

INSPECTION REPORT

PAXCROFT PRIMARY SCHOOL

Trowbridge

LEA area: Wiltshire

Unique reference number: 126483

Headteacher: Mrs E Bannister

Lead inspector: Mrs S. E. Hall 21750

Dates of inspection: 13th-16th September 2004

Inspection number: 267487

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:	Foundation
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll;	277
School address:	Ashton Street Trowbridge Wiltshire
Postcode:	BA14 7EB
Telephone number:	01225 762244
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M Heydon
Date of previous inspection:	8 th February 1999

CHARACTERISTICS OF THE SCHOOL

Paxcroft Primary School is located in the small town of Trowbridge in Wiltshire. The school is popular and oversubscribed with almost half the pupils attending from outside the normal catchment area. With 277 pupils, the school is slightly bigger than average. The proportion of pupils entitled to free school meals is much lower than is usual. Census information indicates that the socio-economic context of the area is average. There are 14 pupils of non-white British heritage, almost all of whom speak English well. The proportion of pupils with special educational needs is below the national average and no pupils have a Statement of Special Educational Need. On entry to the school children have skills that are average for their age. Mobility in and out of the school is low. The school received an achievement award in 2001 and the Healthy Schools Award in 2004. Staffing is settled, although the newly appointed headteacher started in school the week before the inspection. The school became grant maintained in 1994 and since this time has pursued a programme of re-modelling the school accommodation. The inspection took place in the second week of the school year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	Lead inspector	Science Foundation Stage English as an additional language
1165	Mr P Dannheiser	Lay inspector	
20326	Mr P Clark	Team inspector	English Modern foreign language – French Personal, social and health education and citizenship Religious education History Geography
22556	Mr E Morgan	Team inspector	Special educational needs Mathematics Information and communication technology Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Paxcroft Primary School provides a **satisfactory** standard of education overall. Expenditure per pupil is average and the school achieves satisfactory overall value for money.

The school's main strengths and weaknesses are:

- The new headteacher has a very clear vision for overall improvement.
- Pupil's attitudes to school are good and their behaviour is very good.
- The school does not have sufficiently strong and rigorous procedures to monitor and evaluate the quality of all aspects of its work.
- Governors do not know enough about the quality of the work of the school.
- Curriculum planning is not consistent and cohesive.
- Throughout the school standards in information and communication technology (ICT) and art and design are above average as they are in history at the age of eleven.
- Assessment information is not used well enough to match work to pupils' needs.
- The pastoral care, support and guidance of pupils are good.

The previous inspection of the school identified no key issues for school improvement. Standards in Years 1 and 2 remain largely as they were previously. Those in Years 3 to 6 have dipped, but remain satisfactory overall. The quality of teaching and learning, curriculum planning and leadership and management have all fallen in the last few years and, overall, school improvement is unsatisfactory.

STANDARDS ACHIEVED

Year 6 results

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

Key: A* - very high; A - well above average; B – above average; C – average; D – below average; E – well below average

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

Pupils' achievement is **satisfactory** across the school. Children enter the school with skills that are average overall. Whilst there is a wide range of ability, a small but significant number have above average skills for their age in all areas of their early learning. In the Foundation Stage, children's achievement is satisfactory and when they enter Year 1 they meet the targets expected for their age. Pupils in Years 1 to 6 achieve satisfactorily and attain the standards expected. Standards in ICT and art and design are above average throughout the school as they are in history at the age of eleven, and in these subjects pupils make good

progress and achieve well. Groups of pupils, including those of higher or lower ability, achieve satisfactorily.

Pupils' personal development is **good**, including their spiritual, moral, social and cultural development. Pupils have positive attitudes to their work and their behaviour is very good overall. Attendance is average, although it is affected by families taking holidays in term time.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. The quality of teaching and learning is **satisfactory**. Children in the Foundation Stage are taught satisfactorily, with some good teaching of the older Reception children in a mixed-age class. Teaching and learning in Years 1 to 6 is satisfactory overall, with some good features in the teaching of the oldest pupils. However, there is too much use of photocopied worksheets that limits pupils' recording skills.

The curriculum is satisfactory overall and all aspects of the required curriculum are taught. However, there are widely varying amounts of time allocated to the teaching of subjects even in parallel classes. Time allocated to the teaching of some subjects, including physical education, is well above the usual allocation and time allocated to other areas is not used to best effect. The accommodation is satisfactory following re-modelling of many areas. The care taken for the welfare, health and well being of pupils is good overall, although there are some concerns raised with the school. There are satisfactory links with parents and the community. Links with other schools are good.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are **unsatisfactory**. The leadership of the very recently appointed headteacher is very good. She and the new deputy headteacher have a clear grasp of school improvement. After one week in school, the development plan was re-written identifying the main areas of concern. These are the same areas which have subsequently been identified during the inspection. Management of the school is unsatisfactory. Subject leaders have had little or no time to monitor the quality of provision in areas for which they hold responsibility. Their roles are under-developed and as such are unsatisfactory. Governance of the school is poor, as governors do not have a clear enough understanding of weaknesses in provision across a wide range of areas. The work of the governing body lacks depth and rigour. Financial management is poor. However, a recent audit identified these weaknesses and an immediate start has been made to address such issues.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school. A very small minority feels that their concerns are not listened to and they do not receive enough information. Pupils like being at the school and most are confident that there are adults to whom they can talk if necessary.

IMPROVEMENTS NEEDED

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

- Ensure that governors are fully informed at first hand of the quality of provision in all areas of school life, including the management of finances.
- Ensure the quality of curriculum planning consistently provides equality of opportunity to all pupils through the best use of teaching time.

- Make better use of assessment information to match the planning of activities to the different needs of pupils.
- Extend the monitoring and evaluation of all aspects of school life using recognised criteria to ensure rigour in such procedures.

To meet statutory requirements the school should:

- Ensure that financial regulations are complied with so that the school makes clear that it achieves best value in the spending of public monies.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is **satisfactory** throughout the school. Standards at the end of the Foundation Stage and Years 2 and 6 are **average** and in line with national expectations.

Main strengths and weaknesses

- Pupils achieve well in information and communication technology (ICT) and art and design across the school and in history at the end of Year 6.

Commentary

Foundation Stage

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Good
Communication, language and literacy	Satisfactory
Mathematical development	Satisfactory
Knowledge and understanding of the world	Satisfactory
Physical development	Satisfactory
Creative development	Satisfactory

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

1. At the start of the year of their fifth birthday children enter the Reception class and the oldest enter the mixed Reception and Year 1 class. On entry, children's early learning is largely average for their age indicating that skills when starting school have risen slightly since the previous inspection. Most children are happy and confident and are keen to start school. There is a wide range of early skills and a small, but significant, and growing number of children enter school with skills that are above average for their age. Children's learning and achievement are satisfactory overall and children in the mixed Reception / Year 1 class often learn well. Overall, by the time they enter Year 1, the children have met the early learning goals for their age in all areas and most exceed these goals in their personal, social and emotional development.

Key Stage 1

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

Standards in:	School results	National results
Reading	16.3 (16.4)	15.7 (15.8)
Writing	14.9 (14.7)	14.6 (14.4)
Mathematics	16.8 (16.6)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year

- In the national tests in 2003, pupils in Year 2 attained standards that were average in reading, writing and mathematics when compared to schools nationally. However, when compared to schools with similar proportions of pupils entitled to free school meals, standards were below average. In 2004 there are currently no national comparative figures available. The 2004 results show that an improved proportion of pupils attained the expected Level 2 in reading. The proportion of pupils reaching Level 2 remained largely the same in writing, but fell in mathematics. These test results also show that the proportion of pupils achieving levels above the average fell in reading, writing and mathematics, with almost half the number of the previous year attaining the higher levels. Inspection findings are that, because of the different abilities of the current group of pupils, standards are average in reading, writing and mathematics.

Key Stage 2

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

Standards in:	School results	National results
English	27.9 (27.6)	26.8 (27.0)
Mathematics	28.2 (29.2)	26.8 (26.7)
Science	28.6 (29.1)	28.6 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year

- In the national tests in 2003, pupils in Year 6 attained standards that were above average in English and mathematics and average in science when compared to schools nationally. When compared to pupils' prior attainment, standards were well above average in mathematics, above average in English and average in science. There is currently no information available to compare the results attained in 2004 with schools nationally. However, school information shows that a higher proportion attained the expected level in mathematics than last year but a lower proportion attained this standard in English and science. However, in 2004, whilst a much improved proportion of pupils attained the higher levels in science, not as many achieved as well in mathematics as they had done previously. Inspection findings are that standards being attained by the current Year 6 are average in English, mathematics and science and pupils achieve satisfactorily. This group of pupils contains a larger proportion of pupils of average and lower achievement than the previous year group.
- In English, pupils' speaking and listening skills are good for their age. Almost all pupils listen well, which has a positive impact on their learning. While most pupils' speaking skills are good, some choose to contribute little to class discussions and are passive learners. Reading and writing skills are average for the age of the pupils and several have good skills in both areas. In mathematics, most pupils have a secure

understanding of numbers and use their skills in a wide range of increasingly difficult calculations. However, pupils' data handling skills are not as well developed. In science, pupils' factual knowledge of areas including life and living processes and materials are soundly based, but their ability to carry out investigative and experimental activities is more limited because of the lack of opportunities to plan and carry out such tasks in an open-ended manner. However, the wide use of photocopied worksheets in all subjects limits the opportunities pupils have to record their ideas in their own words and stifles their interest and imagination.

5. Pupils do well in ICT across the school. The large majority have a good level of interest and skill in using computers and the school has worked hard to integrate the use of ICT across the curriculum, although more remains to be done in some areas. Pupils do well in art and design and there is some very attractive and good quality artwork well displayed throughout the school. Standards are above average and achievement is good in ICT and art and design across the school, and in history by the age of eleven.
6. All groups of pupils achieve satisfactorily across the school. This indicates there has been a dip in both standards and progress in Years 3 to 6 since the previous inspection when standards were often above average. This is largely because the quality of curriculum planning, and changes in teaching and learning have not kept pace with other schools. Whilst most pupils achieve satisfactorily, a small number of pupils of all abilities are capable of making better progress. The support given to those with special educational needs is satisfactory and enables them to achieve satisfactorily in relation to their prior learning. There is no significant difference in the achievement of boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and personal development are **good**, and behaviour is **very good**. Spiritual, moral, social and cultural development is **good** overall. Attendance is **satisfactory** and punctuality good.

Main strengths and weaknesses

- The caring ethos of the school permeates all activities and helps to promote pupils' good relationships, attitudes and personal development.
- The very good role models provided by the staff ensure that pupils quickly know the difference between right and wrong and behave very well.
- Pupils want to come to this school and as a result punctuality is very good.

Commentary

7. Pupils' attitudes, values and personal development are good. The positive picture found at the last inspection has been maintained. The majority of pupils are very well behaved, polite and courteous, and respond well to the caring ethos of the school. They behave well in class and around the school in break times despite some limited space. A few pupils lack enthusiasm and involvement and think learning is not very interesting and fun. Pupils with special educational needs have good attitudes to learning and are managed well by staff so that they usually fit in well when they are in class and receive good support in small groups or individually. No incidents of bullying were seen during the inspection and no pupils were excluded from school last year. Children in the Foundation Stage respond positively to the school routines and even the youngest at the start of their first year at the school are able to sit well, are listening and ready to learn.

8. Pupils have a very good moral understanding of right and wrong which is promoted from an early age. They benefit from the very good role models set by the adults in school, and from a well worked-out scheme for personal, social, health and citizenship education. Qualities, such as honesty, politeness, and helpfulness, are rewarded alongside academic achievement. Social development is very good and all pupils are well aware of the rules. As a result, they contribute to a very orderly community. There are a few opportunities for pupils to enhance their social development through taking responsibility, which they do with commitment and pride. For example, the elected school council meets regularly and members take their responsibilities seriously when making decisions on behalf of others. Pupils in Year 6 act as buddies for all pupils in the playground and are proud to wear the yellow hats, which identify them to others.
9. Provision for spiritual development is good. During the inspection, in one class the teacher discussed sensitively and compassionately events in a Russian school – acknowledging the spiritual dimension. Provision for cultural development is satisfactory. Pupils follow a curriculum that promotes a good understanding of western culture in subjects, such as history, art and design, and English. Their understanding of different cultures was promoted in special international week last year but more could be done to enhance this element by broadening pupils’ multicultural experiences throughout their learning and through visits.
10. Pupils’ relationships with adults and each other are good, and this has a positive impact on learning. Pupils have few opportunities to work independently. They work well in pairs and small groups, for example, when practising tag rugby skills. The older pupils help in assembly but there is room for them to take on more responsibilities around school.
11. Almost all parents ensure that their children attend school regularly and arrive punctually, though some parents withdraw their children from school to take holidays during term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **satisfactory**. Assessment procedures are **satisfactory**. Curriculum planning is **satisfactory**. The provision for pupils’ care, welfare and health is **good**. Links with parents are **satisfactory**.

Teaching and learning

Teaching and learning are **satisfactory** in each part of the school.

Main strengths and weaknesses

- Assessment information is not used well enough to ensure the highest level of challenge for all pupils.
- The teaching of ICT and art and design is good.
- The planning of activities is not consistent and extensive use of photocopied worksheets inhibits the development of pupils' recording skills.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (8%)	15 (37%)	20 (50%)	2 (5%)	0	0

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

12. The inspection took place in the second week of the school year and with short notice cover for teaching staff in the Reception Class. Teaching and learning in the Foundation Stage is satisfactory overall as borne out in the sample of pupils' recent work. Teaching is stronger in the mixed Reception / Year 1 class than for the younger children. Overall, staff have reasonable understanding of the needs of young children although the learning environment and tasks in the Reception class lack impact and are somewhat unimaginative. The sample of recent work indicates that there is an overuse of recording formats, which do little to stimulate interest in learning.
13. Throughout the school, teachers encourage pupils to try hard and there is a clear insistence on high standards of behaviour. Lessons are conducted in a calm and purposeful manner, which has a positive impact upon learning. The teaching of ICT and art and design is good and in all other subjects it is satisfactory, although there are some weaknesses in the teaching of French. Staff plan a well considered range of revision tasks prior to national tests for the older pupils, which boosts learning and had a particularly beneficial impact on pupils' achievement in science last year.
14. The quality of teaching in Years 1 to 6 is satisfactory overall and there are some good aspects to the teaching of the oldest pupils, where a new team of teachers is beginning to plan well together, with an awareness of challenging all groups of pupils. However, in many parts of the school, staff do not consistently plan activities together to ensure equality of access and opportunity for pupils in parallel classes. The quality of teaching and learning, whilst satisfactory, has fallen since the previous inspection.
15. The sample of recent work indicates that not enough practical learning activities are planned in some subjects, including science. Staff sometimes direct activities too much and give pupils little opportunity to plan and carry out investigations and experiments, to follow lines of research or to record their findings in their own words, other than in history. In virtually all classes from Reception to Year 6 there is wide use of photocopied worksheets that do little to enhance learning. In several activities the use of worksheets seems to drive the organisation of a task rather than the reverse. The use of such formats is not carefully monitored and staff are not always aware if such tasks are moving pupils' skills forward by demanding enough from groups of different

abilities. The teaching of pupils with special educational needs is satisfactory overall and this is enhanced by the support pupils are given by teaching assistants.

16. Assessment procedures are satisfactory and the newly appointed assessment co-ordinator has made a satisfactory start to the collation of a range of information. However, this information is not routinely used by all staff to plan different activities to meet the needs of groups of pupils who make different rates of progress. Whilst staff sometimes plan work for “uppers and lowers” this does not consistently meet the needs of the wide range of ability including in the mixed age classes. This limits pupils’ learning and affects their achievement as seen in several lessons including the small number where teaching was unsatisfactory. The newly appointed headteacher has quickly identified issues related to consistency, assessment, planning and challenge and has clear plans to address these areas.

The curriculum

The quality of the curriculum throughout the school is **satisfactory** and fully meets statutory requirements. Opportunities for enrichment are **good**. There is a **good** range of extra-curricular activities. The accommodation and amount of resources are **satisfactory**.

Main strengths and weaknesses

- There is a significant variation in equality of access to subjects taught between classes containing pupils of the same age.
- Timetable organisation means that some lessons are too long and pupils’ concentration often lapses.
- Provision for pupils’ personal, social and health education and citizenship is good.
- Extra-curricular activities are good.
- Library facilities are limited and do little to support learning.

Commentary

17. A satisfactory curriculum covers all subjects and is suitably broad. However, it is not organised and planned to ensure that all subjects receive their recommended amount of time and that the same aged pupils in parallel classes receive similar curriculum entitlement. Teachers in parallel classes do not plan together on a consistent basis. More than one third of teaching time in some classes is devoted to the teaching of English as literacy, shared reading and story time. Often lessons expand to fill the time available rather than being drawn to a close for another activity. There is no evidence to suggest that an increased time allocation is leading to improved standards. In some instances, pupils lose concentration and interest when tasks become overlong. The school devotes considerably more time to the teaching of swimming and to French than is often seen. Conversely, not enough time has been given to the teaching of other subjects.
18. Strengths highlighted in the previous inspection relating to art and design and history still exist today and the raised profile of ICT during recent years has added an extra positive dimension. The newly appointed headteacher immediately identified the need to look at the way the curriculum is organised and to make sure that what has been agreed actually takes place in all classes. Although action plans have been drawn up for each subject, a rigorous system for checking and reviewing all aspects of the curriculum is not in place. Whilst the curriculum is satisfactory overall, the school has yet to draw up plans to ensure the consistent development of skills in a number of

subject areas. The school makes satisfactory provision for pupils with special educational needs. Pupils' individual education plans are well matched to their needs, particularly in literacy.

19. Personal, social and health education and citizenship is delivered well, underpinned by a recently introduced new scheme of work. The school works hard to ensure that pupils have a good range of opportunities to develop their awareness of issues related to sex and relationships and drug abuse. The school successfully promotes healthy lifestyles through the Healthy Schools Project.
20. Provision for extra-curriculum entitlement is good. There is a wide variety of clubs outside the school day, including a good range of sporting activities from hockey, tennis, lacrosse, football, rugby, dance, netball and athletics. In addition, there is a reading club. Good use is made of opportunities to visit other places, for example, the Year 5 and 6 visit to the Isle of Wight, to make the curriculum meaningful and relevant. These well-planned visits contribute successfully to pupils' social and personal development.
21. The school has a good number of teaching staff and teaching assistants. The accommodation is satisfactory, with adequate space inside the school and good provision in the grounds, especially when the grassed areas can be used. The facilities include a well-equipped computer suite, and an environmental area. There is an enclosed area for the youngest children, which is an improvement since the previous inspection. Building work is underway to improve the learning space. The school has no central library facility, which limits learning, and much of the corridor space, some of which is used for coats, is extremely cramped.

Care, guidance and support

Pupils are given **good** support and are well cared for. There are **good** procedures for checking that pupils and staff work in a safe environment. The school seeks and acts on pupils' views **well**.

Main strengths and weaknesses

- Arrangements for pupils starting school or moving to the next stage of their education are very good.
- Provision for first aid is good and safe practice is promoted well in lessons.
- Provision for health, safety and the protection of pupils is mainly good and the school is ensuring pupils' continued safety during the building phase in progress.

Commentary

22. Induction arrangements are good, both when children start at school and when they move to the secondary school. These arrangements start the work of developing the good and trusting relationships between pupils and staff that give pupils the confidence to seek support and guidance when they have concerns about their work or a personal problem. Pupils say that staff provide them with well-informed support, advice and guidance and clear targets as to what they need to do to improve their work. However, the use of targets throughout the year is not consistent. The school successfully seeks pupils' views through the school council, which in turn asks for comments from class councils, and pupils value seeing their own academic progress in the end-of-year reports.

23. The school has clear procedures for identifying pupils with special educational needs at an early stage. Pupils' needs are recognised and their individual educational plans identify essentially their literacy targets. Some attention is also given to meeting pupils' other academic and personal needs.
24. First-aid provision is good and most staff are qualified to provide assistance in the event of an emergency. The school's procedures for ensuring the safety and well-being of pupils are good, as they were at the time of the last inspection. There is now a satisfactory area for outdoor play for the youngest children. Staff and governors are involved in checking the premises and site, and risk assessments are undertaken. Child protection procedures meet requirements and the school exercises its responsibilities with vigilance and care.

Partnership with parents, other schools and the community

The partnership between school and home and the community is **satisfactory** overall. Links with other schools are **good**.

Main strengths and weaknesses

- Parents are pleased with what the school provides for their children.
- Information to parents is regular, and pupils' annual reports are good but more curriculum information could be shared with parents.
- The school does not make use of the local community well enough.
- Links with local schools are good.

Commentary

25. The positive views of parents reflect a reasonable level of satisfaction with all aspects of the school's provision. A very small minority of parents expressed some concerns about the information that they receive. This stems from occasions when information about school events has not always been sent to all interested parties. In addition, some parents feel that the school does not seek out their views and take account of their suggestions. The school has recognised that there is room for improving communication with parents and has plans to send out regular surveys. Many parents support their children well at home by sharing books with them and helping them with their homework. Several parents help in school on a regular basis. The parent-school association is run by a small but hardworking committee and successfully raises funds to provide additional resources and learning opportunities for pupils.
26. The monthly newsletters and general information provided to parents and the annual reports on pupils' progress are good. Reports demonstrate the good knowledge that teachers have of pupils and include pupils' own evaluations. Information about children's future work and how parents might contribute is available on notices in the classroom but not sent out to parents. Many parents attend Friday class assemblies. The school has satisfactory arrangements for providing information to parents of pupils with special educational needs. They are involved in the reviews of their children's individual educational plans and are kept up to date with any changes.
27. The pupils go on a good range of visits, and visitors also provide good enrichment of the curriculum. These support pupils' personal and social development as well as widening their experience and giving them opportunities to learn about the needs of others through charitable projects. The school is not used by outside groups, but pupils have welcomed local elderly people.

28. The school liaises closely with feeder nurseries. Links with other schools are good, and there is a partnership of schools in the area. This helps co-ordinate school activities. Transition work helps pupils to move smoothly between phases of their education and there are developing modern foreign language links. A club for pupils interested in linking with pupils from the neighbouring special school gives all those involved valuable understanding.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **unsatisfactory** overall. The new headteacher currently provides the school with **very good leadership**. Leadership of other key staff is under-developed and as such is **unsatisfactory**. The management of the school is **unsatisfactory**. The governance of the school is **poor**.

Main strengths and weaknesses

- The new headteacher provides the school with a clear vision for the future.
 - The governing body does not effectively monitor the work of the school and financial management is poor.
 - Standards and the quality of education have not been sufficiently influenced by key staff.
 - Management is adversely affected because procedures for evaluation of standards and quality of education are not well established and lack rigour.
29. The leadership of the new headteacher is characterised by her sense of purpose and her aspirations for the school. Since her appointment, she has very quickly developed an astute grasp of the strengths and weaknesses of the school and clearly identified priorities in her initial planning. The newly revised school development plan is dedicated to ensuring the highest possible standards and achievement in all areas of the school's work and outlines a clear vision for the school. Initial plans incorporate clear strategic thinking and a realisation of the need to make the best possible use of all staff in school development. The headteacher is open and frank and recognises what has to be done to improve the school and to empower staff to play a more prominent and effective role and to develop their professional expertise.
30. The recently appointed deputy headteacher shares the headteacher's aspirations for the school. She has a full-time classroom commitment and assumes other responsibilities, including overseeing assessment. Members of staff have designated responsibilities but a very limited time allocation to undertake these duties. Consequently, their impact on the curriculum and the quality of teaching and learning across the school is unsatisfactory. The curriculum is not developed progressively and there is inequality of opportunity for some pupils, especially in the mixed-aged classes. Whilst satisfactory analysis of assessment data is undertaken, this has not been effectively used to modify the curriculum, set targets for individual pupils or to ensure that tasks are well matched to pupils' age and ability. Leadership and management of the Foundation Stage lack rigour and are unsatisfactory, as there has been insufficient monitoring of the effectiveness of provision.
31. The provision for pupils with special educational needs is satisfactory. The co-ordinator, in conjunction with class teachers, ensures the early identification of pupils with special needs and effective procedures are in place to support them. Pupils with such needs are well-supported in class by the teaching assistants and the special educational needs governor liaises closely with the Special Educational Needs Co-ordinator (SENCO). All pupils with special educational needs have Individual Education Plans (IEP's) and these are regularly reviewed. The school meets the requirements of the Code of Practice. Time constraints, however, limit the SENCO's involvement.
32. Governance of the school is poor which has had a negative impact on school improvement. The governing body has a limited knowledge of the school's weaknesses. Consequently, the falling standards in some subjects, whilst identified in the minutes of the Governing Body, have not been sufficiently followed up. Governors

are supportive of the school but have limited influence on its work and have only recently begun a programme of school visits and classroom observation. Their influence on shaping the vision and direction of the school is limited and there is little evidence of them challenging the school or holding it to account for the decisions made.

33. Overall management of the school is unsatisfactory. Financial management of the school including that provided by the governing body has been poor. The recent audit report (August 2004) drew attention of the serious weaknesses in the procedures for awarding and paying for refurbishment work at the school. When the deficiencies in procedures became apparent they were immediately remedied. There are satisfactory procedures now in place to ensure best value for any goods or services purchased. Day-to-day administration carried out by the office staff is of a high standard and ensures a warm welcome and the smooth and efficient running of the school. A key barrier to school improvement since the last inspection has been that procedures for monitoring and evaluating the quality of provision are under-developed, lack sufficient rigour and are unsatisfactory.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total Income	668 326	Balance from previous year	3 064
Total expenditure	663 802	Balance carried forward to the next	7 588
Expenditure per pupil	2 396		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Provision for children in the Foundation Stage is satisfactory overall, which indicates a fall in quality from the previous inspection when this was very good. Since this time, there have been changes in staff and limited monitoring and evaluation of provision. The curriculum, teaching and learning and children's achievement are satisfactory overall. Satisfactory assessment procedures are in place but there is room to develop use of such information further. Overall, leadership and management are unsatisfactory as monitoring and evaluation lack rigour in identifying areas for improvement.
35. Provision for the majority of children in the Reception class is satisfactory. A supply teacher was teaching the reception class during the inspection, but full account has been taken of the work recently done by the children. Provision for the smaller number of older children in the mixed Reception / Year 1 class is better and is good. These children receive a more stimulating quality of teaching where more is expected of them. At the time of inspection, the children were mostly attending on a part-time basis and had been in school for one week. Children enter the school with wide ranging skills and abilities, which overall are in line with what is expected for this age. The accommodation is satisfactory. The accommodation for the Reception group is spacious and attractive, but the environment is bland and lacks stimulation. The temporary accommodation for the older group is restricted but staff provide a well-planned range of purposeful activities which overcome any problems.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well in this area.
- There are clear expectations of children's behaviour and of good relationships.

Commentary

36. Teaching and learning in this area are good with the result that by the end of the reception year the majority of the children exceed the targets for their age. Children learn well, they settle happily and confidently so that after only one week in the school, they arrive, organise their belongings and leave their carers with minimal concern. Staff welcome them into calm surroundings and make clear to children what is expected of them. Children are usually interested in what is happening around them and show curiosity in their learning. The classroom environment fosters the development of respect, courtesy and an awareness of others. In the mixed-age class children take part on an equal footing with the older pupils. Children share things well and are caring towards each other. They have good self-esteem and feel confident to ask for help when necessary. Relationships between children and with staff are good, as is behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching in the mixed age class makes good use of questioning to involve children.
- The extensive use of photocopiable worksheets limits children's writing skills.

Commentary

37. Teaching and learning in this area is satisfactory overall. Children achieve satisfactorily and most meet expectations in this area by the time they enter Year 1. Children generally listen well, and a strong feature of the work with the older children is the effective use of questioning to involve them in discussions. This is less evident with the younger children, who, when not involved in activities, sometimes struggle to maintain concentration. The majority of children have average speaking skills and a significant proportion of children speak well for their age. However, there are few opportunities for children to share their ideas with their friends on a formalised basis.
38. Books are readily available for the children and they are introduced to aspects of the National Literacy Strategy from an early stage. In the mixed-age class children are soon able to recognise parts of the book and what they are for, and take part in the re-telling of simple stories. Children have opportunities to learn to write, often by copying over or below an adult script. Whilst there is some use of strategies to develop children's own writing, these are often limited by the extensive use of photocopied worksheets that do little to develop children's recording skills and interest in writing for enjoyment.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children develop good understanding of numbers.
- Staff miss opportunities to extend mathematical learning in organised play activities.

Commentary

39. Teaching and learning are satisfactory and children achieve the targets expected for their age. All children have good opportunities to write numbers, and they match objects, numbers and shapes accurately. Teachers plan a reasonable range of fairly traditional number and shape recognition activities that move learning forward steadily. These are recorded on worksheets that do little to ensure learning is stimulating. Staff do not make full use of opportunities to carefully structure play tasks to emphasise numbers and shapes in such activities as the class shop. While teaching assistants ensure children behave well, more could be done to stimulate children's imagination and better use could be made of questioning and counting to enhance mathematical learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Teachers plan carefully to cover a wide variety of curriculum areas.
- The extensive use of worksheets restricts how children record what they have found out.

Commentary

40. Teaching in this area is satisfactory. Children's learning is satisfactory; they meet the targets expected for this age and achieve satisfactorily. Teachers plan carefully to provide a wide range of suitable, if somewhat traditional, learning activities. At times, tasks are based on the information that teachers give children rather than on what children have found out for themselves. In science, children learn about magnets, floating and sinking and translucent materials. They have good opportunities to use computers and, with only a week in school, higher attaining children are confident enough to want to play a *Bob the Builder* game unaided. In history, children visit a local steam museum and colour pictures of Brunel. Religious festivals are celebrated and children are encouraged to think about friendships and other aspects of their personal development. However, the recording of many tasks is very worksheet based and gives little opportunity for children to record what they have found out in their own style.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- The outdoor play area is not used in an imaginative and stimulating way.

Commentary

41. Teaching in this area is satisfactory as is children's learning, and most achieve the targets expected for their age. Children have access to a suitable range of materials to use indoors, which helps develop their fine skills of handling pencils, scissors, paintbrushes and modelling materials. The outdoor area for the older children, whilst currently restricted, is used well and regularly for purposeful activities. However, the area for younger children is somewhat mundane. This contains few markings to stimulate imagination when using wheeled vehicles and other play equipment, which are small in number and rarely used in well-structured activities. The free play that takes place sometimes appears purposeless and best use is not always made of support staff to make this more stimulating, imaginative and demanding.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Staff do not make best use of the materials available to create imaginative activities.

Commentary

42. Teaching and learning are satisfactory. When they enter Year 1, children meet the targets expected for their age. Children in both classes take part in a satisfactory range of art and design and design and technology activities. They produce work in two and three dimensions to a reasonable standard. Whilst there are a few materials and opportunities for role-play, activities are sometimes poorly organised and have minimal structure and purpose. For instance, a 'home-corner' in the reception room is small and restricted and children are not encouraged to assume specific roles and, therefore, miss opportunities to develop their imagination, vocabulary and self-esteem.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

French

French was sampled during the inspection and it was not possible to make a firm judgement about overall provision.

Main strengths and weaknesses

- Higher attaining pupils do not receive enough variety and challenge in their work.
- Parents view the teaching of French as a strength of the school.
- Monitoring and evaluation and the use of detailed assessment to build on previous learning are unsatisfactory.

Commentary

43. Only two lessons were observed during the inspection, therefore no judgement was made about the quality of teaching and learning and overall provision. Discussion with pupils in Year 4 and 5 and analysis of work indicate that standards are average. However, standards achieved in a Year 5 and 6 class appeared less secure, with pupils complaining that matching English and French words, in the form of verbal responses, was repeated on a regular basis. This teaching is unsatisfactory. The work in pupils' folders often includes identical commercial worksheets that do not match individual needs.
44. Overall management and leadership of the subject throughout the school are unsatisfactory. Standards and pupil achievement are not checked regularly enough to make sure that the quality of teaching and learning and the curriculum are consistent across the school. There are no formal assessments in place and, as a result, pupils do not have a clear enough view of how they can improve. As a result, planning is not closely linked to individual needs. Parents view the teaching of French across the

school to be a major strength, adding richness to the subjects taught. However, its rather fragmented approach where it interrupts ongoing literacy lessons is a weakness and there is a need to move from the formal teaching of vocabulary to real life situations where French is spoken and understood in a more practical hands-on manner.

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils in older classes achieve well.
- Pupils' speaking and listening skills are good throughout the school.
- Teaching has some strengths, but the match of work to the needs of individuals requires improvement.
- Library and reading book provision in many classes is unsatisfactory.
- Pupils do not know how well they are doing or what they have to do to improve.

Commentary

45. Standards achieved by pupils at the end of Year 6 have varied considerably since the last inspection. National test results in 2003 for Year 6 indicate standards to be similar to both those found nationally and in similar schools. By contrast, standards achieved by the end of Year 2 were below those found in similar schools. Achievement is satisfactory overall, being satisfactory in Years 1 and 2 and accelerating in Years 3 to 6 to being particularly good in Year 6. Although most pupils reach the expected standards at Year 2, a significant proportion does not exceed this level, particularly in writing. At Year 6, most pupils reach the expected levels. Inspection findings indicate standards in English to be average at the end of Year 2 and Year 6. The present Year 6 contains a higher proportion of lower attaining pupils when compared to previous years, thus having an impact on standards achieved. Overall attainment has dipped at the age of eleven since the last inspection.
46. Raising standards in writing is a current school focus. Standards are average at the end of Year 2. Most pupils write diaries, stories and factual accounts to a satisfactory standard but an overuse of commercial worksheets restricts pupils' independence and flair and subsequently the range of written work is narrow. In Year 1 and Year 2, pace and expectations do not always extend the higher attaining pupils and occasionally the work set for them is not hard enough to challenge them to the full. Standards are average at the end of Year 6. Older pupils produce work of a satisfactory standard in letter writing, persuasive writing, newspaper reports and, especially, in writing from historical aspects. A strength of writing as pupils move up the school is the work they undertake with word processing.
47. Reading standards are average at the end of Year 2 and Year 6. Most pupils in Year 2 have a basic understanding of the relationships between sounds and letter combinations and use this satisfactorily in recording words they do not know. Most pupils enjoy reading and are well supported by their parents at home. By Year 6 most pupils are competent readers. They understand how to find information in books using an index and they use a glossary. However, the lack of a centralised school library has a negative effect on the planned opportunities for pupils to find specific information quickly and accurately. This has been identified by the school and there are early plans to address this. Most class libraries lack any form of subject or author organisation and are not inviting places in which to look up information or read a favourite story. Many

books are old and lack that 'come and read me' factor. There are limited opportunities for older pupils to support younger ones with reading.

48. Speaking and listening skills are good throughout the school. Most pupils express their ideas clearly and listen carefully to others, thus enhancing their skills of co-operation when working in groups. In the better lessons, questions posed require more than the single word answer and pupils are encouraged to speak in whole sentences.
49. Teaching and learning are satisfactory overall and are good for older pupils. This is starting to have an impact on achievement. Pupils are managed well and satisfactory use is made of support staff, especially for those who struggle with their work. Although teachers usually give lower attaining pupils easier tasks and higher attaining pupils more difficult tasks, this is not always done consistently. When the match of work to pupils' needs is not sufficiently precise, a few pupils can be lost and fail to understand what they are doing. Conversely, a few pupils indicate that over time they get bored plodding through the same work, which is too easy for them. Pupils with special educational needs, who are supported satisfactorily by learning support assistants, make similar progress to their peers.
50. The subject is satisfactorily led and managed by a recently appointed subject leader who, with the new headteacher, has already identified many of the issues for development and has a grasp of the strengths and weaknesses in teaching. At present, the use of data from national assessments to identify strengths and weaknesses is satisfactory. The school is aware of the need to be more systematic in organising the range of tracking data available so that analyses can be more effective in planning to meet the individual needs of pupils. Improvement since the previous inspection has been satisfactory.

Language and literacy across the curriculum

51. Pupils use their literacy skills successfully to support their learning across other subjects of the curriculum. Pupils speak clearly to each other in small and large groups and they use their reading skills to confidently access other areas of the curriculum. In the upper school, pupils use their creative writing skills across a range of subjects, including history, with both accuracy and confidence. The use of ICT to support the development of stories is a growing strength.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Pupils have good attitudes to learning.
- Pupils develop good knowledge and understanding of numbers.
- Teaching does not provide sufficiently different tasks to meet the needs of all pupils.
- Assessment is not used effectively to support teaching.
- The role of the co-ordinator is unsatisfactory and the curriculum lacks cohesion.

Commentary

52. In the 2003 National Curriculum tests, the attainment of Year 2 pupils was in line with national averages and below average in comparison with similar schools. Tests for Year 6 pupils showed attainment to be above the national average and well above the average similar schools on the basis of prior attainment. The 2004 National Curriculum results indicate that attainment of both Year 2 and Year 6 pupils was in line with previous national averages. No national comparative data is currently available for 2004. Inspection findings indicate that standards by the end of Year 2 and Year 6 are in line with national expectations. The current Year 6 contains a greater proportion of lower ability pupils than in some other years and this adversely affects standards. Pupils' achievement, including those with special educational needs, is satisfactory overall. There is no significance evidence of differing achievement between boys and girls. Standards have fallen since the last inspection when they were above average across the school.
53. By the end of Year 2, pupils have good number skills. They have a good understanding of place value and the majority of pupils have satisfactory mental mathematics skills. They have a satisfactory knowledge and understanding of two-dimensional shapes. The current Year 6 pupils also have a good understanding of number and the majority of pupils show good mental mathematics skills. Their knowledge of two- and three-dimensional shapes and their properties is good, but pupils are less confident when handling data. These pupils also have less secure skills when tackling problem-solving activities.
54. Teaching and learning are satisfactory across the school. Relationships between teachers and pupils are invariably good and pupils' positive and sometimes very good attitudes to their work have a significant impact on their learning. Overall, however, tasks are not consistently distinct to challenge those of different ages and abilities, particularly the higher attaining pupils. There is an overuse of worksheets that does little to interest the pupils. As a result of the organisation of similar age pupils in different classes, there is inequality of opportunity for some. The inadequacy of the curriculum organisation limits the progressive development of skills. Whilst pupils' achievements are recorded, the results are not sufficiently used to underpin teaching and to set targets for individual pupils. Test results are beginning to be used to identify weaknesses in the teaching but do not yet have a significant impact on standards. The marking of pupils' work is variable, giving praise but not indicating how improvements can be made.
55. Leadership and management of mathematics are unsatisfactory. Whilst the co-ordinator was absent during the inspection, discussion with other staff and analysis of documents indicate that too little time has been made available for monitoring teaching and learning and to ensure a balanced curriculum where skills and understanding are developed progressively. A start has been made on the scrutiny of pupils' work but current procedures do not record the level of work achieved or how improvements could be made. Test and assessment results are not used sufficiently to track pupils' progress and to set challenging targets and to evaluate pupils' progress towards stated targets. Overall, improvement since the last inspection has been unsatisfactory.

Mathematics across the curriculum

56. The use of mathematics across the curriculum is satisfactory. Pupils' mathematical skills are well used in subjects when measuring, for example, in science, calculating direction and distance in geography, and recording different shapes and sizes in art.

Pupils' graphical knowledge is used well when recording their observations, for example, their favourite colours.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have positive attitudes to their learning and concentrate well.
- There are not enough open-ended opportunities for pupils to plan and carry out experiments and investigations.
- Too many worksheets inhibit the development of pupils' recording skills.
- The co-ordinator does not have enough opportunities to monitor the quality of provision.

Commentary

57. Standards in science are average for the age of the pupils across the school. All groups of pupils achieve satisfactorily. These findings reflect a fall in standards at the age of eleven from the previous inspection when attainment was above average and progress was good. Standards are not as high as previously because there are fewer high attaining pupils in the current Year 6 than some other groups and because curriculum development has not kept pace with other schools.
58. In the 2003 teacher assessments at the age of seven, the proportion of pupils attaining the expected Level 2 was well below average and a below average proportion achieved the higher Level 3. In the 2003 national tests at eleven standards were average when compared to all schools and when compared to pupils' prior attainment. Whilst no comparative figures are available for 2004, teacher assessments at the age of seven indicate a lower proportion of pupils achieved both the expected and higher level than last year. National tests in 2004 show that at the age of eleven the proportion of pupils attaining the expected Level 4 fell but that a much higher proportion of eleven-year-olds reached the higher Level 5 than previously. In 2004 a well-planned revision programme for the older pupils helped potential higher achievers do well in national tests.
59. Inspection judgements are that standards are average and are slightly higher at the age of seven than teacher assessments suggest because discussions with staff indicate that their assessments are on the cautious side. Standards have started to improve because there is now more consistency in planning since the introduction of a scheme of work. However, there are fewer higher attaining pupils in the current Year 6 than last year and subsequently a lower proportion is on course to achieve the higher levels.
60. Pupils throughout the school have good attitudes towards science, most remember factual information well and are keen to carry out practical tasks when they have the opportunity. Pupils have an average understanding of life processes and living things, of materials and their properties and of physical processes, and a significant proportion of pupils has good understanding of factual aspects of science. However, throughout the school, pupils' ability to plan and carry out investigative and experimental procedures is not as secure as it could be. The sample of pupils' work shows that the reliance upon commercial worksheets and their overuse hinder the organisation of open-ended investigations and restrict the development of pupils' ability to record their observations and findings in their own words.

61. The teaching of science is satisfactory. Staff encourage and support pupils well and ensure lessons are well managed and calm. However, not enough practical learning activities are organised. The planning of lessons covers the required curriculum but staff do not always liaise closely together to ensure equality of access and opportunity for pupils of the same age in different classes. The school has recently purchased a commercial scheme of work, which provides structure and continuity to learning. However, staff reliance upon this and other materials often dominates the type of activity organised and limits the opportunity to develop activities that are specifically suited to pupils' interests or prior learning.
62. The subject leader has worked conscientiously to help staff to adopt a scheme of work for science and to start to grow in confidence when conducting practical activities. She has considerable potential to develop the role further. However, there have been minimal opportunities to monitor the quality of planning, teaching and learning in the subject. This has allowed weaknesses, such as the over reliance on commercial materials and the 'closing' of experimental and investigative tasks to occur and resulted in leadership and management of the subject being unsatisfactory. Overall improvement since the previous inspection has been unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The teaching of key skills is effective.
- There is a good number of computers in the computer suite.
- The subject co-ordinator has good leadership skills.
- There is an inadequate number of computers in classrooms and a need for additional in-service training for staff.

COMMENTARY

63. Standards in ICT are above national expectations at the end of Year 2 and Year 6. All pupils, including those with special educational needs, achieve well and there is no discernible difference between the achievement of boys and girls. The school benefits from a well-resourced computer suite enabling all pupils in a class to have access to individual computers. Many pupils have computers at home and enjoy using them. However, the limited number of computers in classrooms affects their use outside lessons in the computer suite.
64. By Year 2, pupils use computers confidently and competently. They show very good keyboard skills and use a wide variety of icons. They organise their work well and change, develop and store their work. By Year 6, pupils are familiar with multimedia presentations incorporating both visual and audio effects. Word-processing skills are well developed and most pupils input information quickly and accurately. Pupils are familiar with the use of computers to find information and are selective in the information they download. In discussion, Year 6 pupils are well aware of the use of computers in the world of work, such as in offices, banks and superstores. These pupils are familiar with how information can be exchanged and how computers can be programmed for specific purposes. They are less familiar about how computers can be used to monitor and respond to events, such as tracking temperature change.

65. Teaching and learning are good overall, which has a positive impact on standards, but the quality of teaching is variable and depends on the individual competence of the teacher. Teaching at best is very good and, whilst skills are taught directly, pupils are given opportunities to put these skills into practice in relevant and interesting activities. In such instances, where the teaching is most effective it reflects the teacher's confidence, enabling pupils' questions and suggestions to be used constructively. In other instances, activities are more simplistic and do not challenge the pupils sufficiently. Teaching assistants play a valuable role in supporting pupils and helping them progress.
66. The subject is well led and benefits from the co-ordinator's high level of subject competence. She has a clear plan for how the subject should develop and its use across the curriculum. The co-ordinator is well placed to support her colleagues. However, too little time has been made available for the subject to be effectively managed. Assessment procedures are largely informal and do not impact sufficiently on the teaching and learning and little monitoring of teaching has taken place formally. Staff, including non-teaching staff, would benefit from additional professional training, which would have a positive affect on standards. Whilst the computer suite is well resourced, there is an inadequate number of classroom computers, which limits subject development. Overall, there have been good improvements made since the last inspection.

Information and communication technology across the curriculum

67. Good use is made of computers to support and enhance pupils' learning across the curriculum. The provision of extra computers when finances allow would increase further pupils' opportunities to use their good computer skills. However, there are good examples of the use of computers in other subjects, as for example in music and art.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a secure knowledge of Christianity.
- There is inconsistency in the amount of recorded work.
- Pupils show good attitudes to the subject.
- The subject leader has not had enough opportunities to monitor and evaluate religious education across the school.

Commentary

68. Standards are in line with the expectations of the locally agreed syllabus across the school, which indicates a dip in standards from the previous inspection. There is an appropriate curriculum for the subject that focuses on both learning about religion and learning from it. Most of the work is centred on the study of Christianity, but other religions, including Islam and Hinduism, are also examined. Pupils achieve satisfactorily as they build skills, knowledge and understanding. The involvement of the

local clergy in assembly adds well to pupils' moral and spiritual development and to their awareness of how people should treat and care for others.

69. Teaching and learning are satisfactory. Pupils with special educational needs are satisfactorily supported in their learning by support assistants and make similar progress to their peers. Lessons are often well planned to fit into a range of personal, moral and social issues that in turn assist pupils to be responsible members of the class. However, the limited evidence in pupils' books reflects that typically more time is spent talking about the topics than writing about what has been learnt and sometimes opportunities are missed to develop pupils' thinking and writing skills alongside their understanding of religious education. Analysis of pupils' work clearly indicates that most pupils are given the same task to complete, often failing to meet the needs of higher and lower attaining pupils well enough, except through discussion. The subject leader is aware of the need to seek more balance between oral and recorded work and to increase the monitoring of standards in the subject.
70. The subject leader of religious education gives a clear steer to the subject, but has only limited opportunities to monitor and evaluate the quality of teaching and learning. Overall, subject leadership and management are satisfactory. Assessment is satisfactory. The subject leader has worked hard to develop this aspect in line with the locally agreed religious education syllabus.

Geography and History

Geography was sampled during the inspection and it was not possible to make secure judgements about overall provision.

Provision for history is **good**.

Main strengths and weaknesses

- Standards are above average in history at the age of eleven.
- Good writing skills positively enhance pupils' work in history.
- Assessment in geography is not consistent across the school and the development of skills in both subjects is a relative weakness.
- ICT is used well to advance standards in geography and history.
- Library provision is unsatisfactory but the new headteacher has plans to address this.

Commentary

71. During the inspection there were more opportunities to evaluate history as a subject than geography. Pupils' confident writing skills assist the development of skills in both subjects. As no lessons were observed in geography it is not possible to make judgements about achievement. In history, the quality and range of writing skills observed during the analysis of pupils' work successfully promote the subject's high standing in the school. Pupils are given good opportunities to research a range of topics for themselves that successfully raise the achievement of higher attaining pupils. Standards in history are above average at the end of Year 6 and are average for younger pupils. Standards in history remain largely as they were in the previous inspection.
72. Pupils work from a satisfactory curriculum for both subjects. The quality of teaching in history is effective and shows some good cross-curricular features in its focus on the ideas of chronology in past events and the similarities and differences across time and

between different places in the world. In a Year 1 and 2 history lesson, for example, effective use was made of a good range of resources to show pupils how washday differed in Victorian times from today. An opportunity for the pupils to use the washtub and pummel cloths themselves would have enhanced the lesson.

73. The use of ICT skills is a positive feature of the two subjects. For example, the use of 'cut and paste' techniques to create the correct sequence of events in Henry VIII's life consolidated new skills in a meaningful and enjoyable manner for older pupils. However, there is a lack of rigour and consistency in the monitoring of teaching and learning across the school, which is a weakness. Assessment is satisfactory in history but unsatisfactory in geography. Both subjects require more consistency in their approach to assessment in order to ascertain strengths and weaknesses in provision. Analysis of pupils' work in both subjects clearly indicates that knowledge and understanding of topics covered is inconsistent both in depth and coverage between respective classes containing the same aged pupils.
74. History and geography are managed satisfactorily. There is a clear improvement plan for both subjects and, because of the very good quality of the new school leadership, prospects for both subjects are bright, especially with the establishment of a school library to aid pupils' reference skills. The present provision of subject topic books in respective classrooms is unsatisfactory. Many are well past their 'sell by date' and require replacement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Owing to the timetable and time constraints, no lessons were observed in **design and technology** during the inspection. It is therefore not possible to make secure judgements on the overall quality of provision or teaching and learning. The school's planning and discussions indicate that the provision for **design and technology** is at least **satisfactory**. Analysis of pupils' work indicates that an appropriate curriculum is in place. The quality of this work indicates that standards are largely average for the age of the pupils. The school has rightly identified in the school development plan that there is scope to raise the profile of teaching in this area and to improve assessment procedures. As in most other subjects, the co-ordinator has insufficient opportunity to monitor the quality of teaching and learning.
76. One lesson was seen in **physical education** taught by a visiting specialist. The quality of this teaching was very good and extended pupils' learning very effectively. Although no overall judgements on provision could be made, the school's planning and discussions indicate that the provision for **physical education** is at least **satisfactory**. But as no other lessons were observed, it is not appropriate to make overall judgements about achievement, teaching and learning. The subject leader has minimal opportunities to monitor the effectiveness of provision. Extra-curricular provision is good and much appreciated by parents.

Art and Design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils have good opportunities to record from first-hand observations, experience and imagination.
- Pupils examine and discuss the work of a wide range of famous artists.
- Pupils have access to a good range of materials to create two- and three-dimensional work.
- Monitoring and evaluation of the subject are unsatisfactory.

Commentary

77. Standards are above national expectations by the end of Year 2 and Year 6. Pupils of all abilities, including those with special educational needs, achieve well. Standards have been maintained since the previous inspection. Pupils' work is displayed attractively around the school and this enhances the learning environment.
78. By Year 2, pupils have developed good skills and techniques. The majority of pupils observe carefully and record from first-hand observation. Pupils in Years 1 and 2 use a wide variety of materials and processes in their work in both two- and three-dimensions. By the end of Year 6, most pupils have well-refined skills and techniques which are well represented in their work. In conversation, pupils in Year 6 comment on ideas and methods used by famous artists and their likes and dislikes. Pupils have good opportunities to draw and paint from first-hand observation and record their observations in a sketchbook. Pupils' three-dimensional work, involving a wide range of materials, shows how they can adapt and refine their work to reflect their own ideas.
79. Pupils' work and lesson observations indicate that teaching and learning are good overall. The teaching is enthusiastic and this motivates pupils who respond well. Teachers highlight the need for careful observation and accurate recording. Pupils' artistic skills are also well used in cross-curricular work, for example, in history when pupils' study of the Tudors was enhanced by considering the portraits painted by Holbein and replicating his style. Good use is also made of pupils' ICT skills to further pupils' learning.
80. Leadership and management are unsatisfactory, because the co-ordinator has had limited time to devote to the subject and is not fully aware of strengths and weaknesses. However, the co-ordinator has collated teachers' plans and evaluated the curriculum so as to ensure that skills and understanding are developed progressively. Assessment is not fully developed in order to help lesson planning and to track pupils' progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The school is a happy, well ordered community in which pupils are valued and encouraged to become sociable young people who care about one another and the less fortunate.
- Pupils and their families are well known to teachers and support staff, and the children's needs of are catered for.
- The behaviour code is successful in promoting and rewarding positive attitudes and effort.

Commentary

81. The personal development of most pupils is promoted well through classroom discussions or more formal lessons in personal, social and health education, and a programme of visitors, including the school nurse, supplements these. Aspects of sex and drugs education are being appropriately covered through personal, social and health education and citizenship lessons and science. The school council further promotes citizenship and nominated pupils in Years 5 and 6 support and organise younger pupils during play times. Daily assemblies focus on the more thought-provoking elements of human nature and are used well, particularly for the expression of feelings and tolerance of living in a large school family. For example, during the inspection, pupils were encouraged to identify and reflect on the range of feelings of two opposing families as portrayed in Shakespeare's *Romeo and Juliet*. Good relationships between pupils and adults who work in school underpin the caring support and advice that promotes their personal and social development. The behaviour code and class rules designed to promote and reward positive attitudes and effort are successful. They are based on good manners and consideration for others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	3
The leadership and management of the school	5
The governance of the school	6
The leadership of the headteacher	2

The leadership of other key staff	5
The effectiveness of management	5

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