

INSPECTION REPORT

THE NEW YORK PRIMARY SCHOOL

New York, Lincoln

LEA area: Lincolnshire

Unique reference number: 120467

Headteacher: Mrs Judith Heard

Lead inspector: Derek G Watts

Dates of inspection: 27 to 29 September 2004

Inspection number: 269625

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	55
School address:	Langrick Road New York Lincoln Lincolnshire
Postcode:	LN4 4XH
Telephone number:	01205 280320
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Paul Appleyard

Date of previous inspection: May 2000

CHARACTERISTICS OF THE SCHOOL

The New York Primary is a much smaller than average school serving the village of New York and surrounding rural areas. All pupils are from a White British background and speak English as their first language. About a third of the school's population have special educational needs and this is well above the national average. The nature of pupils' special educational needs is varied and includes moderate learning difficulties, severe learning difficulties and social, emotional and behavioural difficulties. The school has an average proportion of pupils with Statements of Special Educational Needs. The socio-economic circumstances of the school's intake are diverse but below average overall. Children's attainment on entry to the school varies from year to year and was below average for the current reception class. The proportion of pupils who join the school other than at the normal starting time is above average. For most of the teaching time, pupils are organised into two classes, one with reception, Years 1 and 2 and the other class with pupils from Years 3 to 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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31718	Denise Shields	Lay inspector	
26203	Joanna Curd	Team inspector	Mathematics, Geography, History, Physical education, Religious education, Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is poor and it provides very poor value for money. Teaching and learning are unsatisfactory overall and so a significant number of pupils are underachieving, particularly those in reception and in Years 1 and 2. While the school has a friendly and positive atmosphere, the leadership and management are ineffective in raising achievement and developing high quality teaching. The school is failing to give its pupils an acceptable standard of education.

The school's main strengths and weaknesses are:

- Teaching and learning are unsatisfactory and this leads to underachievement.
- Leadership and management are not sufficiently focused on raising achievement and providing good teaching.
- Pupils have good attitudes and behave well and relate very well to others.
- The curriculum is unsatisfactory overall and poor for children in reception.
- The school has a good partnership with parents and the community.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.
- Attendance levels are well above average.

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.

While standards have improved recently in English, mathematics and science by Year 6, standards have declined in Year 2. Standards have declined in information and communication technology (ICT) because the school has not taught all the elements required by the National Curriculum. The quality of teaching has declined since the last inspection and weaknesses such as low expectations, lesson planning and matching work to pupils' needs that were identified in the last inspection still remain. The school has maintained pupils' good personal qualities, but overall, improvement since the last inspection is poor.

STANDARDS ACHIEVED

Overall, pupils' achievement is unsatisfactory. Children's attainment on entry to reception is below average. While children are on course to reach the expected goals in personal, social and emotional development by the end of reception, they are likely to attain well below these goals in other areas of learning because of unsatisfactory teaching and a poorly planned curriculum.

Care has to be taken when interpreting national test results in a small school because one pupil's performance represents a high proportion of a year group's results. The school's national test results for Year 2 in 2003 were well below average in reading and writing and average in mathematics. The 2004 results indicate that they have fallen to very low levels. In the current Year 2, standards are well below average in reading and writing and below average in speaking and listening, mathematics and

science. Pupils, including higher attainers and those with special educational needs, are not achieving as well as they should because of unsatisfactory teaching.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals .*

The table for Year 6 shows that English test results have been consistently well below average and that science results have been consistently very low, and in the lowest five per cent of schools nationally. The 2003 data indicate underachievement, particularly in English and science. However, test results for 2004 are showing some improvements in English and science. Pupils have achieved well in English. The current Year 6 is a higher attaining year group than usual and standards are broadly average in English and mathematics and below average in science. Pupils, including higher attainers and those with special educational needs, are achieving satisfactorily in these subjects.

Pupils’ personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have positive attitudes to learning and behaviour is good in class and around the school. Relationships between pupils and between adults and pupils are very good. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education is unsatisfactory. Teaching and learning are unsatisfactory overall. In Years 3 to 6 teaching and learning are satisfactory with good lessons seen in English and ICT. Pupils make sound gains in their learning in Years 3 to 6. However, there is too much unsatisfactory teaching in reception and Years 1 and 2. In these years, too many lessons lack a clear purpose and the expectations of what pupils can achieve are too low. As a result, pupils are not productive enough and make unsatisfactory gains in acquiring knowledge, skills and understanding. Activities and tasks are not well matched to pupils’ abilities and needs and so they are not always suitably challenged. The curriculum provided is unsatisfactory. While it is satisfactory for Years 3 to 6, it is unsatisfactory for Years 1 and 2, and poor for the children in reception. The school has a good partnership with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are unsatisfactory. The headteacher and staff have created a friendly and positive atmosphere in the school. However, leadership and management are not focused enough on raising pupils’ achievement and providing high quality teaching. While the school recognises weaknesses in achievement and teaching, planning and action taken to address these issues have been ineffective. Teamwork among the staff is not strong enough to achieve consistent good practice in key areas such as planning, assessment and teaching. Most of the governors are new to their post. While they are supportive, they are not well informed about the school’s performance and are therefore unable to challenge the weaknesses and to help to guide improvements. Governance is unsatisfactory and not all statutory duties are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are generally positive and they like the friendly family atmosphere that the school promotes. Pupils like school but a significant number claim that they do not find lessons interesting.

IMPROVEMENTS NEEDED

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

- improve the quality of teaching and learning in order to raise pupils' achievement;
- improve the quality and range of the curriculum, particularly for reception children;
- ensure that leadership, management and governance focus relentlessly on raising achievement through monitoring, evaluating and developing teaching and the curriculum.

And to meet statutory requirements:

- ensure that all the required elements of ICT are taught;
- ensure that the governors' annual report to parents has all the required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievement is unsatisfactory. Pupils are achieving satisfactorily in Years 3 to 6 but achievement is unsatisfactory in reception and in Years 1 and 2. Overall, standards are below average.

Main strengths and weaknesses

- Standards are improving by the end of Year 6 in English, mathematics and science.
- Children in reception are underachieving in most areas of learning.
- Pupils' achievement in Year 1 and 2 is unsatisfactory.
- Standards in ICT and religious education are below average and pupils' achievement is unsatisfactory.
- Standards are below average in science in Year 2 and Year 6 but achievement is now satisfactory.

Commentary

1. The attainment on entry to reception varies from year to year. For the current reception year it was below average. Children have settled into school life well because of the good relationships between children and staff. Most are on course to reach the expected early learning goals in personal, social and emotional development by the end of reception. However, most children are likely attain well below the expected goals in other areas of learning by the end of the academic year. This is because of unsatisfactory teaching and

a poorly planned Foundation Stage curriculum. Activities provided often lack a clear purpose and are not related to the areas of learning. Expectations of what children can do are not high enough and the use of time is not maximised. Children's achievement is unsatisfactory overall and is not as good as it was at the time of the last inspection.

The school's average points scores in national tests are not shown in the report. This is because ten or fewer pupils took the tests in 2003.

2. In the National Curriculum tests for Year 2 in 2003, the school's results were well below the national average in reading and writing and average in mathematics. These results were the same when compared to similar schools. The 2004 test results are very low and in the lowest five per cent of schools nationally in reading, writing and mathematics. In the current Year 2, standards are well below average in reading and writing, and below average in speaking and listening and mathematics. Most pupils, including higher attainers and those with special educational needs, are not achieving as well as they should. This is because of weaknesses in the quality of teaching. In particular, the teachers' expectations are not high enough and tasks are not well matched to pupils' different levels of attainment. Furthermore, the school does not have systematic strategies for the effective teaching of reading and writing in Years 1 and 2. Although standards in science are below average, pupils are achieving satisfactorily due to satisfactory teaching.
3. In the 2003 National Curriculum tests for Year 6, the school's results were well below the national average in English and mathematics. Results in science were particularly low and in the lowest five per cent of schools nationally. Tests results have been consistently well below average in English during the last four years and consistently very low in science. Mathematics results have been generally well below average, although they were below average in 2002. Similar school data indicates that the 2003 year group under achieved in English, mathematics and science. In the 2004 tests, results are below average in English and well below average in mathematics and science. Prior attainment data, not yet confirmed, indicates that achievement was much better than in previous years, with good achievement in English.
4. The current Year 6 is a higher attaining year group than usual and the school's targets for English and mathematics tests in 2005 appropriately reflect this. Standards in the present Year 6 are broadly average in speaking and listening, reading, writing and mathematics. Teaching and learning are satisfactory overall and most pupils, including higher attainers and those with special educational needs, are achieving satisfactorily in these areas. Standards in science are below average but recent improvements in teaching and increased opportunities for investigative work mean that pupils are now achieving satisfactorily.
5. Pupils have sound opportunities to develop speaking and listening skills across the curriculum. However, the application of literacy skills in other subjects is inconsistent. While older pupils produce clear factual reports in history and geography, opportunities for pupils' independent writing in Years 1 and 2 are limited. Across the school, pupils have insufficient opportunities to apply and develop numeracy skills in other subjects. As a result, pupils' skills are weak in areas such as measuring, recording and interpreting data.
6. In ICT, standards are below average by Year 2 and Year 6 and pupils' achievement is unsatisfactory. The study of pupils' past work indicates that they have not been taught all

the required areas of the National Curriculum. Teaching and learning are unsatisfactory in Years 1 and 2 and pupils in last year's Year 2 did not have opportunities to develop control skills. An inadequate curriculum was identified at the last inspection and this issue has not been effectively addressed. Last year's Year 6 did not have opportunities to acquire and develop skills in the areas of multimedia presentations, monitoring and control. During the inspection, good teaching was seen in Years 3 and 4 and there are clear signs that teaching and the ICT curriculum are improving in Years 3 to 6. However, pupils have gaps in their learning due to inadequate provision in the past.

7. Standards in religious education are below those expected in the locally agreed syllabus in Year 2 and Year 6. Pupils' achievement is unsatisfactory in this subject due to weaknesses in the teaching. Topics are not taught in sufficient depth and errors in knowledge and understanding are not always corrected.
8. The school has a well above average proportion of pupils with special educational needs and the proportion of pupils who join the school outside of the usual starting time is above average. A significant number of pupils who join later are lower attaining pupils or have special educational needs. These factors contribute to the school's well below average standards. However, the main reasons for pupils' underachievement and the low standards, particularly in reception and Years 1 and 2, are the high proportion of unsatisfactory teaching and weaknesses in the curriculum. Leadership and management have been ineffective in addressing these crucial weaknesses.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Pupils' moral and social development is good and their spiritual and cultural development is satisfactory. Pupils' attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils are eager to learn and behave well despite the weaknesses in teaching.
- Relationships between pupils are very good.
- Pupils enjoy school life.
- Attendance levels are well above average.

Commentary

9. Pupils' relationships with others are very good. Pupils of all ages and backgrounds work and play together very well within a positive and friendly school atmosphere. In discussion they state that instances of bullying are rare and that an adult will help them if they are unhappy. Older pupils help to look after the younger pupils at playtimes and lunchtime. Older pupils are also effective reading partners, 'reading buddies' for younger ones. These opportunities make a good contribution to their growing self-confidence and self-esteem. Pupils gain a good understanding of right and wrong because of the school's emphasis on this aspect of their development. There have been no exclusions in the past year.
10. In lessons, pupils are generally attentive and respond well to the questions asked by their teacher. In the main they sustain concentration throughout the lesson. There are examples of good collaborative work amongst the older pupils. However, opportunities to develop pupils' independent learning and research skills are often missed. Pupils state that they like school and what it has to offer them. However, a significant number of pupils claim that they do not find lessons interesting and fun. Even when lessons and activities do not sufficiently engage or challenge pupils they behave well. On occasions they behave very well, and this is when lessons have interesting activities that are well matched to pupils' abilities. When moving about the school or at play outside, behaviour is consistently good. Pupils are friendly and courteous towards visitors and show a keen interest in what they have to say. Children in reception are on course to meet the expected early learning goals in personal, social and emotional development by the end of the academic year.
11. A higher than average proportion of pupils join the school after the normal starting time and a small number of these have social and behavioural difficulties. Teachers and support staff manage these pupils well and they soon settle into the school's friendly atmosphere and make good progress in their social skills and behaviour.
12. Daily collective worship generally have a good moral or social theme. Older pupils' contributions to these events show they take the responsibilities they are given, such as team captains, very seriously. Pupils' spiritual development is less well fostered during collective worship. Visitors talk to pupils about different faiths and a dance teacher from Syria introduced pupils to dances from a different culture. Pupils are reasonably prepared for life in a multicultural society.
13. Attendance is well above the national average. Although the school has not taken any special steps to promote good attendance, it has been effective in discouraging parents from taking holidays during term time. Virtually every pupil arrives at school on time.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.2
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 provided is unsatisfactory overall. Teaching and learning are unsatisfactory. The curriculum is unsatisfactory and does not meet statutory requirements. However, care, guidance and support for pupils are satisfactory, and the school has a good partnership with parents and the community.

Teaching and learning

The quality of teaching and learning is unsatisfactory overall. Teaching and learning are satisfactory in Years 3 to 6 but unsatisfactory in reception and in Years 1 and 2. Assessment is also unsatisfactory. Weaknesses in teaching and assessment result in a significant number of pupils underachieving.

Main strengths and weaknesses

- Teaching is unsatisfactory in reception and in Years 1 and 2.
- Too many lessons lack focus and purpose.
- Tasks are not sufficiently well matched to pupils' different abilities and needs.
- The use of time and support staff is ineffective.
- There are examples of good teaching in Years 3 to 6.
- Teachers manage pupils well and pupils display good behaviour.

Commentary

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	2	10	5	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

14. The quality of teaching and learning is satisfactory in Years 3 to 6 but unsatisfactory in Year 1, Year 2 and reception. The proportion of unsatisfactory teaching is much higher than is normally seen in a primary school and the proportion of good teaching is low. Teaching and learning are unsatisfactory overall and this results in a significant number of pupils underachieving, particularly in reception, Year 1 and Year 2. The quality of teaching has declined since the last inspection, when teaching and learning were satisfactory in reception and in Years 3 to 6 but unsatisfactory in Years 1 and 2. The leadership and management of the school have been ineffective in monitoring, evaluating and developing teaching.
15. Teachers' command of the subjects they teach is generally satisfactory in Years 1 to 6. However, knowledge and understanding of the required areas of learning for children in reception are poor. As a consequence, children do not receive a broad range of interesting activities giving appropriate attention to all six areas of learning. The school is lacking expertise in how children of this age learn.
16. The planning of lessons in Years 3 to 6 is generally satisfactory. In Years 1 and 2, planning tends to focus on Year 2 pupils and the needs of Year 1 and reception children are given insufficient consideration. The planning of activities and tasks for children in reception is often poor. Most of the activities provided lack a clear purpose and are not sufficiently related to each area of learning. As a result, children do not know what they are doing or why they are doing it. The expectation of what children and pupils can do is too low in reception and in Years 1 and 2. While expectations and levels of challenge are generally higher in Years 3 to 6, the study of pupils' work indicates that this is not always the case.

17. Teachers' explanations and instructions are clear and informative, particularly at the start of lessons. Pupils are attentive and follow instructions well. In a good ICT lesson for Years 3 and 4, the teacher gave effective demonstrations and explanations on skills of highlighting, altering and aligning text. The pupils watched and listened carefully before practising the skills themselves. Teachers also use questioning well to check pupils' understanding. Pupils show interest and respond well to these. However, the children in reception receive too little direct teaching and are often left to fend for themselves with activities that lack purpose and are unrelated to the planned areas of learning. In a good English lesson for Years 3 to 6, pupils were effectively organised in groups of similar attainment. A variety of tasks including writing, spelling and reading of a play script were set. These were well matched to pupils' ability and needs. All pupils were appropriately challenged and made good gains in their learning. However, other lessons seen and the study of pupils' work indicate that tasks are not always suitably matched to pupils' needs. In too many lessons, all pupils are pursuing the same task and lower attainers struggle while higher attainers are not extended.
18. Teachers manage pupils well and have high expectations of behaviour and personal development. This is a strength in the teaching. Teachers and support staff know the pupils well and good relationships have been established. The occasional incidents of challenging behaviour are managed well. As a result, pupils behave well in lessons and relate well to others. In some lessons, such as science and ICT, pupils have good opportunities to work collaboratively. Their skills in working together are generally good. However, opportunities for pupils to work independently on personal research are less frequent.
19. The use of time is unsatisfactory throughout the school. Lessons do not always begin on time and valuable teaching and learning time is often lost. During the inspection, the collective worship at the beginning of the afternoon did not begin on time and both over-ran considerably. In the lessons that followed, pupils had insufficient time to complete tasks. The organisation of some lessons is not conducive to effective time management. In both classes there are examples of groups of pupils not productively engaged while the teacher focuses on small groups.
20. The deployment of support staff is not always effective. The teaching assistant provides sound support to pupils in Years 3 to 6, particularly those with special educational needs. However, the nursery nurse is not always clear on her role and responsibilities with Year 1 and reception children. This is due to inadequate planning and liaison between the teacher and support staff. Support staff are not always sensibly distributed. For example, in an English lesson for Years 3 to 6 there was a teacher, support teacher and a teaching assistant. After playtime this class had a dance lesson led by a visiting teacher. This lesson had two teachers and a teaching assistant in support. While this class of Years 3 to 6 was receiving a generous level of support, the other teacher with reception children and pupils from Year 1 and 2 had no support at all.
21. The assessment of pupils' attainment and the use of assessment to inform future planning are unsatisfactory. The school has developed appropriate systems for assessing pupils, particularly in English, mathematics and science. The assessment coordinator is using ICT effectively to track pupils' attainment and progress in English and mathematics in Years 3 to 6. This information is beginning to be used to predict future attainment and to set individual learning targets. This work is developing well, but it is relatively recent and is not consistently implemented throughout the school. The quality of marking is inconsistent and not always effective in identifying strengths in pupils' work. In particular, constructive guidance to help pupils improve is lacking.

The curriculum

The curriculum is unsatisfactory overall. While it is satisfactory in Years 3 to 6, it is unsatisfactory in Years 1 and 2 and poor for the children in reception. There are satisfactory opportunities for enrichment. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The planning and provision for the Foundation Stage curriculum are poor.
- Not all required areas in ICT are taught.

- A good range of visits and visitors enrich the curriculum and extend pupils' experience and awareness of the wider world.
- Provision for pupils with special educational needs is unsatisfactory in Years 1 and 2.

Commentary

22. The Foundation Stage curriculum for reception children is poor. Children spend far too much time on activities that lack a clear purpose. The Foundation Stage curriculum is poorly planned and insufficiently related to the six areas of learning. Activities provided often lack imagination, stimuli and focus and this contributes to children's underachievement. The leadership of the school lack expertise in this area of the school's curriculum.
23. The curriculum for Years 3 to 6 is broadly satisfactory, but it is unsatisfactory for Years 1 and 2. The quality of planning is better in Years 3 to 6, particularly in English, mathematics and science. The school is not teaching all the required elements of the National Curriculum for ICT in Years 1 and 2, as pupils do not have the opportunity to acquire and develop control skills. In Years 3 to 6, the school has not adequately taught multimedia presentations or control and monitoring. However, there are clear plans to address this. Weaknesses in the ICT curriculum were identified at the last inspection and the school has been too slow to address these; as a result, pupils' achievement in ICT is unsatisfactory. In the mathematics and science curriculum there are weaknesses in the provision for practical and investigative work. The school has identified these shortcomings and there are clear signs that action is being taken to address them. There are insufficient opportunities for pupils to apply and develop skills in numeracy in other subjects. The leadership and management have not been effective in reviewing and developing the curriculum across the school, particularly in ICT.
24. The provision for special educational needs is unsatisfactory overall. It is satisfactory in Years 3 to 6 and pupils there receive sound support and guidance. The provision for children in reception and those in Years 1 and 2 is unsatisfactory because work and support are not sufficiently well matched to pupils' needs.
25. Visits and visitors successfully enliven and enrich the curriculum. Given the school's rural and culturally homogenous nature the range of visitors, including representatives from charities in Africa, an Indian person of Muslim faith and a Syrian dancer, is impressive. This successfully introduces pupils to a wide range of cultures and beliefs and helps prepare them for the wider multicultural world. However, the school's liaison with these visitors - for example, in agreeing the timing and location of lessons - is not always sufficiently effective to maximise pupils' learning. Although a variety of clubs, including chess, football and a 'wacky fun club', have been held at lunchtimes and after school in the past, few are regular or sustained and none were in existence at the time of the inspection.
26. Pupils frequently go on visits, for example to churches and museums, that provide good first-hand learning experiences and are particularly beneficial to all pupils. Pupils in Years 3 to 6 usually go on one residential trip each year. The whole school from reception to Year 6 regularly go on visits such as to museums at York. These are beneficial to pupils'

personal and social development as well as their learning in subjects such as history, geography and religious education.

27. Accommodation and resources are generally satisfactory. Although classrooms are narrow, their length generally compensates and provides sufficient space for most activities. The accommodation for indoor PE is inadequate but the school has gained a spacious outdoor playing field since the last inspection. Learning resources are satisfactory overall, but there are weaknesses in ICT. In particular the school does not yet have all the necessary equipment and software to teach all the required elements of the curriculum.

Care, guidance and support

The school's arrangements for pupils' care, welfare, health and safety are satisfactory. Pupils receive sound support, advice and guidance. There are satisfactory opportunities for pupils to be involved in and to influence the school's work.

Main strengths and weaknesses

- Pupils have good and trusting relationships with adults in the school.
- Although there is good practical day-to-day care for pupils, some aspects of the school's welfare, health and safety arrangements are not secure.
- Academic guidance is not always sufficiently targeted so that pupils clearly know what they must do to improve their learning.
- Pupils' personal development is monitored well.

Commentary

28. Pupils say they enjoy school and feel safe there. They particularly appreciate the small, friendly family atmosphere, and this is a strength of the school. Teachers know the pupils well and monitor their personal development effectively with the help of detailed records as they move through the school. There are good systems in place to monitor any instances of inappropriate behaviour and to deter bullying. Overwhelmingly, pupils say that there is an adult they can talk to if they are unhappy. They state that everyone in the school is friendly and that name-calling or bullying is rare. The school's records and the findings of the inspection team confirm this.
29. Welfare arrangements are generally good and any illnesses or accidents that occur during the school day are handled well. However, much of the practice relating to health and safety has been introduced recently; for instance, risk assessments for out-of-school visits. Supervision arrangements at lunchtime are adequate and relationships between pupils and the mid-day supervisors are friendly and supportive. Although many of the governors are new to their roles, they do not fulfil their duties adequately enough in relation to monitoring pupils' health, safety and welfare. The designated person with overall responsibility for child protection has received appropriate training but this is not the case with other teachers and adults.
30. Pupils state confidently that they can ask their teachers for help during lessons. During the inspection good examples of one-to-one support were seen in some lessons. However, overall academic support and guidance are unsatisfactory. The school's assessment information is not used well enough to enable pupils to understand how they can improve their work. No individual targets are set for pupils in Years 1 and 2, and in Years 3 to 6 targets are not sufficiently pupil-friendly as these are sometimes too complex for pupils to understand.
31. A school council has only recently been established and pupils have been discussing how the outside environment might be improved. This is a good initiative and pupils on the council take on this responsibility well.

Partnership with parents, other schools and the community

The school has a good partnership with parents. Links and liaison with the community are also good. Links with other schools are satisfactory.

Main strengths and weaknesses

- Pupils' curricular experiences are enriched by links with the community.
- Parents are supportive of the school and their children's education.
- Parents receive good day-to-day information, but only sound progress has been made in improving the end-of-year reports.

Commentary

32. The wider community provides a rich source of visitors to enhance pupils' learning and there is a good range of visits to support topics. Pupils take part in events such as the harvest festival held at the parish church and talk about them with enthusiasm, and photographs indicate they enjoy them. These opportunities make a good contribution to pupils' personal development. There is good liaison with the pre-school that is run by members of the parents' association within the school. This helps to enable children to settle quickly into reception. Sports events take place with other local primary schools and this increases pupils' sporting and social opportunities.
33. The parents' meeting with the lead inspector prior to the inspection and the limited response to the parents' questionnaire indicate that parents are generally supportive of the school. School records show that they are involved in their children's education. They hear pupils read and several help out with other activities such as swimming and transport arrangements. Photographs indicate that school events such as the leavers' service and concerts are well attended. The school has consulted parents on a range of issues through a questionnaire. They indicate that parents are generally pleased with the school and a number of concerns raised have been effectively addressed. However, some parents are still unclear about the school's homework policy.
34. Parents receive regular newsletters that are clear and informative. At the last inspection, parents were receiving insufficient information about what their children would be learning and this issue has been successfully addressed. However, the annual reports to parents still do not provide sufficient information about the standards pupils attain and the progress they make. Furthermore there is insufficient guidance on how pupils can improve. Comments in the reports are often complex and contain educational jargon that parents might not understand. Reports for children in reception do not cover comments on the six required areas of learning. The school brochure contains all the required information but the governors' annual report to parents has several statutory omissions. For example, there is insufficient information provided on income and expenditure, staff training, and progress towards the issues for action in the last Ofsted report.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are unsatisfactory overall. The leadership by the headteacher is also unsatisfactory. This results in unsatisfactory achievement for pupils, unsatisfactory teaching and learning, and has led to poor improvements since the last inspection. Two statutory requirements are not met.

Main strengths and weaknesses

- Leadership and management are not sufficiently focused on raising achievement.
- The school has a positive and friendly atmosphere.
- The monitoring, evaluation and development of teaching are poor.
- The governors are not sufficiently well informed about the school's performance.
- Planning and action to bring about improvement are ineffective.
- Value for money is very poor.

Commentary

35. The governance of the school is unsatisfactory. Many of the governors are new to their post and the Chair has only been in this post for one year. While the governors are supportive, they are not sufficiently well informed about the school's performance, particularly about pupils' achievement and the quality of teaching and learning. As a consequence, the governors have not been able to effectively challenge the underachievement, low standards or unsatisfactory teaching. In the main, governors do not have sufficient grasp of the school's performance and are therefore not yet able to help shape the direction of the school to bring about improvements. Two statutory requirements are not fulfilled: the curriculum for ICT is not fully covered and the governors' annual report to parents does not contain all it should.
36. The headteacher has been effective, with staff, in promoting pupils' personal development and in creating an attractive and positive environment. As a result, the school has a positive and friendly atmosphere where pupils behave well and their relationships with others are very good. However, the headteacher's leadership is unsatisfactory as it has not been sufficiently focused on raising pupils' achievement and providing high quality teaching. As a result, a significant number of pupils underachieve, teaching is unsatisfactory and improvements since the last inspection are poor. Issues such as raising standards, improving teaching and improving the monitoring and evaluation of performance remain outstanding from previous inspections.
37. Teamwork among the staff is unsatisfactory. There is not a 'whole school' approach to the planning of the curriculum, assessment or teaching. A coherent and collaborative commitment to school improvement is lacking. As a consequence, teachers' efforts are often fragmented and there are inconsistencies in the quality of provision that contribute to pupils' underachievement. In a school of this size, it is inevitable that teachers will lead numerous subjects and areas. However, the distribution of responsibilities is uneven. For example, one part-time teacher, who works three days a week, has the responsibility for assessment, mathematics, science, design and technology, geography and music. There are some strong elements in subject leadership such as the mathematics and science coordinator improving the opportunities for investigative work, but overall subject leadership is unsatisfactory. The leadership of the Foundation Stage is poor and there is a lack of expertise within the school to improve this situation. Leadership at all levels is not sufficiently focused on raising achievement and providing consistently good provision across the whole school. At present, the school does not have the capacity to improve quickly without considerable help.
38. The management of the school is unsatisfactory with poor elements. The school has carried out a self-review which was moderated by the local education authority. This process lacks rigour and the evidence to support key judgements is sparse. Data in the moderated school self-review report is not sufficiently analysed and findings are not fully explained. In the self-evaluation form produced prior to the inspection, the school identified that pupils' achievement and the quality of teaching and learning were both unsatisfactory. However, this information had not been shared with the governing body. While the headteacher and other teachers have carried out class observations and feedback has been given, this process has not been sufficiently rigorous in identifying weaknesses and taking effective action. The monitoring, evaluation and development of teaching are poor. This was a key area for improvement identified during the last two inspections in 1997 and 2000.

39. School improvement planning is unsatisfactory as it is ineffective in bringing about improvements in crucial areas. While the planning identifies priorities such as raising standards in English, mathematics and science, the action to be taken to achieve this is less clear. Furthermore, the criteria to measure the successful implementation of the plan lack sharpness. In particular, planning does not give sufficient emphasis to improving teaching in order to raise standards and achievement. The school is now involved in the Primary Leadership Programme, a national initiative to help raise standards in English and mathematics. The action plan for this is sharper, sets out what needs to be done and has clear success criteria. This was formulated very recently and has not yet been implemented. The assessment coordinator analyses National Curriculum test results and other assessments, particularly in Years 3 to 6. A commercial computer program is being used well to do this. Strengths and weaknesses in pupils' learning are identified. This information is beginning to be used to modify planning and to help set individual targets for pupils. This good initiative is relatively recent and is not used consistently well throughout the school.
40. Staff performance management, induction and continuing professional development are not effective enough to bring about school improvement. With the low proportion of good teaching within the school, opportunities for other teachers to observe and learn from outstanding practice are limited. Teachers have not had sufficient opportunities to observe outstanding practice in other schools.
41. Financial planning and management are unsatisfactory as spending is not used efficiently to raise achievement. The school, along with governors and the local education authority, has produced a 'Best Value Report'. This document sets out the context of the school, provides national test data, financial data, the results of the 'Moderated School Self Review' and a parental survey. The purpose of this document is unclear and it is weak on the evaluation of standards and provision. Furthermore, there is no evaluation of the effect of spending on standards and provision. For example, the document states that the school's spending on teaching staff is higher than average but there is no clear evaluation of the quality of teaching and learning and whether this high spending is justified. The report does not demonstrate how the principles of best value are being applied or the value for money that the school provides. The school has a higher than normal carry forward and there are plans to improve accommodation with an additional classroom. The school, being small, is comparatively expensive. Its unsatisfactory provision, pupils' unsatisfactory achievement and poor improvements since the last inspection lead to the judgement that the school is providing very poor value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	162,089
Total expenditure	164,428
Expenditure per pupil	4,198

Balances (£)	
Balance from previous year	35,221
Balance carried forward to the next	32,882

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Leadership and management are poor.
- The planning of the curriculum is poor.
- Teaching and learning are unsatisfactory.
- Children are achieving well in personal and social development.

Commentary

42. Children's attainment on entry to reception varies from year to year and was below average for the current year group. The reception children are in the same class as pupils from Years 1 and 2. Teaching and learning in reception are unsatisfactory and children are not making sufficient gains in acquiring new knowledge and skills. This is because too many activities provided lack clear purpose and are not related sufficiently to the six areas of learning. The teacher has not managed to plan a range of interesting and purposeful tasks effectively to meet the needs of the different ages and abilities within the class. The teacher's expectations of children's personal development are high; however, they are not high enough for children's learning in most other areas. Valuable learning time is often lost due to weak planning and organisation. The teacher and nursery nurse do not plan collaboratively and, therefore, the role of the nursery nurse is often unclear. The school has sound procedures for assessing children's attainment but this information is not used well to guide future planning and teaching. The planning of the Foundation Stage curriculum is poor and expertise for this area is lacking within the school. The accommodation and resources for the Foundation Stage are satisfactory but these are not used well enough to maximise children's learning. The leadership and management of the Foundation Stage are poor and poor improvements have been made since the last inspection.
43. Children achieve well in **personal, social and emotional development**. Many have had pre-school experience and they settle quickly into reception. The teacher and nursery nurse have established good relationships with the children and they feel secure and are growing in confidence. Children manage their own personal hygiene well. They relate well to their peers and behave well even though many learning activities lack purpose and clear direction. Children know the importance of sharing and taking turns. Children are on course to reach the expected early learning goals in this area by the end of reception.
44. In **communication, language and literacy** children are not achieving as well as they should and most are likely to attain well below the expected early learning goals in this area. Children are given sound opportunities to listen and talk at the beginning of lessons; for example, when a big book is being shared with the whole class and when the class are looking at illustrations of animals and their young. However, during reception activities, children often receive too little direct teaching to help them acquire and apply language skills. The teacher is a good role model for reading. The children listen carefully and show

interest in the story and respond well to the teacher's questioning. However, children have insufficient encouragement or opportunities to explore a range of books on their own. An appropriate selection of books is available in the class but these are underused. Opportunities for children to acquire and practise basic writing skills using a range of implements are limited. For example, the classroom does not have a prominent 'come and write area' where children are given guidance and good opportunities to develop basic writing skills using a range of implements.

45. Children are achieving unsatisfactorily in **mathematical development** because the activities provided are inadequate and do not help them to acquire knowledge, skills and understanding in number, shapes or simple measurement. In one lesson seen the nursery nurse was working with individual children to develop their counting skills using small plastic bears. The nursery nurse provided sound instruction and questioning and she recorded children's progress. However, other children were engaged in activities unrelated to mathematical development and made unsatisfactory progress. In the main, activities lacked a mathematical focus and there is a lack of games, equipment and resources to promote children's learning in number recognition, shapes and mathematical vocabulary. Most children are likely to reach well below the expected early learning goals by the end of reception due to the unsatisfactory teaching.
46. In **knowledge and understanding of the world** children acquire clear knowledge about the features of human beings. They know that they eat and grow. Most children are aware that we are similar to animals. Children identify different animals from illustrations and identify adults and young. In collective worship, children discover that spring bulbs need compost, water and sun to grow. The classroom has two good computers but during the inspection these were not used enough to support children's learning. Children use construction blocks and kits, but the purpose of this is sometimes unclear. Although teaching and learning seen in this area of learning were satisfactory, the children are not provided with sufficient well-planned and varied activities to ensure good achievement. Children are not achieving as well as they should and as a result a significant number of children are likely to attain well below the expected early learning goals by the end of reception.
47. Children's achievement in **creative development** is unsatisfactory because of the limited, planned learning opportunities provided. Children cut card and other materials and these were glued on to card to produce animals. Children also have sound opportunities to use modelling material, chalk, pencil and crayons. However, the lack of direct teaching and instructions impedes children's learning and development. Children have sound role-play opportunities in the 'home area' and in particular they acquire knowledge and skills in caring for babies. Children's opportunities to mix and explore with paint are limited. There are insufficient planned opportunities to enable children to reach the expected early learning goals and standards are well below those expected.
48. Children are not progressing as well as they should in **physical development** because insufficient planned and structured learning activities are provided. The school has a good range of outdoor play and climbing equipment. However, during the inspection, these were underused and opportunities to develop children's physical skills were missed. Children demonstrate sound skills in travel and balance but these are not being sufficiently built upon.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Teaching and learning are unsatisfactory in Years 1 and 2 and this leads to underachievement.
- The school does not have effective strategies to raise achievement in reading and writing in Years 1 and 2.
- Standards are improving by Year 6.
- Leadership and management are unsatisfactory.

Commentary

49. In the current Year 2, standards are below average in speaking and listening and well below average in reading and writing. Pupils are not achieving as well as they should because of unsatisfactory teaching. Standards in the current Year 6 are broadly average in all areas of English. Most pupils, including those with special educational needs and higher attainers, are achieving satisfactorily. The quality of teaching is better in Years 3 to 6. Standards in Year 2 are similar to those reported at the time of the last inspection. Standards in the current Year 6 are better than those reported in the last inspection, when they were well below average. The current Year 6 is a higher attaining year group than in previous years.
50. Pupils have sound opportunities to develop speaking and listening skills, particularly at the beginning of lessons. Teachers provide clear instructions and explanations and pupils listen to these well. Teachers use questioning well to check pupils' understanding and they respond well to these. In a lesson for Years 3 to 6, a group of pupils from Years 5 and 6 had good opportunities to discuss and decide which characters they would read. Opportunities for group or paired discussion in Years 1 and 2 are less evident.
51. In reading, pupils in Years 1 and 2 have sound opportunities to share a big book with the teacher. The teacher is a good role model for reading and reads with expression that helps to maintain the pupils' interest. In a lesson seen, the teacher used effective questioning to check pupils' understanding of terms such as author, title, and illustrator. A higher attaining pupil answered, 'The publisher produces the book'. However, overall the organisation of the teaching of reading in Years 1 and 2 and the strategies used are not sufficiently effective to ensure good learning and to raise pupils' achievement. For example, pupils in Years 1 and 2 do not receive sufficient well-planned group guided reading from the teacher. In a good lesson in Years 3 to 6, effective teaching of reading was provided to a group of pupils from Years 3 and 4 who were reading the character parts in a play script. The teacher provided encouragement and skilfully corrected pupils' mispronunciations. Higher attaining pupils in Years 5 and 6 worked as a group and read a complex play script of Clare Bevan's 'Wings of Icarus'. These pupils read with accuracy and expression and applied their reading skills well.
52. In writing in Years 1 and 2, pupils have too few opportunities to write independently and there is a lack of modelling, where the teacher demonstrates letter formation, spelling rules or how to create and improve sentences. Pupils in Year 2 spend too much time copying and this impedes independent writing. Strategies for the teaching of handwriting are not sufficiently effective and by the end of Year 2 pupils' writing shows accurate form and size but it is not joined. Pupils in Years 3 to 6 have sound opportunities for writing, with the writing of letters and factual reports being stronger. For example, pupils wrote a clear letter thanking a local Wing Commander for the talk he had given. Pupils also produced clear reports of the school's visit to York. While some pupils have used word processing to enhance the presentation of their writing, ICT is not used consistently well, particularly in English to develop pupils' drafting and editing skills.
53. The quality of teaching and learning is unsatisfactory overall and this leads to unsatisfactory achievement overall. Teaching and learning are satisfactory in Years 3 to 6 with examples of good teaching. However, teaching is unsatisfactory in Years 1 and 2 and pupils are not making sufficient gains in their learning. In Years 1 and 2, teachers' expectations of what pupils can achieve are too low and work is not sufficiently well

matched to pupils' different attainment and needs. The planning and organisation within the class are not sufficiently effective to ensure that all pupils in the different age groups are productive and engaged in clear learning opportunities. In a good lesson in Years 3 to 6, pupils were appropriately organised into groups of similar ability and needs. A variety of writing and reading tasks were well matched to the needs of each group. As a result all pupils, including higher attainers and those with special educational needs, were suitably challenged and their interest was maintained. The pupils were productive and made good gains in developing reading and writing skills. An additional teacher and teaching assistant were effectively deployed in supporting different groups. While in this lesson tasks were well matched to pupils' needs, the study of pupils' past work shows that this has not always been the case and this adversely affects pupils' productivity and progress.

54. The leadership and management are unsatisfactory because of inconsistencies in planning and teaching across the school. In particular, the monitoring and development of teaching are unsatisfactory. National Curriculum test results and other assessments are effectively analysed in Years 3 to 6 and strengths and weaknesses in pupils' learning are identified. This information is being used to inform future planning and to set individual learning targets. This good practice is relatively recent and is not happening consistently well across the school. There are signs of improved standards and better achievement in Years 3 to 6, but there is underachievement and standards are low in Years 1 and 2. The school has made unsatisfactory improvement since the last inspection.

Language and literacy across the curriculum

55. Pupils have sound opportunities to apply and develop language skills in other subjects. The use and development of writing in other subjects is inconsistent and therefore unsatisfactory. Pupils in Year 2 have insufficient opportunity for independent writing. For example, writing in science and religious education is mostly copied. Pupils in Year 6 produce clear factual accounts in geography about hurricanes, life in India and pollution. The study of past science work shows that opportunities are often missed to produce clear structured reports of scientific investigations. However, the school is working on this area.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Leadership and management are unsatisfactory.
- Teaching and learning are unsatisfactory in Years 1 and 2.
- Tasks are not sufficiently well matched to pupils' needs.
- The use of mathematics across the curriculum is unsatisfactory.

Commentary

56. Standards in the current Year 2 are below average and pupils are not achieving as well as they should because of unsatisfactory teaching. Standards in the current Year 6 are broadly average and better than the past Year 6 national test results indicate. The current Year 6 is a higher attaining year group than usual and these pupils are achieving

satisfactorily from their prior attainment. Standards in the current Year 6 are higher than the well below average standards reported during the last inspection.

57. The quality of teaching and learning is unsatisfactory overall. It is satisfactory in Years 3 to 6 but unsatisfactory in Years 1 and 2. Although the lesson in Years 1 and 2 seen during the inspection was satisfactory, the study of pupils' work indicates that this is not always the case. In the lesson seen, the teacher had good relationships with the pupils and managed them well, and they displayed good attitudes and behaviour. The study of pupils' work shows that activities provided are not sufficiently practical or well matched to pupils' attainment and needs. As a result, pupils are not suitably challenged and they make unsatisfactory gains in their learning. Whilst Year 2 activities are reasonably well focused, this is not the case for Year 1.
58. Teaching and learning are satisfactory in Years 3 to 6. Teachers' instructions and explanations are generally clear and informative. However, the organisation for teaching pupils in a class of four age groups is not always effective. For example, in one lesson seen, Years 3 and 4 were taught from the blackboard whilst Years 5 and 6 were asked to discuss practical problems. The groups were too close together and pupils in Years 3 and 4 had difficulties in concentrating.
59. Overall the leadership and management are unsatisfactory because there is no consistent approach to planning and provision throughout the school. The coordinator has developed a good scheme of work for Years 3 to 6. She analyses National Curriculum test results and other assessments and is identifying strengths and weaknesses in pupils' learning. This information is being used to inform future planning and to help set pupils' individual learning targets. Planning and the analysis of data are less effective in Years 1 and 2. Overall the school has made unsatisfactory improvements since the last inspection.

Mathematics across the curriculum

60. Pupils' application and development of numeracy in other areas are unsatisfactory. In subjects such as science, pupils' past work shows throughout the school that they have insufficient opportunities to gather data, record it clearly and interpret it. There is little evidence of mathematical work in geography or history. Although in Years 5 and 6 there is some evidence of pupils presenting data as bar charts, there is no evidence of line graphs being used, even by higher attaining pupils.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are improving in Years 3 to 6.
- Pupils have better opportunities for practical work.

Commentary

61. Standards in Year 2 and Year 6 are below average but pupils are now achieving satisfactorily. Standards in the current Year 6 are below average and thus better than the well below average test results in 2004 and very low results during the previous four years.

This improvement is due to the following factors: teaching is improving, pupils have more opportunities for practical investigation and the current Year 6 is a higher attaining year group than in previous years.

62. Teaching and learning are satisfactory overall. In a sound lesson for Years 1 and 2, the teacher used large illustrations and questioning well to develop pupils' knowledge and understanding of living things. Most pupils knew that animals move, grow and have babies. Higher attaining pupils identified similarities and differences in living things. Year 2 pupils gathered information about the eye colour or hair colour of class members but the recording of this work was limited due to insufficient teacher guidance and direction. In a lesson for Years 3 to 6, pupils in Years 3 and 4 investigated friction while pupils in Year 5 and 6 planned tests in air resistance. The teacher promoted well the importance of making tests fair and repeating tests. Pupils were provided with a clear framework for planning and reporting an investigation. Pupils discussed their plans well in groups. Some shortcomings in the organisation and the use of time reduced the lesson's potential. Pupils in Years 5 and 6 developed some good plans but did not progress on to the practical testing, so opportunities for measuring, recording and interpreting data were missed. Pupils in Years 3 and 4 tested and measured how well different shoes gripped on a smooth, sloped surface. They made sound gains in observing and measuring skills.
63. The quality of teaching and learning seen was satisfactory and there are clear signs that pupils are now being provided with better opportunities for investigative work. However, the study of pupils' work identified considerable weaknesses in the teaching in the past and this has contributed to the school's past very low test results and underachievement by Year 6. Pupils' past work indicates low teacher expectation leading to low productivity. For example, work on electricity in last year's Year 6 did not extend beyond the construction of very simple circuits involving a battery, bulb and wires and circuit diagrams. There was no written evidence of the investigation of different circuits or altering the flow of current. Most pupils pursue the same tasks, which are not sufficiently demanding for higher attainers and are not suitably modified for those with special educational needs. Pupils' skills in gathering, recording and interpreting data are limited due to a lack of investigative work. Furthermore, opportunities for pupils to apply and develop mathematical skills were missed. While some simple bar graphs of results were seen, even higher attaining pupils had not produced line graphs. The marking is limited and does not help pupils to improve; errors in pupils' work were left uncorrected.
64. The leadership and management are satisfactory. The recently appointed coordinator has begun to improve provision. In particular, pupils are having more opportunities for scientific investigation and assessment and tracking of pupils' attainment is developing well. Whilst there are signs of improvements in the planning of the curriculum, teaching and achievement, these improvements are recent. Improvements since the last inspection are unsatisfactory because effective action to address the weaknesses has not been taken soon enough.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are below average by Years 2 and 6.

- Pupils are underachieving due to weaknesses in teaching and the curriculum.
- There is some good teaching in Years 3 to 6.
- The ICT curriculum is unsatisfactory because it does not meet statutory requirements.
- Improvements since the last inspection are poor.

Commentary

65. Standards are below average by Year 2 and Year 6. While there are signs of improvement in Years 3 to 6, pupils' achievement is unsatisfactory overall because they have not been taught all the required areas of the National Curriculum. Standards have declined since the last inspection, when they were reported to be below average by Year 2 and average by Year 6.
66. Teaching and learning are unsatisfactory overall but are improving in Years 3 to 6, where teaching is satisfactory overall and some good teaching was seen during the inspection. The school now organises pupils in Years 3 to 6 to be taught in a group of Years 3 and 4 and a group of Years 5 and 6. This arrangement enables better access for pupils to the computers available and makes it easier for teachers to match tasks to pupils' attainment. In a good Years 3 and 4 lesson, pupils were editing and aligning text. The lesson was well planned and clear learning objectives were effectively conveyed to the class so pupils knew what they were to learn. The teacher used a computer-linked 'whiteboard' well to demonstrate skills such as underlining, highlighting and aligning text. Pupils watched and listened attentively and were given good opportunities to practise these skills using a prepared text. Pupils made good gains in their learning by working collaboratively in pairs or individually. The teacher gave good support to pupils with special educational needs.
67. In a lesson for Years 5 and 6, pupils set up a new spreadsheet and input data from a shopping list. They used formulae to total the items. In an unsatisfactory lesson in Years 1 and 2, pupils in pairs used whiteboard and pen to produce a set of instructions that others could follow. For example, they produced instructions for lunchtime. The purpose of the lesson was not sufficiently clear and there was a lack of 'hands on' computer experience. Year 1 pupils took turns to use a program to help spelling and vocabulary but this work was not sufficiently challenging and pupils soon finished without any extension work to move on to. Time was ineffectively used and most pupils in Years 1 and 2 had insufficient access to challenging and worthwhile ICT opportunities. They made insufficient gains in their learning.
68. The study of pupils' past work indicates that standards are below average and that pupils are not achieving as well as they should because the ICT curriculum is impoverished. The range of work produced by last year's Year 2 was sparse and limited. Pupils created sentences about animals using word processing and some pupils added illustrations to their work. Simple pictures were created using a 'paint' program and different tools such as a 'spray'. However, there is little evidence of pupils finding information using CD ROMs. Furthermore, there is no evidence of the teaching of control skills using programmable floor devices. While the school has the intention of addressing this, such weaknesses were identified in the last inspection in May 2000. Last year's Year 6 accessed the Internet to find information about hurricanes, pollution and weather. They used word processing appropriately to produce clear reports of these topics. There is also evidence of pupils entering basic data into a spreadsheet and converting it into a bar graph. However, pupils did not have opportunities to produce multimedia presentations or work in the areas of monitoring and control.

69. The leadership and management are unsatisfactory and this contributes to pupils' underachievement, unsatisfactory provision and the poor improvements since the last inspection. Weaknesses in the curriculum, which were clearly identified at the last inspection, have not been addressed.

Information and communication technology across the curriculum

70. The use of ICT to support teaching and learning across the curriculum is underdeveloped and therefore unsatisfactory. There are some sound examples of older pupils using word processing to produce reports in history and geography. The computer-linked whiteboard is used effectively to assist the teaching of mathematics in Years 3 to 6. There is also evidence of pupils using the Internet to find out about topics such as weather, pollution and life in India. The use of ICT in Years 1 and 2 is limited and across the school, there is very little evidence of ICT being used to support mathematics and science.

HUMANITIES

Religious education was inspected in full. Geography and history were sampled because no lessons were seen but pupils' work was examined.

71. The study of pupils' work in **geography** shows that a number of elements of geography are taught but the planning is not sufficiently coherent and systematic throughout the school. Units of work are not always covered in sufficient depth and tasks set are not well matched to pupils' different abilities and so pupils are not suitably challenged. As a result, work from lower attaining pupils is often unfinished. Visits and visitors coming into the school enhance the geography curriculum. For example, a visitor of Indian origin spoke to pupils about life in India. There are some sound examples of pupils applying and developing their literacy and ICT skills in geography. Pupils in Year 6 produced clear factual accounts of hurricanes, life in India and pollution. They found information from the Internet and used word processing to enhance their presentation. Opportunities for pupils to acquire and use mathematical skills in geography are insufficient. The standards in the work seen are generally below average by Years 2 and 6.
72. The study of pupils' work in **history** indicates that a sound range of historical topics is taught. However, the planning of the curriculum is not sufficiently coherent or systematic. Standards in the work seen are below average by Year 2 and Year 6. Work is not always sufficiently well matched to pupils' attainment. In particular, there are few extension tasks requiring a deeper knowledge and understanding for higher attaining pupils. Visits to places of interest and visitors enhance pupils' learning well. The school has been to Jorvik, the Viking museum in York, and a Wing Commander from a nearby RAF base has given a presentation on topics relating to World War II. In Years 1 and 2 there is an overuse of photocopied worksheets. These do not inspire the pupils and they impede their ability to organise their own work. The marking of pupils' work is inconsistent and lacks comments to help pupils improve their work.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below those expected by Year 2 and Year 6.
- Teaching and learning are unsatisfactory and this leads to underachievement.
- Work is not well matched to pupils' abilities and needs.
- Leadership, monitoring and evaluation are unsatisfactory.
- A wide range of visits and visitors enhance religious education.

Commentary

73. The study of pupils' work, discussions with pupils and the lessons seen indicate that standards are below those expected by the locally agreed syllabus in Year 2 and Year 6. Standards have fallen since the last inspection, when they were in line with the expectations of the agreed syllabus. Most pupils, including higher attainers and those with special educational needs, are not achieving as well as they should because of unsatisfactory teaching.
74. Teaching and learning are unsatisfactory overall. Although both lessons in religious education seen during the inspection were satisfactory, the study of pupils' work reveals numerous weaknesses in teaching and learning. Discussions with pupils and work in books show that there are too many inaccuracies that are not corrected. For example, in Year 2, pupils copied work stating that a Jewish Rabbi reads from the Bible. A pupil in Year 6 thought that Guru Nanak was a Christian, as he had been taught that Sikhs believe in the same God as Christians. Pupils in Years 5 and 6 wrote to Jews asking how they celebrated 'Christmas'. In their teaching, staff assume that all the pupils are Christians, using the generic term 'we' in talking about Christian faith and practices.
75. Work is not always suitable, focussed or sufficiently well matched to pupils' needs. Pupils in Year 1 have insufficient time to develop or consolidate their understanding as they are sent to play after a brief story and discussion. Pupils in Year 2 spend too much time copying what the teacher has written and this limits their ability to create sentences of their own. Work for Years 3 to 6 is allocated according to year groups rather than pupils' abilities.
76. The strength of teaching is in the wide range of visits and visitors organised to enhance pupils' learning. Pupils often visit local churches and meet individuals from a wide range of faiths including Muslims, Jews, Christians and Hindus. This successfully helps pupils gain awareness and understanding of the wider multicultural world. However, too many religions are studied and the depth of study is superficial and facts given are not always correct.
77. The use of language and literacy skills in religious education is inconsistent and opportunities are often missed. Pupils in Years 1 and 2 consolidated their reading skills satisfactorily whilst looking at a large book about a family of Sikhs. However, Year 2 spend too much time copying the teacher's writing and this restricts independent writing. Spelling was given clear emphasis in a lesson for Years 3 to 6 and a Year 4 pupil successfully developed skills and confidence when writing the class comments on the whiteboard. Some pupils in Years 5 and 6 used word processing skills satisfactorily to record their research findings. However, such opportunities are rare.
78. Leadership and management are unsatisfactory. The coordinator shows initiative in arranging visits and visitors, which are a valuable experience for pupils. The monitoring and evaluation of standards and provision are unsatisfactory. As a result, teaching is not

sufficiently well developed and weaknesses in pupils' learning have not been identified and addressed through effective analysis of pupils' work. Overall, improvements since the last inspection are unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

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

79. During the inspection, a visiting Syrian dancer took two dance lessons in **physical education**. She provided good instruction and demonstrations and pupils had good opportunities to practise a range of movements. Pupils participated enthusiastically, using scarves, bells and sticks appropriately. Activities were appropriate for pupils' ages and attainment and they made sound gains acquiring and using dance skills. In the reception to Year 2 class, time was wasted moving furniture when the visiting dancer arrived because the class teacher had anticipated that the lesson would be taught outside, as it had previously been. Some of the learning potential of these lessons was lost because of limited liaison between the visiting dancer and the class teachers to clarify the specific learning intentions. In Years 3 to 6, the class teacher had prepared detailed lesson plans but did not share these with the visiting teacher and few of the objectives were met. Pupils in both classes danced in their school uniform, which was more restricting than their PE kit would have been.
80. The lessons contributed well to pupils' spiritual and cultural development and they were greatly enjoyed by adults and pupils alike. Pupils in Year 1 greeted the visiting Syrian dancer, who was wearing traditional clothes, with awe and eagerness. Pupils in Years 3 to 6 listened carefully as the visiting dancer explained the historical and cultural background to the Egyptian stick dance. Other opportunities for PE include weekly swimming lessons for Years 1 to 6, football taught by coaches from Lincoln City and occasional sports afternoons with other local schools. Indoor accommodation for PE is cramped.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE) and citizenship was sampled.

81. Although no PSHE lessons were seen during the inspection, the positive effects of lessons and general ethos of the school are evident in pupils' good personal and social development and growing awareness of health. All staff have high expectations for this, consistently making this clear and appropriately correcting pupils whenever necessary. Some pupils who join the school later, settle and make good progress at New York. Pupils successfully learn to respect and care for each other and those in the wider world. Charity fund-raising days are held which enable pupils to help others. Pupils are taught about the dangers of drugs in appropriate ways. They frequently discuss and learn about current national and international affairs. They successfully learn more about roles and cultures from a range of visitors to the school, including police officers, African steel-band drummers and those of different faiths. Older pupils have good opportunities to be active and responsible 'citizens' in the school through roles such as the school council, playground monitors and team leaders. Healthy lifestyles are explicitly encouraged through active play outside, visits from the dental hygienist and eating fruit together each afternoon. The school is currently working towards the 'Healthy Schools' award.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	6
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	7
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	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	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	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	5
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).