



**East End Primary School**

**Evaluation Report**

**November 2008**

**(With recommendations)**

**Lead Evaluator: Pachent Smythe**



INVESTOR IN PEOPLE

## TABLE OF CONTENTS

	<b>Page</b>
<b>Introduction</b>	3
<b>Information about the school and the evaluation</b>	4
<b>Executive summary of the report</b>	7
<b>Commentary on the evaluation findings</b>	9
How well do students achieve and make progress?	9
What is the quality of students' personal development?	9
How effective is the teaching and what is its impact on students' learning?	10
How well is the National Curriculum organized and implemented?	11
How well is the school led and managed?	12
<b>How effective are other aspects of the school's work?</b>	13
Support, guidance and students' welfare	13
Links with parents and the community	14
<b>What is the quality of teaching and learning in subjects?</b>	15
Language arts and literacy across the curriculum	15
Mathematics and numeracy across the curriculum	17
ICT across the curriculum	18

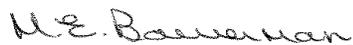
## Introduction

The aim of the Cayman Islands' Education Standards and Assessment Unit (ESAU) is to contribute to the continuous improvement of education in the Cayman Islands, through rigorous independent evaluations and by providing high quality advice and research.

Each school receives an external evaluation every four years and, six months after an evaluation, a progress check against their action plan. The evaluation identifies the school's strengths and the areas that need to be improved. External evaluations are guided by the criteria in the ESAU *Handbook for the Evaluation of Educational Provision*.

External evaluations provide schools, parents and the community, the Department of Education Services and the Ministry of Education, Training, Employment, Youth, Sports and Culture with an external and impartial evaluation of the quality of a school's work and its impact on students' learning and the standards they achieve. Through the publication of reports, external evaluations contribute to accountability, transparency and openness within the education system.

The Education Standards and Assessment Unit hopes that this evaluation will contribute in a positive way as East End Primary School strives to raise standards of achievement.



**Acting Director  
Education Standards and Assessment Unit**

## Information about the school and the evaluation

### School contact information

Type of school:	Government
Age range of students:	3.9 – 11 years
Gender of students:	mixed
Number on roll:	108
School address:	17 Eastland Drive East End Grand Cayman Cayman Islands
Telephone number:	947-7428
Fax number:	947-7869
Email address:	wilberlee.range@gov.ky
Name of Principal:	Ms Wilberlee Range

### Information about the school

East End Primary is one of the smallest government primary schools. It is situated in the district of East End, a small seaside community in the eastern end of the island. The school provides an education for students aged three years and nine months to eleven years. Classes range from Reception to Year 6 and there is one of each year group. There are 108 students on roll, with seven full time teaching staff. The school receives support from a psychologist, a learning and behaviour disorder specialist, occupational and speech therapists and a counsellor. There are part-time teachers for music, physical education, library lessons and information and communication technology (ICT).

The principal has been in post since September 2007. She was unavoidably absent from school for a significant period of time during the first year. The deputy principal acted in her absence.

The school's mission is "to provide students with a safe, respectful, wholesome, and supportive school environment where all children are provided with the highest quality comprehensive education..." The vision, objectives and core values are all new and will take some time to have an effect on the school's development.

### The evaluation

Lead: Pachent Smythe	Education Standards and Assessment Unit
Team: Mary Bowerman	Education Standards and Assessment unit
Favourita Blanchard	Education Standards and assessment Unit
Natasha Chopra	Local Occasional Evaluator

The evaluation of East End Primary School took place from 24<sup>th</sup> to 28<sup>th</sup> November, 2008. The following aspects of the school's work were looked at:

- Standards achieved and progress made by students in language arts and mathematics
- The effectiveness of teaching and how well students learn
- The quality of students' personal development

- The implementation and organization of the curriculum
- How well the school is led and managed
- The quality of support, guidance and students' welfare
- The effectiveness of links with parents and the community
- How well the school is preparing students to attain the characteristics of the 'Educated Caymanian'
- How well teachers help students to learn and use their literacy, numeracy and information and communication technology skills across all of their school work

The evaluation team gathered evidence in the following ways:

- Thirty-three lessons, or parts of lessons, were observed, mainly in language arts and mathematics, but including most subjects offered
- School documents were looked at
- Students' work was scrutinized and evaluators heard students read
- Evaluators observed an assembly, morning registration, breaks and lunch times and after-school activities
- Evaluators spoke with students and took their views from the questionnaires into account
- Comments from parents at the meeting before the evaluation and from the questionnaires were taken into account
- Discussions took place with teachers and other members of staff

Evaluators use the following grading scale to describe aspects of a school's work:

Grade		Description
1	<b>Very good</b>	Good in nearly all respects and exemplary in some significant areas
2	<b>Good</b>	Good in most respects. Weaknesses are minor and not in significant areas
3	<b>Adequate</b>	No significant weaknesses, but no major strengths
4	<b>Unsatisfactory</b>	Some significant weaknesses (might be only one or two) that have negative impact on learning and standards of achievement

Evaluators also use the following criteria from the 'profile of the Educated Caymanian' to evaluate how effective the school is in helping students to develop these attributes:

The Educated Caymanian will:

- Be enthusiastic and motivated about learning, and will continue to extend his/her knowledge and skills after leaving school
- Be literate, numerate and adept at using information and communication technology
- Be a good communicator
- Be creative and appreciative of the arts
- Have a positive outlook and a high self-esteem
- Be well-rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands
- Have a strong work ethic and willingness to become an honest, reliable and responsible member of the work force
- Be respectful of God, him/herself, others and people from different backgrounds
- Be respectful of the environment and property
- Be proud of and knowledgeable about the Caymanian culture, whilst respectful of other cultures and beliefs
- Be a good team player, civic-minded and willing to serve
- Have an awareness of global issues affecting aspects of life in the 21st century

## Executive summary of the report

### How effective is the school overall?

East End Primary School provides a very good start for students in Reception. Upon entering the school, students are exposed to many opportunities that help them to develop skills necessary for their physical, social, emotional and academic growth and development, and their standards of achievement are good. As students move through the school, they do not experience the quality of teaching that enables them to build effectively on the good start they receive and make enough progress in their learning.

The quality of teaching is unsatisfactory in most classes. Teachers' subject knowledge is not always as sound as it should be and teaching methods generally do not encourage students to take responsibility for their own learning by sharing ideas and working collaboratively to solve problems. Rather, in many classes, students are encouraged to repeat answers in unison, which does not ensure that individual students understand what they are doing. Very few lessons motivate or encourage students to get excited about their learning. Their limited literacy skills, in particular, affect progress in all subjects and students in Year 6 are not adequately prepared for the next phase of their education.

There is no effective system for monitoring and evaluating what is happening in the school and this makes it difficult for the school's leaders to have a clear understanding of strengths and weaknesses in order to determine priorities. Students' behaviour has been a cause for concern for some time, and the school's main focus has been on developing the whole child through character education. Although this has resulted in some improvement in behaviour when students are not in class, it has not addressed the poor behaviour seen during lesson time, which is linked to a great extent to the quality of teaching they receive.

The school has been through considerable changes in leadership in the last few years. The present principal has been in post since September 2007, although she was unavoidably absent for a significant period of time during that first year. During this time the deputy was responsible for running the school as well as teaching her own class. Her role and that of the subject coordinators have not been fully developed and leadership overall is weak. Policies and procedures developed by the principal have had little input from staff and are not always specific to East End Primary.

The evaluation team determined that the school will need support from the Department of Education Services to help it to identify priorities and put in place the necessary systems and structures to raise standards of achievement.

### What the school does well

- Students get a very good start in Reception
- Staff are committed and hardworking
- The school maintains a welcoming, attractive environment

### What needs to improve

#### **The effectiveness of leadership and management so that there is a strong focus on:**

- Monitoring and evaluating provision and practice throughout the school
- The quality of teaching and learning and standards of achievement
- Effective planning for the implementation of the national curriculum and all current national initiatives
- The behaviour of students in lessons and their attitudes to learning

*The school is expected to modify its existing improvement plan or to prepare a supplementary action plan to address the areas for improvement identified above. The amended plan or supplement must be sent to the Department of Education Services and the Education Standards and Assessment Unit **within 40 working days of receiving the draft report**. The school is required to provide parents with an annual update on the progress that is being made in addressing the areas identified as needing to improve.*

## **Commentary on evaluation findings**

### **How well do students achieve and make progress?**

Students' achievements in the 2008 TerraNova tests in reading, mathematics and language were low. Their performance was slightly better in language arts than in mathematics, which was below the national mean in all year groups. Standards of teaching and learning seen in lessons and the work in students' books confirm that levels of achievement are too low.

Students receive a very good start in Reception, and their standards of achievement in this class are good. They listen attentively and follow instructions well. Their language and number skills are in line with, and in some cases above, what is expected for their age. As students enter Year 1, their standards of achievement are at least in line with what would be expected, but these standards are not maintained or built upon. By the end of Key Stage 1 (Year 3), students have fallen behind and do not make enough progress as they move through the school. Basic language and mathematical concepts are still being covered by all students in Key Stage 2 and students in both key stages are not reaching attainment levels expected for their ages. By the end of Year 6 students are not adequately prepared for the next phase of their education.

Overall, students' standards of achievement are unsatisfactory.

### **What is the quality of students' personal development?**

Students' behaviour has been a cause for concern at East End Primary for some time and senior leaders established that the main focus should be on developing the 'whole child' through character education. Many teachers work hard at this initiative. Assemblies and devotions revolve around the 'character' word for the week. Students are recognized at weekly whole-school assemblies, when teachers announce the 'student of the week' for each class and describe why the student is being given a certificate or prize. There has been some improvement in behaviour outside the classroom. Students move around in an orderly fashion and follow routines in a sensible manner. Despite these efforts, however, behaviour in most lessons is unacceptable.

Not all teachers model what is expected of students. For example, during class devotions where the teacher did not participate, students appeared lethargic and disinterested. They were left without guidance and very few took part. In contrast, in a class where the teacher was more involved, the singing was lively and students were attentive and listened well.

Students' social development can be fostered through opportunities to interact with each other while learning to respect differing points of view. During lessons, although students are seated in groups, they are not often encouraged to work collaboratively, and opportunities are missed for them to engage in problem solving or expressing different points of view. Students generally have very few opportunities to discuss their values and beliefs, whether it is during morning devotions or during a regular lesson which might lend itself to pertinent discussion about lifestyle choices. For example, some older students who initiated discussion in their groups were actively discouraged from doing this during a lesson based on a story that involved moral and ethical choices.

Sometimes members from the community are invited to talk to students about Caymanian culture, but there is little in-depth study taking place. There are few opportunities for students to learn to understand and respect other cultures.

Learning about healthy lifestyle choices is also limited. There is little actual teaching about this, although Year 6 students are able to participate in the Drug Abuse Resistance Education (DARE) programme taught by the police. Students, especially the older ones spoken to, were not enthusiastic about the choices of food from the canteen and parents were very outspoken about the poor quality. The amount of time that students get for physical activity, apart from scheduled physical education lessons, is limited to 30 minutes at lunch time after they have eaten. Students have 15 minutes for break and there is not enough time for them to run around and get some exercise as well as eating a snack.

Lack of effective planning and provision for students' personal development, especially during lessons, hinders their progress towards developing some of the attributes of the 'Educated Caymanian'. They do not have enough opportunities to become effective communicators, to learn to solve problems together, to understand and appreciate their cultural heritage, or to learn together to make right choices, for example.

Overall, provision for students' personal development is unsatisfactory.

### **How effective is the teaching and what impact does it have on students' learning?**

When students enter Reception they get a very strong start. The teaching is lively and there are high expectations of what each student can achieve. Children are actively involved in their learning and are attentive and well-behaved. This strong foundation is not built upon as they move through the rest of the school. Teaching in Years 1 to 6 varies tremendously, but most of it is either just adequate or is unsatisfactory, apart from one junior class where most of the teaching is good or very good. For example, in that class, in a lesson on identifying and explaining elements of civilization, students were actively involved through role-play, group discussions and making presentations to the rest of the class. This helped them to understand how to make comparisons with what happens in the Cayman Islands. They were attentive and well behaved and made good progress.

Teachers use a common format for planning their lessons, but they are not all clear about what they want students to have achieved by the end of each lesson. When lessons had no clear focus, students were restless and behaviour rapidly deteriorated, with teachers trying to shout above the noise and confusion. Teachers had no way to measure what students had achieved. On several occasions, students who finished quickly were left with nothing to do. Teachers' expectations of what students can achieve are generally very low and students do not make enough progress either in lessons or as they move from one year group to the next.

Teaching methods rarely encourage collaborative problem solving opportunities even though students are generally seated in groups. There is very little evidence that teachers are helping students to be 'creative and critical thinkers', which is one of the school's written objectives. In a mathematics lesson on quadrilaterals in one of the older

classes, students were handed a resource sheet with a variety of quadrilaterals and their properties from which they just copied the answers into their books. There was no opportunity for them to discuss the questions in their groups and work out the answers, so very little learning took place. There is much chanting and repetition of answers as a group, or reading in unison, neither of which ensures that individual students understand what they are doing.

In some lessons, resources were not well matched to the lesson or the needs of the students. For example, in another of the older classes, students were asked to use base ten blocks to illustrate simple multiplication sums such as  $4 \times 2$ , when many of them knew their times tables and did not need manipulatives. An extra teacher is sometimes assigned to a class to give additional help where needed. In some lessons there was very little interaction between the extra teacher and the students. It is a waste of human resources for support staff to spend time being passive observers.

Teachers' subject knowledge is not always as secure as it should be. Where students are receiving incorrect information, this naturally hinders their progress. Some teachers do not have a clear understanding of what they should be teaching and yet do not use the national language arts, mathematics and science objectives as guidelines. They give students different activities based on topics in the national curriculum, with little planning for progression and continuity. Many teachers do not model good spoken English and do not correct students' grammatical errors. These errors are also carried over into students' written work.

There is little effective on-going assessment during lessons. Teachers do not track students' progress regularly and rarely adjust their planning so that they can meet the differing needs of students. Most of them have no evidence of the strengths and weaknesses of the students in their class. Students with special educational needs do not get enough extra support during regular lessons, and the more able students are not challenged. As a result, behaviour in most lessons is a problem, and contributes greatly to the fact that, in over half of the lessons observed, students' standards of achievement were unsatisfactory.

Overall, the quality of teaching and students' learning are unsatisfactory.

### **How well is the National Curriculum organized and implemented?**

The school, along with all government schools island-wide, began the implementation of the National Curriculum in September 2008, although teachers have had access to the curriculum document since 2007. Most staff have attended workshops and had some training in how to use the attainment targets. Teachers have developed some schemes of work but these tend to list topics rather than providing guidance on what students in each year group should learn in each unit of work, how the work is to be assessed and suggesting resources and techniques staff might use. Understanding how to implement the National Curriculum and all the other new national initiatives is in the early stages.

Each teacher has some scheduled planning time. The way this is structured allows very few opportunities for teachers to plan together, so they do not have a clear understanding of the curriculum content for classes above and below their age group. There are no effective measures to ensure continuity and progression in the range of skills being taught across key stages.

The core subjects of language arts, mathematics, science and social studies are being taught. However, students have few opportunities to develop their creative abilities through music, dance, drama, the visual arts or information and communication technology (ICT). There had been no specialist ICT teacher in the school and parents raised this as a concern at the parents' meeting. However, a teacher has recently been assigned to provide ICT lessons one day each week. Religious Education (RE) is not consistently taught across the school and teachers do not follow the RE National Curriculum.

The range of after-school clubs on Tuesdays and Thursdays offers an opportunity for students to develop skills which complement the more formal curriculum. However, timetabling of these limits the numbers participating.

Some teaching time is lost because lessons do not always start on time. For example, a school assembly ran over the scheduled time and as a consequence, students lost about half an hour of their first lesson of the day. It is unclear how time is made up to ensure that students do not miss any of the curriculum.

The way the school has organized and implemented the curriculum is unsatisfactory.

### **How well is the school led and managed?**

The principal has been in post since September 2007. During the time that she was unavoidably absent during the first year, the deputy principal was in charge of the running of the school as well as teaching her own class. Parents spoke positively about this time.

The principal and deputy do not work closely as a team. The deputy is the full time Reception teacher, and has few opportunities to share her skills with staff or help to monitor and evaluate the work of the school. Most of the school's policies and plans have been produced by the principal, with little input from other staff. She has written commendable mission and vision statements, beliefs, and a list of core values for the school. She has produced a school improvement plan which sets out a number of goals to be achieved, and a prospectus which includes objectives for the way the school should operate. She has also produced some policy documents on monitoring and self-evaluation, continuing professional development, assessment and teaching and learning, for example. These, unfortunately, are not specific to East End Primary, although they contain some useful ideas that could be used to build a culture of high expectations and raise standards of achievement. These policies and procedures are not rigorously monitored and there is inconsistent practice across the school.

The school correctly identified that teaching and learning, behaviour and students' social skills were areas that needed to be improved. The priority chosen was improving behaviour through character education, with an emphasis on core values such as honesty, responsibility and courtesy. There is a strong focus on rewarding students for good behaviour. However, one of the causes for poor behaviour during lessons is that much of the teaching is neither stimulating nor challenging. The monitoring of teaching is not rigorous and accurate as it does not focus sufficiently on its impact on students' progress. The principal visits lessons and sometimes talks with staff but deals with most issues through the more general medium of workshops, so that no teacher feels singled out. She has arranged workshops, for example, on differentiation, behaviour

management, lesson planning, curriculum and training in use of mimeo boards. However, teachers have expressed the view that these are not effective enough in giving them the on-going guidance and support they need, and the impact of these workshops was not observed in lessons during the evaluation. At present, subject coordinators are not clear about their roles and are not involved in monitoring and evaluating teaching and learning in their areas. There is no clear management structure to provide lines of regular communication and accountability for the work of the school.

The school has made a start at analysing available data. The TerraNova results have helped to identify students who are 'at risk' and reading assessments have been used to place students on appropriate reading levels. The school missed the opportunity to assess students using the National curriculum's attainment targets to establish a baseline at the beginning of the new school year, and few teachers have enough understanding of these to use them for setting targets for improvement. There are no whole-school guidelines for assessing students' progress in all subjects, and most teachers overestimate how well students are doing.

The school runs smoothly on a day-to-day basis. The staff handbook provides a good source of information regarding procedures and practices. Office and ancillary staff carry out their responsibilities effectively. The school is clean, the grounds are well maintained and attractive, and provide a safe environment for students. Students are capably supervised during breaks and teachers interact positively with them.

Overall, leadership and management throughout the school are unsatisfactory.

## **How effective are other aspects of the school's work?**

### **The support and guidance offered to students and level of care for their welfare**

The support and guidance provided for students are adequate and students' welfare and safety are taken into account.

Students are offered breakfast on arrival and start the day with quiet activities. Teachers and the principal greet students warmly and enquire about their welfare.

Students' academic records are stored in the office. There are some relatively new 'student profiles' as well as older records. The profiles could give a useful record of students' progress over time, but most of them are incomplete or not up to date. For example, the Year 6 files have not been updated since Year 4. In some cases there are grades but no comments, or vice versa. Individual TerraNova results are attached but there is no analysis of the results or notes of the recommended way forward. They are of limited value to staff in planning to meet the needs of individual students.

Teachers' assessment records, and discussions with the teachers themselves, reveal that, other than recording grades from quizzes or tests or from the reading assessments, there is very little information available concerning students' progress. Teachers are not able to say what the strengths or weaknesses are of the students they teach, and this contributes greatly to the fact that they are not providing adequately for students' individual needs.

Although there is a whole-school behaviour policy, principal, staff and students agree that it is not proving to be effective. One of the school's objectives is to "encourage self-motivation, self-discipline, self-confidence and responsibility," but teachers are not helping students to learn to think through the consequences of their behaviour as they are being rewarded for doing what all students should be doing as a matter of course. Although this is meant to encourage appropriate behaviour, students are not learning to act in a suitable manner without tangible rewards. Behaviour in most lessons is very poor. Some are disrespectful to teachers and are openly defiant. They are disruptive and hinder their own learning and that of others. All students spoken to said that if there was one thing they would like to see improved it would be the behaviour in the school.

The provision for students with special educational needs is adequate when they are withdrawn for individual support. The school has identified four students who have been placed on the special needs register. These students have been assessed by the educational psychologist and they each have an individual education plan. There are others who receive individual and small group support from an occupational therapist, a speech therapist, the literacy coordinator and the Learning and Behaviour Disorder (LBD) specialist. The support from the therapists is particularly beneficial to students on a one to one basis, but more time is needed with them to ensure that they make the necessary progress. At present the therapists only have one day a week. The school follows the Code of Practice of the Department of Education Services and this is well monitored by the LBD specialist. There is an active Instructional Support Team that meets every week to review students with particular needs. At these meetings, class teachers, therapists, the counsellor, the learning and behaviour disorder specialist (LBD) and the principal are able to talk about these students' progress and support. There are links with the Social Services Department and the school also has the services of a counsellor who is available for both individual and class sessions twice a week.

Seven students have been suspended already this year. The school's prospectus states that when students are officially suspended, none of the work missed during this time can be made up. This rule also applies if students are absent for any reason that is not acceptable to school authorities. If they are absent for more than twenty days they are not given acknowledgement for any of the year's work. This position is cause for concern.

There are adequate procedures for ensuring the safety of students while at school. There is staff supervision during the short time they are on the playground, and the staff handbook details safety precautions to be taken in a range of circumstances. Parents expressed concern about the open area where students eat, as it is open to the elements and students are troubled by flies and bees that swarm around the garbage containers.

### **Links with parents and the community**

The school has developed adequate links with parents and the community.

The principal and most teachers send home regular newsletters that keep parents informed about events. The newsletters give parents information about topics and work to be covered for the term, as well as other class activities, but parents would benefit from more guidance as to how they can support their child's learning at home. They said that they would also prefer to be notified ahead of time of special events or field trips as

often they receive letters at short notice. As yet, the school does not make enough use of current technology, such as email, to keep parents informed.

Some parents volunteer their time to help with school events such as the annual Valentine Fair, and there is a Parent–Teacher Association (PTA) which has recently raised funds to purchase equipment for classes, as well as assisting with the breakfast programme.

The school sends reports to parents on a regular basis and reporting sessions are fairly well attended. The written reports give details of test results and grades. However, comments on students' performance are very general and do not identify students' strengths or areas for improvement. Parents welcome information about their child, but feel they need more guidance on how to interpret what the reports are saying. Parents of students with special needs are kept informed.

The school has developed adequate links with the community. There are visits from a dentist and from some of the district's pastors. Some teachers have organised field trips to local places of interest such as the Legislative Assembly, The Mission House and Pedro St. James. Recently, students attended East End's Heritage Day. Members of the community sometimes visit classes to give talks about life in Cayman in the past. This helps students to develop an appreciation of their culture and heritage. Visitors also sometimes read to students or accompany them on field trips. Students are encouraged to participate in events like the Spelling Bee and the National Children's Festival of the Arts. Members of the community are involved in running after-school clubs such as netball and football. Some students have had the opportunity to visit the local library. This encourages them to extend their interest in books.

## **What is the quality of teaching and learning in subjects?**

### **Language arts**

Standards of achievement in language arts are very good in Reception because of the good teaching students receive. As they continue through the school these high standards are not maintained and most students are attaining below where they should be for their ages in reading, writing, speaking and listening.

Students in Reception have opportunities to express themselves freely, to ask and answer questions and respond to texts read. As they enter Key Stage 1, these opportunities narrow. Students' speaking and listening skills across the school are under-developed as there are too few opportunities for them to actively participate in lessons. Many lessons are dominated by whole-class chanting of answers to very literal questions.

Most teachers do not model the use of Standard English well and this has a negative impact on the way that students speak, as they often do not express themselves in grammatically correct sentences and this is accepted by teachers. This means that many students are not learning the correct skills to become good and effective communicators, either in speech or in their written work.

Students across the school do not make enough progress in reading. Many are hesitant readers and have few strategies for making sense of the text. Younger students talk confidently about books they have enjoyed but they rely heavily on the teacher to help decipher unfamiliar words and struggle to use picture cues, phonics or contextual clues. Their comprehension is very limited. Older students are fairly confident readers but read with little expression or understanding. Students find it a challenge to summarize what they have read. They are unfamiliar with different styles and categories of writing and do not have the opportunity to study different authors. There is little evidence that students are given the opportunity to read for enjoyment, although in some classrooms teachers have tried to make bright and attractive reading areas. Students enjoy guided reading sessions and the books are generally well-matched to their ability levels. However, students are not allowed to take these books home to help develop reading fluency and accuracy.

Standards of writing are unsatisfactory in all classes. Students express ideas in very simple ways and write mainly from personal experiences. They have a limited vocabulary. There are not enough opportunities for students to complete extended pieces of writing and to write for different purposes or to use the spelling and grammar skills they learn in lessons. There are few opportunities to plan, write, edit and redraft stories or reports. Teachers mark students' work regularly but do not show them how to improve their writing, so progress is limited. Handwriting is not well developed and students are not encouraged to take pride in the presentation of their work.

Work generally does not match the different abilities of students. The more able students make little progress as they are not challenged by the content of the lesson. They seldom contribute as they already understand and know what to do. The least able students struggle as they are often unable to cope with the reading materials and are offered little support. As a result, these students show little enthusiasm for learning and some disruptive behaviour is displayed. Students with special needs do not receive the support they need in class and therefore make little progress in lessons.

There has been some analysis of the TerraNova test results and the Rigby PM Benchmark assessment helps teachers to place students on the correct level reader for their ability. On-going assessment does not happen on a regular basis and teachers have little idea of students' specific strengths and weaknesses. They have no basis on which to adjust their teaching to meet the needs of different students.

The literacy coordinator has correctly identified some of the areas for improvement in language arts through the analysis of data. However, the current timetable limits the amount of support she can give as all classes have language arts at the same time each day. Until just recently, she had the responsibility of teaching Year 5 and in the absence of the teachers' aide, she also assists with behaviour in some classes. This is not an effective use of her time. She has provided some workshops for staff but has not been able to model lessons in the literacy block, for example.

The overall provision for language arts is unsatisfactory.

## **Literacy across the curriculum**

This is an area that is yet to be developed. The opportunities for students to use their skills in speaking, listening, reading and writing are few. In one or two classes, teachers display key vocabulary for the science topic they are covering. There is little attempt to teach students about the different approaches to reading and styles of writing that are needed, for example, by science or social studies. There is currently no policy to guide teachers how to plan for literacy in other subjects to help consolidate literacy skills.

## **Mathematics**

Students receive a good start in Reception but this is not effectively built on as they start Key Stage 1 and move from class to class. By the end of Key Stage 1, the standards that students achieve are just in line with what would be expected for their ages.

In Key Stage 2, standards of achievement are well below what would be expected for their ages and are unsatisfactory when compared with the national curriculum attainment levels. Students leave Year 6 inadequately prepared for the next stage of their schooling.

The teaching of mathematics at both Key Stages is unsatisfactory overall. There was one example at the start of Key Stage 2 where teaching was good, but the rest of the teaching seen was just adequate or was unsatisfactory. Teaching needs to be good or very good in order for students' standards of achievement to improve.

Students are not given many opportunities to solve problems and their reasoning skills are under-developed. In most classes students are not suitably challenged as the work is pitched at too low a level and does not meet the needs of different abilities. Students make very little progress in lessons, and when the teaching is not engaging and relevant, behaviour rapidly deteriorates.

Students' learning at both key stages is unsatisfactory. For example, students in Key Stage 2 had great difficulty in explaining lines of symmetry, properties of shapes, or recognizing regular two-dimensional shapes when those shapes were turned or rotated. Students are aware of mathematical vocabulary but have little understanding of its meaning when applied to practical activities. For example, some older students learning about right angles also spoke about 'left angles', showing that there were significant gaps in their learning.

The school has analysed the TerraNova data and has identified students who are experiencing difficulty understanding some concepts. Teachers have identified some class targets but these are general in nature and are not followed up or used effectively to help students improve. There is no whole-school procedure for effectively assessing students' strengths and weaknesses so that teachers can plan the next steps in students' learning.

The school has identified a coordinator for mathematics but the role has not yet been developed.

There is no effective monitoring or evaluation of the provision for mathematics to ensure that students make progress. Teachers are working at understanding how to use the national curriculum, but there is no coordination to ensure progression from one year group to the next. Little support is given to teachers to help them improve their practice.

The provision for mathematics in Key Stage 1 is just adequate, but is unsatisfactory in Key Stage 2.

#### **Numeracy across the curriculum:**

There is no deliberate planning for teaching numeracy skills in other subjects, although there are a few isolated and incidental examples.

#### **Information and communication technology (ICT) across the curriculum**

The school has a good supply of ICT equipment including mimeo boards, a laptop cart with 15 laptops, as well as a fully stocked computer lab. A number of students indicated that they have access to computers at home. At school, however, they have very few opportunities to use their ICT skills. Currently there is limited use of technology to enhance teaching and learning in subjects across the curriculum. In one isolated example, older students used the digital camera to photograph shapes for use in a mathematics lesson. The school receives some support and guidance from the ICT coordinator and from the Department of Education Services.