



External Evaluation Report

Bodden Town Primary School

October 2007

Lead Evaluator: Mary Bowerman



Education Standards and Assessment Unit

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Executive summary of the report

Background

Bodden Town Primary is a government school for Years 1 through 6, located within the district of Bodden Town. There are currently 196 students on the roll, 89 per cent of whom are Caymanian. Nine students are on the school's special needs register and a further 50 on the 'intervention' register. There are three students whose first language is not English.

The school's mission statement has recently been reviewed and re-written. It states that the mission of the school is to 'work in partnership

with families and the community to develop confident, competent, self-disciplined, life-long learners by providing creative educational experiences through a relevant, technology-based curriculum in a nurturing, child-centred environment'.

The school was previously inspected in 2001. This external evaluation took place from 8th to 10th October, 2007 and involved a team of five evaluators.

How effective is the school overall and how much progress has it made since the last evaluation?

The staff at Bodden Town Primary work hard. Students are respectful, are generally well-behaved in lessons and their attendance is satisfactory.

Students get a reasonable start in Key Stage 1¹. Some of the teaching across the school is adequate, but there is too much that is unsatisfactory, especially in Years 4 to 6. Overall, the quality of education that students at Bodden Town Primary School receive is not satisfactory. Students are not achieving as well as they should. Progress is slow and teachers' expectations of what students can achieve are too low.

The evaluation team judged that the school does not provide a satisfactory foundation for students to become 'Educated Caymanians'.

There is no clear vision for the school, and the raising of students' standards of achievement is not a priority. The monitoring systems are not effective enough to give an accurate picture of what is happening. The school runs fairly smoothly on a day to day basis, but too much is left to the principal as she is the only member of the senior management team who does not teach a class.

The school was last evaluated in 2001. The main issues for action have not yet been fully addressed, and most of these remain key issues. A great deal of work also needs to be done to bring about the improvements outlined in this report. The evaluation team judged that the school does not currently have the capacity to improve without external help and support from the Department of Education Services.

¹ Key Stage 1 refers to Years 1 to 3; Key Stage 2 refers to Years 4 to 6

What the school does well

- The staff are hard-working and care about the students.
- Students behave well and their personal development is satisfactory.
- Students get a reasonable start in Key Stage 1.
- There is a good range of after-school activities.

What needs to improve

- Leadership – so that there is clear and appropriate direction for the school, with a focus on raising standards of achievement by improving teaching and learning
- Management – so that there are effective systems for monitoring and evaluating the work of the school
- The quality of teaching, especially in Years 4 to 6, as there is too much that is unsatisfactory
- The extent to which students make progress and achieve as well as they should in relation to their capabilities
- The way the curriculum is planned, organized and monitored

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 should be sent to the Department of Education Services and Education Standards and Assessment Unit within 40 working days of receipt of the final 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.

Introduction

The aim of the Cayman Islands' Education Standards and Assessment Unit is to contribute to continuous school improvement in the Cayman Islands, through rigorous independent external evaluations of schools and by providing high quality policy advice.

Each school receives an external evaluation every four years. The evaluation identifies the school's strengths and the areas that need to be improved. In some cases, schools will be visited within four years in order to check on the progress that has been made in the areas identified as needing to improve. Between evaluations, the Learning Community Leaders from the Department of Education Services will visit schools regularly to check on the progress that has been made in tackling the priority areas and to support the school in its own self-evaluation.

External evaluations are guided by the criteria in the Cayman Islands' *Handbook for the Evaluation of Schools*.

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.

Self-evaluation by schools is considered to be an important part of the Cayman Islands school evaluation model. Together with an external evaluation, a school's own regular systematic evaluation of its strengths and areas for improvement provide a balanced system of internal and external accountability for schools.

Bodden Town Primary School was last evaluated in 2001. This external evaluation took place from 8th to 10th October, 2007 and involved a team of five evaluators. 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
- Students' attendance and punctuality
- The quality of the curriculum
- How students are assessed
- How well the school is led and managed
- The quality of the support and guidance offered to students, and the level of care for their welfare
- The effectiveness of links with parents and the community
- How well the school prepares students to become 'Educated Caymanians'

The team also evaluated how well teachers help students to use their literacy, numeracy and information technology skills across all of their school work.

The evaluation team gathered evidence in the following ways:

- Forty three lessons, or parts of lessons, were observed, mainly language arts and mathematics, but including all subjects offered.
- School documents, including teachers' planning, curriculum statements and guidelines, were looked at.
- Students' work was scrutinised.
- Evaluators observed assemblies, morning registration, breaks and lunch times and after-school activities
- Evaluators spoke with students and took their views from the questionnaires into account.
- Evaluators heard students read.
- Discussions with teachers and other members of staff, including visiting specialists - peripatetics - took place.
- Comments from parents at the meeting before the evaluation and from the questionnaires were taken into account.
- Comments made by the parents who attended a meeting prior to the evaluation were considered.

The evaluators used the following grading scale to describe aspects of the school's work:

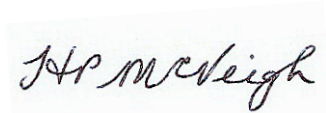
Grade		Description
1	Very good	Good in nearly all respects and exemplary in some significant areas
2	Good	Good in most respects. Weaknesses are minor and not in significant areas
3	Adequate	Satisfactory in most areas, no significant weaknesses, but no major strengths
4	Unsatisfactory	Some significant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

Evaluators also used 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 'profile of the educated Caymanian' states that an **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, people from different backgrounds, 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

The Education Standards and Assessment Unit hopes that this external evaluation will contribute in a positive way to helping Bodden Town Primary become a more effective school.



Helena McVeigh
Director
Education Standards and Assessment Unit

Information about the school and the evaluation team

School contact information

Type of school: Government
Age range of students: 5 years – 11 years
Gender of students: Mixed
Number on roll: 196
School address: 6, Condor Avenue, Bodden Town
P.O. Box 50
Grand Cayman KY1-1601
Cayman Islands
Telephone number: 947-2288
Fax number: 947-8870
Email address: karlene.buckle@gov.ky
Name of Principal: Karlene Buckle

Information about the school

Bodden Town Primary is a government school, located within the district of Bodden Town. In addition to the principal, there are twelve full time teachers, including the deputy principal, two support assistants, an assistant teacher and a literacy coordinator.

There are currently 196 students on the roll, 175 of whom are Caymanian. The school takes students from Year 1 to Year 6. There are two classes in each of these year groups, with a total of 124 boys and 72 girls. There are three students whose first language is not English.

Nine students are on the school's special needs register and a further 50 on the 'intervention' register.

The school's mission statement has recently been reviewed and re-written. It states that the mission of the school is to 'work in partnership with families and the community to develop confident, competent, self-disciplined, life-long learners by providing creative educational experiences through a relevant, technology-based curriculum in a nurturing, child-centred environment'.

The evaluation team

Lead evaluator:	Mary Bowerman	Education Standards and Assessment Unit
Team evaluators:	Pachent Smythe Favourita Blanchard Caroline Dawes Natasha Chopra	Education Standards and Assessment Unit Education Standards and Assessment Unit Education Standards and Assessment Unit Local Occasional Evaluator

Commentary on the evaluation findings

How well do students achieve and make progress?

1. Overall, students' achievements are below the standards expected for their ages. Key Stage 1 students achieve standards roughly in line with expectations. They make progress in most subject areas in their first three years at school. Key Stage 2, students are achieving well below the standards expected for their ages.
2. Students who took the TerraNova test in 2007 achieved results that were in line with

the national average for most year groups in language arts and mathematics. However, in keeping with the Department of Education Services policy at the time, a high proportion of students (18%) was exempted from these tests. Therefore the TerraNova results do not reflect an accurate picture of the standards of students' achievements at Bodden Town Primary School.

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

3. Teaching and learning are better at Key Stage 1 than at Key Stage 2. Teaching was unsatisfactory in nearly two-thirds of the lessons observed in Key Stage 2.
4. Teachers' expectations of what students can achieve are generally very low, and there is much repetition of work already covered. While some students need to repeat concepts in order to grasp them, there are other students who could and should be challenged and extended, and they are being held back from making the progress of which they are capable.
5. In most classes students are seated in groups, often according to ability. Teachers sometimes provide worksheets at different levels of difficulty for the different groups, but students are seldom asked to discuss issues or solve problems together. They listen well to the teacher at the start of a lesson, but could benefit from learning to listen to the views and opinions of others in their group as they work collaboratively. Students have positive attitudes to their work and are usually compliant.
6. Teachers generally have an adequate knowledge of the subjects they teach for their year group, but are less secure when it

comes to knowing what is happening in the classes below and above theirs. Teachers of the same year group plan together and cover the same content with their classes. The principal monitors teachers' bi-weekly plans and the learning objectives. However, there is often no clear learning objective for each specific lesson so the focus is therefore unclear; students do not know what they should aim to achieve and it is difficult for teachers to assess whether students have mastered the relevant skills, knowledge or understanding.

7. Most classrooms have displays of students' work as well as motivational posters and informational charts. Teachers sometimes use creative strategies in their teaching, but these are not always appropriate for the level of the class and do not help students to become independent learners. Most students are too dependent on the teacher.
8. In Key Stage 1, most teachers mark students' work regularly, but they are not consistent in following up corrections to ensure that students have understood the work. In Key Stage 2, work is marked less regularly, and there are few written comments in students' books that would help them to know how to improve.

What is the quality of students' personal development?

9. Students' personal development is satisfactory. They know right from wrong and most can make sensible decisions about their behaviour and how it affects others. Most children follow the rules of the school and generally behave well, particularly in lessons.
10. Students' spiritual development is enhanced through devotions and some religious education lessons, where they learn about topics such as love, relationships, courage, the Ten Commandments and making decisions. They are given some good opportunities to reflect on the impact that these have on their lives.
11. Prefects and class monitors carry out their roles with confidence and some do so without supervision. They are respectful towards their peers, other schoolmates and teachers. Students, particularly the younger ones, are helpful in lessons. Those who participate in devotions do so competently and confidently. Teachers are caring and often respond well to students' needs. For example, in a lesson where a student became angry with himself for not doing his work well, the teacher sensitively and kindly calmed him down and got him working again. Students sometimes help each other in lessons, but this does not happen often, partly because they are concerned that they might receive negative points for talking.
12. The school provides a good range of after-school activities and clubs. Students can participate in sporting, artistic and cultural activities at school and in the community. They take part in the National Children's Festival of the Arts, which is an annual event. Students showcased their talents in instrumental music and dance at the opening of the Bodden Town library. The drama production, "Cinderella", brought together staff, parents and community members. This successful event was a first for the school. Some of the students who participated in the production said that it helped them to grow in self esteem and confidence.
13. Students have some knowledge of the Caymanian culture. There are displays of the national symbols and students take part in local festivals such as Pirates' Week and Batabano. The school also participates in the annual Commonwealth Day celebrations, but there are not enough opportunities for them to learn about cultures other than their own.

What is the quality of the curriculum?

14. Bodden Town Primary School provides a sufficiently broad curriculum, but the amount of time given to the various subjects varies widely from class to class. During the evaluation, there were many changes to class timetables. This inconsistency in the schedule makes it very difficult for senior managers to monitor the extent to which the curriculum is being covered.
15. Teachers produce bi-weekly or tri-weekly plans to cover topics to be taught during that period. However, there is currently no system to ensure that students are successfully building on their previous learning and that they are not repeating topics and skills unnecessarily. For example, a teacher in Key Stage 1 and a teacher in Key Stage 2 both taught very similar science lessons on animals' basic needs. The content, skills and understanding required of both classes were at the same level.
16. The school's senior leaders agree that the curriculum is not well organized, and there are plans to introduce curriculum mapping. This would help to reduce the amount of repetition across the school and give staff a better understanding of how to be creative in integrating literacy, numeracy and ICT in lessons and across subjects.
17. Not all students have equal access to the whole curriculum. For example, music is taught by two peripatetic teachers, one of whom teaches instrumental music, but, only a small number of students learn how to play an instrument. Students in Year 1 do not all have access to computer lessons. Art is incorporated into some lessons, but there is no coherent or systematic plan to

teach students the artistic skills that they need to develop. If students have special abilities in these areas, the opportunities to excel may well be missed.

18. Some students are excited about the after-school activities on offer, particularly football and dance which they see as being the most

popular. Boys and girls compete at different levels in football, basketball, cricket and netball at inter-school events. The school is proud of winning the trophy for the small school division in the inter-schools primary sports. These varied opportunities help to develop students' personal and social skills.

How effective are the arrangements for assessing students' work and progress?

19. The arrangements for assessing students' work and progress are unsatisfactory.
20. Teachers give students a lot of tests - including weekly, bi-weekly, end of unit, end of chapter and theme tests. Many of these are linked to the reading or mathematics schemes. Most teachers record the grades or marks that students achieve, but very seldom do they analyse them and use the information effectively to guide their teaching.
21. The recent diagnostic reading assessments have been used appropriately to identify

those students most in need of support and to place them on the 'intervention' register. However, not enough use is made of the results to tailor work to students' needs in lessons.

22. The school does not have a written assessment policy or guidelines to help teachers use performance data to plan for the differing needs of students or track their progress. The absence of such systems and a lack of monitoring by senior management are key features that contribute to low expectations within the school.

How effective is the provision for students with special educational needs?

23. Overall, the provision for students with special educational needs is unsatisfactory.
24. The school now has a full time special educational needs coordinator, who is responsible for planning, coordinating, monitoring and evaluating the programme. Although there are various specialists available, students are still not receiving the support they need in lessons. Students who are on the special needs register have individual education plans. However, these are not being used in the classrooms, and there is no mention of them in teachers' written plans. There are no records to show how they are used, or how teachers track the progress of these students.

25. The school has identified 50 other students, who need help with managing their behaviour or with their learning, and has placed them on an 'intervention' register. At present these students are not making enough progress because the work they receive is not suited to their individual needs; often it is the same work that the rest of the class is doing.
26. There are three students for whom English is a second language. There is a visiting specialist teacher who gives them some support, but little provision is made to enhance their learning in regular lesson time.

How well is the school led and managed?

27. Leadership and management are unsatisfactory. There is no clear vision for the school, and little understanding of the standards students should be achieving. The monitoring systems at the school are

not effective enough to give an accurate picture of what is happening. Communication within the school is not as good as it might be, although weekly staff briefings have helped to improve this to

some extent. Staff are not always held accountable for doing what is required by the school's leaders.

28. The school runs fairly smoothly on a day to day basis, but too much is left to the principal as she is the only member of the senior management team who does not have full time teaching responsibilities. The other members of the team - the deputy principal, head of infants and head of juniors - do not have job descriptions and are not clear how to carry out their roles effectively. They also each have full time teaching

commitments and little time to undertake their management roles.

29. The principal carries out some lesson observations and gives feedback to teachers. However, the monitoring of teaching and learning is not as accurate or rigorous as it should be and expectations are too low. A school improvement plan was put in place two years ago, based on the findings of the last inspection in 2001, with no additional areas identified by the school's own self-evaluation. The progress reported by the school on its improvement plan was much more positive than the findings of this external evaluation.

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

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

30. The provision for students' support, guidance and welfare is adequate in some respects, but there is room for improvement.
31. The school has up-graded students' personal profiles by changing to a more user-friendly and appropriate document. These are stored in the secretary's office, but have not been kept updated, which makes them less useful for teachers to track students' progress through the school.
32. Students say they enjoy school and want to do well. This is reflected in the satisfactory levels of attendance and generally attentive behaviour in lessons. They are given opportunities to be class messengers, monitors or prefects. Teachers show care and concern for students' well-being and many use praise and rewards to help boost students' self esteem. There is a satisfactory whole-school behaviour policy which focuses on the positives, but it is not yet being used consistently.
33. There is also an appropriate whole-school approach to health. A nurse and a dental nurse visit the school on a regular basis. No after school snacks are sold, students are not permitted to bring sodas to school and canteen staff do not sell 'sweets' to the students. The school's groundsman makes sure that the school grounds are litter free and the cleaner keeps the students' restrooms clean and sanitary.
34. There are some problems with accommodation that are having a negative impact on students' learning. Four classes have to be housed in temporary classrooms, some of which are not yet connected to the main school by covered walkways. When it rains, there are delays in moving from one area to another. One class was disrupted during the evaluation because of mould and was temporarily housed in a modular classroom shared with the literacy coordinator. These issues are beyond the school's control, but are in urgent need of attention.

Links with parents and the community

35. The school maintains satisfactory contact with parents. Monthly newsletters are sent home and parents receive a handbook when students enter the school. Parent-teacher association (PTA) meetings are held every month, although these are not always well attended. Reporting sessions are held each term for parents to discuss their children's progress with the teachers but parent attendance varies significantly from class to class.
36. School reports that are sent to parents show a grade or percentage, but do not tell parents enough about what their children know and can do, or what needs to be done to move them forward. Parents are generally positive about the support their children receive. A few of them attend assemblies in support of those students who are commended and rewarded for noteworthy achievements.
37. Parents can volunteer as class representatives and at present there is at least one parent representative for each class. Their job is to liaise between the class teacher and the PTA executive and make requests for class supplies. They also assist with field trips and class socials. This useful plan is new this term, and it is too early to be able to evaluate its effectiveness.
38. There are some useful links with the community. For example, members of the community are sometimes invited to talk to students – for example a member of the Royal Cayman Islands Police visited to talk with the students about recognizing signs of bullying. Visitors sometimes come to read stories to the students. Members of the local kitchen band, Swanky, have promised to donate a set of Congo drums to the school. Community members and parents assist the school in major events like the production of 'Cinderella', which involved over 40 students and was held last June at the Prospect Playhouse.

39. The new PTA is keen to explore other ways to improve links with parents and the community.

What is the quality of teaching and learning in subjects?

Language Arts

40. Students do not achieve as well as they should in language arts. The quality of teaching in Key Stage 1 is better than in Key Stage 2, but overall, teaching is not as good as it should be. Too many students are performing below the standards expected for their ages in speaking, listening, reading and writing.
41. A number of students enter Year 1 with limited vocabulary and poor concentration. They have much ground to make up. Teachers in Years 1 to 3 work hard to develop good relationships with the children, who make progress in developing confidence in their speaking and listening skills because of this. They are comfortable and confident in responding to questions, and some teachers encourage them to give more detail when they reply. For example, in a Year 1 lesson, the teacher used skilful questioning to help students expand on their weekend news. Students were beginning to develop a wider use of descriptive vocabulary and were learning to listen to each other.
42. Opportunities for developing speaking and listening skills are not always evident across the school. Students are not encouraged often enough to listen to stories or hear more about topics that would help to build their vocabulary and increase their general knowledge. There are few opportunities for students to discuss issues. They are not critical listeners who think about or question what is said.
43. Most students are enthusiastic about books, but few teachers appear to read whole books aloud to their classes. Many students can read fluently and with accuracy but often without expression. Younger students use phonic skills to decipher unfamiliar words but have few strategies for making sense of the text. Older students enjoy reading fiction but they have little interest in other genres, as they are not exposed to these in class other than through some excerpts from their class reader. They are not able to 'read between the lines'. Students of all abilities are generally too reliant on the teacher for both decoding words and for understanding text.
44. There is currently no school library, although the literacy co-ordinator has a small collection of books in her room. The reading material that is available does not motivate students, especially the boys. Resources for reading are inadequate, but despite this teachers have worked hard to promote literacy in their classrooms. Many rooms have displays of students' writing and teachers have tried hard to create attractive book corners and some rooms have word walls or learning centres.
45. Key Stage 1 students write mainly from personal experiences, although by the end of Year 3 they are beginning to write in response to other subject matter. Most students in Key Stage 1 are able to write in simple sentences and by the end of Year 3 are more consistent in the use of basic punctuation. They are not using interesting or varied vocabulary in their writing, though, and often descriptive writing is unimaginative. Year 3 students begin to research, plan, edit and redraft short pieces of writing.
46. Students in Key Stage 2 are not given enough opportunities to write for different purposes. Skills in writing are weak. They are not able to redraft their work to improve the quality of it - by varying the choice of vocabulary or changing the order of their sentences, for example. Many students are insecure in their knowledge of verb tenses and grammar, and older students make little progress in this area. Handwriting and the general presentation of work are poor, although in Year 6 the quality of this improves greatly.
47. Boys make adequate progress in Key Stage 1, but this is not maintained as they move through the school. Many boys are unmotivated in lessons because they do not find the choice of texts either interesting or relevant. In these cases they lose interest in the lesson and become distracted. Despite this, they are still usually well-behaved.

48. Teachers mark students' work regularly in Key Stage 1, and where they write comments to show them how to improve, students make better progress. In Key Stage 2 there is less consistency in marking and there are few comments to show students the next steps.
49. In most lessons work does not match the differing abilities of students. Often more able students are left sitting idly while the rest of the class finishes the work. Many of the less able students are given unsuitable activities that do not match their individual needs and pieces of work are often incomplete because they do not understand what to do. In one lesson a student sat for thirty minutes without writing a word because the task was too demanding. However, in another lesson the teacher suitably adapted the writing task for the less able students and worked closely with them.
50. The coordinator has begun to address some of the needs of the subject by developing a literacy policy and completing some diagnostic reading tests for all students. She needs some guidance on how to help improve the teaching and learning in language arts. There are no systems in place for her to monitor the teaching and learning of language arts.
51. The most consistent weakness is teachers' low expectations of what the students can achieve. There is little progression between the classes in language arts. Teachers plan within year groups but do not know what skills are taught in other year groups. As a consequence, skills do not develop across the year groups and students do not make enough progress.

Literacy across the curriculum

52. Overall, literacy across the curriculum is an area that needs to be developed. There are some opportunities for students to use the skills of reading and writing, speaking and listening in other subject areas. In social studies, for example, students have researched information on countries in the Caribbean and have compiled information posters. In mathematics, students' use of technical vocabulary is emphasized. In an ICT lesson, the teacher encouraged students to use their phonic skills to sound out the spelling of the names of different animals. Students are encouraged to listen to class presentations in assemblies. Students perform well and speak confidently in these instances. However, there is no systematic attempt to teach students the literacy skills needed to succeed in other subject areas.

Mathematics

Key Stage 1 (Years 1-3)

53. Students in Key Stage 1 achieve standards that are generally in line with what is expected for their ages. They make adequate progress in concepts such as addition, patterns, mental mathematics and multiplication tables.
54. The teaching and learning of mathematics at this stage are adequate. Some teachers plan activities that match the differing needs of students and help them to consolidate concepts taught. For example, in a Year 1 lesson on patterns, the teacher divided the students into three groups. Each group completed activities that varied in degree of difficulty, and focused not only on developing patterns but on the reinforcement of colours and the development of fine motor skills. One group worked with the teacher, another worked independently, while the third worked with the teacher's aide. The teacher used a variety of resources and planned practical activities to stimulate the interest of the students and help those less confident to understand and practise their skills. The teacher's aide was well used to support students who needed help. The variety of resources and the good questioning by the teacher helped to move the students forward in their learning. Too often, however, teaching does not meet the needs of all

students, and the pace is slow. Students of higher ability are not challenged enough.

55. Students are usually attentive, behave well in classes and are eager to please their teacher. In a lesson on mathematics drills, the pace was brisk and students were actively involved and used quick mental recall to show their knowledge of tables.

These approaches are not common in all lessons and students' progress is slow.

56. In Key Stage 1, students are confident to offer suggestions or ask questions. In one lesson a student suggested an alternative way of proceeding. The teacher accepted the suggestion and used it in the lesson, showing the positive relationships that exist within that classroom.

Key Stage 2 (Years 4-6)

57. In Key Stage 2, the teaching and learning in mathematics are unsatisfactory. Although students try hard in lessons, they are not making enough progress.

58. In many classes, the work is often pitched too low and does not challenge the more able students. Too often students have to wait until everyone completes the task before they can move on. There are too many instances when the whole class spent the lesson reviewing a concept most had already grasped.

59. Teachers give few opportunities for students to discuss their work. A notable exception to this was seen in a Year 4 lesson on bar graphs. Students worked in groups on different problems to conduct a survey, complete a tally and construct a graph to show the results of the survey. This helped them to apply learning in a real situation. They collaborated about the responsibilities of each member of the group and discussed among themselves what procedures they would use to complete the task. In this

lesson they correctly and confidently used words such as 'horizontal', 'vertical', 'scale' and 'frequency'. They compared their graphs and explained the steps in the process to show understanding of what they had done. The lesson was well planned and the teacher monitored the students' progress through well-chosen questions.

60. In most lessons teachers do not ask enough probing questions that would help to develop students' understanding of concepts. Their questions merely test students' recall and do little to deepen and develop their understanding. Students do try to answer questions they are asked. They do not, though, ask questions or seek clarification when they do not know what to do or when they are unclear about what the teacher has asked them.
61. Teachers' plans seldom indicate how students' progress will be assessed, other than through formal tests at the end of a chapter or unit.

Numeracy across the curriculum

62. The development of numeracy across the curriculum is unsatisfactory. Opportunities for students to apply their knowledge of mathematics in other subjects are limited and teachers do not include this in their planning.

63. An exception was seen in Year 1 at the start of a language arts lesson. The teacher noted the attendance by getting the students to count the number of girls and boys present. The teacher recorded this information on a bar graph and then asked the students to work out how many more boys than girls were present.

ICT across the curriculum

64. Currently students' opportunities to use ICT are very limited, although the school has a well resourced computer room and there are computers in the classrooms. Students in Years 2 to 6 receive computer lessons from the peripatetic teacher once a week. However, there is not enough communication between classroom teachers, the peripatetic teacher and the ICT coordinator about the level of proficiency of students.
65. Displays in classrooms show that older students are developing word processing skills. They are able to use search engines to look for information on topics studied in class and are enthusiastic during lessons. At present, some teachers use the computers in their classrooms, but in a limited way. For example, in Year 2, teachers use computer programs to reinforce work in number and spelling. Some of the older students use computers in the classrooms for searching for information on the internet. Some teachers let students use the computer as a reward for completing class work.
66. The school does not yet have a plan to show how the use of computers and other technology will be integrated into subjects across the curriculum.