

INSPECTION REPORT

OUR LADY'S CATHOLIC PRIMARY SCHOOL

Barnstaple

LEA area: Devon

Unique reference number: 113448

Headteacher: Mrs P Davey

Lead inspector: Mrs A E Kounnou

Dates of inspection: 2 to 5 February 2004

Inspection number: 260744

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	210
School address:	Chanters Hill Barnstaple Devon
Postcode:	EX32 8DN
Telephone number:	01271 345164
Fax number:	01271 328584
Appropriate authority:	Governing body
Name of chair of governors:	Mrs R O'Donovan
Date of previous inspection:	12 October 1998

CHARACTERISTICS OF THE SCHOOL

Our Lady's Catholic Primary School draws pupils from a very wide area, some are brought to school each day in buses and taxis from villages and farms some distance away. There are 210 pupils on roll so that the school is about the same size as most primary schools. Most parents choose the school for its Catholic ethos. The proportion of pupils who join or leave the school during each year is slightly higher than average. The number of pupils entitled to free school meals is lower than average at about ten per cent. The school includes pupils with multiple special educational needs, ensuring that these few pupils receive good quality support working alongside other pupils. In order to help some pupils with particular special educational needs to settle and make friends, other pupils are learning a special sign language so that they can communicate together. The overall percentage of pupils with special educational needs is well below the national average at eight per cent. A tiny proportion of pupils are from ethnic minority groups, but none are learning to speak English as an additional language.

A new headteacher was appointed in September 2003, she had previously been acting as the headteacher for a year following the retirement of the previous headteacher. In 2002, the school won a school achievement award. However, in November of the same year the local education authority identified that the school was causing concern as results in the national tests in Year 6 were not high enough, and there were further concerns about some aspects of leadership and management. Since then the school has been receiving support from the local education authority to address these concerns. The appointment of a new deputy headteacher in September 2003 has accelerated the rate of improvement.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
30810	Liz Kounnou	Lead inspector	Areas of learning for children in the Foundation Stage Information and communication technology Art and design Design and technology
9837	Roy Walsh	Lay inspector	
23917	Tony Clarke	Team inspector	Provision for special educational needs English History Geography
32285	Gale Bruce	Team inspector	Mathematics Science Music Physical education

The inspection contractor was:

Parkman Ltd. in association with *PkR*
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Our Lady's Catholic Primary School is failing to provide an acceptable standard of education. Leadership and management are unsatisfactory. However, recent improvements secured by the new headteacher, working in close partnership with the new deputy headteacher and the governing body, are beginning to improve standards in Year 6. Pupils in this class now make the progress they should and achieve above average standards in English, mathematics and science. In all other year groups pupils' achievement is unsatisfactory overall because teaching and learning are unsatisfactory. The school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils are underachieving throughout the school because they do not build successfully on their prior attainment.
- Teaching and learning are unsatisfactory, except in Year 6, because teachers do not plan their lessons well enough to meet the needs of the pupils.
- Leadership and management are unsatisfactory because the systems in place to check the quality of the school's work are not yet sufficiently rigorous.
- The curriculum does not meet statutory requirements in Years 1 to 6, because pupils do not cover enough work to enable them to achieve the standards expected in history, geography, art and design, and design and technology; furthermore, the curriculum for children in the Foundation Stage is unsatisfactory.
- Standards are rising in English, mathematics and science in Year 6 due to good teaching in this class.
- Pupils achieve very high standards in the Year 2 national tests in reading, writing and mathematics because a very high priority is given to these subjects.

The rate of improvement since the last inspection has been too slow. Pupils achieved well below the expected standards overall in the Year 6 national tests in 2000, 2002 and 2003. Standards are declining when compared to the national trend because important issues, in relation to improving management skills and the assessment of pupils' work, were not tackled effectively by school leaders. Furthermore, there has been a decline in the standards achieved in history, geography, art and design, design and technology and in the areas of learning for children in Foundation Stage. The quality of teaching and learning has declined because no effective systems were put in place to check the quality of lessons until the new headteacher was appointed.

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

STANDARDS ACHIEVED

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

Achievement is unsatisfactory throughout the school except in Year 6. Children exceed the goals they are expected to reach by the end of the reception year because they begin school with above average attainment. They do not make enough progress in the Foundation Stage because the curriculum is not structured well enough to help them build on what they already can do when they begin school. Pupils in Year 2 achieve very high standards in the national reading tests, and

well above average standards in writing and mathematics because a very high priority is given to these subjects. Standards of work seen in Year 2 during the inspection were average in these subjects. In history, geography, art and design, and design and technology, pupils from Years 1 to 6 are underachieving. This is because they spend far too little time on these subjects to enable them to achieve the levels expected for their ages. When pupils move into the next stage of education they do not build on the high standards they achieved in Year 2. In Year 6 standards of work seen during the inspection show that pupils now achieve above average standards in English, mathematics and science. The decline in standards over time has been halted this year due to consistently higher expectations in this class.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils' moral development is good due to the Catholic ethos, however, pupils lack awareness of other cultures in Great Britain. Pupils' attitudes and behaviour are satisfactory overall. When lessons are interesting pupils are more attentive and behave well. Attendance and punctuality are satisfactory, most lateness is due to transport difficulties for pupils who travel a long distance to school.

QUALITY OF EDUCATION

The quality of education is unsatisfactory. Teaching and learning are unsatisfactory because teachers' expectations of what pupils can achieve are too low and the work planned for them is not challenging enough, consequently their progress is too slow. The curriculum is unsatisfactory because it is too narrow and does not comply with statutory requirements.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. The headteacher provides satisfactory leadership and has high aspirations for the school. Other key staff are not leading their subjects effectively, except in English and special educational needs. Management is unsatisfactory because systems to check the school's work are not rigorous. The governing body is working hard to improve the school but is currently not effective, governance is unsatisfactory. There is non-compliance with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very satisfied with the school and value the school ethos.

IMPROVEMENTS NEEDED

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

- Improve the quality and use of assessment so that lessons are planned at an appropriate level and pupils have opportunities to achieve the levels they are capable of reaching in all subjects.
- Improve the quality of teaching and learning throughout the school.
- Improve the quality of management systems to check the school's performance in all aspects.

and, to meet statutory requirements:

- Ensure that pupils have sufficient opportunities to learn about all the aspects of the National Curriculum in Years 1 to 6, and that the curriculum for children in the Foundation Stage is based securely upon the principles outlined in the national guidance.
- Ensure that all staff are trained in the school's child protection procedures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is unsatisfactory. Standards in the 2003 Year 2 tests in reading, writing and mathematics were high in 2003 because these subjects were given a very high priority. In Year 6, standards in the 2003 national tests in English were average, in mathematics below average, and in science well below average. These pupils did not achieve as well as could have been expected given their very high prior attainment. Standards seen in these subjects during the inspection are average in Year 2, and above average in Year 6.

Main strengths and weaknesses

- Pupils in Year 2 reach very high standards in the national tests but their achievement in other subjects is below that expected.
- Pupils do not build successfully on their high attainment in Year 2 in English, mathematics and science when they move into the next stage of their education.
- In most other subjects learning opportunities are limited so that pupils are unable to reach the levels they are capable of achieving.
- Children in the Foundation Stage do not make enough progress because the curriculum is not well-matched to their needs.
- Standards are rising in English, mathematics and science in Year 6, due to good teaching in this class.

Commentary

1. A significant minority of parents raised concerns about the progress their children make throughout the school. The inspection found that parents' concerns were justified. In the Foundation Stage children in the reception class do not make enough progress because the curriculum is not structured well enough for children to develop their learning from what they can already do. Most children start school with levels of attainment that are above those expected for their age. The majority will exceed the goals that children are expected to reach by the end of reception in communication, language and literacy development, mathematical development and personal and social development. There was not enough evidence to make firm judgements about children's achievement in the other areas of learning.

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

Standards in:	School results	National results
Reading	18.7 (18.8)	15.7 (15.8)
Writing	16.4 (15.5)	14.6 (14.4)
Mathematics	18.2 (19.3)	16.3 (16.5)

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

2. Pupils in Years 1 and 2 are underachieving due to a lack of balance and challenge in the curriculum provided for them. In Year 2, pupils achieved exceptionally high results in the national tests in reading in 2003, comparable to the top five per cent of schools in the country. In writing and mathematics they achieved well above average results in the tests. This was due to the very high priority given to these subjects. In science, all pupils in Year 2 achieved the expected level in the national teacher assessments. This was well above the proportion achieving this level nationally. However, none achieved the higher level that most could have been expected to reach given their prior attainment, so that pupils in Year 2 were underachieving in science. In all subjects boys and girls achieved similar results. During the inspection, standards seen in reading, writing, mathematics and science are broadly average.

Pupils' workbooks show that they complete very little work in other subjects. Although there is a spread of ability most pupils begin school with levels of attainment that are above those expected for their age. In history, geography, art and design and design and technology the standards they achieve in Years 1 and 2 are below average. In these subjects pupils are underachieving because they are not given the opportunities to make enough progress. In information and communication technology [ICT] pupils make broadly satisfactory progress.

3. Pupils in Years 3 to 6 are underachieving partly because they do not build on the very high achievement in the national tests when they move from Year 2 into the next stage of their education. There is no significant difference in the achievement of boys and girls. In each year since 2000, with the exception of 2001, pupils' overall results in the Year 6 tests was well below that of schools whose pupils had similar scores in the Year 2 tests. This indicates that their progress between Year 2 and Year 6 is unsatisfactory and achievement is far too low. In English, progress is satisfactory overall, because reading standards are higher, however, pupils are not making enough progress in writing. Pupils in Year 3 and 4 often work at levels that are below those achieved in the tests so that work lacks challenge, particularly in mathematics. Pupils begin to lose ground as soon as they move into the next stage so that by the end of Year 6 their achievement is well below that expected overall. The trend of achievement in Year 6 has been declining for some years, and is below the national trend. This is because the results achieved in the Year 6 tests have been gradually declining when compared to national results. During the inspection, standards of work seen in these subjects is about average in Years 3 to 5, pupils are still not making enough progress in these classes.
4. In Year 3 to 6, pupils are underachieving in history, geography, art and design and design and technology because the curriculum they are offered is too limited to enable them to reach the expected levels for their age. There is very little recorded work in these subjects and planning shows that pupils are not expected to improve their skills at the right level. Standards of work seen are not high enough. Throughout the school teaching and learning are unsatisfactory overall, mainly because teachers' expectations of what pupils and children could achieve are too low.

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

Standards in:	School results	National results
English	27.2 (27.2)	26.8 (27.0)
Mathematics	26.2 (28.1)	26.8 (26.7)
Science	26.4 (28.8)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

5. During the inspection, standards in English, mathematics and science were seen to be above average in Year 6 indicating that the decline in standards has been halted in this year group. This is due to consistently good teaching in this class by the new deputy headteacher. Pupils are provided with challenging work in English, mathematics and science and have clear targets for improvement so that standards are rising rapidly. School data shows that achievement in mathematics begins to rise rapidly in Year 5 and continues to rise in Year 6. In ICT standards are broadly average in Year 6 due to good use of the new laptop suite across all subjects.
6. Pupils with special educational needs make good progress in many lessons due to the very good support they receive from teaching assistants. However, lessons are not tailored well enough to fully meet their needs and this limits their achievement overall. The school has no clear procedures to identify pupils with a special gift or talent. Some teachers identify individual pupils with particularly high ability. However, this information is not used well enough to plan lessons that are sufficiently challenging to help the most able pupils reach the levels they are capable of achieving. As a result, they are not achieving as well as they could.

Pupils' attitudes, values and other personal qualities

Provision for pupils' personal development, including their spiritual, moral social and cultural development is **satisfactory** overall. Pupils' attitudes and behaviour are **satisfactory** overall. Attendance and punctuality are **satisfactory** overall.

Main strengths and weaknesses

- There are good relationships between adults and pupils that help pupils with their learning.
- Pupils with special educational needs are included well.
- When lessons are uninspiring, pupils' attitudes are not satisfactory.
- Provision for pupils' moral development is good.
- Although provision for pupils' cultural development is satisfactory overall, they have limited awareness of cultures other than their own.

Commentary

7. Relationships throughout the school are good and have a positive impact on learning because most pupils and children in the reception class are willing to do as they are asked. When given the opportunity in lessons, some pupils work well, both in pairs and in small groups. Good examples of collaborative work were particularly evident in investigative science experiments in Year 6 where children shared resources, valued each other's opinions and worked together towards a conclusion. Staff promote good relationships by giving praise and encouragement wherever possible. Pupils like coming to school and say that they enjoy the range of activities provided for them. However, many of these activities are not sufficiently challenging and this leads to some disenchantment in lessons. In the Foundation Stage children are too often not fully engaged in learning because the activities planned for them do not promote independence. As a result, they are very reliant on adult supervision.
8. Pupils with special educational needs have good attitudes to learning. The behaviour of those pupils without specific behavioural difficulties is good. They respond well to their teachers and teaching assistants. The response of other pupils towards pupils with special educational needs is very positive and on occasions the care and understanding shown to individuals with particular difficulties is salutary and uplifting. The very few pupils from ethnic minorities are fully included in all aspects of school life.
9. Where teaching is uninspiring, pupils' attitudes towards their work are unenthusiastic and they find it difficult to engage and soon lose concentration. In a mathematics lesson in Year 3, for example, pupils did not respond to the teacher's questions, were not motivated to join in and began to occupy themselves with their own tasks. The lack of challenge in too many lessons results from teachers' planning work which is of a too low standard and contributes to pupils' unsatisfactory attitudes in too many lessons and consequently to their low achievement.
10. Pupils' personal development is satisfactory overall. However, most have a good understanding of right and wrong, which is promoted from an early age. This good moral development is strongly linked to the Catholic ethos that permeates the school. Assemblies often promote this development, for example by modelling choices that people are faced with in their lives. Consequently pupils understand what is acceptable behaviour and are considerate of each other. This is seen in the playground where pupils share 'Huff and Puff' resources at lunchtimes well, and take turns on the trim trail and climbing wall.
11. Cultural development is promoted appropriately through the extra activities that enrich the curriculum well, for example, music tuition. An understanding of different cultures is suitably promoted through visitors to school. For example, pupils recently had the opportunity to experience an Indian wedding where they dressed up in wedding clothes and performed the wedding rituals. However, the previous inspection identified that pupils do not have enough

opportunities to learn about the contribution that diverse cultures make to life in Great Britain, these opportunities remain very limited so that this issue has not been addressed sufficiently.

Attendance

12. Attendance is good, because the proportion attending each day is above the national average, but a number of pupils often arrive late for school so that punctuality is not satisfactory. However, this lateness is mainly caused by transport problems associated with the school's large catchment area. Some of these are outside the school's control, for example, the arrival time of the school bus. When pupils arrive late they apologise politely to the teacher and any disruption is kept to a minimum. The school works closely with parents and the education welfare officer to ensure their involvement with any absences that cause concern.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.4
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.

Exclusions

13. Two boys were excluded for six fixed periods last year and staff have developed anger management strategies to support difficult behaviour and help pupils remain calm. No permanent exclusions were necessary. No incidents of bullying were seen during the inspection and there have been no racial incidents. Parents are confident of the school procedures to deal with bullying when it arises.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Asian
Mixed – any other mixed background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
160	6	0
2	0	0
5	0	0
1	0	0
1	0	0
11	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is unsatisfactory. This is because teaching and learning are unsatisfactory, the curriculum is not planned well enough to meet pupils' and children's needs, and pupils do not receive enough guidance about their learning because assessment procedures are not used well enough.

Teaching and learning

Teaching and learning are **unsatisfactory** overall and lead to underachievement, although teaching and learning in Year 6 are good. Assessment is **unsatisfactory**.

Main strengths and weaknesses

- Teachers do not use assessment information well enough to plan lessons that match the needs of all the pupils in their classes.
- Good teaching in Year 6 is leading to higher standards and provides a model of good practice for other staff.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (6%)	8 (26%)	14 (45%)	7 (23%)	0 (0%)	0 (0%)

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

14. Teaching and learning are unsatisfactory in the Foundation Stage and Years 1 to 5 because teachers do not use assessment information well enough to plan lessons that match the needs of all the pupils and children in their classes. Teachers have begun to use a new planning format to guide their lessons, introduced by the new headteacher. However, the format is not used well enough to identify what different groups of pupils are intended to learn in each lesson or unit of work. Too often more able pupils are provided with more work rather than work that is suited to their abilities. Teachers rarely share with pupils what they will be expected to achieve by the end of each lesson so that they are not clear about this. This means that pupils lack motivation, and in too many lessons they are inattentive. Teachers do not have high enough expectations of what the children and pupils in their classes could achieve, or of the rate of work that pupils should be able to complete. The pace of too many lessons is not challenging enough. Consequently work that is well below the level that could be expected is accepted and this limits the rate of progress that pupils make. Many teachers lack experience in making assessments of pupils' work to inform them what each pupil needs to learn next. This means that teachers do not make accurate assessments of children's and pupils' achievements or plan for them to build on their previous skills successfully.
15. The exception is the quality of teaching in Year 6, which is consistently good and provides a model of good practice for staff throughout the school. In this class the pace of work is brisk and pupils are always clear about what they are learning and what they should achieve by the end of the lesson. There is a purposeful atmosphere, lessons are planned to interest pupils and provide good motivation. For example, in English pupils use the lap top computers in pairs to improve the way they set out a report about rivers and mountains. The way the curriculum in this class is linked across all the subjects provides a clear structure for pupils and makes the work they do relevant and challenging. Pupils in this class know what they are aiming towards because they have targets that are related to an assessment of their previous work. In other classes when teaching is good pupils are involved in their learning well, often working in pairs or group activities.
16. The teaching of pupils with special educational needs is satisfactory overall. Teachers know which pupils have special educational needs but do not consistently link the targets on their individual plans to the lessons planned for them. There are occasions when pupils are expected to simply produce less rather than complete work that is challenging for them. Pupils with special educational needs are given very good, skilled assistance from the well-qualified, experienced and committed support staff.

The Curriculum

The school provides an **unsatisfactory** range of worthwhile curricular opportunities for its pupils. Opportunities for pupils to participate in activities outside the school day are **good**. The quality and quantity of learning resources and the accommodation are **unsatisfactory**.

Main strengths and weaknesses

- Statutory requirements to teach the National Curriculum are not met in history, geography, art and design, and design technology.
- The curriculum is not planned to meet the needs of all pupils and the curriculum for children in the Foundation Stage is unsatisfactory.
- Provision for pupils with special educational needs is good.
- There is a good range of extra-curricular activities that enrich the curriculum well.
- The accommodation is cramped and overall the quality and quantity of resources is unsatisfactory.

Commentary

17. The curriculum for pupils in Years 1 to 6 fails to meet statutory requirements because it is not balanced. Insufficient time is allowed for history, geography, art and design and design technology and not all elements of the National Curriculum are covered in these subjects. Pupils are unable to reach the expected level for their age in these subjects because they have not completed enough work.
18. The school chooses not to use the national literacy strategy and has devised its own similar plan. Longer-term planning of all other subjects is based on nationally produced guidelines. All of this planning is having a limited impact upon raising standards. The plans are not used effectively because they are not adapted sufficiently to meet the needs of all pupils, the majority of whom begin school with above average levels of attainment. Currently there is no curriculum overview so that it is not clear how much time pupils should spend on every subject each term, or precisely how they will improve their subject skills as they move through the school.
19. The curriculum for children in the Foundation Stage is unsatisfactory. The national guidance for children in this stage of education is used as a framework, but there is not sufficient tailoring to meet the needs of the children. Planning does not ensure that children build on their skills as they play so that they do not make enough progress.
20. There is good provision for pupils who have special educational needs. Pupils with statements make good progress as a result of the splendid support of the teaching assistants. The information provided on pupils' education plans is very clear, however, teachers do not consistently refer to this information when they plan lessons and this limits their impact. Plans are particularly good for those pupils who have specific learning difficulties in English and mathematics, setting out exactly how they need to progress. Provision for those pupils who have behavioural and physical difficulties is equally comprehensive and detailed, and they make the same good progress towards the targets set. The school does not monitor different groups of pupils to identify those who have particular needs, for example, gifted or talented pupils. This limits the opportunities available for them.
21. A good range of additional curriculum activities enriches pupils' learning outside the classroom. A good number of pupils take part in additional music tuition, learning to play a range of instruments. Pupils take part in two major local music festivals each year. There are a good number of visitors to school including theatre companies, and unusual creative days that teach pupils circus skills and puppet making as well as African drumming skills. There is an opportunity for pupils in Year 6 to take part in a residential art and design course, as well as taking part in another residential week to improve social and physical skills. Tennis professionals offer coaching to pupils in the summer, and tag rugby and cricket teams provide further enrichment of sporting opportunities.
22. Resources for learning are limited, many are old and of poor quality so that pupils are often not inspired in lessons. Many resources are not stored accessibly for pupils or staff. An exception is the recent addition of good quality lap top computers, which are used

enthusiastically and enhance the provision of ICT. Whilst the accommodation is adequate overall, some is very cramped and most is in need of redecoration. The lack of storage space in the small school hall limits its use for practical activities. A building project is about to begin that will address some of the weaknesses. Improving the learning environment is a school priority that has been moderately effective in Years 3 to 6. However, some other classrooms remain very cluttered with obsolete and unused materials and this limits the space available for pupils to work in. Displays around the school do not provide a good model of pupils' work to motivate pupils as too many are created by teachers and other adults. There is still no secure sheltered outside area for children in the Foundation Stage. This was identified in the last inspection report and has not been addressed so that the curriculum for children in the reception class cannot be planned in line with the national principles. In addition, a teaching assistant is only available to support this class each morning, so that there are too few staff each afternoon to promote learning in this class.

Care, guidance and support

The school's procedures for ensuring pupils' care, welfare, health and safety are **unsatisfactory**. Provision for pupils' academic support, advice and guidance is **unsatisfactory**. The school **successfully** involves pupils in its work and values their views and opinions.

Main strengths and weaknesses

- Pastoral care of the pupils is good because pupils have developed good and trusting relationships with adults in the school.
- The implementation of the school's child protection procedures is unsatisfactory.
- Tracking pupils' academic progress is unsatisfactory.
- Pupils are consulted and their views are valued.

Commentary

23. The school's pastoral care system is good because all pupils have developed trusting relationships with one or more adults in the school. Teachers and support staff know the pupils and their families well and provide the necessary support and guidance for pupils' personal development. Arrangements for the induction of children into the reception class are satisfactory. There is a weekly afternoon play session in the school hall for children in the term prior to their admission. This means they are familiar with the school surroundings and activities when they start school in the reception class. Older pupils' relationships with younger ones are very good due to the way the school promotes these. For example, pupils in both Year 4 and Year 6 help with paired reading with younger pupils in reception and Year 1, and pupils in Year 6 help to take care of their reading partners in reception at lunchtime. This is a very successful initiative, allowing older children to take responsibility and younger ones to feel well looked after. The Year 6 residential visit to the Isle of Wight helps to further develop pupils' confidence and independence.
24. The school's policies and procedures for child protection and for promoting the general welfare of pupils are satisfactory, and staff are caring. However, the procedures for child protection are not implemented well enough. Consequently, class teachers have very little knowledge of the latest developments in child protection and how to implement the school policy because no update training has taken place, this is unsatisfactory. Health and safety procedures are satisfactory because audits and routine risk assessments take place. For example, pupils know how to use the Internet safely. Supervision at lunch and playtimes is effective, since support staff have recently attended training on behaviour management.
25. Tracking of pupil's academic progress is unsatisfactory and leads to a lack of challenge in too many lessons. Tracking has started with a review of pupils' achievements in mathematics from Years 3 to 6. This has shown that pupils do not make enough progress in Years 3 and 4, but that progress in mathematics is greatly accelerated in Years 5 and 6. Tracking pupils'

performance and the progress they make in reading and writing is only partly established in Year 6. The introduction of target setting is a high priority for the school, training for staff is planned this term so that this new initiative can be implemented throughout the school. Currently only Year 6 pupils have been allocated personal targets, which they know and understand.

26. The school actively seeks pupils' views through questionnaires and informal interviews. This process led to the successful introduction of the lunchtime 'Huff and Puff' activity scheme. This scheme has made the lunch break a more enjoyable occasion for all pupils. The school is considering the benefits of introducing a school council.

Partnership with parents, other schools and the community

The school's links with parents and the community are **good**. The links created with other schools and colleges are **satisfactory**.

Main strengths and weaknesses

- Some parents are concerned about the progress their children make in school.
- Good quality information is provided to parents.
- Parents' contribution to their children's learning both in school and at home is good.

Commentary

27. Many parents have very positive views of the school and the education it provides. The level of parental satisfaction shown in the parents' questionnaire on the school's work was high. A few parents raised concerns about pupils' progress that were substantiated by inspection evidence. Other concerns were raised regarding the provision for pupils with special educational needs as well as for pupil behaviour but these were not substantiated by inspection evidence. A very few parents expressed concern that the school's uniform policy is discriminatory because it prevents girls from wearing trousers, this was found to be the case.
28. Parents receive good quality informative newsletters giving notice of forthcoming events and highlighting issues the school wishes to bring to their notice. Pupil annual progress reports are clear and informative and provide an opportunity for the pupil to make comments on their own progress. They also contain general comments by the class teacher and headteacher. However, they do not include targets for future improvement, which would give parents more information to help and support their children's learning at home. Parents consider the reading diary system a useful and reliable method of communicating with the teacher. In addition, parents feel that teachers are always willing to make themselves available to discuss any problems or concerns. The school regularly consults parents through questionnaires to discover their views, and issues that arise are followed up. Parents of pupils' with special educational needs are kept fully informed on their children's progress, and have good opportunities to discuss their individual education plans.
29. The contribution of parents to their children's learning both at home and in school is good, and this has a positive impact on learning and achievement. A large number of parents provide voluntary help in school, assisting in classrooms and in the supervision of outside trips, and after-school activities. A hardworking committee runs the Parent Teacher Association, with staff taking an active part. The Association raises considerable funds to provide additional resources and learning opportunities for pupils. It also organises social activities for parents and supporters of the school. There are strong links with the local Catholic Church, the school works closely with the Diocese and other Catholic schools. Additionally, the school works with other local secondary schools on cross-phase projects, which help ensure the transfer of pupils to secondary education is smooth. These projects have included design and technology, information and communication technology, and modern foreign languages.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. The headteacher provides satisfactory leadership and the English co-ordinator provides good leadership but other key staff are not yet effective. Management is unsatisfactory overall, however, the management of special educational needs is good. Governance is unsatisfactory. There is non-compliance with statutory requirements in relation to the National Curriculum and child protection procedures.

Main strengths and weaknesses

- Management systems introduced to improve standards are not rigorous enough.
- The headteacher has high aspirations and a clear vision to improve the school.
- The deputy headteacher acts as a model of good practice for all staff.
- Other key staff are not effective mainly because they lack experience.

Commentary

30. Management systems are unsatisfactory because the newly introduced systems for tracking pupils' progress are not extensive enough to provide a clear picture of pupils' achievement throughout the school. The procedures in place to raise attainment are not successful across the school because there is not enough information available about weaknesses that are affecting pupils' achievement. The headteacher has put in place some good systems to check the quality of teaching and learning. In the year before her appointment was made permanent, she spent a great deal of time successfully dealing with difficult staffing matters. Her high expectations led to a significant improvement in the overall quality of teaching in Year 6 and Year 5. However, not all key staff implement the procedures rigorously enough. As a result, there has not been sufficient improvement in all the areas of teaching and learning where weaknesses have been identified. There is not a clear enough link in the systems for checking the relationship between the standards that pupils achieve and the improvements that are sought. This means that the school's evaluation of the success of new initiatives is not effective because each improvement is not measured in terms of its success in raising standards of achievement. For example, systems in place to monitor the quality of pupils' work have not identified that pupils are not challenged well enough in English, mathematics and science, or that pupils have not covered enough work in other subjects to meet the statutory requirements of the National Curriculum. Consequently these key weaknesses are not being addressed well enough.
31. Leadership and management are unsatisfactory because not enough was done to address the important issues identified in the last inspection report. This has led to the school being identified by the local education authority [LEA] as causing concern. Important issues in relation to improving the role of subject co-ordinators and in tracking pupils' progress were not tackled after the last inspection until the new headteacher was appointed. The headteacher provides satisfactory leadership. She has high aspirations for the school, and a clear vision that means the school is working hard now to raise attainment in Years 3 to 6. Her inexperience is limiting the effectiveness of her leadership. There is a recently established strategy for governors to monitor the school in partnership with the headteacher, but this is not fully effective. Governors are aware of some of the school's strengths and weaknesses, and are fully involved in planning for improvement. A monitoring committee checks progress in achieving the aims of the school action plan intended to remove the school from the local education authority category of causing concern. Currently effective strategies are not sufficiently embedded in all aspects of leadership and management, so that although improvements have been made, they are not sufficiently rapid or rigorous to ensure that the weaknesses are addressed. The systems have not identified concerns about provision for children in the Foundation Stage, or about the breadth of the curriculum provided throughout the school. In addition, governors have not ensured that the school's procedures for child protection are fully implemented to meet statutory requirements. Nonetheless, the good partnership between governors and the headteacher is likely to stand the school in good stead

as it begins to tackle the serious weaknesses in standards, teaching and learning and the curriculum.

32. This partnership successfully appointed a good deputy headteacher who began teaching in Year 6 in September, and works in close partnership with the headteacher. Together they are beginning to address some key strategies to improve the school, for example, the introduction of systems to track and measure pupils' progress using assessment information. Her good leadership of English has meant that staff throughout the school are beginning to improve the way they teach writing. She provides a model of good practice in teaching and classroom management that has led to some improvements in the learning environment in Years 2 to 6. Her higher expectations are beginning to be reflected in Year 5, particularly in mathematics, where pupils are now achieving better standards.
33. Currently other key staff are not bringing about an improvement in standards in the subjects for which they are responsible because they do not fully understand their roles. This is mainly because most are new to their roles and they have not yet received sufficient training to improve their effectiveness. Monitoring and assessment that are undertaken by subject leaders are not rigorous enough to identify and tackle the serious weaknesses in teaching and learning and the curriculum, except in English. The special educational needs co-ordinator manages his responsibilities well, diligently ensuring that pupils with special educational need work towards clear targets, and involving parents and other professionals appropriately. However, his leadership role is less well developed as his enthusiastic liaison with teachers has not ensured that the very good individual plans for pupils with special educational needs are used to inform planning for their lessons.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	463,227
Total expenditure	452,119
Expenditure per pupil	2,163

Balances (£)	
Balance from previous year	6,975
Balance carried forward to the next	11,108

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. At the time of the last inspection children were making good progress in each of the areas of learning. Teaching was consistently good and the curriculum was planned well to meet children's needs. Although resources were satisfactory, there was no safe and secure area for the development of skills in an outdoor environment. The pace of improvement in the Foundation Stage has not kept pace with higher expectations set out in the national guidance for children in this stage of learning. The curriculum for children in the reception class is now unsatisfactory because it is not based securely on the principles outlined in the national guidance. The main weakness is that it does not show how children will be able to build on what they already can do as they play. Consequently the curriculum is not sufficiently challenging for most children who start school with levels above those expected for their age. Improvement since the last inspection is therefore unsatisfactory.
35. Teaching is unsatisfactory overall because lessons are not planned with a clear enough focus for learning. This means that children are not making as much progress as they could over time. The resources available for learning are unsatisfactory overall and some are poor. The way that resources are organised is unsatisfactory as children are unable to access them independently. Many of the storage facilities are inadequate, for example, boxes for modelling are stored in a black plastic sack which children find difficult to control when they are rummaging for the ones they need. Other resources are stored in piles around the classroom so that children cannot access them, many are uninspiring because they are old and outdated. There is still no secure outdoor area so that the principle outlined in the national guidance, to teach the whole curriculum in an outdoor environment, is difficult to fulfil. The teacher plans regular activities for children to participate in outside but many of these lack challenge due to the lack of suitable resources. As there is no teaching assistant to support the class each afternoon this severely limits the quality of learning overall.
36. Care and provision for a child with multiple special educational needs in the reception class is very good due to the expert support provided by the teaching assistant. Resources are prepared well and routines clearly established so that the child is making good progress. The teaching assistant makes particularly good use of hand signals to help the child communicate with her and other children and adults, so that the child is fully included in whole-class activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle into the reception class well because they are familiar with the classroom and the school.
- Children do not have enough opportunities to direct their own learning through well-planned activities.

Commentary

37. Children are polite and well behaved and most are likely to exceed the goals they are expected to reach by the end of reception in this area of learning. Children settle into school well because all of the adults are caring and sensitive in the way they respond to them. Most children are familiar with the school because a play scheme is organised for them. Once a week in the term before they start school, children are invited to take part in the play scheme in the school hall. Consequently, they are familiar with the teaching assistant who runs the

scheme, as well as with the school building, when they start. Year 6 pupils play a significant part in helping children to settle down, developing trusting relationships with them as part of their responsibilities. In addition, each parent is offered an individual interview with the reception class teacher so that any concerns about their child can be raised, this means the teacher knows about any particular needs before children start school.

38. However, children are not achieving as well as they could because there are not enough challenging opportunities planned for them to develop their skills. Teaching and learning are unsatisfactory because too many activities are over-directed by adults leaving children little scope to extend their skills. When children do have opportunities to take more responsibility there are no clear aims for learning, so that the activities organised lack challenge, particularly for the most able. This limits children's achievement, as they are not learning how to organise themselves. The poor quality of some resources sometimes impedes their progress, as they are dependent on adults to get things out for them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- A high priority is given to developing speaking and listening skills.
- The curriculum provided is not suitable for children in this stage of learning.

Commentary

39. Although most children will exceed the goals they are expected to reach by the end of reception in this area of learning, many are underachieving. This is because too many lessons are not suitable for children in this stage of learning. Lessons are too formal, for example, children take part in lengthy writing sessions that do not help them to develop their skills. Some children in the large group sit for long periods without taking part because they are unsure what to do and the activity is not inspiring. There are not enough well planned opportunities for children to learn to develop writing skills as they play. Teaching and learning are unsatisfactory, as lessons are not planned well enough to help children develop the skills they have achieved. Most children complete the same activity regardless of their ability. Lesson plans do not identify a clear focus for the adults to teach children new skills and this limits the rate of achievement over time.
40. Speaking and listening are given a higher priority and some good activities are organised that help children develop these vital skills. For example, children were asked to talk to one another in pairs about a toy they had brought into school, good questioning from the teacher encouraged the children to develop their own questions and listen to each others answers. However, some whole class activities last for too long so that a high proportion of children are inattentive and play little part.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- There are not enough opportunities for children to develop their mathematics skills as they play.
- Learning through a mathematics topic helps children to learn about shapes.

Commentary

41. Most children will exceed the goals children are expected to reach by the end of reception in this area of learning, but they are not making enough progress. Teaching and learning are unsatisfactory because lessons are not planned well enough. Although lessons are planned with a clear mathematical theme, activities have not been planned that will help children to build on the skills they have already achieved. Most children complete the same activities regardless of their ability. Lessons are not planned with a clear purpose for teaching so that children have too few opportunities to interact with the teacher learning new skills as they play. For example, some lessons are appropriately given entirely to playing mathematics games, but the lack of direction and thought in the activities provided means that children simply move from one to the other without improving their skills. The teacher interacts well with individuals, asking good questions, but these lack purpose because planning for mathematical development is weak.
42. Many lessons are organised around a theme, and during the inspection this was to learn about shapes. Some good activities were organised to help children learn the names and characteristics of two-dimensional shapes. For instance, some shapes were hidden in a bag and the children had to guess which one the teacher was describing. Nevertheless, these games are not extended well enough to help the most able develop their skills. For example, there was not an opportunity for children to play the game independently with one another.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

There is not enough evidence to make a judgement about the quality of provision in this area of learning, as only a little work was sampled.

The main features of the work seen were:

- The way that resources are stored prevents pupils from making as much progress as they could in this area of learning. Children are dependent on adults to find materials because resources in the classroom are not accessible to them.
- Children are developing independence on computers because they have plenty of opportunities to play games, for example, that help them develop skills in using a 'mouse' to select and move objects on the screen.

PHYSICAL DEVELOPMENT

There is not enough evidence to make a judgement about the quality of provision in this area of learning, as only a little work was sampled.

The main features of the work seen were:

- Using a Toy Box theme to gain children's interest as they learn how to control their movements enlivens formal lessons in the school hall.
- Children are learning to hold a pencil correctly due to the good attention given to teaching this skill.
- Children have plenty of opportunities to learn how to control small tools such as scissors.

CREATIVE DEVELOPMENT

There is not enough evidence to make a judgement about the quality of provision in this area of learning, as only a little work was sampled.

The main features of the work seen were:

- Children learn to sing rhymes together regularly and enjoy taking part.

- A role-play area is organised that encourages children to use their imagination, during the inspection this was a winter wonderland.
- There are not enough opportunities for pupils to work creatively because too many lessons are directed by adults.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory** overall.

Main strengths and weaknesses

- Pupils are underachieving in English from Years 1 to 5.
- Pupils in Year 6 achieve well because of the good teaching in this class.
- Teaching and learning are unsatisfactory because insufficient attention is paid to providing all pupils with suitably challenging work.
- Provision for pupils with special educational needs is good.
- The leadership and management of English are good.

Commentary

43. Pupils are underachieving in English from Year 1 to Year 5 because they do not build on their prior attainment well enough except in reading where pupils make satisfactory progress. Pupils start school with attainment that is above that expected for their age. In Year 2 the standards seen during the inspection are average and do not reflect those achieved in the national tests last year. In most year groups listening and speaking skills are broadly as expected. Most pupils, particularly those in Year 6, are articulate and expressive when answering questions or engaging in conversation. Nevertheless, there is a significant number who lack confidence and whose vocabulary is limited. There is a tendency for some pupils to sit passively unless specifically encouraged by teachers to respond. In too many lessons pupils do not have enough opportunities for speaking, and they spend a lot of time listening to teachers so that they are not making enough progress. Standards seen in writing are average and lower than at the last inspection throughout the school. They are lower than are reasonably expected. This is because teachers do not plan work well enough to help pupils of all abilities improve their writing skills. Teachers make limited use of displays to celebrate good quality work so that opportunities to promote excellence and effort are missed. The majority of pupils reach standards, which are above national expectations in reading at the end of Year 2 and Year 6. Reading is given a high priority in the curriculum with a lot of additional time allocated to teaching this aspect of English.
44. Work seen in Year 6 is above average and pupils achieve well due to consistently good, challenging and well-targeted teaching. Pupils were highly motivated to produce work of good quality in the lessons seen. Grammar and punctuation are taught systematically in this class and pupils extend their range of writing to include stories, report writing, formal and informal letters, instructions and persuasive arguments, but the opportunity to develop their literacy skills in extended creative writing is limited. In Year 6, the teacher uses ICT well to promote learning in English. Pupils frequently draft reports and other writing using a word processor, and improve their reference skills by researching items from the Internet. Across the school ICT is used appropriately in most classes to support learning in English.
45. The quality of teaching and learning is unsatisfactory overall because teachers do not provide suitably challenging work for all pupils. Teachers do not use assessment of what pupils know and can do when planning their lessons. Consequently, all too often the work lacks challenge, particularly for the more able. The pace of some lessons is slow, sessions are too long and as a result, pupils become bored and lose interest. In better lessons the last few minutes of each lesson are used well to encourage pupils to review and assess their own learning. However,

there are occasions when this valuable part of the lesson is rushed and sometimes missed altogether.

46. Teaching assistants work well with teachers. They are well trained and committed, and give very good support to pupils, particularly those with special educational needs. The targets that are identified for pupils with special educational needs to improve their English skills are very clear. However, teachers do not routinely consider the targets on pupils' individual plans when they plan their lessons and this limits their achievement, nonetheless, pupils often make good gains in relation to their prior ability.
47. The leadership and management of English are good, the new co-ordinator is successful and has overseen the introduction of a very effective system of target setting since September, which is raising standards in Year 6. The current literacy action plan reflects accurately the priorities for improvement. Tracking records are gradually being introduced to measure each pupil's progress, currently these do not identify the particular needs of individuals because they do not measure progress in writing and reading throughout the school. Resources for English are unsatisfactory overall. There is a satisfactory range of fiction and non-fiction books available in classrooms and the library. However, many books are aged, of poor quality and do not attract the reader. A new library is about to be built that will replace the current library space, which is a thoroughfare between the hall and classrooms and does not provide a suitable area for pupils to develop higher order reading and research skills, this is likely to be a good improvement.

Language and literacy across the curriculum

48. The use of language and literacy across the curriculum is unsatisfactory because the lack of work in the humanities and in design restricts the opportunities for pupils to develop their literacy skills. Pupils use their reading and writing skills appropriately to gather and present information in some subjects. For example, when they scan the Internet and texts for information on the Tudors, and when they write up science investigations. Although there are some opportunities for pupils to use their speaking and listening skills when answering questions in lessons, opportunities to engage in drama activities and develop creative writing in other subjects are not routinely included in teachers' plans, which limits the standards that pupils achieve.

MATHEMATICS

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are underachieving in mathematics throughout the school.
- Standards are beginning to rise in Years 5 and 6 due to good teaching in these classes.
- Teaching and learning are unsatisfactory and work is often unchallenging for the more able pupils because teachers do not use information from assessment well enough.

Commentary

49. Pupils' achievement in mathematics is unsatisfactory. Standards are not as high as they were at the last inspection but have begun to improve recently in Year 6. Pupils make unsatisfactory progress between Year 2 and Year 6 because they do not build on the high levels they attain in the Year 2 national tests when they move into the next stage of education. In Years 3 to 6, they lose ground so that standards achieved in the national tests in Year 6 are not high enough. Results are lower than expected and have been declining. Although pupils in Year 2 achieved very high standards in the national tests in 2003, standards seen during the inspection were average. Pupils start school with above average ability. The decline in standards is due to unsatisfactory teaching and learning overall. Teaching is ineffective

because teachers do not use assessment information to help them plan appropriate lessons for the pupils in their classes, many of whom are capable of achieving above average standards. Furthermore, ineffective monitoring of lessons and pupils' work means that there has not been enough support for insecure teachers. This is because the co-ordinator is inexperienced in leading and managing a subject and does not have a clear idea of what could be improved, she does not provide an effective model for planning challenging work in mathematics.

50. Nonetheless, standards are beginning to rise in Year 6 and Year 5 due to better teaching in these classes. The headteacher has put into place systems to check how much progress pupils make in mathematics each year. The new data that is available for the first term, shows that pupils in Years 5 and 6 are beginning to make rapid progress, so that during the inspection pupils in Year 6 were achieving standards above those expected for their age. These pupils are achieving well.
51. Where teaching and learning are unsatisfactory the teachers' understanding of strategies for mathematics is not always secure. The work set does not match the capabilities of some pupils and the lessons are too long so that pupils are restless and not attentive. Pupils do not always fully understand the mathematical processes that they are using and do not have a range of strategies from which they can choose when solving problems. Pupils' work shows that teachers do not consistently plan lessons that will help pupils of different abilities improve their skills in mathematics. Too often all groups are completing the same tasks. The school is aware that pupils are underachieving in mathematics and the headteacher has given a high priority to checking the quality of mathematics' lessons. However, the current programme is not yet having sufficient impact. Where teaching and learning is good or better in Years 5 and 6, relationships are positive and pupils respond well to the learning opportunities offered to them. The teachers' subject knowledge is secure, the level of challenge for pupils raises their expectations and the pace of lessons keeps them focused and on task.
52. Assessment is not used effectively to plan lessons. Work in pupils' books indicates a lack of challenge and low expectations. For example, in Year 1 most work is completed on worksheets that do not extend pupils' ability to record their own work. There are few examples of teachers indicating to pupils how to improve their work or opportunities for pupils to learn from their mistakes. Teachers do not routinely consider how well each group of pupils is achieving and what the next steps for learning will be. In many lessons, teachers plan for all pupils to complete the same work, with more able pupils completing more work, and pupils who find mathematics difficult completing less work. The teaching assistants often support pupils with lower ability so that they can complete the tasks. This limits their ability to work independently at tasks that are tailored for their needs. The few pupils with special educational needs receive better support because the very clear individual education plans set out explicit targets for these pupils. Teaching assistants support pupils with special educational needs well, ensuring that they are fully included and make good progress overall.

Mathematics across the curriculum

53. This is unsatisfactory. There are examples of mathematics being used in other subjects for example, science, particularly in Year 6, but there are too few opportunities for pupils to develop their mathematical skills in other subjects. For example, the lack of work in design and technology means that there are missed opportunities for pupils to develop mathematics skills as they plan and design. Similarly the small amount of work completed in geography and history prevents pupils from developing mathematics skills in these subjects. There is little evidence of the use of information and communication technology to support learning in mathematics.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Achievement in science is unsatisfactory throughout the school except in Year 6.
- Standards are improving in Year 6 due to good teaching in this class.
- Some teachers use practical activities well to help pupils learn science skills.
- Checking the quality of teaching and learning is not effective enough to help raise achievement.

Commentary

54. Pupils are underachieving in science throughout the school except in Year 6. Standards in science are not as high as they were at the last inspection. In previous years, pupils at the end of Year 6 consistently achieved well below average standards in relation to their prior attainment in the national science tests. However, standards seen during the inspection indicate that pupils achieve above average standards now in Year 6 due to good teaching in this class. In Years 3 to 5, standards are not as high, mainly because pupils do not cover sufficient work at a suitable level. There is very little evidence of pupils working at practical activities that will help them improve their science skills in these classes. Some year groups complete a lot of worksheets that limit the way that pupils set out their own work. In Year 2, standards seen during the inspection are broadly average. This reflects the test results from 2003 when no pupils achieved the higher level they could have reached even though all the pupils reached the expected level for their age. Pupils are underachieving because they do not improve their skills well enough as they move through the school. Teaching and learning are unsatisfactory because work is not planned well enough to help pupils build on their skills.
55. Work seen during the inspection indicates standards are now rising in Year 6 due to good teaching. Evidence from pupils' books shows they have covered an appropriate range of topics and that pupils who are more able work at the higher levels. Pupils use ICT effectively to support their learning, making charts and diagrams and seeking information from the Internet. Presentation of pupils' work is good in this class, making a valuable contribution to developing literacy skills. Marking in Year 6 provides pupils with some guidance about how pupils may improve their work, but there is little to show these improvements have been carried out. Lessons in Year 6 are interesting and involve pupils well so that they are developing a clearer understanding of how to interpret scientific information.
56. In lessons seen in Years 4, 5 and 6, teachers promoted learning well through practical investigations. These 'hands on' experiences prompted considerable scientific discussion and helped pupils to improve their skills. For example, when investigating the electrical conductivity of different materials, pupils in Year 4, working in pairs, predicted what might happen, decided why and then refined their thinking as the investigation proceeded. However, pupils' work shows that these experiences are not frequent enough for pupils to make the gains they are capable of achieving in science. There are few opportunities for pupils to make good use of mathematics skills in science investigations except in Year 6. In other year groups, investigative skills are not developed effectively, for example, in Year 1 pupils investigating the pull of magnets were over directed so that they did not have the opportunity to explore the effects of magnets on various everyday objects.
57. Leadership in science is not yet effective. The co-ordinator was appointed to the role in September 2002 and has not supported learning throughout the school sufficiently. Previously no assessments had been carried out on a regular basis. Recently assessment has been carried out at the end of each topic, however, not all teachers are secure in the judgements they make about pupils' achievements and this limits the effectiveness of the assessments. The Year 6 teacher has carried out a detailed and effective analysis of pupils' achievements in the national tests to identify strengths and weaknesses in order to plan for future learning and developments. Currently the way that the co-ordinator checks the quality and effectiveness of planning, teaching, learning and standards is not yet rigorous with the result that support is not

available for teachers who need it. Resources for teaching science are unsatisfactory, they are uninspiring and not fully accessible, many are old and outdated and some are very dusty.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 6 use ICT well across the curriculum.
- Resources for teaching ICT in Years 1 and 2 are limited.

Commentary

58. Pupils achieve the expected standards for their age throughout the school due to the considerable effort to improve ICT resources and teaching recently. Improving ICT was an important issue for the school at the last inspection. Standards are higher now and there has been an overall good improvement. This is due to the recent decision to purchase a new lap top suite that has enhanced access to ICT for pupils in Years 3 to 6. In addition, staff have received extensive training to improve their skills and this has improved the quality of lessons. Teaching and learning are now satisfactory throughout the school. The curriculum for ICT is limited because most of the work completed is related to communicating information and handling data. Pupils throughout the school have few opportunities to increase their skills in controlling ICT and modelling information. Nonetheless, standards are broadly average at the end of Year 2 and Year 6 and the rapid improvement is likely to include these aspects of ICT in the near future. In Year 6, pupils use ICT regularly in many lessons, for example, researching information in humanities lessons, writing reports, and creating charts and graphs to illustrate mathematics and science work.
59. The considerable improvement in resources for ICT has not yet extended to Years 1 and 2. The hardware available for them to use in their classrooms was replaced after the last inspection to improve pupils' access. However, the range of computers purchased at that time was incompatible with many of the programs in use in the school, so that inadvertently an additional barrier to raising achievement was created. The new headteacher and governors have resolved this issue by their wise choice to purchase the new lap top suite. However, currently pupils in Years 1 and 2 do not make full use of the new lap top suite to extend their ICT skills. Resources for teaching pupils in these year groups how to control ICT are limited, as there is only one floor turtle available and this is now outdated. The lap top suite has presented some technical problems for teachers in Years 3 to 6, as it does not always efficiently connect to the Internet when it is required to do so in lessons, and occasionally it is not possible to retrieve pupils' work from the school network. Staff in Years 5 and 6 cope with these difficulties extremely well, adapting their teaching and using other strategies in lessons. However, these difficulties limit the rate of achievement in learning new ICT skills.

Information and communication technology across the curriculum

60. Good use of ICT is made to improve literacy skills. Pupils throughout that school are confident to use a word processing package at an appropriate level, editing and saving their own work. Older pupils regularly use the Internet to research items, improving their information retrieval skills. Younger pupils play games independently, for example, to help them improve mathematics skills. In Year 6, ICT has been used well to present science investigations very clearly, making full use of mathematics and literacy skills in the presentations. In other year groups, ICT is not used as successfully across the curriculum. The limited curriculum provided in humanities, art and design, and design and technology limits the range of work that is completed with ICT. Pupils in Year 4 and Year 1 have completed satisfactory art designs using a graphics package but throughout the school ICT is not yet used effectively to support all curriculum areas.

HUMANITIES

A very limited amount of pupils' previous work was available in these subjects. Only two lessons were observed in geography and one in history so that it is not possible to form an overall judgement about the quality of teaching and learning in these subjects. In addition to these lessons, judgements are based on an examination of pupils' work and discussions with pupils.

Religious education was subject to a separate inspection arranged by the governing body.

Geography

Provision in geography is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are underachieving throughout the school because statutory requirements to teach the National Curriculum in geography are not met.

Commentary

61. In one Year 6 lesson seen, pupils made good progress in understanding the relationship between contour lines on a map and the shape of the terrain represented. The well-structured, practical session really motivated the group, who were continually challenged and encouraged by the knowledgeable teacher. Consequently pupils achieved well.
62. Year 2 pupils have completed some limited work based on the experiences of Barnaby Bear, who has been sent abroad to report back to the class. However, the examination of pupils' work throughout the school shows that throughout the school pupils do not have enough opportunities to cover all the work required by the National Curriculum. Sufficient work is planned over the longer term, but pupils' work and the discussion with pupils throughout the school show that the planned work is not covered in enough depth for them to achieve the expected standards in each year group. Work does not meet the requirements of the National Curriculum for geography from Years 1 to 6.

History

Provision in history is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are underachieving throughout the school because statutory requirements to teach the National Curriculum in history are not met.

Commentary

63. The examination of pupils' work shows some very limited examples of work about Florence Nightingale in Year 2, mainly relying on worksheets with little content for the pupils. In Years 3 to 6, longer-term planning indicates that all areas of the National Curriculum are planned for. In Year 6, pupils present their topic about Aztecs well, and some of the work is good quality. In a Year 5 lesson, pupils demonstrated their satisfactory knowledge of key changes in society in Great Britain since 1948. However, an analysis of pupils' work indicates that not enough time is given to covering all the planned aspects, so that insufficient work is completed to meet the statutory requirements of the National Curriculum. Both the quality and range of writing in pupils' books are lower than expected.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in art and design. It is not possible to make a firm judgement about provision in design and technology, music and physical education because no lessons were seen. Inspectors examined teachers' planning and looked at pupils' work where this was available.

Art and design

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

Main strengths and weaknesses

- Pupils are underachieving throughout the school because statutory requirements to teach the National Curriculum in art and design are not met.

Commentary

64. Only one lesson was seen so that there is not enough evidence to judge the quality of teaching and learning throughout the school. Judgements are made from evaluating the quality of pupils' work and teachers' planning. Standards of work seen are below those expected throughout the school. Pupils are underachieving in art and design because they do not complete sufficient work to enable them to achieve the expected standards in each year group. Pupils use a sketchbook for developing art skills in Years 3 to 6. These contain very limited examples of work and show that pupils have not had the opportunity to cover the work required in the National Curriculum for art and design. In Year 2, there is very limited work available, and the work presented shows very little skill indicating that pupils have not developed their skills well enough.
65. In Year 6, pupils have completed some good life drawings studying movement well, and have begun to think about colour tones and shades as they prepare a landscape painting to compliment the Rivers and Mountains topic they are working on in geography. Overall, the range of work completed is very narrow and lacks sufficient depth for pupils to achieve the wide-ranging aims of the National Curriculum.
66. No lessons were seen in **design and technology**. Standards of work seen are below those expected throughout the school. Pupils are underachieving in design and technology because they do not complete sufficient work to enable them to achieve the expected standards in each year group. Pupils in Years 3 to 6 use the reverse of their art sketchbooks to plan work for each topic. The work seen in these books is very limited and does not include the process of designing and planning how to make a product in any detail. Pupils have no opportunities to evaluate the quality of their finished designs in these books. Consequently, they do not reach the expected standards for their age because the work planned for them does not fulfill the requirements of the National Curriculum in this subject.
67. There are missed opportunities for pupils to develop their skills in mathematics and literacy in this subject due to the lack of recording of the design process. Pupils in Year 2 do not record any of their ideas for planning how to make a puppet. In Year 4, pupils have just begun their first topic to design a torch. The quality of work shows that pupils have few skills in designing to bring to this topic.
68. Teachers' plans for **physical education** are based on the national guidance. Planning is inconsistent, some teachers' planning is detailed in showing comprehensive units of work, in other classes there is limited detail. Teachers have adapted the national guidance appropriately to provide an assessment of pupils' skills at the end of each unit of work. Pupils in Year 5 enjoyed a 15-minute aerobics class at the start of the day. The provision for curricular enrichment in sport is good with a range of opportunities for pupils to participate in

competitive sporting activities with other schools. Pupils talked enthusiastically about these opportunities.

69. **Music** is planned using the national guidance and other commercial schemes to ensure that pupils cover an appropriate curriculum. Singing in assembly was tuneful and there is a wide range of peripatetic music lessons available for brass, strings and woodwind instruments, which are well supported. In addition, pupils take part in local music festivals.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

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

Main strengths and weaknesses

- There are good opportunities for Year 6 pupils to develop responsibility.
- There are too few opportunities for pupils to develop the skills for working co-operatively in lessons.

Commentary

70. The school makes suitable arrangements for pupils' personal, social and health education, which include sex education and drug awareness. Year 6 pupils are given a number of extra personal and social responsibilities, which they respond to very well. For example, they look after the youngest children in the reception class not only at playtime but also during the lunch period and are willing to take responsibility for their care. They are developing very good relationships with the children because in addition, they read to a special partner from the reception class once a week. This good opportunity helps older pupils to develop maturity and younger children to settle into school. Year 6 pupils have various other opportunities to develop maturity as they are expected to be a model for other pupils in assemblies and at other times. A number of routine duties, for example collecting registers, are part of this programme. The introduction of personal targets for learning in Year 6 has provided a very good means for pupils to develop responsibility for their own learning.
71. In Year 6, the good teaching means that there are plenty of opportunities for pupils to work co-operatively in pairs and groups. Pupils in this class are good at working independently and organise themselves and the resources they need well. In other year groups, there are fewer well-planned opportunities. Sometimes pupils are asked to work co-operatively but the tasks they are given do not always help them to develop key skills so that they do not succeed and become restless and inattentive. The lack of challenge in too many lessons throughout the school means that opportunities to develop the vital skills of working together are underdeveloped in most year groups. In some year groups, pupils are very dependent on adults for support in lessons and show little skill in organising themselves.

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	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	3
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	3
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	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	4
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).