are likely to decline further. This is confirmed by inspection findings, which show that standards in literacy and numeracy are well below average, and are much lower than they should be. This is primarily due to ineffective teaching in Year 2. The school's performance in reading in the national tests has been declining steadily since 2000. In mathematics it has been well below average since 2002 and in writing well below average since 2003. The school has not taken effective measures to reverse this trend.

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

Standards in:	School results	National results
reading	13.2 (13.7)	15.8 (15.7)
writing	13.0 (12.1)	14.6 (14.6)
mathematics	14.8 (13.5)	16.2 (16.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year

3. Pupils' achievement in Years 3 to 6 is unsatisfactory. Inspection findings show that standards in English, mathematics and science are well below average. This is reflected in national test results, which show that the school's performance has been well below average in English, mathematics and science for the past two years. An analysis of test results shows that girls perform better than boys in English. Inspection findings confirmed that the achievement of girls is better than that of boys. Girls are more enthusiastic about reading and are generally more interested in writing. When behaviour interrupted pupils' learning it tended to be the boys who were disaffected and troublesome. Across the school spelling rules have not been taught systematically and many pupils spell inaccurately. Standards are improving in Year 6, where good teaching helps pupils to achieve well, but there is much ground to make up so standards overall remain well below national averages.

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

Standards in:	School results	National results
English	25.4 (24.8)	26.9 (26.8)
mathematics	25.1 (25.1)	27.0 (26.8)
science	26.4 (27.0)	28.6 (28.6)

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

4. Pupils' achievement in ICT is unsatisfactory and standards in both Year 2 and Year 6 are below average. In religious education pupils' achievement is satisfactory and most attain standards that are in line with the expectations of the locally agreed syllabus.
5. Achievement for pupils with special educational needs is unsatisfactory as planning in lessons does not take due account of their learning needs.
6. The school's own self-evaluation concludes that pupils are not achieving as well as they should. Many parents also hold the view that their children are not making good progress and feel that poor leadership and management is the main reason. The lack of a permanent headteacher over the course of the last year has certainly contributed to the school's inability to get to grips with raising standards. However, test results indicate that standards have been well below national averages since 2003. Resources are unsatisfactory and this has contributed to low standards. Staff training has been neglected and this has also contributed to a lack of sufficiently good teaching to improve learning and raise standards.

Pupils' attitudes, values and other personal qualities

The attitudes, behaviour and attendance of a significant number of pupils are unsatisfactory and adversely affect their achievement and personal development. Pupils' attitudes and behaviour have declined since the previous inspection and attendance is still unsatisfactory. However, effective relationships between pupils and teachers support pupils' satisfactory spiritual, moral, social and cultural development. As a result, most pupils to develop into caring, mature and responsible individuals.

Main strengths and weaknesses

- The attendance rate is currently too low and punctuality is of some concern.

- The attitudes to learning and behaviour of a minority of pupils are unsatisfactory.
- Most pupils enjoy coming to school and actively participate in activities beyond lessons.
- The friendly disposition of teachers and most pupils encourages meaningful relationships.
- Most pupils are proud of their school and are loyal to their teachers and friends.

Commentary

7. The unsatisfactory attendance and punctuality of some pupils affect their achievement and personal development. Attendance is well below the national average. Efforts to improve attendance have been spasmodic. There has been no concerted drive over a sustained period, partly due to the changes in the school's leadership. However, the school continues to work closely with the Education Welfare Service and offers support to disaffected families. A small core of pupils is persistently absent from school. The school has initiated class rewards to those who attend school regularly and this is beginning to have an impact. The new headteacher has taken action to improve punctuality by reminding parents about the importance of regular attendance and punctuality. The school agrees that more proactive and rigorous action is needed to significantly improve the existing situation.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.4	School data	0.3
National data	5.1	National data	0.4

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

8. Children achieve well and attain average standards in their personal, social and emotional development by the end of reception. Pupils in Year 1 also achieve well in their personal and social development. Matters begin to deteriorate in Year 2 because teaching does not capture pupils' interest. Although the attitudes of only a minority are unsatisfactory, this has an adverse effect on all pupils' learning in some lessons and hence attitudes are unsatisfactory overall. This is particularly the case for some older pupils, and is more apparent where pupils are managed ineffectively and teaching is insufficiently stimulating. In such situations pupils' behaviour became awkward and individuals called out or ignored instructions as they sought unwarranted attention.
9. In the dining room and playground, lunch time staff manage pupils appropriately. Many pupils are polite, friendly and considerate and when the school's code of conduct is consistently applied by staff, most pupils respond appropriately. Furthermore, there was no evidence of bullying - a concern raised by some parents and pupils. The school has not had to resort to excluding pupils due to poor behaviour, and the appointment of an experienced and astute headteacher has helped to ensure that the school community is moving towards developing a more calm and friendly learning environment.
10. Many pupils use their time wisely, appreciate the teachers' efforts to support them and willingly act as school counsellors and monitors. They take an active part in activities beyond lessons through representing the school in sporting activities and extending

their learning through the school clubs. The gardening club for pupils in Years 1 and 2 and the French club for the older pupils attract a significant number of pupils. Pupils explore different religions and cultures, and in literature they study stories that originate from different countries. In Year 5, for example, they read a story about African children. Such activities contribute satisfactorily to their cultural development. In science, there were some good opportunities to reflect on the wonder of life and in particular on the complexities of the human body. These activities made a good contribution to pupils' spiritual development. Most pupils enjoy constructive relationships and learning in a friendly atmosphere. Most pupils are confident and are keen to improve their achievement. Most are caring individuals who readily collaborate with their classmates in cooperative activities.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory overall. There is a significant proportion of unsatisfactory teaching for pupils in Years 2 to 6, and so teaching overall is unsatisfactory. Teachers' planning documents indicate that the curriculum is taught systematically and according to legal requirements but there has been very little monitoring of the curriculum to check that all subjects are taught in sufficient depth. The quality of care for pupils is sound and the quality of links with parents in supporting their children's education is satisfactory.

Teaching and learning

Teaching for children in the Foundation Stage and for pupils in Year 1 is good. The teaching in Year 2 to 6 is inconsistent and varies from very good to unsatisfactory. Overall teaching is unsatisfactory as it does not consistently promote effective learning, and consequently pupils do not make as much progress as they should. The assessment of pupils' work is unsatisfactory.

Main strengths and weaknesses

- Inadequate resources, lack of consistent leadership and under-investment in training have all contributed to the unsatisfactory teaching.
- The new headteacher shows teachers examples of very good teaching when she works alongside them in their classrooms.
- Teaching in Year 2 is unsatisfactory and here the foundations laid for future learning are weak.
- There are examples of very good teaching in Years 1 and 6.
- Where teachers fail to capture the interest and enthusiasm of pupils, behaviour deteriorates and learning is ineffective.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (10%)	13 (43%)	8 (27%)	6 (20%)	0	0

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

11. The school's self-evaluation concluded that teaching was unsatisfactory. Inspection findings confirm the school's conclusions. The quality of teaching has deteriorated since the last inspection. The teaching of English, mathematics, science and ICT is unsatisfactory and in religious education it is satisfactory. There are several factors that have contributed to unsatisfactory teaching. Until very recently there has been a lack of support and guidance for teachers and insufficient training to promote professional development. For several years teachers have reported that a lack of resources has hindered their ability to teach effectively. Inspection findings confirm that resources are in short supply, and in some subjects this contributes to unsatisfactory learning. The approach to managing pupils' behaviour is not consistent and there are instances where the poor behaviour of a small minority interrupts learning. Long-term staff absence through illness has also adversely affected the continuity of teaching and learning. Until recently teaching has not been monitored systematically in order to identify weaknesses and remedy shortcomings. The school's teacher appraisal systems, designed partly to identify training needs, had, until recently, lapsed. Overall the teaching force has not been led and managed effectively.
12. Class sizes are relatively small but this has not resulted in an improvement in the quality of teaching and a consequent raising of standards. The new headteacher has already had a significant impact on improving the quality of teaching. Both she and her deputy have begun to work alongside their colleagues to provide support, and this is proving effective.
13. Teaching for pupils with special educational needs is unsatisfactory. There are occasions in lessons where tasks are not matched accurately to pupils' specific learning needs. Activities are not always sufficiently modified to enable these pupils to experience success. Teaching is often not directed to pupils' particular needs as teachers do not include in their lesson plans specific planning that relates to pupils' individual education plans. Furthermore, there is little assessment or evaluative comment from class teachers in the review of individual education plans and thus progress is not monitored effectively.
14. Marking of pupils' work is often helpful and constructive. However, there are instances where communication is unproductive. The scrutiny of pupils' work indicates, for example, that when work is marked the pupils are often blamed for not finishing work successfully. Teachers sometimes do not recognise that actually the work set was not appropriately matched to pupils' particular stages of development or was not sufficiently stimulating. Consequently, pupils were often not able to produce much work or to finish the tasks that had been set.
15. The school has established that the very few pupils who speak languages other than English at home are all fluent English speakers, and so has appropriately identified no need for any extra provision. The quality of teaching for these pupils is no different from that for all other groups.
16. Teaching and learning in the reception class are good. Here relationships are warm and the curriculum is taught imaginatively. Teaching and learning in Year 1 and in Year 6 are good and sometimes very good. Teaching in Year 2 is unsatisfactory and overall teaching is unsatisfactory in Years 3 to 6. In a very good lesson in Year 1, pupils' behaviour was managed firmly and consistently well. The teacher used a wide range of effective strategies to teach phonics to pupils. This included a multi-sensory approach where the sound of each letter was associated with a specific action. The teacher maintained high expectations of pupils' performance and had established good

classroom routines that helped pupils to gain confidence in their learning. The good teaching in reception and Year 1 does not continue into Year 2. In Year 2 the good routines established in Year 1 deteriorate. Expectations of pupils' performance are too low and the behaviour of a small minority of pupils is not managed competently. Teaching reveals a lack of understanding about how to teach reading and writing effectively. In one lesson for pupils in Year 2 on how to write a letter, for example, the model presented to pupils contained grammatical errors and did not follow the conventional format of how to compose a letter. The weaknesses in teaching have recently been clearly identified by the school but training and professional support have been neglected over a long period and this neglect cannot be remedied instantly.

17. A very good lesson for pupils in Year 6 involved each pupil in making a working model of the human respiratory system from plastic bottles, cling film, balloons and straws. The pupils were engrossed throughout the session and gasped in wonder when they discovered that their models actually worked. Here the pace of the lesson was brisk, pupils' interest was captured and behaviour was good.
18. The key features of the unsatisfactory teaching in Years 3 to 6 were interlinked. In the lessons where teachers failed to capture the interest and enthusiasm of pupils, relationships became strained and behaviour deteriorated. Pupils themselves have noted that teachers are not always strict enough with the naughty pupils and allow disruptive behaviour to spoil the learning of all. However, this is just a symptom of the underlying cause of the unsatisfactory behaviour, which is often generated because relationships suffer as pupils lose respect for teachers when they do not present lessons that are stimulating and purposeful. There were examples of this in Year 5, where work was neither purposeful nor closely matched to pupils' widely varying stages of development; it was too easy for some and too hard for others. Consequently, the pupils called out and behaved badly as a direct result of their frustration at not being enabled to learn effectively.
19. Good assessment systems have recently been introduced to help teachers to keep track of pupils' progress. Clear termly targets are set in reading, writing and mathematics and teachers have begun to measure whether these are met. However, the system is too recent to be able to evaluate whether it is having an impact on raising standards.

The curriculum

The curriculum is satisfactory overall. There are reasonable opportunities for curricular enrichment, for example, through extra-curricular activities in sport and music. The accommodation is adequate but resources are insufficient to meet the needs of the curriculum.

Main strengths and weaknesses

- Pupils enjoy the range of extra-curricular opportunities the school provides.
- Curricular planning is not consistently well managed and evaluated to provide the best fit for the pupils' capabilities.
- Children in the reception class and in Year 1 benefit from a lively and imaginative curriculum.
- Provision for pupils with special educational needs is unsatisfactory.
- The number of teaching staff is very high, but this is not proving effective in raising standards.

- Resources to support teaching and learning are inadequate.

Commentary

20. Clubs and extra-curricular activities are well attended by pupils and appreciated by parents. The school offers a good range of instrumental tuition from a team of peripatetic music teachers. Music is celebrated with productions and concerts throughout the year. Opportunities for participation in sport have been enhanced by partnerships with local secondary schools that offer specialist coaching programmes.
21. The curriculum meets statutory requirements, and has sufficient breadth and depth. However, curricular planning is not sufficiently well linked to assessment to ensure pupils build on previous learning. Furthermore, there is little monitoring of the curriculum and, as a result, pupils do not always receive equal curricular opportunities, especially when they are in mixed age classes. This leads to gaps in their knowledge. This has been exacerbated in recent years by the frequent changes in teachers and class organisation.
22. The children in the reception class are stimulated by a range of well-planned curricular opportunities that appeal to their age and developmental needs. The effective links between the reception class and Year 1 smooth the transition for pupils as they move from one phase of their education to another, building on their previous learning.
23. Pupils with special educational needs do not achieve as well as they might, as the links between the identified needs on their individual education plans and teachers' lesson planning are not explicit. As a result these pupils do not receive the targeted help they require when they are in class.
24. The school's most valuable resource, its teaching staff, is not efficiently deployed to raise standards and enhance curricular provision. The pupils are not receiving the extra benefit they should from such a relatively large number of teachers. The employment of more teachers than the number on roll warrants, results in a lack of investment in other resources. The lack of a school library and the shortage of non-fiction books are compounded by too few opportunities for using the Internet for research purposes. Also there is a shortage of equipment to conduct investigations and experiments in mathematics and science. There are no computers in several classes so pupils cannot practise and consolidate the skills they learn when taught in the computer room.

Care, guidance and support

The quality of care, support and guidance and the arrangements for health and safety and child protection are satisfactory. Pupils have appropriate opportunities to voice their opinions. The sound overall pastoral provision enables pupils to learn in a happy, caring, safe and secure learning environment.

Main strengths and weaknesses

- A clear code of conduct has been established that is beginning to promote consistency in managing support for pupils.
- Pupils enjoy a fruitful relationship with the headteacher, which ensures that many pupils become confident and well-motivated learners.

Commentary

25. Teachers in all classes regularly remind pupils of the code of conduct that has recently been introduced. Consequently, the consistency in approach adopted by all staff across the school is improving. Teachers demonstrate on a daily basis that all pupils are treated fairly and equally. This is beginning to have a positive impact on the quality of care, support and guidance as well as discipline. However, there are occasions when there is a breakdown in communication between staff and pupils, and this has a negative effect on pupils' achievement and personal development.
26. Annual meetings are held for pupils with special education needs, where their individual education plans are reviewed. The special educational needs co-ordinator monitors their progress regularly. However, class teachers do not always make a significant contribution to the process. Assessment is largely informal. The use of specific scores or precise measures against levels of attainment in the setting of targets or in the measurement of progress is infrequent. Consequently, care and guidance for these pupils are not as clear or as productive as they should be.
27. The headteacher is a very positive role model and leads by example. She is always willing to listen to pupils and she devotes much of her time to caring for and supporting pupils in both formal settings, such as the school council, and informal situations. At break times she supports pupils by communicating with them, and through praise and encouragement promotes sensible behaviour. The headteacher uses her wealth of experience by dealing sensitively with pupils, especially those with behaviour issues, and by celebrating pupils' achievements. This helps to ensure that the majority of the school community enjoys learning in a safe and secure learning environment. Such positive interaction between the teachers and pupils is not always consistently applied across the school but a greater consistency of approach is developing. This is helping to ensure that pupils become mature and valued members of their community.

Partnership with parents, other schools and the community

The partnership between parents, the school and the wider community is satisfactory, as are links with other schools and colleges. The school is working towards strengthening its relationship with parents.

Main strengths and weaknesses

- Parents have rightly raised concerns that affect their partnership with the school.
- The pupils' annual reports are not consistently written in a style and language that are accessible to all parents, and this sometimes hinders the reporting of progress.
- There are good sporting links with other schools.

Commentary

28. Most parents who returned inspection questionnaires are satisfied with the education provided for their children. Around three quarters consider that the teaching is good and that their children are making good progress. However, a significant minority of parents expressed concerns about pupils' progress, behaviour, bullying, teaching, communication with the school, provision for homework and how progress is reported. A substantial majority believe that the school is not led and managed well. Inspectors thoroughly investigated their concerns and found that some teaching was unsatisfactory and this affected pupils' progress. The behaviour of some pupils is an issue and is not managed consistently well by staff, but during the inspection there were no signs of bullying. Whilst the current headteacher is strong, offers effective leadership and is making good management decisions, the management of the school remains a key issue and has affected pupils' achievement, personal development and communication with parents. However, parents are beginning to develop a more fruitful and confident partnership with the school. The headteacher is committed to ensuring that parents play a more active and productive part in the education of their children.
29. The reporting of pupils' progress in the annual reports to parents is satisfactory and regular. However, some of the contents, including technical language and style, prevent some parents from readily accessing information. This affects their understanding of the progress their child is making and hence communication with the teacher and school is not secure.
30. The school enjoys a satisfactory relationship with the church and visits to the church are productive. There are opportunities for pupils to develop an understanding of their respective faiths and for others to value the richness and diversity of other cultures. There are good links with the local secondary school, which has School Sports College status. Staff from the secondary school have successfully promoted inter-school sports and games fixtures and have raised the profile of physical education throughout the school.

LEADERSHIP AND MANAGEMENT

The leadership of the school is unsatisfactory and the management is poor. Until the beginning of the summer term 2005 the school had been without a permanent headteacher for over a year and this has been a barrier to improvement. The new headteacher's leadership is strong and she has already initiated key improvements since her appointment. The management of the curriculum provided by other key staff is ineffective. The work of the governing body is unsatisfactory, although it has been successful in ensuring that all statutory requirements are met.

Main strengths and weaknesses

- The governing body has not acted decisively to raise standards, to ensure that resources to support teaching and learning are adequate, or to prevent a budgetary deficit.
- Subject leaders have not had the resources or training to improve standards in their subjects.
- A good programme designed to improve standards has been introduced.
- By establishing her authority so rapidly, the new headteacher has won the confidence of teachers, pupils, parents and governors.

Commentary

31. The work of the governing body is unsatisfactory. Until recently, governors have relied too much on the headteacher for information and have not become sufficiently involved in finding out for themselves about the school's performance, financial matters or the well-being of staff. Few governors had access to the annually published statistics concerning the school's performance. Many were not fully aware of their rights and responsibilities. A recent auditor's report states that the governing body does not fully comply with national guidance for monitoring the budget and controlling expenditure. The finance administrator reports that there is no stock book or inventory that can be used to check whether school equipment has been taken from the school without permission. Many parents have accurately identified weaknesses in the leadership and management of the school that have led to their children's underachievement.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	514 200
Total expenditure	542 306
Expenditure per pupil	3 689

Balances (£)	
Balance from previous year	169
Balance carried forward to the next	-27 937

32. The governing body has not spent money wisely. More teachers than normal are employed to teach the number of pupils who attend the school. This has resulted in a non-class teaching headteacher and deputy headteacher, and relatively small class sizes. The deputy headteacher has a fairly full teaching timetable and both the headteacher and the deputy work alongside colleagues to support teaching and learning. The small class sizes have not resulted in any improvements in pupils' achievement or the standards they attain. The amount of money spent on administrative staff is above average. As a result of high staffing costs the school lacks resources in other areas. It has also overspent its budgetary allocations by very nearly £28 000. Although the new headteacher has devised good plans for eradicating the overspend, it is difficult to see how the school can make the necessary improvements to the quality of education provided for its pupils against a background of financial weakness. Although the amount spent per pupil is significantly above average, standards are too low and pupils are not achieving as well as they should. Money has not been sufficiently focussed on improving pupils' achievement. Consequently, the school provides poor value for money.
33. Resources are inadequate and the roles of subject leaders are underdeveloped. They have few opportunities to monitor and evaluate standards in their subjects. Staff training has been neglected because the school's budget has not included sufficient allocations to support this area of teachers' professional development.
34. The co-ordinator for the provision of pupils with special educational needs is not managing provision effectively. This is demonstrated by inspection findings, which show that pupils with special educational needs do not make satisfactory progress. The statutory requirements are fulfilled but communication between teachers and teaching assistants about pupils' needs is not effective.
35. The school's self-evaluation concludes that it is not providing pupils with an effective education. In partnership with the local education authority, the school has introduced an 'Intensifying Support Programme'. The programme is designed to raise standards by improving teaching and learning in lower-attaining schools and to accelerate pupils' progress. As part of the scheme the school has introduced a system of target setting each term for each class in reading, writing and mathematics. A tracking system to evaluate each pupil's progress each term has also been introduced. This good support is beginning to promote more consistent approaches to teaching and learning across the school and has introduced a clearer focus on raising standards. However, the introduction of the scheme when no substantive headteacher was in post to support its successful implementation resulted in a lack of understanding among staff about its operation. The scheme has recently been re-launched but it is far too early to be able to determine how successful it is in improving the quality of teaching and learning across the school.

36. The recently appointed headteacher had served as acting headteacher for the summer term 2004. She was welcomed back this term by staff, pupils, parents and governors, who all recognise that her strong leadership and efficient management are just what the school needs at this critical period of its development. She has already begun to establish a more productive climate for learning. She has initiated a series of measures designed to promote a feeling of ownership and shared responsibility among all members of the school community. This is beginning to promote a sense that everybody associated with the school is fully included in pursuing the school's aims and values and that all pupils are treated fairly. The governing body has reviewed its performance and improvements designed to develop its effectiveness have been introduced. However, the succession of acting headteachers since the spring of 2004 has contributed to the school's instability and lack of decisive action to raise standards. The headteacher is already making improvements but at present lacks the support of a strong senior management team, a strong teaching force and a strong governing body to fully implement the required improvements. Consequently, the school requires extra help and support from elsewhere if it is to improve the quality of education it is able to offer.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision for children in the Foundation Stage is good. Children attend full time from September each year. Children have access to a rich curriculum that makes efficient use of the space and resources. The new outdoor area is used imaginatively to promote all areas of learning well. Attainment on entry is below average. Children achieve well as a result of consistently good teaching. The curriculum is well integrated and meets the children's needs, with due emphasis placed on activities that encourage children to take a personal responsibility for their own learning. Most children reach the early learning goals at the end of their reception year. Teaching is good. Assessment procedures are good; adults keep accurate notes to feed into a system that informs planning for individuals. Reports to parents are satisfactory. Adults manage children well and relationships are positive. The very good ratio of adults to children ensures that the needs of all children, including those with special educational needs, are well met. Induction is adequate and there are links to some of the feeder nurseries. The reception class is well led and managed by the reception teacher, who has a good grasp of the curriculum and works hard to provide a safe and nurturing environment for the youngest children. Good provision has been sustained since the time of the last inspection and the degree of improvement has been satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy to come to school and settle quickly to productive learning.
- Children behave well and are receptive to learning, making better than expected progress.
- Most develop the personal, and social emotional skills expected for their age at the end of their year in the reception class.

Commentary

38. Teaching is good and as a result children achieve well. Most are likely to attain all the early learning goals by the end of reception. The teacher and all adults model good behaviour effectively. They have a calm and respectful manner when addressing children and each other. The teacher values children's contributions to lessons, and children are expected to be responsible for tasks such as distributing fruit. 'Helpers' are identified clearly and they are keen to live up to the title, glowing with pride when they are thanked for their effort. Adults are quick to acknowledge good behaviour and children are praised appropriately for listening with attention and sitting with good posture.
39. All adults foster social skills effectively in a variety of ways. For example, children accept readily that when activities are overcrowded, they should return when there are spaces available. Children with special educational needs are well integrated and receive good support, both in class and through input from adults working on specific targets on their individual education plans. They, and others, are helped to maintain their concentration by the stimulating nature of the activities offered. As a result,

children are able to hold their attention for sustained periods and they are confident to try out new things. There is a calm and purposeful atmosphere.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well and most are likely to reach the early learning goals by the end of the reception year.
- Teachers and their assistants provide good opportunities for children to develop their skills in communication and language through imaginative, well-planned direct teaching.
- Adults assess children's progress carefully but do not always use information gained to plan effectively for pupils with special educational needs.

Commentary

40. Teaching is good and as a result children learn and achieve well. Most are likely to attain all the early learning goals by the end of reception. The good curriculum provides numerous opportunities for children to practise their skills in speaking and listening. In a well-planned session using a big book on sunflowers, children asked relevant questions articulately using a simple range of vocabulary. The teacher was skilled in her questions and extended the range of vocabulary by modelling the use of words such as 'miniature'. By the end of the session many children were using this adjective to describe their gardens.
41. The early skills of reading and writing are taught well. An enjoyment of books is promoted positively and story time plays an important part in developing positive attitudes to reading. In the reception class children are encouraged to read aloud to each other and adults. Reading is encouraged at home and a regular record is kept to inform parents of progress and how they can practise skills at home. The phonic programme and handwriting are taught systematically and as a result children assimilate early skills readily.
42. As a result of good assessment procedures, activities that follow the class teaching are well matched to pupils' needs. Most pupils in the class know the initial sounds of words and use this knowledge well in their writing. The higher attaining pupils are beginning to write sentences independently; they know that names and the beginning of a sentence start with a capital letter and that a sentence finishes with a full stop. In a lesson, they wrote captions about the magic golden eggs that had mysteriously been laid in a nest in the classroom.
43. Children who have learning difficulties make effective progress in literacy due to the well-directed support by teaching assistants, who know and understand the needs of these children well. Planning for these pupils could be improved further if direct links were made in lesson planning to the individual education plans for individual children. The teacher is effective in screening children and identifies children who may require support at an early stage.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching develops children's mathematical skills and as a result children learn well and make good progress.

Commentary

44. On entry to the reception class, children's mathematical understanding and language are below expectations for their age. Teaching is good and as a result children achieve well. Most are likely to attain all the early learning goals by the end of reception. Children are keen to learn and the teacher fosters children's interest through imaginative teaching. In a good lesson the teacher introduced positional and directional vocabulary and followed this up by making an obstacle course for a teddy bear which gave the children many opportunities to use the vocabulary in context. She then reinforced the learning by reading a favourite story - 'We are going on a Bear Hunt' - which repeated the vocabulary in a funny and imaginative way. The children were productive and actively learning throughout the session and as a result most were making good progress towards the early learning goals. Effective use is made of outdoor play to reinforce numerical vocabulary at first hand and to extend children's understanding of shape and space.

The scope of this inspection did not enable overall judgements to be made on provision or standards in the other areas of learning, but they were sampled.

45. In **knowledge and understanding of the world**, teaching is planned well in the elements of exploration and investigation, designing and making skills, and promoted children's interest and enthusiasm. Teachers provide a stimulating curriculum with many opportunities for pupils to undertake practical activities in which they learn about the world around. During the time of the inspection children were engaged in learning about plants. They were confident in using an electronic microscope linked to a computer to examine seeds closely, and in capturing the images for printing. They planted gardens, ensuring that the soil covered the roots to enable the plant to grow.
46. In **physical development**, children have access to a small area outside their classroom for regular physical development of the whole body. Good opportunities are provided for children to use a wide range of small equipment such as large pencils, scissors, paintbrushes and glue spreaders within the range of general classroom activity. Teachers are well aware of the need for children to practise these skills and provide a variety of experiences where they are required to manipulate small objects to improve their control.
47. In **creative development**, children paint pictures of themselves and explore the mixing of colour, and make collages and models. Their work is careful and displays consideration of the effect they are trying to create. Drama is promoted well through the imaginative creation of a role-play area where pupils enjoy pretending to be different characters. Displays are creative and demonstrate the value that teachers place on creative development.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievement is unsatisfactory and they do not attain the standards that they are capable of attaining.
- The quality of teaching is unsatisfactory overall, and inconsistencies result in learning that is uneven.
- The good teaching in Year 1 provides a good basis for future learning, and in Year 6 good teaching helps pupils fill some of the critical gaps in pupils' skills, knowledge and understanding.
- The lack of a library restricts pupils' ability to develop research skills.

Commentary

48. Pupils' achievement is unsatisfactory and in Year 2 standards in reading and writing are well below average. Pupils develop a good understanding of basic reading and writing skills in Year 1, where teaching is good. However, pupils make too little progress in Year 2 because teaching is mostly ineffective and they do not learn key skills systematically. The pace of their learning is too slow. Pupils' achievement is unsatisfactory in Years 3 to 6, and standards in Year 6 are below average in reading and well below average in writing. All groups of pupils, including the higher attaining pupils and those with special educational needs, make insufficient progress in their learning. There are pupils who speak languages other than English at home but these are all fluent in English speaking skills and their achievement is no different from that of other groups. Girls tend to do better than boys. This is borne out by national test results, which indicate that girls outperform boys by more than the degree nationally. On average over the past three years, girls have been well over a year ahead of boys in their attainment. This is largely because girls have more positive attitudes to learning than the boys. Also where poor behaviour and negative relationships affect learning in lessons, boys tend to be the culprits. Standards are lower now than those reported at the time of the last inspection and therefore improvement is unsatisfactory.
49. Teaching overall is unsatisfactory. In Year 1 it is consistently good. In Year 2, it is good when the new headteacher supports the teaching by working alongside the class teacher, but it is unsatisfactory at other times. An examination of pupils' work in Year 2 shows that expectations of what they could and should achieve are too low. Skills are not taught effectively because teaching lacks rigour and the teacher's grasp of the subject is incomplete. Tasks are not closely matched to pupils' particular stages of development and not enough is expected of pupils, especially the more able. The teaching in Year 3 to 6 is unsatisfactory overall because pupils are not enabled to achieve as well as they should. Teaching often fails to capture pupils' interest or enthusiasm. Relationships between teachers and pupils are not always positive and consequently the poor behaviour of a small minority of pupils interferes with the learning of all groups.
50. There were examples of good teaching in Year 6. Here the teacher's energetic approach was stimulating and the excellent relationships between the teacher and all pupils promoted good behaviour. All pupils were presented with appropriate challenge

and so all made good progress in the lesson. Although in this class many of the gaps in pupils' prior learning are filled effectively, a scrutiny of work showed that standards are still well below average in writing. However, many pupils, particularly girls, are developing an enthusiasm for literature and, whilst standards in reading overall are still below average, there are indications of encouraging improvements.

51. Teachers mark pupils' work regularly and the best marking shows pupils how they can improve their work. However, the scrutiny of pupils' work revealed that some pupils produce very little and work is frequently unfinished. This indicates that work is not always matched to pupils' widely varying stages of development and not all are enabled to achieve success.
52. The management of the subject is unsatisfactory. Areas of weakness have been identified accurately but not enough as been done to improve standards in reading and writing. There has been too little emphasis on improving the attitudes of boys towards literacy, and on improving their performance in particular. Resources are inadequate. The range of high quality fiction is limited and the lack of a school library hinders the development of research skills. Computers are not used enough to support teaching and learning. There is, for example, no email facility to encourage purposeful writing. Systems to assess pupils' achievement have recently been introduced but it too early to evaluate their impact on raising standards.

Language and literacy across the curriculum

53. There are too few opportunities for pupils to use language and literacy in other subjects and this is unsatisfactory. Opportunities are missed to extend pupils' speaking skills through drama. Little purposeful work that involves extensive writing, such as the creation of a school newspaper or writing the script for a school video, for example, is attempted. There is no evidence that role-play is used effectively in lessons, or that pupils are encouraged to write their own class or individual books.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are well below average and many pupils are underachieving. There has been a decline in provision since the time of the previous inspection.
- The quality of teaching and learning is unsatisfactory overall but there is some very good teaching in Year 6.
- Assessment procedures are unsatisfactory and do not always help pupils to understand what they have to do to improve.

Commentary

54. Standards in Year 2 are below average and then decline further to well below average by Year 6. The achievement of all groups of pupils, including those with special educational needs, is unsatisfactory. Pupils do not make the progress that they could between Years 2 and 6. Standards have declined since the last inspection and improvement has been unsatisfactory.
55. The quality of teaching and learning is unsatisfactory in Years 2, 4 and 5. Pupils are taught mathematics in separate year groups with a very good teacher to pupil ratio, and therefore

should be making better progress than they are. Procedures for assessing, tracking and checking pupils' work have, until very recently, been unsatisfactory. Consequently, teachers do not always plan tasks and activities that are suitable matched to the ability of the pupils. Plans for pupils with special educational needs are inadequate and, in lessons without a teaching assistant to provide support, many find it hard to cope.

56. The work seen in pupils' books confirms that teachers' expectations are not high enough. In Year 6, teaching is very good and the pupils are productive, as there is a good match of work to the ability of each pupil. However, there is too much ground to make up in too short a time, as significant gaps in knowledge and understanding persist. Pupils were observed to be disruptive in a Year 5 class and this had a detrimental effect on the learning of others.
57. Leadership and management are unsatisfactory. The decline in standards has been allowed to persist for too long. The frequent changes in school leadership in the past few terms have resulted in little consistency about direction and a lack of support for the subject co-ordinator.

Mathematics across the curriculum

58. The development of mathematical skills across the curriculum is unsatisfactory. Little evidence was seen during the inspection of numeracy being used in other subjects. In Year 1 there are good examples of repeating patterns displayed alongside similar work in art and technology. In a science lesson seen, however, graphs were constructed inaccurately, making interpretation of data difficult. Many opportunities are missed to extend pupils' mathematical experiences in other subjects.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievement is unsatisfactory, because teaching is unsatisfactory and so pupils do not make enough progress in lessons.
- The subject leader has introduced a new planning framework but this has yet to impact on raising standards.
- Action taken to improve progress in Years 3 to 6, highlighted as a key issue in the last inspection report, has been ineffective.

Commentary

59. On leaving the reception class, pupils have a sound grasp of skills in scientific enquiry and are very keen to know more. This early work is consolidated and extended well in Year 1. The work seen in Year 2 indicates that the good foundations laid in the reception class and in Year 1 are not built on effectively and progress slows because there are too few opportunities for pupils to develop investigational skills. Consequently, standards are below average. By Year 6, standards are well below average. This represents unsatisfactory achievement. Too few of the more able pupils reach the higher levels of attainment. There has been a significant downward slide in standards since 2002.
60. Teaching and learning are unsatisfactory, although the quality of teaching seen ranged from unsatisfactory to very good. There was scant evidence in pupils' work in Year 2 that they are given the opportunity to investigate for themselves and to collect evidence by making observations and measurements when trying to answer questions. Discussions with pupils confirmed that they have a poor understanding of how to conduct a fair test and have very

limited opportunities to explore and investigate for themselves. As this key aspect of subject is not taught effectively, the teaching is unsatisfactory. Satisfactory teaching was seen in Year 3. Pupils had a poor attitude to learning in the unsatisfactory lesson in Year 4. Here the teacher was unable to stimulate the pupils and as result they learnt little. The very good lesson in Year 6 was taken by the headteacher with the class teacher in support. The headteacher's enthusiasm helped to capture pupils' interest. The practical approach involved making an ingenious working model of the respiratory system and the good support for the slower learners ensured that all were able to complete the task successfully. The teachers maintained high expectations of the pupils' performance and relationships were very good so all pupils worked hard.

61. A detailed scrutiny of work completed by pupils indicated that teachers accept poor standards of presentation too readily. At times, graphs and tables drawn by pupils were so inaccurate that they could not be used to interpret the data illustrated. Some teachers mark work with comments that check pupils' understanding and, at its best, this establishes a dialogue that enables the pupils to improve. The marking of pupils' work is not consistent in all classes, however. Assessment of pupils' progress is unsatisfactory, as pupils are not assessed regularly enough. Some teachers have an incomplete understanding of how to assess pieces of work against National Curriculum levels of attainment. Targets are not accurate or rigorous enough to extend and challenge the pupils.
62. Leadership and management are unsatisfactory and have been too slow to tackle the decline in achievement. There has been insufficient monitoring to guide teachers on how to improve the level of challenge and support for pupils and to raise expectations. Standards have declined since the last inspection and the degree of improvement has been unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievement is unsatisfactory; standards are well below average in Year 2 and below average in Year 6.
- Computers are not used enough to support teaching and learning.
- Teaching is unsatisfactory overall, though the teaching seen for pupils in Year 6 was good.
- The subject leader has a good level of expertise.

Commentary

63. Pupils have too few opportunities to practise skills and so they do not achieve as well as they should. All classes visit the computer suite at least once each week but not all classes have computers in their classrooms for consolidating and extending their learning. Many of the oldest pupils develop a good range of skills but they have too few opportunities to use these skills in their everyday work. Consequently, learning is superficial and the skills are not fully embedded into pupils' repertoire of expertise. Standards have fallen since the last inspection and improvement has been unsatisfactory.
64. Teaching ranges from good to unsatisfactory and is unsatisfactory overall. Pupils do not learn enough because in some lessons the whole class is taught the same skills regardless of their widely varying abilities. Also the skills taught often lack sufficient challenge and are too easy for many pupils. This is largely because there is no assessment system to indicate which stage of learning each pupil has reached. However, some good teaching was seen in Year 6, where the teacher maintained high expectations of pupils' performance and the brisk pace of the lesson promoted rapid learning. As part of a series of lessons on designing a school web site, pupils learned how to use hyperlinks to link the pages of a web site together. Here pupils' enthusiasm was captured because they were working on a purposeful project. It also gave them freedom to use their creativity, which they thoroughly enjoyed.
65. The leadership and management of the subject are unsatisfactory. The subject leader has a good understanding of how computers can be used to support teaching and learning and he has led some helpful training for teachers. However, the subject leader reports that there has been a history of under-investment and insufficient staff training. He has accurately identified the fact that standards are too low but has not been able to take effective action to raise pupils' achievement. He has not had the opportunity to determine whether all classes are following the planning framework that is designed to promote full coverage of the National Curriculum requirements. Resources are not used efficiently and the computer room remains unused for a large part of each day. The school has also suffered from technical problems with equipment, which has further restricted learning opportunities.

Information and communication technology across the curriculum

66. The use of ICT across the curriculum is poor. It was rare to see computers being used in lessons other than those that took place in the computer room, and there were very few examples of computers being used to support teaching and learning in other subjects.

HUMANITIES

Religious education was inspected in detail and is reported in full below. History was sampled. Geography was not inspected.

67. There are examples of good work produced in **history**. Teaching was good in the lessons seen as teachers had planned well and used resources effectively to encourage pupils to use artefacts and evidence to make logical deductions. This was particularly effective in the lesson for pupils in Years 4 and 5 about the growth of the railways in Victorian Britain. However, pupils do not have good recall of previous learning and standards are below those expected for their age.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- A new planning framework has been introduced that promotes the systematic teaching of skills, knowledge and understanding so that pupils are beginning to build effectively on previous learning.

Commentary

68. Standards in Year 2 and Year 6 are in line with the expectations described in the locally agreed syllabus. This is a similar picture to that found at the time of the last inspection and improvement is satisfactory. All groups of pupils achieve satisfactorily. There are some good examples of pupils' work on display in classrooms and corridors which enhance the ambiance and ethos of the school. Samples of work show that many of the major world religions are studied and that a good balance is established between the acquisition of knowledge and personal reflection.
69. The quality of teaching and learning is satisfactory overall, but is variable and ranges from good to unsatisfactory. One lesson was unsatisfactory as pupils' behaviour disrupted the lesson. However, others were good. In the good lessons there was scope for pupils to explore their own responses to their learning. In Year 1, for instance, the children worked cooperatively in groups to explore the qualities in friendship and they went on to list some of the attributes as a class. Before the lesson ended they were given time to reflect on how they could become better at getting on with each other. The quality of reflection demonstrated pupils' growing ability to reflect thoughtfully on sensitive issues.
70. Leadership and management of the subject are satisfactory. The subject leader has improved the planning framework, which helps to promote full coverage of the agreed syllabus. She is also assembling a portfolio of work that is designed to be used to monitor standards. Resources are adequate.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, and music were not inspected. Physical education was sampled.

71. There are good links with the local secondary school, which has School Sports College status and so is charged with supporting the work of local primary schools in **physical education**. A specialist teacher visits to take lessons every Friday. He models good teaching techniques to assist class teachers in improving the quality of their teaching. He assists with organising inter-school tournaments that include football, basketball and tag rugby and with transport to local inter-school athletics days. Resources are also shared and are therefore adequate to support teaching and learning. The school takes pupils swimming and around 80 per cent of pupils attain the end of Year 6 target of being able to swim 25 metres.
72. There was insufficient teaching and learning seen to make overall judgements about the quality of teaching or the standards that pupils attain. However, teaching in the games lesson seen for pupils in Year 6 was satisfactory and pupils attained average standards.
73. The subject leader is enthusiastic and promotes the subject well. After-school clubs that include games, athletics and orienteering enrich pupils' opportunities for learning. The school has also embraced the 'Huff and Puff' scheme to promote greater physical fitness. The midday supervisors received training under this scheme to help them involve pupils in physical activities during the lunchtime break. Pupils who present

challenging behaviour in the playground are specifically targeted in order to improve their behaviour through encouraging them to participate in games activities. Good cross-curricular links feature in the activities as when, for example, the school's work on the history of the Olympic Games formed the thematic basis for the school sports day.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

74. The school has a satisfactory programme for personal, social, health education and citizenship and the governing body ensures that the school meets statutory requirements in respect of its provision for sex and relationships education and drugs education. The headteacher has introduced a new initiative designed to promote improved social interaction between pupils and to develop greater unity across the school. Each week all pupils meet in the hall before moving in four mixed age groups to their 'house' classrooms, where they work together on creative activities such as drama or decorating biscuits with coloured icing, sweets and vermicelli. The system works well. In the lessons seen, older pupils willingly took responsibility for the younger pupils and the youngest thoroughly enjoyed the attention they received from the older ones. The exercise was successful in promoting social development and good relationships. The complete curriculum plan includes all the relevant aspects, including provision of information for pupils on drugs awareness, hygiene and sex education and the importance of health for life. Activities provide opportunities for pupils to learn to value themselves and others. Other productive discussions take place through the school council, where elected representatives of the pupils raise issues of concern and make suggestions for the future development of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	6
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities (ethos)	4
Attendance	5
Attitudes	5
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	5
The effectiveness of management	6

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