

# **INSPECTION REPORT**

## **EDENTHORPE HALL PRIMARY SCHOOL**

Edenthorpe, Doncaster

LEA area: Doncaster

Unique reference number: 106675

Headteacher: Mr. S. Richardson

Reporting inspector: Roger Gilbert  
22102

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> February, 2001

Inspection number: 184075

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: The Drive  
Edenthorpe  
Doncaster  
South Yorkshire

Postcode: DN3 2LS

Telephone number: 01302 882381

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Appropriate authority: The Governing Body

Name of chair of governors: Mr J. Cartwright

Date of previous inspection: 6<sup>th</sup> February, 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22102	Roger Gilbert	Registered inspector	Mathematics History Geography Religious Education	What sort of school is it?  How high are standards (results and achievement)?  How well is the school led and managed?
9015	Irving Smith	Lay inspector		How high are standards (attitudes and behaviour)?  How well does the school care for its pupils?  How well does the school work in partnership with parents?
20408	John Rutherford	Team inspector	English Design and Technology Information and Communication Technology Physical Education Special educational needs Equality of opportunity English as an additional language	How well are pupils taught?
18082	Marie Lowe	Team inspector	Science Art and Design	How good are curricular opportunities for pupils?
17737	Sue Hoban	Team Inspector	Foundation Stage Music	

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
 <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Edenthorpe Hall Primary School is a community primary school of average size community primary school. It has 215 pupils on roll, including 114 boys and 101 girls aged between four and eleven. The school serves an area of mixed private and council housing and a static caravan park. The ethnic background of the majority of pupils is white United Kingdom heritage. The proportion of pupils who are learning English as an additional language is two per cent of pupils, which is higher than the national average. The proportion of pupils who are eligible for free school meals is 5.5 per cent which is below the national average. The school has 35 pupils on its register of special educational needs which at 16 per cent of the school population is below the national average. Seven pupils have statements of special educational needs which is 3.2 percent of pupils and above the national average. The attainment of pupils on entry to the reception class is broadly in line with what is expected of four-year olds, however, the full ability range is represented.

### **HOW GOOD THE SCHOOL IS**

This is a very good school that provides a caring and stimulating learning environment for pupils. The quality of teaching is good and pupils make good progress. Standards of attainment are high. The leadership by the headteacher and the senior management team is very good. There is a commitment amongst the staff and governors to continuous school improvement. The school provides very good value for money.

#### **What the school does well**

- Standards of attainment of pupils in English, especially writing, mathematics and science are high.
- The quality of teaching is good and teachers provide interesting and challenging activities that make pupils' learning come alive.
- The quality of support staff is high.
- Provision for pupils with special educational needs is very good and helps pupils make very good progress.
- Teachers provide very good opportunities for pupils to extend their literacy skills in other subjects.
- Teachers use assessment effectively to help them plan and set targets.
- Pupils use and apply their knowledge, understanding and skills well to help them solve problems and carry out investigations.

#### **What could be improved**

- Provision for outdoor play for reception pupils
- The use of measurable performance indicators in the school development plan and the costing of activities.
- The use of teaching time outside the literacy and numeracy lessons during the morning session.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has improved on the good provision identified in the previous inspection in 1995. The quality of teaching is now consistently good throughout the school and standards have risen. Collective worship meets statutory requirements. The monitoring of the curriculum has improved and as a consequence pupils' progress is good. The curriculum for art has been reviewed but there needs to be greater emphasis placed on three-dimensional work and opportunities for investigative work. Overall, the school has made good progress since the previous inspection.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	A	B	D	well above average    A above average        B average                C below average        D well below average    E
mathematics	A	A	B	D	
science	B	B	C	D	

In the national tests for 11 year olds in 2000, pupils' attainment was above the national average in English and mathematics and in line with the national average in science. When compared to similar schools, standards were below average in all three subjects. However, in comparison with schools that achieved similar average points scores at the end of Key Stage 1, pupils' attainment was above average for that of similar schools in English and mathematics and close to the average in science. Over the last five years the trend in the school's average National Curriculum points score was below the national trend. The school met its targets in 2000 and has set challenging targets for 2001.

The full range of inspection evidence shows that at the age of seven, standards in speaking and listening, reading, mathematics and science are above national expectations and in writing they are well above. At the age of eleven, standards in English, mathematics and science are above national expectations. In Key Stage 1 standards are above national expectations in art and design, design and technology, history, geography and music; pupils' attainment in information technology and physical education are in line with national expectations. In Key Stage 2 in art and design, information and communication technology, design and technology, geography, history, music and physical education standards are above national expectations. In both key stages pupils' attainment in religious education exceeds the expectations of the locally agreed syllabus. Throughout the school the progress of pupils is good and pupils with special educational needs make very good progress in relation to their prior attainment. Pupils who are learning English as an additional language make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn, respond very well in lessons and are keen to discuss their work.
Behaviour, in and out of classrooms	Behaviour at breaktimes and in lessons is exemplary. There was no evidence during the inspection of any unsociable behaviour, racism or bullying.
Personal development and relationships	Very good. Pupils are confident and respond well to the challenges set by their teachers. They work well together and as a consequence the quality of their learning is good. Relationships are very good.
Attendance	Pupils enjoy coming to school, arrive on time and attendance is good overall.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	good	good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is good and no unsatisfactory lessons were seen. Of the 56 lessons observed, 16 per cent were satisfactory, 64 per cent were good and 20 per cent were either very good or excellent. In most lessons the good teaching is characterised by the teachers' good knowledge and understanding of the subject, good levels of challenge resulting from high expectations, purposeful questioning and good choice and use of resources. All teachers have good relationships with their pupils. Teachers use assessment very effectively to help them plan and to set challenging targets for all pupils.

The teaching of English and mathematics is good overall. A particular strength of English is the teaching of writing. Pupils are given many opportunities to write for different purposes and to express their thoughts and feelings. The teaching of mathematics places a strong emphasis on quick mental recall of number facts that helps pupils develop confidence in using and applying their knowledge and skills to problems and investigations. However, in some lessons that last longer than 60 minutes the pace drops as pupils find difficulty in maintaining their concentration. The teaching of literacy and numeracy skills is effective and teachers find good opportunities for pupils to practise these skills in other subjects.

The teaching of pupils with special educational needs is very good. Pupils benefit from the good liaison between the school and outside agencies. Furthermore, the support provided by learning support assistants is very good; they strike the right balance between support and encouraging pupils to do things for themselves. As a consequence pupils with special educational needs make very good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Pupils receive a rich variety of interesting activities. There is a strong emphasis on learning by investigation and wherever possible using first-hand experiences.
Provision for pupils with special educational needs	Very good. The help provided by learning support assistants is very good and they work very closely with class teachers to ensure that pupils are able to play a full part in lessons.
Provision for pupils with English as an additional language	Good. Teachers and learning support assistants work closely with outside agencies to ensure that pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is very good and for cultural development it is satisfactory. Pupils have many opportunities to develop knowledge of their own culture but provision for developing their knowledge of music, art and dance of other cultures is limited.
How well the school cares for its pupils	Very good. The school cares very well for the health and welfare of pupils. Staff know the pupils very well and good relationships exist between them. Teachers use assessment very well to help them monitor progress and to set challenging targets.

The school works well in partnership with parents and encourages them to take an active interest in their children's education. Parents hold the school in high esteem and appreciate the information that the school provides for them.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and is ably supported by the deputy head and other senior staff. Together they have created a stimulating and supportive learning environment that has high expectations for all pupils.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities well. It has a good understanding of the strengths of the school and what needs to be improved. Although governors take their responsibilities very seriously, not all committee meetings are adequately minuted.
The school's evaluation of its performance	There is an effective established programme in place for the monitoring and evaluation of teaching and learning that includes senior staff, subject coordinators and the governing body. The school fully analyses the results of assessments and tests which give a good picture of pupils' attainment and progress.
The strategic use of resources	The school makes very good strategic use of resources to ensure continuous school improvement. Although development planning is thorough, it would benefit from the use of measurable performance indicators, the identification of the source of funding and details of the cost of activities. The governing body ensures that all decisions provide the best value for pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school and make good progress.</li> <li>Behaviour in school is good.</li> <li>The teaching is good and the school expects children to work hard and achieve their best.</li> <li>Parents feel comfortable about approaching the school with questions or a problem.</li> <li>The school works closely with parents and keeps them well informed about how their child is getting on.</li> <li>The school is well led and managed.</li> <li>The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>The range of activities outside lessons.</li> </ul>

The table takes account of the views of 33 parents attending a meeting with the registered inspector prior to the inspection and those expressed in the 96 returned questionnaires. The inspection team agrees with the positive views of parents. The inspection found that there is a satisfactory range of activities outside lessons that includes competitive team games, choir, information and communication technology and an annual residential visit for pupils in Year 6.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

##### ***The Foundation Stage***

1 Children enter the reception class at the start of the school year in which they reach five years of age. When they start school their attainment is similar to that found in typical four year olds. They make good progress in the development of skills in communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. Very good progress is made in the development of reading and writing skills. The majority of pupils is on line to reach the early learning goals at the end of the Foundation Stage and a significant proportion of children in the class will exceed them.

##### ***Key Stage 1 Core Subjects***

2 In the end of Key Stage 1 national tests in English in the year 2000, pupils' attainment in reading was broadly in line with that found nationally. However, the proportion of pupils attaining national expectations was below that found in similar schools. Attainment at the higher levels in reading was in line with that found nationally and below that of similar schools. However, on entry to the school assessments of pupils' progress and achievement indicate that the attainment of this year group of pupils was below that normally found and that pupils made good progress in the reception class and Key Stage 1. In writing the proportion of pupils attaining the higher level is well above that found nationally and above that normally found in similar schools. The school has effectively targeted writing as an area for development and pupils' attainment overall is well above that found nationally and above that found in similar schools.

3 The inspection found that pupils make good progress throughout Key Stage 1 in speaking and listening, reading and writing. By the age of seven all pupils, except those learning English as an additional language, speak clearly and confidently and listen carefully for sustained periods of time. The attainment of pupils in the current Year 2 is at least in line with national expectations and many pupils are working at level 3.

4 In Key Stage 1 pupils make good progress in reading; they read fluently and they confidently use their knowledge of letters and sounds to help them identify unfamiliar words. Most pupils use the index of non-fiction books to help them find information and competently look for words in a dictionary. By the age of seven all pupils, with the exception of those on the register of special education needs, attain national expectations and more able pupils reach the higher level for reading. The school is successfully targeting the issues raised by the end of Key Stage 1 tests in 2000 and pupils are achieving high standards in reading.

5 Progress in writing is good and by the end of Key Stage 1 standards are well above national expectations. Pupils organise their thoughts effectively and express them well on paper. They use appropriate punctuation, spell common words accurately and present their work to a good standard.

6 In the national mathematics tests for seven year olds in 2000, pupils' attainment was in line with that found nationally but below that normally found in similar schools. The proportion of pupils reaching the higher level was above that found nationally and in line with that of similar schools. The inspection found that attainment is above national expectations and that many pupils are working at the higher level. Pupils make good progress in their knowledge of number and develop a variety of strategies to help them solve problems involving addition and subtraction. For example, many pupils in Year 2 confidently use mental arithmetic to find the sum of three sets of two-digit numbers and to subtract two-digit numbers from two-digit numbers. Pupils develop good knowledge and

understanding of shape and space, measures and data handling and use appropriate mathematical terms when talking about their work. For example, in Year 1 pupils sort two-dimensional shapes into 'houses' and explain their decisions clearly using precise mathematical vocabulary.

7 In science teacher assessments indicate that pupils' performance at the age of seven years is broadly in line with schools nationally but well below that of similar schools. Attainment at the higher level is above that found nationally and the performance normally found in similar schools. The inspection found that pupils make good progress in all aspects of science and that the attainment of the current Year 2 exceeds national expectations. For example, Year 2 pupils classify fabrics according to criteria that they have devised themselves and choose their own method of recording.

### ***Key Stage 2 Core Subjects***

8 In the national tests for English at the end of Key Stage 2 in 2000, pupils' performance in English was above the national average but below that normally found in similar schools. The proportion of pupils attaining the higher levels was in line with that found nationally and was well above that of schools that had similar Key Stage 1 results in 1996. The proportion of pupils attaining the higher level was broadly in line with the national average and with that found in similar schools. However, the proportion of pupils on the register of special educational needs was higher than that found in other age groups in the school. In comparison with schools that achieved similar scores in 1996, pupils' attainment at level 4 was well above the average and at level 5 it was close to the average.

9 The inspection found that standards in English are above national expectations and that pupils make good progress in reading throughout Key Stage 2. Pupils develop effective research skills that help them find specific information quickly. They have a good understanding of what they have read, express opinions about the actions and motives of characters in novels and confidently discuss the plot. In writing pupils make very good progress. Most pupils confidently develop the skills of writing for a variety of different purposes and express themselves clearly. They write imaginatively, use descriptive vocabulary effectively and present their work carefully. Lower attaining pupils punctuate their writing well, edit their work well and correct mistakes. Their writing has a clear structure and their spelling of common words is generally accurate. Pupils make good progress in speaking and listening. They listen carefully, discuss their work purposefully and sustain an argument in a class discussion.

10 In the end of Key Stage 2 tests in mathematics in 2000 pupils' attainment was above the national average for all schools and below average for schools that had similar proportion of pupils eligible for free school meals. The proportion of pupils attaining level 5 was in line with that found nationally and well below that of similar schools. However, in comparison with schools that had similar scores in the end of Key Stage 1 tests in 1996, pupils' average points score was broadly in line with that found in similar schools but attainment at level 5 was below that found in similar schools. In this year group a larger proportion of pupils were on the register of special educational needs and had not attained national expectations at the age of seven. Nevertheless, they had made good progress when their test scores at the age of seven and eleven were compared.

11 The inspection found that in mathematics the attainment of pupils in the current Year 6 is above national expectations and that over half the class is working at level 5. Throughout the key stage average and higher attaining pupils develop quick and accurate recall of number facts, make good progress in their knowledge and understanding of number, including fractions, decimals and percentages, and apply their knowledge and understanding effectively to carry out investigations and solve problems. For example, on finding that the scales were not sufficiently sensitive to measure the mass of a stick of chalk, pupils in Year 4 decided to measure two sticks and then divide by two in order to find the mass of one. Less able pupils make good progress in their knowledge and understanding of the four rules of number but lack confidence in applying their knowledge to solve

problems. Pupils make good progress in their understanding of shape and space and measures; they handle data and record information effectively.

12 In the national tests for science at the end of Key Stage 2 in 2000 pupils' attainment was in line with the national average but below that of similar schools. The proportion of pupils attaining the higher level was below the national average and below that normally found in similar schools. In comparison with schools having similar Key Stage 1 results in 1996, pupils' average points score was in line with similar schools but the proportion attaining level 5 was below average. This year group had a larger proportion of pupils with special educational needs than is typically found in the school. The performance of the current Year 6 class is better and the inspection found that that pupils' attainment in science exceeds national expectations and that many pupils are working at level 5. Throughout Key Stage 2 pupils make good progress in all aspects of science. All pupils develop a good understanding of scientific facts. They make good progress in their understanding of what constitutes a fair test and how to conduct an investigation. For example, pupils in Year 4 investigated which materials were best for making a parachute. They considered whether or not the height, shape and size of the parachute affected the performance and recorded their findings using graphs and diagrams. They also mentioned how they would improve their investigation when they repeated it. Pupils work well in groups in order to design and carry out an investigation and lower attaining pupils increase their knowledge and understanding by working with classmates.

### ***Other Subjects***

13 In information and communication technology and in physical education standards achieved at the end of Key Stage 1 are in line with those expected of pupils aged seven years and attainment at the age of eleven is above national expectations.

14 In art and design, design and technology, geography, history and music standards are good at the end of both key stages and exceed national expectations. Pupils' attainment in religious education exceeds the expectations of the locally agreed syllabus at the end of both key stages.

### ***Particular Groups of Pupils***

15 Pupils with special educational needs make very good progress in their learning, particularly in literacy and numeracy. Although standards are often below those expected for their age, pupils' achieve good standards in relation to their prior learning. They make very good progress in relation to the targets on their individual education plans. Pupils learning English as an additional language also make good progress in their understanding and use of spoken and written English. They receive effective support from learning support assistants and visiting support teachers and as a consequence are able to take a full part in all lessons.

### **Pupils' attitudes, values and personal development**

16 Pupils' attitudes to the school and to their learning are very good and their behaviour is exemplary. As a consequence pupils make good progress and standards of attainment are high. Parents have very positive views about the standards of behaviour in school. The high standards that were seen during the previous inspection have been maintained. Pupils enjoy coming to school, arrive punctually and settle quickly and purposefully at the start of morning and afternoon sessions. They concentrate well in lessons, respond confidently to questions, are interested and willing to participate in tasks and activities and are enthusiastic about school.

17 Pupils' behaviour is very good in lessons, when moving around the school, at lunch time and in the playground. They take care of the school's resources and their own possessions and respond well to the school behaviour policy which encourages self-responsibility. Any unacceptable

behaviour is dealt with calmly and effectively by staff. Pupils are friendly towards each other and polite to adults. There are no exclusions from the school.

18 Relationships between pupils and staff are good . This creates a calm, happy atmosphere where pupils work well together and with adults. Relationships between pupils are good . They share resources when required to do so and listen to one another's suggestions when, for instance, investigating a scientific problem involving materials changing shape. Pupils are sociable at play times and lunch times; boys and girls play together with older and younger pupils. Pupils are sympathetic to the feelings of others; for instance, in the reception class children invited a child to join in an activity so that he was not left on his own. All pupils are consistently polite and well mannered towards visitors; for example, in some classes visitors were greeted by name as they moved around the class and spoke to pupils. Additionally, when pupils go out of school on educational visits and swimming lessons, their relationships with staff and parent helpers are very good.

19 Older pupils are given greater responsibility and act as monitors in different situations and look after younger pupils during wet playtimes and at break times. Within the classes pupils care for the environment and resources and take responsibility for extra tasks. They use their initiative well as, for example, during assembly time pupils closed the curtains without prompting from staff in order that the words on the over head projector could be seen clearly . Pupils make generous donations to a number of good causes, visit the local residential home for the elderly at Christmas and also put on concerts in school for them.

20 Pupils' personal development is very good. They are confident and respond well to the challenges of new learning and problems. They plan and execute designs and investigations very well in subjects such as design and technology, mathematics and science. However there are occasions when opportunities for pupils to plan and organise their own work and to pursue independent research are missed in art and design.

21 Attendance over the last three years is good overall. The school has effective arrangements for following up any absences. Registers are completed promptly in the morning and afternoon.

## **HOW WELL ARE PUPILS TAUGHT?**

### ***The Quality of Teaching***

22 The quality of teaching is a strength of the school. It is consistently good in all subjects and in all classes from the Foundation Stage to Year 6. During the inspection 20 per cent of lessons were very good or better, 64 per cent were good and 16 per cent were satisfactory. This is an improvement on the last inspection, which judged half of the teaching to be good, with some variability in Key Stage 2. The strong teaching throughout the school helps pupils make good progress overall with their learning. They quickly become very good at working independently and developing their own ideas in many lessons. Teachers provide activities for homework that extend pupils' knowledge, skills and understanding in English and mathematics and encourage them to research information to help them with their classwork in other subjects. Pupils with special educational needs make very good progress. Learning support assistants provide very good support to teachers by helping to adapt the work for targeted groups of pupils.

### ***Literacy and Numeracy***

23 The teaching of the basic skills of literacy and numeracy is very good overall. In the Foundation Stage, teachers provide a good range of experiences which helps pupils to acquire an understanding of subtraction, shape and measures. Letter sounds are taught in a systematic and interesting way to enable pupils to make good progress in early reading skills. There is very good provision for developing the skills of writing independently. Learning support assistants provide very

good support for pupils with special educational needs that helps them organise their writing and as a consequence they make very good progress in relation to their prior attainment.

24 A very good feature in the teaching of literacy and numeracy through the school is the way that teachers use assessments to set clear targets for the next stages of learning. These targets are thoughtfully adapted for different ability groups and shared with pupils by cards placed on their tables. Teachers record pupils' progress towards them and refer to them when marking or planning. Learning support assistants make a very important contribution to ensuring that all ability groups make good learning progress, including pupils with special educational needs and pupils who are learning English as an additional language. They help teachers to assess pupils' learning and to adapt work for different individuals and groups. In mathematics pupils make good progress when challenging question and answer work is combined with carefully planned opportunities to investigate or talk through their ideas. Whole-class question and answer work is very effective in both English and mathematics when teachers use individual whiteboards to engage all pupils in making a response that can quickly be assessed. They are less effective on the few occasions when they go on too long. The consistent approach to teaching writing through the school leads to very good standards of attainment. It is based on developing pupils' independence in extended writing about interesting experiences, supported by the carefully planned teaching of spelling, grammar and punctuation. Learning activities in English are usually well adapted to provide good challenge for higher attaining pupils, but occasionally their independent tasks include some unnecessary stages before they can get on to suitably demanding work. The well-planned teaching of letter sounds and research skills enables pupils to achieve good standards in reading although there are fewer opportunities for extending skills in reading than there are for writing. Overall the school is providing good teaching linked to the National Literacy and Numeracy Strategies.

### ***Other Subjects***

25 Teaching is good overall in all other subjects. Teachers provide a variety of stimulating learning experiences based on a clear understanding of the skills and knowledge in the National Curriculum programmes of study and how to teach them effectively to each age range. Consistently good lesson planning includes clear, direct teaching in the introduction to a lesson, followed by a series of carefully chosen independent activities in which pupils can investigate, practise and refine their knowledge and skills. An example of this is in information technology, when pupils are taught some basic methods at the whiteboard, then they make their own practical attempts, with the teacher providing no more than prompting questions. Some Year 5 pupils were quickly able to design complicated control systems to operate pairs of traffic lights. In some art lessons, however, while there is good teaching of the basic skills, pupils are given too little opportunity to apply these to their own ideas. The practical approach is especially effective when teachers systematically make provision to improve pupils' skills in self-evaluation. In physical education, for example, pupils' constructive criticism helps others to improve performance, and in science there is an understanding that being 'wrong' is an important part of learning. Planning is particularly strong in those lessons where there is good pace through a series of activities, each of which is designed to move pupils' learning on a little further. In games lessons, for example, pupils make very good progress in acquiring ball skills when they learn something new in individual activities, practise this with a partner and then apply the skill to a small team competition. Pupils make good learning progress during most lessons but the impact is lost in some subjects, such as information technology and design and technology, because the gap between lessons is too long.

26 In many lessons, pupils apply considerable effort and inventiveness to their learning because teachers provide very interesting experiences and stimulating challenges. A good example during the inspection was when pupils were given the task of designing a sandwich that would be popular. In preparation pupils were given an array of different sandwiches to eat and evaluate at lunchtime. Pupils' thinking skills are challenged to the full in gymnastics lessons when they are required to plan sequences involving interdependent balances or variations in level, rotation and symmetry. Teaching about Judaism is brought to life by focusing questions on a carefully chosen picture of the interior of a

synagogue. A key feature of much of the very good writing in history and geography is that it is about something that the pupils have actually experienced and they are very interested in. The high expectations of teachers and the challenging, open-ended nature of many of their planned activities enable high attaining pupils to achieve excellent standards.

### ***Learning by Talking***

27 In many classes, teachers develop pupils' skills of talking as a method of learning. Younger children in the Foundation Stage use role play about the garage to learn how to ask questions about a car. Circle Time, when the whole class sit round with their teacher to share important issues, is used to teach the methods of debate in most Key Stage 1 and 2 classes. In a Year 6 science lesson, the teacher gave pupils some specific time to discuss drug-taking issues raised by a community nurse and they produced comments which showed a mature level of understanding. In a number of Key Stage 2 religious education lessons, discussion was used effectively as a method for developing respect and sensitivity for the thoughts and beliefs of others. Learning support assistants help pupils with special educational needs and pupils learning English as an additional language to play a full part in discussion activities. Discussion was a less effective strategy on the very few occasions when it was more of a question and answer session dominated by the teacher.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

### ***The Subject Curriculum***

28 The school provides a well-planned, broad, balanced and relevant curriculum. In the Foundation Stage the planned curriculum covers all of the areas of learning within the national guidelines and they are organised into interesting topics. However, the lack of an outdoor play area and equipment for reception children prevents the full range of activities for pupils' physical development to be provided in the Foundation Stage. At Key Stages 1 and 2 all subjects are taught in a carefully planned and stimulating way, in accordance with the National Curriculum and with the locally agreed syllabus for religious education. This also includes art and design where provision was not adequate in the last inspection.

29 The national strategies for literacy and numeracy have been implemented very effectively. A consistent strength throughout the school is the way that literacy and numeracy skills are developed across the curriculum. Year 6 pupils extend their understanding of drug abuse issues when they design and write a publicity pamphlet and Year 4 pupils consolidate their knowledge of angles when using a computer to design shapes. Year 1 pupils extend their reading skills when they make a "slot and slide" picture to illustrate part of their book and Year 2 pupils can interpret numerical data in science. At the same time, teachers ensure that pupils learn the knowledge and skills that are specific to each subject. Therefore in science pupils do not just learn about materials or electrical circuits, but are taught how to make a scientific hypothesis and design an experiment to test it. In design and technology there is a systematic approach across the school to researching, designing, making and evaluating work. Pupils are taught to find knowledge using the research methods of 'historians' when they visit Gainsborough Hall or Eyam, and to recognise bias in the interpretations of other people. Teachers show them how to ask important geographical questions about their own settlement in Doncaster and how it compares with settlements in other countries. Religious education is not just teaching the facts of Islam, but enabling pupils to use writing to reflect on underlying moral values and how they relate to their own experience.

30 Whilst the curriculum is broad and relevant, a better balance between subjects would be secured if long-term planning gave teachers some simple guidance on time to be allocated to units of work. Weekly timetables allocate a considerable amount of teaching time in the mornings to literacy and numeracy and some lessons are unnecessarily long. Occasionally the time available for another subject is too limited to be productive. A considered adjustment to the length of lessons and the

organisation of time within the school day would ensure a balance between core and foundation subjects and provide a more useful variety of activities during the morning sessions.

31 The school's vision statement and its teaching and learning policy state a commitment to promoting investigative learning, first-hand experiences and encouraging independence and perseverance in pupils. Inspection evidence confirms that these are strengths in the school's work. Pupils are provided with a wide range of activities and first-hand experiences are offered. An investigative approach is fostered consistently in all subjects except for art. Speaking and listening skills are developed in all areas. Pupils are regularly given the chance to work collaboratively and there are consistently high expectations for the care given to the presentation of work.

32 A range of extra-curricular learning experiences enriches the pupils' work. An annual residential visit for Year 6 pupils provides the opportunity for them to take part in outdoor and adventurous activities while developing history, geography and science skills. Pupils also have the opportunity to take part in competitive team games against local schools. A weekly lunchtime choir provides an enjoyable and high quality musical experience for about 60 children. Many pupils work independently in the computer suite during the midday break on a range of activities linked to their work during lessons.

33 The personal, social and health education programme ensures that pupils are very well supported in drug awareness, sex education, healthy living, citizenship and other aspects of living. Visitors to the school enhance pupils' knowledge and understanding of these areas of the curriculum.

34 The curriculum caters well for both boys and girls and national assessment results indicate that there has been no significant under-achievement by either gender over the last three years. The early identification and provision for pupils with special needs is a strength of the school. Their individual education plans are straightforward, practical documents that provide good support for teaching. Typically, they have a realistic number of targets for small steps of learning, which make it easy to monitor and record learning progress. They are linked as closely as possible to planning for the whole class and they are reviewed and updated regularly as an integral part of the school's overall approach to assessment. The school fully meets the requirements for pupils who have a statement of special educational need. Teachers are very careful to ensure that pupils of all abilities have access to the broad range of learning experiences across all subjects. On the very rare occasions when a pupil with learning difficulties has to miss part of a lesson to work with a visiting specialist teacher, arrangements are made to ensure that his or her progress is not interrupted. Pupils who are learning English as an additional language are involved in all aspects of the curriculum, with appropriate support. A Chinese pupil was able to carry out the same design and technology project as his classmates, but he wrote his evaluation in his own language. This was displayed in a shared area alongside other pupils' work.

### ***The Broader Curriculum***

35 The provision for pupils' spiritual development is very good. The daily acts of collective worship include a range of themes and stories which contribute to pupils' understanding of different religions and cultures, reinforce the values of the school and give pupils opportunities to reflect on their own beliefs and attitudes. Teachers provide many opportunities for pupils to reflect and develop their spiritual awareness in lessons. For instance, Year 6 pupils were asked to express the emotions evoked by a movement from a Beethoven symphony. Year 2 pupils were asked to reflect in a geography lesson about other places when writing about Katie Morag and the Isle of Struay. Teachers use the wild life garden to enhance pupils' sense of awe and wonder in the beauty of creation. The school's provision for collective worship has improved since the previous inspection and it now complies with statutory regulations.



36 The provision for pupils' moral development is very good. The school has a clear code of conduct that pupils understand and respect. Pupils develop a sense of responsibility and self-discipline, are tolerant of other points of view and understand that others may hold opinions different to their own. For instance, in a Year 6 religious education lesson pupils were encouraged to view the contemporary problems in Israel from both Israeli and Palestinian points of view. In a Year 4 lesson concerning Islam, pupils' moral thinking was extended by encouraging them to consider the purpose of rules. Pupils are considerate of others and show respect for equipment and books.

37 The provision for pupils' social development is very good. Teachers provide opportunities for pupils to work co-operatively. For instance, in the reception class both boys and girls work well together in the play area as garage attendants and customers. The personal, social and health education curriculum contributes effectively to pupils' understanding of the interdependence of people and the need for mutual respect. Educational visits, including the Year 6 residential visit to Eyam, enhance pupils' awareness of their own responsibilities as members of a group or community. Pupils' understanding of being part of a community is promoted through visiting speakers and visits to local shops, businesses and a home for senior citizens. Links with local businesses and the local college enhance the curriculum and extend pupils' social understanding. The older pupils of the school are given special responsibilities as monitors.

38 The provision for pupils' cultural development is satisfactory overall. The curriculum provides a variety of opportunities for pupils to explore their own cultural heritage through history, geography, art, music and English. Class visits to the theatre and museums and visitors to the school such as artists and theatre groups enhance pupils' cultural development. Religious education contributes to pupils' awareness of the diversity of cultures in Britain today but there are insufficient opportunities for promoting pupils' understanding of non-European culture through other subjects.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

### ***Pastoral Care***

39 The care provided for pupils is a strength of the school. It is underpinned by very good relationships that enable the staff to know the pupils very well.

40 The school takes good care of all pupils and provides them with a supportive and safe environment. Pupils are aware that they can talk to staff about things that concern or trouble them. There are comprehensive and effective procedures in place for child protection and health and safety that follow the guidelines provided by the local education authority. Staff are aware of their responsibilities for the care and welfare of pupils and educational visits are carefully planned with the safety of pupils in mind. Additionally, the governing body takes an active part in ensuring that health and safety inspections and fire drills are conducted regularly. Appropriate arrangements exist for first aid and to cope with any allergies that pupils may have.

41 All members of staff have information about any medical problems that pupils have. This ensures that pupils receive the necessary care and attention they may need. For instance, teachers and learning support assistants have a clear understanding of the needs of pupils with hearing impairments and consequently pupils are confident in class, take an active part in lessons and make good progress. Other pupils with special educational needs are given the opportunity and support to participate fully in all classroom activities alongside their classmates. Learning support assistants who work with them ensure that they have sufficient support, but they avoid doing too much for them and provide sufficient challenge to promote independent learning.

42 The school has high expectations for the behaviour of pupils and there is consistent application of rewards and sanctions. Staff promote pupils' self-esteem and encourage good behaviour through the use of praise. Pupils respond well to this approach and there were no incidents of misbehaviour during the four days of the inspection. The school has effective procedures to ensure that midday supervisors are involved in the implementation of policies. As a consequence, the quality of supervision in the dining hall, the playground and in classrooms in poor weather is good.

43 There are effective arrangements, supported by the school's educational welfare officer, to maintain the school's good attendance levels.

44 Very good procedures have been developed to ensure that pupils are well prepared to move into the next stage of their education. Very effective arrangements exist within the Hungerhill pyramid of schools to ensure that pupils maintain their progress when they join the local secondary school. For instance, Year 6 pupils visit the local secondary school for concerts and spend a day in school in June. Curriculum co-ordinators meet regularly to discuss matters relating to teaching and learning.

### ***Monitoring and Assessment***

45 The arrangements to assess and monitor pupils' academic performance and progress are a strength of the school. The school uses a full range of tests to track pupils' progress, to analyse results and identify any gaps in learning. Children are assessed on entry to reception by regular observations that are related to a series of statements linked to the early learning goals. This information is used to set an end-of-year performance target for each child and a termly learning target. The baseline assessments of children in reception help the school to assess the impact that it is making on children's learning from the time they start school to the end of Key Stage 1. Assessment is used effectively to ensure that medium and short-term planning are matched to the learning needs of the pupils.

46 The school fully analyses the results of national tests for pupils of seven and eleven years old. Staff identify gaps in pupils' learning and this information is used to improve teaching programmes. For example, the identification of the need to raise the standard of pupils' writing throughout the school, particularly at Key Stage 1, and the need to give more time to the teaching of data handling in science have had a positive impact on pupils' attainment. The school also makes good use of optional standardised tests in Years 3, 4 and 5. This gives the school a good picture of pupils' attainment and progress from year to year and also contributes to the setting of challenging targets in English and mathematics for the class for the following year.

47 Teachers are very conscientious and thorough in their routine assessment of pupils' progress. They use day-to-day assessment well to assess pupils' progress and plan learning activities. Teachers provide guidance for learning support assistants and parent helpers so that they contribute effectively to the assessment of particular pupils' knowledge and skills during the introduction to lessons and the activities that they support. Throughout Key Stages 1 and 2 teachers devise half-termly assessments and keep detailed records and assessment notes in a variety of ways. They use routine assessment well to review and revise individual learning targets for literacy, numeracy and in some classes for personal and social development. These targets are shared with pupils and as a consequence they have a clear understanding of what they need to do to improve their work. Teachers use marking to provide effective feedback to pupils that offers them encouragement and also shows them how they can improve their work.

48 Whilst assessment practice is comprehensive and very effective, teachers have devised individual systems for recording which are clearly time consuming. A simplified and consistent approach to recording progress against learning objectives and indicating the targets or strategies to improve learning would increase efficiency without weakening teachers' clear knowledge of their pupils strengths and weaknesses.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49 The school has maintained and consolidated its good partnership with parents since the last inspection. Parents hold the school in high esteem, as is reflected in the responses to the questionnaire and the pre-inspection meeting with parents. The vast majority of parents considered that the school worked closely with them and that they could approach the school with any problems or concerns that they had.

50 A number of parents were observed helping in class and their contribution to school life is good. They are well prepared for each lesson and feel valued by the school. Parents also help with the supervision of educational visits. The reception class invites parents to mathematics lessons every Friday morning. The school has also arranged workshops for parents in order to explain their approach to the teaching of reading and mathematics. The workshops on mathematics have been of particular value as parents now feel confident to help with children's learning. More formally, a number of parents are learning support assistants and bring much enthusiasm, skill and support to the work.

51 Parents and friends of the school work hard to provide fund raising and social events. The money raised has been used to provide extra resources and equipment.

52 Good links have been established with parents and they are supportive of the school. The information that the school provides for parents of children prior to their joining the school is helpful and informative. There is a good induction system into the Reception class and children settle quickly into school routines. The reception teacher is currently developing links with local playgroups and nurseries within the area in order to extend the induction process and to provide continuity in children's learning.

53 The quality of information that the school provides is good. The school produces regular newsletters that keep parents well informed of future events and activities. Parents are particularly appreciative of the information that the school issues concerning the topics being covered by classes during the term and providing them with opportunities to extend children's learning. The annual reports provide useful information and evaluative comments concerning pupils' attainment and progress in all subjects. Some reports also identify the next steps in pupils' learning and how parents can help. Parents have the opportunity to discuss their children's education with teachers at the open evenings held in the autumn, spring and summer terms.

54 Parents are informed immediately if their child needs to be placed on the register of pupils with special educational needs. They are kept well informed about the provision being made for their child and how they are progressing. They are clearly informed about how they can help at home and occasionally they provide valued support for their children in school. Parents are encouraged to help with reading at home and are invited to make comments on the reading record. All classes are set appropriate amounts of homework each week that consolidate and extend the work that pupils are undertaking in class. The majority of parents is satisfied with the amount of homework that pupils are given.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

### ***Headteacher and Staff***

55 The previous inspection identified the leadership and management of the school as good. This has been improved and the monitoring role of subject co-ordinators has been extended to include all subjects.

56 The leadership of the headteacher is very good and he is ably supported by the deputy head teacher, the senior management team, curriculum coordinators and the governing body. As a consequence the school has improved on the standards of teaching and learning found in the previous inspection and provision is consistently good. The school is well placed to maintain and build upon the high standards it achieves. These judgements support the views of the vast majority of parents who responded to the pre-inspection questionnaire and who attended the parents' meeting.

57 The school provides a very good environment for learning. The headteacher and staff have high expectations for all pupils, set realistic and challenging targets for individual pupils that are regularly reviewed and assessed and ensure that they make good progress overall.

58 The school promotes equality of opportunity and meets its aims successfully. The majority of pupils, including those on the register of special educational need and those learning English as an additional language make good or very good progress. The school deploys support staff effectively to ensure that pupils gain the maximum benefit from lessons. The quality of provision for pupils receiving additional support is very good and has a positive impact on their learning. The school deals sympathetically with the needs of individual pupils. For instance, a learning support assistant provided information for a pupil on the register of special educational needs so that he rejoined his English lesson confident that he knew what had taken place whilst he had been at his instrumental lesson.

59 The headteacher, deputy headteacher and subject co-ordinators effectively monitor, evaluate and support teaching and the curriculum. As a consequence, the school has responded well to the national initiatives in literacy, numeracy and information technology. All subject coordinators have the opportunity to monitor teachers' planning and scrutinise pupils' work and this has resulted in effective continuity in the curriculum and good progress in learning. There is also a planned programme of classroom observations that focuses on the priorities of the school development plan and involves subject co-ordinators appropriately.

60 The provision for pupils with special educational needs and those learning English as an additional language is very good. There are effective links with outside support agencies and teachers are well supported by the co-ordinator in writing individual education plans that clearly identify pupils' next steps in learning. The overall co-ordination for special educational needs and English as an additional language is very good, ensuring that plans are put into action with appropriate support and as a consequence the overall progress of pupils is very good in relation to their prior attainment.

### ***Governors***

61 The governing body carries out its statutory responsibilities conscientiously and fulfils them well. Governors take a keen interest in all aspects of school life and have good working relationships with the headteacher and staff. Individual governors have responsibility for literacy, mathematics and special educational needs and also for each class. They visit the school regularly to meet staff and pupils and to learn what is happening in lessons. Consequently the governing body has a good understanding of the strengths of the school and areas for improvement. It meets regularly and has an appropriate system of committees to oversee all areas of business. However, with the exception of meetings of the full governing body, meetings are not adequately minuted.

62 The governing body has a clear strategic view of the school that currently includes the development of information and communication technology, the arts and library. The school development plan does not incorporate this long-term view and does not bring together all the plans for the improvement covered by the committees. The cost of initiatives and how they will be funded are not fully identified. Furthermore, the success criteria are sometimes imprecise and do not include measurable targets, thus making it difficult to evaluate the success of activities. Nevertheless national test results at the end of Key Stage 1 2000 and the inspection evidence from both key stages indicate that the activities undertaken to improve pupils' writing are successful.

63 The governing body applies best value principles well. It consults parents on matters of policy such homework, home-school agreements and the reintroduction of beef on the menu of school meals. There are also established procedures for consulting staff on the review and composition of the school development plan. Governors use information about pupils' attainment effectively to ensure that the school makes good provision for pupils and to set challenging targets for the end of Key Stage 1 and Key Stage 2.

### ***Financial Aspects***

64 The school has appropriate procedures for ensuring that financial management is effective. The last financial audit identified some minor areas for improvement, all of which have now been tackled. The school has been successful in obtaining a grant for building new facilities to enhance the curriculum. Through careful management of the budget, the school has accrued sufficient reserves to equip the new computer suite, arts area and library that is due to be built this year. Grants for specific purposes such as the professional development of staff and support for pupils with special educational needs and School Centred Initial Teacher Training (SCITT) are used effectively.

### ***Staffing, Accommodation and Resources***

65 The school is appropriately staffed with well-qualified and dedicated teachers. The arrangements for the induction and support of the newly qualified teacher are very good. All staff have clear job descriptions that enable them to have a clear understanding of what is expected of them. As a consequence, all staff, including teachers, classroom assistants, administrative staff, lunchtime supervisors and caretaking and cleaning staff work together as a team to provide a welcoming and supportive ethos that is conducive to learning. The quality of care and learning support provided by learning support assistants is particularly good. From their close partnership with classteachers and attendance at appropriate courses, they have developed high levels of skill and initiative in meeting the needs of the pupils with whom they work. For four years the school has been part of the SCITT programme that has had a positive impact on developing the mentoring skills of staff and enhancing the collegial approach to decision making. The SCITT programme and a partnership with a local college have proved successful in training a number of teachers.

66 The buildings are very well maintained and provide a clean, warm and comfortable environment for learning. High quality displays of pupils' work enhance pupils' self-esteem by valuing their efforts and achievements. The classroom accommodation is good overall and extra space has been provided to take account of the number of pupils in the Year 6 class. The Year 5 class is cramped on account of the large number of pupils. However, good use is made of the shared area between classes to ensure that pupils have sufficient space to work on practical activities. The building project that is scheduled to start in March is designed to replace temporary accommodation, provide better facilities for storage, information and communication technology and drama and also re-house the library. The playgrounds are clean, litter-free and spacious. The nature area enhances the curriculum and provides a very good resource for investigation and in particular the study of science. However, there is no provision made for outdoor play in accordance with the requirements of the Foundation Stage for children in the reception class. The building project includes plans for such provision. Since the previous inspection the school has invested in good quality resources that

contribute to making learning interesting. However, there are shortages in artefacts to enhance pupils understanding of non-European cultures and materials for three-dimensional work in art. Some reference books need replacing and some library books are displayed at a height that make them inaccessible to younger pupils.

### ***In Summary***

67 Taking into account the contribution that the school makes to pupils' attainment and progress, the provision for pupils' personal and social development and the quality of teaching and setting these factors against the relatively high costs, the school provides very good value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68 In order to build on the good provision, the headteacher, staff and governing body should:

- (1) improve the facilities for outdoor play for pupils in the reception class; (paragraph 28, 66, 82)
- (2) improve the school development plan by including measurable performance indicators, costings of activities and the sources of funding; (paragraph 62)
- (3) improve the use of teaching time outside the literacy and numeracy lessons during the morning session. (paragraph 30, 93)

69 The school has identified these areas for improvement as items for inclusion in the new school development plan.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	38

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	18	64	16	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	215
Number of full-time pupils known to be eligible for free school meals	N/A	12

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register		35

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	4

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	19

### *Attendance*

**Authorised absence**

	%
School data	93.5
National comparative data	94.4

**Unauthorised absence**

	%
School data	0.0
National comparative data	5.2

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	18	13	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	11	12	13
	Total	26	27	29
Percentage of pupils at NC level 2 or above	School	84 (78)	87 (89)	94 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	11	11	10
	Total	26	27	27
Percentage of pupils at NC level 2 or above	School	84 (85)	87 (85)	87 (93)
	National	84 (82)	88 (86)	88 (87)

*Percentages in brackets refer to the year before the latest reporting year.*



***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	20	17	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	16	14	16
	Total	34	32	34
Percentage of pupils at NC level 4 or above	School	92 (86)	86 (81)	92 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	16	16	16
	Total	34	35	35
Percentage of pupils at NC level 4 or above	School	92 (84)	95 (81)	95 (76)
	National	70 (68)	72 (69)	80 (75)

*Percentages in brackets refer to the year before the latest reporting year.*

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	2
White	193
Any other minority ethnic group	199

*This table refers to pupils of compulsory school age only.*

***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

***Teachers and classes*****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24.2
Average class size	30.6

**Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	138

***Financial information***

Financial year	1999/00
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	£
Total income	439680
Total expenditure	421720
Expenditure per pupil	1826
Balance brought forward from previous year	52179
Balance carried forward to next year	70157

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	215
Number of questionnaires returned	95

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	3	1	0
My child is making good progress in school.	56	38	5	0	0
Behaviour in the school is good.	61	34	3	1	1
My child gets the right amount of work to do at home.	32	45	16	5	1
The teaching is good.	66	30	3	1	0
I am kept well informed about how my child is getting on.	28	54	13	4	0
I would feel comfortable about approaching the school with questions or a problem.	53	37	7	1	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	28	63	9	1	1
The school is well led and managed.	49	44	3	3	1
The school is helping my child become mature and responsible.	52	45	2	1	0
The school provides an interesting range of activities outside lessons.	14	28	29	22	8

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

70 The school has maintained the high standards in teaching and learning that were reported in the previous inspection. The coordination of the Foundation Stage is good and the teacher and learning support assistant work well together to plan quality activities. As a consequence all pupils, including those identified as having special educational needs, make good progress. Since the last inspection links with local nurseries and play groups have been extended and this has resulted in greater continuity in pupils' learning. There are good links with parents who are very supportive.

71 Children in the reception class are in the Foundation Stage and they start during the September following their fourth birthday, having previously attended a variety of types of pre-school settings. Formal assessment shows that their attainment on entry is broadly in line with the national average, although the whole range of ability is represented. Pupils with special educational needs are identified early and the teacher and the learning support assistant provide appropriate activities that help them make good progress in all aspects of their learning.

#### **Personal, Social and Emotional Development**

72 When the children start school they are helped to settle quickly into the school routines, for example placing their name on the white board and responding appropriately at registration times. They soon develop confidence in interacting with adults and engage easily in conversation. For example they enthusiastically talked to the inspector about the day a lorry with a lift came to the school. Well planned activities encourage pupils to work in pairs and in groups and as a consequence they develop good social skills. Children have a good awareness of the needs of their friends. For example a group invited a child to join them in their activity so that he would not be on his own. Children take turns, share equipment willingly, help each other and tidy up their own activities towards the end of the session.

73 The quality of teaching in the reception class is good. Staff work well together to provide a secure, welcoming and stimulating learning environment. One particularly effective strategy encourages children to develop independence by choosing some aspects of learning for themselves. The success of this is seen in the way that they show self-confidence in selecting activities that interest them. Occasionally, there is a little too much teacher direction. Planning, overall, is very detailed and shows a good understanding of how young children learn. The assessment of the children's learning is very good. All staff, including voluntary helpers, have a clear understanding of the progress made by each child and the next stages in his or her learning. Clear targets are shared with children and these help them to make good progress.

#### **Communication, Language and Literacy.**

74 Children make very good progress and most are on course to achieve the national early learning goals by the end of the Foundation Stage, with many higher attaining children exceeding them. The development of speaking in all areas of learning is a particular strength and it provides a basis for very good attainment in Key Stages 1 and 2. It was seen as a very effective learning strategy in role-play about a garage when a group of boys and girls confidently asked relevant questions using the vocabulary they had just learnt.

75 The systematic teaching of letter sounds and rhyming words enables children to make very good progress in early reading skills. Most of them can choose a word that rhymes with duck and they quickly recognise initial and final sounds to spell words like quack. A range of books is easy to

access in a comfortable reading corner, which has currently been turned into a 'cold region' to stimulate interest. Many children enjoy quiet moments browsing through books that they choose themselves. They also listen attentively to taped stories and music.

76 Many children are quickly developing skills of independent writing and they can produce a short sequence of sentences that clearly describes their visit to a garage. They use activities in the role-play area as a stimulus to write for different purposes such as making lists, appointments and labels. Most are beginning to write their own names accurately, which they practise each morning using examples provided on a whiteboard.

77 The teaching of communication, language and literacy is good and assessments are used effectively to plan the next step in teaching. The teacher and learning support assistant talk with the children regularly to develop their speaking and listening skills. They use precise vocabulary and plan specific strategies to develop skills in asking questions as a method of learning.

### **Mathematical Development**

78 Effective teaching with well-planned learning activities enables pupils to make good progress so that by the end of the Foundation Stage most are likely to achieve the early learning goals, with some higher attaining children exceeding them.

79 Most children can count and recognise numbers to five and many are beginning to count to and back from ten. More able children count confidently to twenty and can say what comes before and after a given number. Number work is reinforced effectively through the range of activities provided, including the use of computer programs. There are occasions, however, when teacher-directed activities are too long. For example, when a group of lower attaining children were learning to 'take away' by hooking ducks from the water, some of them lost their concentration. Scrutiny of the children's work shows that they develop mathematical understanding in other areas of learning, for example, they learned about putting weights in order and how to collect data about who likes porridge in activities based on the story of 'The Three Bears'. Children have made good progress in learning the properties and names of shapes and they can use appropriate vocabulary related to time.

80 The teaching of numeracy is good. The teacher makes effective use of a range of methods to engage the interest of the children, for example, she uses a fox puppet and pictures of a pond to demonstrate taking away and counting on. The impact on learning progress is seen when a child can explain that if the fox took three ducks away from the five on the pond then there would be two left and that three and two make five altogether. In larger group activities, there is a good pace to teaching and questions are carefully adapted to assess the understanding of children with different levels of ability. The teacher makes regular and perceptive assessments of children's progress, which are shared with all staff and helpers involved in the next steps of their learning.

### **Knowledge and Understanding of the World**

81 Children are making good progress towards achieving the early learning goals by the end of the Foundation Stage. Teaching and support staff provide good opportunities to extend children's learning through first-hand experiences and a range of displays that engage their interest. Learning about machines was brought to life when the caretaker came into the class to talk about her floor polisher. A visit to the local garage became the focal point for much work afterwards. For example, children drew pictures of their journey which showed a developing awareness of their environment and the work that different people do. Very occasionally learning progress is slower when children are required to sit and listen for too long. Children are confidently using computers. They are able to use the mouse effectively to find their way through programs that support their number skills and two

children could instruct a programmable car to steer around puddles in the playground. They are able to operate a tape recorder independently in order to listen to a story.

## **Physical Development**

82 Children are making good progress in developing basic physical skills and are well on target to achieve the early learning goals. They are beginning to use space well and show an awareness of others around them. They work confidently, demonstrating good control and co-ordination. In a movement lesson they could move like a machine in response to a percussion rhythm. During warm-up sessions they show appropriate control when running, hopping, skipping and jumping. They are beginning to appreciate the effects of exercise on their body. For example they notice that their heart beats faster when they move energetically. The outdoor play area is in poor condition and does not have an appropriate range of outdoor equipment necessary to promote physical development in a way that suits the needs of children. There are plans to develop this area in the near future and these need to be implemented as soon as possible.

83 Children develop their manipulative skills by the regular use of a good range of construction equipment, brushes and pencils, which are easily accessible to them. They are able to produce careful artwork and models, which are displayed around the room.

## **Creative Development**

84 The school makes good provision for this area of learning and as a consequence children make good progress and are on line to achieve the early learning goals. Children explore the properties of paint and other materials and their work shows a good awareness of colour when they express their own ideas. The teacher provides carefully planned opportunities for children to create complex patterns and to use a range of card, paper and reclaimed materials imaginatively to create three-dimensional models. They can talk about their own work and the work of other artists or craftspeople.

85 Music is played as children come into class at the start of the day and they can talk in simple terms about how it makes them feel. Children regularly sing songs and rhymes, many of which provide effective links with the other areas of learning. During an assembly they confidently remembered the words of a new song and clapped the rhythm accurately. Children respond to rhythm in their movement activities, which also contribute to their physical development.

## **ENGLISH**

86 The inspection found that the school has maintained the good standards in reading that were reported in the first inspection. Standards of writing and speaking have improved and are now very good. However, these standards were not entirely reflected in the results of the most recent national tests. In the end of Key Stage 1 national tests in 2000 pupils' attainment in reading was in line with the national average and below that found in schools with a similar proportion of free school meals. Standards in writing were well above the national average and above that of similar schools. In the end of Key Stage 2 tests in 2000 pupils' attainment in English was above the national average and below the average for similar schools. However, the proportion of pupils on the register of special educational needs was higher than that found in other age groups in the school. In comparison with schools that achieved similar scores in 1996, pupils' attainment at level 4 was well above the average and at level 5 it was close to the average.

87 The school uses a number of effective strategies to develop speaking and listening, such as group discussion and the presentation of talks prepared at home. In the Foundation Stage pupils talk clearly and confidently about places they have visited and in Key Stage 1 pupils respond to questions

in well-developed and fluent sentences, for example, one pupil defined a hand as “the part of your body at the end of your arm.” In defining materials, pupils use interesting vocabulary such as echoing, precious and fragile. By the end of Key Stage 2, group discussion is a well-established method of learning and sharing information. In many Key Stage 2 classes, pupils can debate properly, supporting their own arguments while accepting the views of others. In science and physical education, pupils improve their understanding and performance following opportunities for discussion. A particular strength in teaching is the consistent approach of learning support assistants in encouraging pupils to develop their own ideas through talking, rather than giving them answers. Class discussion is a less effective learning strategy in those classes where it is a question and answer session dominated by the teacher.

88 The school has responded well to the issues relating to reading arising from the end of Key Stage 1 national tests in 2000. Clear systematic teaching of phonic skills from the reception class onwards helps pupils to make good progress in reading. At the end of Key Stage 1 more able pupils read challenging library books, not hesitating at words like dinosaur or exhibition and they use phonic skills well to attempt words like triceratops. Less able pupils read stories with sufficient fluency to understand the plot, coping well with words like friends or ginger. When confronted with a word like autumn, they can quickly recognise the initial sound, but do not use clues in the pictures and story to complete it. The same reliance on phonic skills is seen in a number of classes and pupils do not have sufficient alternative strategies to enable them to recognise words confidently. Middle attaining pupils read appropriately challenging books with expression, knowing that they need to emphasise words in bold print and summarise a story in their own words. Most pupils can use the contents and index of an information book and they understand what a glossary is, but they are unsure about skimming across a page to find specific information. Higher and middle attaining pupils use alphabetical order accurately to locate words in a dictionary.

89 Pupils make good progress in Key Stage 2 and by the time they are in Year 6 some are very mature readers indeed. More able pupils read and talk about books like ‘The Diary of Anne Frank’. They express interesting views on the author's choice of metaphor and vocabulary and they can quickly work out unusual words like louring from the meaning. Some act as reading partners for other pupils and they record thoughtful comments which show a developing understanding of the process of reading. Middle attaining pupils can talk about a plot that moves across different timescales and they understand why the author might include a prologue and epilogue. Good research skills enable them to find specific information quickly from a selection of texts. The teacher is aware that many pupils in this group can work at above average levels and she is extending their learning accordingly. Lower attaining pupils at the end of Key Stage 2 read fairly fluently from simpler texts but mis-pronounce words like canal and frayed and do not always follow the sentence punctuation. They can locate the appropriate page in a reference book, but are less competent in skimming the page to find particular information. Reading across the school does not have the same high profile as writing and there is insufficient breadth or depth in the study of fiction. A library containing an adequate number of non-fiction books was rarely used independently during the inspection. The school needs to consider how to extend pupils' reading skills in order reduce the gap between the good standards in reading and the very good standards in writing.

90 The priority on the development of writing can be seen throughout the school. There are extensive displays in shared areas and classrooms, all presented to a consistently very high standard. A clear policy on handwriting, including types of pen, ink and paper contributes to this. There is a good range of purposes relating to different subjects of the curriculum and much is based on first-hand experience, for example reporting on visits to Eyam and Gainsborough Hall, describing science investigations, evaluating design projects and creating poetry about relationships. Displays are not just showcases for the best writers, but they value the achievements of all ability groups.

91 The success of the school's approach to writing has its roots in the Foundation Stage where pupils are taught how to produce extended pieces of writing independently. This is supported by the systematic teaching of spelling and punctuation, carefully targeted to meet the learning needs of

pupils of different abilities. By the time pupils are in Year 1, standards are well above national expectations. Higher attaining pupils can quickly produce an extended passage about the 'Three Little Pigs' which conveys their own ideas in a flowing story. They punctuate sentences fairly accurately, spell most common words correctly and make reasonable attempts at others, for example 'coliflower'. Lower attaining pupils quickly develop flow and style, and attempt to spell unknown words, as seen when they start their own traditional tale with 'was a pop a tim'. Teachers and learning support assistants supporting these pupils are careful to encourage independence by prompting rather than providing spellings or sentences. Good progress is maintained and at the end of Key Stage 1 pupils' writing contains very good spelling and punctuation and is presented in a neat, cursive style. Higher and middle attaining pupils can combine description and emotional reaction, for example, when describing amazement about a digger working in school. The writing of lower attaining pupils contains much accurate punctuation and recognisable attempts at unknown words like realised and materials. Many middle and higher attaining pupils are reaching levels above the national average at the end of Key Stage 1, while many lower attaining pupils are close to or just reaching it. A similar pattern of attainment is seen at the end of Key Stage 2. Middle and higher attaining pupils produce extended writing with clearly structured paragraphs, including direct speech. They use writing well to reflect on personal feelings and edit their own work to improve it, for example, by adding suitable adverbs. Lower attaining pupils edit their own work to correct mistakes; their writing has a clear structure and they can spell common multi-syllabic words like chocolate.

92 The last inspection found the quality of teaching to be good. The school has maintained these standards and the quality of teaching is mostly good and often very good. Assessments of pupils' progress, target-setting and recording are very good and contribute to pupils' high attainment. This is seen at its best when teachers give target cards to groups of pupils which make clear what they need to do to make progress in their learning. The cards are adapted for different ability groups and reference is often made to them in teaching and marking. Pupils with special educational needs make very good progress in meeting the targets on their individual education plans, which are based on detailed assessments of their reading and writing skills and are regularly updated.

93 In the whole-class part of lessons, teachers adapt their questions well to suit different ability groups. Learning support assistants provide very good support by ensuring that lower attaining pupils can understand the teaching and respond to questions. They also observe and record the progress of specific pupils in order to help future planning. For example, in a Year 4 class, the assistant noted how different pupils contributed to a character description. Teachers make good use of whiteboards and markers to gain a response from all pupils that can be assessed quickly. Very occasionally, whole-class sessions are unnecessarily long, with too many examples for the same point. Planning for independent group activities is usually good, involving collaboration with learning support assistants, which helps them to provide very effective support. There is good adaptation of tasks for lower attaining pupils but occasionally there is not enough challenge for middle and higher attaining pupils. The planning shows that they may be working through a set of stages towards more challenging work, but these are largely unnecessary. A more systematic and streamlined approach to weekly planning would enable teachers to consider how they could provide more effectively for different attainment groups.

94 The Key Stage 1 and 2 literacy co-ordinators work well together to provide strong and consistent leadership throughout the school. The National Literacy Strategy and the Additional Literacy Support programme in Key Stage 2 are being managed in a way that promotes effective learning and good progress. There is, however, a need to re-consider how time is organised, as some English lessons are unnecessarily long. The co-ordinators have organised the preparation of portfolios of pupils' writing, which help their colleagues to provide accurate assessments linked to national levels. There are effective assessment and recording systems in place to monitor pupils' progress. Teachers complete these in considerable detail and use them well in planning, but there is some scope for simplifying them to achieve the same outcome with less effort.



## MATHEMATICS

95 The school has maintained the good standards in mathematics that were seen during the previous inspection. Pupils in Year 2 and Year 6 exceed the standards expected for their ages in numeracy and all areas of mathematics. Over half of seven-year-olds and eleven-year-olds are working at the higher levels. Pupils identified as having a special educational need achieve well and pupils who are learning English as an additional language make good progress. There are no marked differences between the attainment of girls and boys.

96 In the end of Key Stage 1 national tests in 2000 the attainment of pupils was close to the national average and below that of schools with a similar proportion of pupils eligible for free school meals. The proportion of pupils attaining level 3 was above the national average and close to the average for similar schools. In the end of Key Stage 2 tests in 2000 the performance of eleven-year-olds was above the national average for all schools and below the average for similar schools. The proportion of pupils attaining the higher level was in line with that found nationally and well below that of similar schools. However, in comparison with schools that had similar scores in the end of Key Stage 1 tests in 1996, pupils' average points score was broadly in line with that found in similar schools but attainment at level 5 was below that found in similar schools. In this year group a larger proportion of pupils were on the register of special educational needs and had not attained national expectations at the age of seven. Nevertheless, they had made good progress when their test scores at the age of seven and eleven are compared.

97 By the age of seven pupils have a good knowledge of number. Above average pupils have a good recall of addition and subtraction number facts and are developing sound knowledge of multiplication tables. They apply their knowledge of addition and subtraction facts well to solve problems. They use appropriate strategies to add a pair of two-digit numbers and explain their thinking well. Average pupils also have secure number knowledge and apply it well. For instance, pupils in Year 2 add three numbers together by first looking for pairs of numbers that combine to make ten, thus making their calculation easier to manage. Below average pupils know how to make numbers in different ways using addition and subtraction and they use cubes to illustrate their findings. Pupils have a good understanding of other areas of mathematics. They tell the time, classify two-dimensional and three-dimensional shapes, know how to measure length and weight and record their answers appropriately using simple graphs.

98 By the age of eleven above average pupils have fluent recall of number facts relating to the four rules of number. Their mental arithmetic is very good and they multiply two-digit numbers by two-digit numbers quickly and accurately. They quickly grasp new ideas and convert fractions into decimals and percentages. They use calculators when appropriate but are not over-reliant on them. Average pupils also use their number knowledge effectively to identify patterns and relationships. They too convert fractions into decimals and percentages, use appropriate strategies to work out problems involving the four rules of number and understand how to calculate the area of a shape and its perimeter. Below average pupils have a working knowledge of fractions, decimals and percentages but their recall of number facts is less secure than that of their classmates and they lack confidence in working with large numbers. Pupils' knowledge and understanding of other areas of mathematics is very good. They have very good understanding of data handling and competently calculate median, mode and arithmetic mean. They record their findings using graphs and charts. Pupils have good knowledge of mathematical terms and classify two-dimensional shapes using precise language.

99 The quality of pupils' learning is generally good. In Years 1 and 2 pupils gain confidence in their knowledge and use of number. They develop a good understanding of the language of mathematics, which helps them make good progress in acquiring new concepts. For instance, pupils quickly gain new strategies to help them with addition and subtraction through a clear understanding of the mathematical vocabulary involved. Pupils talk about their thinking, share ideas and are eager to tackle problems. In Years 3 to 6 pupils continue to make good progress. They maintain their

interest in finding out and undertake mathematical investigations enthusiastically, expressing their results in ways that help them see patterns and relationships and also make generalisations. For instance, Year 4 pupils investigated the pattern that emerged from building a pyramid out of cubes. They drew the shape on isometric paper, recorded the number of cubes on each layer and concluded: 'We found that the layer number multiplied by itself gave us the number in each layer. This is the same as calculating the square.'

100 Pupils have very positive attitudes towards mathematics and their behaviour in lessons is exemplary. They enjoy the challenges that unfold in each lesson and respond well to teachers' questions. Pupils work well in groups and help one another. For example, in a Year 3 lesson above average pupils worked in pairs with below average pupils in order to help them sort and classify two-dimensional shapes according to the number of right angles. The discussion helped all pupils improve their understanding of the properties of shapes. Pupils take pride in their work and the quality of their presentation contributes significantly to the accuracy of their calculations.

101 The quality of teaching is good overall. In Years 1 and 2 it is consistently good and in Years 3 to 6 it ranges from satisfactory to very good and is good overall. Teachers use assessment very effectively to help them plan and to set targets for learning. They provide challenging activities that extend pupils' knowledge, skills and understanding. Teachers use questioning effectively to help pupils clarify their thinking. For instance, in a Year 4 lesson, a pupil mistakenly answered that there were 100 grammes in a kilogramme. The teacher gave her a kilogramme weight and a 100 gramme weight and before he could finish the question, the pupil had given him the correct answer. In a very good lesson the teacher provided a high level of challenge throughout: there was a good variety of activities and very good progression in the main teaching focus and in pupils' activities concerning the relationship between fractions, decimals and percentages. Lessons start at a brisk pace with quickfire questions and answers. Occasionally the pace drops in the main teaching section of the lesson when the teacher talks for too long or the activity requires one member of the class to record a method of working out a calculation. Teachers plan lessons carefully and provide good guidance for learning support assistants and parent volunteers. As a consequence they are fully aware of the purpose of the lesson and provide very good support for pupils with special educational needs and others needing encouragement. Teachers mark work carefully and ensure that pupils correct their mistakes. They set homework to complement the activities that pupils are doing in lessons.

102 The Key Stage 1 and 2 co-ordinators provide effective leadership. They have a planned programme for monitoring and evaluation that has had a positive impact on teaching and learning. As a consequence, the National Numeracy Strategy has been implemented very successfully. The quality of resources is good but difficulties occur when two classes require the same equipment at the same time. Mathematics is used to enhance the study of other subjects and helps pupils understand the relevance of the subject to everyday life. Information and communication technology is used well to enhance pupils' knowledge and understanding of mathematics, including data handling and shape and space.

103 The school has made good progress since the last inspection. The quality of teaching has improved in Key Stage 2 and carefully planned activities for all pupils, including the more able, ensure that pupils make good progress throughout the school.

## **SCIENCE**

104 The results of teacher assessment in science at the end of Key Stage 1 in 2000 indicate a larger proportion of pupils attaining above average scores than compared to most other similar schools, although there are not quite so many achieving the average levels. The standard of work seen during the inspection was at least in line with and frequently above national expectations. In the end of Key Stage 2 national tests in 2000 the proportion of pupils attaining national expectations was above the national average and the proportion attaining level 5 was in line with the national average. Pupils' performance was below average in comparison with schools with a similar proportion of free

school meals. However, this group of pupils contained a larger proportion of pupils on the special educational needs register than usual and in relation to their performance at the end of Key Stage 1 in 1996, pupils' performance was close to the average for similar schools. The inspection found that attainment was high throughout Key Stage 2.

105 Pupils make good learning progress in Key Stage 1. In their current work on materials, carefully structured discussions and open-ended tasks enabled children in Year 1 to sort materials according to more than one property. In testing for waterproof qualities, children in a second group were able to explain what the results of the test showed and to suggest other ways of testing. More able pupils in the group were able to predict the results of the test. Children's learning was enhanced by their ability to work collaboratively and by good challenge or support from the teacher and classroom assistants. The standard of work in Year 2 was also good. In their investigative work, children outlined what they wanted to find out and what they were going to do. They could describe and explain results using appropriate scientific terms, drawings and, on one occasion, simple numerical tables. A pupil with special educational needs was able to access the full range of activities and record the work with good support. Pupils' oral and written language skills make a very good contribution to their achievement in science. They have a confident approach to writing and good skills in setting their work out clearly.

106 Pupils make good progress through Key Stage 2 and in Year 6 all ability groups show high levels of attainment. Pupils have a positive attitude to science and are able to work both independently and collaboratively to develop scientific ideas. In groups, pupils can design a test, conduct the investigation, select appropriate equipment themselves, predict, draw conclusions and evaluate work, including comments such as 'We were wrong!' They understand that much can be learnt in science by being 'wrong'. These skills were illustrated in a topic on materials, where groups designed and conducted an investigation to solve a range of problems such as 'What material would best keep a young child warm?', 'Can you count the threads in your material?' or 'Which material mops up spills best?' Pupils present their conclusions in appropriate ways including computer-generated graphs and charts, leaflets and large information charts. All ability groups produce an excellent standard of presentation, showing considerable pride and care. For example, some work on life processes is illustrated with intricate observational drawings and paintings. Pupils are confident and feel they can succeed in science.

107 The quality of teaching is good overall and sometimes very good in both key stages. There is a consistent approach to encouraging confidence and independence in scientific enquiry and high standards of presentation. The particular strengths that account for pupils' good progress include teachers' high expectations and good subject knowledge. They place an emphasis on practical work, within which pupils are taught to collaborate, discuss, ask questions and formulate hypotheses in a scientific way. This was illustrated in Year 4, during a group investigation into electrical circuits, where pupils were required to discuss cause and effect and draw conclusions about the physical processes involved. In Year 1 the teacher added interest to the study of the properties of materials by challenging pupils to discover which materials would make the best umbrella. She encouraged them to choose their own way of recording their findings. Learning support assistants give very good support during group practical work, prompting pupils with questions that extend their thinking about a problem. Teachers and assistants make very good assessments of learning progress and use them effectively to provide more support or challenge to pupils who need it. Experiences in science lessons are used very well to motivate pupils to develop their writing skills. For example, Year 6 pupils wrote some vivid poetry inspired by work on seed dispersal and Year 4 pupils produced some high-quality descriptive writing about rocks.

108 Science is well managed. The subject knowledge and influence of the co-ordinators make an important contribution to the strength of the subject. They have, for example, compiled a very useful portfolio containing assessed examples of pupils' work, which are linked to the National Curriculum levels of attainment. It provides colleagues with a useful guide as to what they should be expecting of pupils in their work and how to mark it. Teachers and assistants make very thorough assessments of

pupils' progress in learning scientific knowledge and how to carry out investigations. They make very detailed notes on a continuous basis about the progress of individuals towards the planned learning objectives and they also devise end-of-unit assessments. This information is well used by staff to plan the next steps of learning for different groups of pupils. Although the assessment process is effective, the same could be achieved with a simpler and more straightforward system. The science curriculum is enriched by a good programme of visits to places of interest, such as the Children's Hospital and the Bradford Colour Museum. Much work is done in the neighbouring environment and local experts often come and talk to the pupils. Science is well resourced and a new collection of 'Big Books' will enhance the links with literacy. Pupils take particular care of the resources.

109 Overall, science is a strength of the school. The positive elements identified in the last inspection have been maintained and progress is shown by the fact that no unsatisfactory teaching was observed. Following recommendations in the last report, the Key Stage 2 co-ordinator is now involved in analysing pupils' performance in national test papers to identify gaps in teaching, monitoring teachers' planning and providing occasional support in lessons. The co-ordinators have an accurate view of the strengths and areas for development in the subject and a progress report is presented to governors each year.

## **ART AND DESIGN**

110 Throughout the school, the standards achieved are at least satisfactory and often good. Pupils are taught to use colour, line, form and texture and to observe carefully. As a result of a consistent approach to the development of skills and high teacher expectations, pupils make good progress and the standards at the end of both key stages are above national expectations.

111 Pupils in Years 1 and 2 develop their observational skills and can produce good designs using colours seen in the work of famous artists, like Monet. In the Key Stage 2 classes, pupils achieve high standards in a range of media, for example, appliqué stitch work flowers in Year 3, very careful observational paintings of rocks in Year 4 and large scale paintings of Tudor characters in Year 5. Year 5 pupils also show good skills in working in pairs during many lessons to produce some good pencil drawings. By the end of Key Stage 2 pupils in Year 6 demonstrate very high standards of brushwork, using colour and texture very effectively in paintings of birds. The high quality of pupils' work and the effort they make are reflected in very attractive displays. Overall, attainment is very good when pupils are drawing, painting or sewing from observation. There was less evidence of work from the imagination or work involving three-dimensional modelling media such as clay.

112 In the lessons observed the quality of teaching was good. In all lessons teachers clearly explained the objectives and the techniques to be developed. There was good class management during practical sessions and, in the better lessons, teachers and assistants gave good support to the pupils while they were working. In most of the lessons, however, pupils had insufficient choice of the materials they could use in their work or opportunities to express their own ideas.

113 A key issue in the last inspection was to meet the National Curriculum requirements for developing pupils' knowledge and understanding in art and design. The school has dealt with this fully and there is ample evidence that pupils are being taught about materials and processes and that they have opportunities to study the work of artists and craftspeople. Work inspired by Monet and Kandinsky was seen during the inspection and teachers' medium-term planning included references to Van Gogh, Matisse, Degas and Constable. Another improvement since the last inspection is that art and design is treated as an important subject in its own right and not just as part of a topic. There is now an appropriate balance between teaching the skills and understanding that relate specifically to art and design and using art as a medium for communicating ideas in other subjects, such as science and history.

114 The school places high value on art and design along with other creative aspects of the curriculum. Art contributes significantly to pupils' personal development and the high quality of work on display enhances the ethos and learning environment in the school.

## **DESIGN AND TECHNOLOGY**

115 Standards are good overall and there are some examples of very good attainment in evaluating existing products to provide ideas for future designs. This is an improvement on the judgements made in the last inspection.

116 By the end of Key Stage 1, pupils have good skills in designing and making a book mark and in using paint, ink and needlework to create different planned effects. They demonstrate good control in the use of equipment when producing fine detail. They make good progress by concentrating hard to meet the challenge set by the teacher. They also co-operate very well in group work. The teachers' records show that pupils make good progress in learning how to cut and join various materials when making models. A good approach to learning is established in Year 1, where pupils make a 'slot and slide' picture to go with their story of the 'Three Little Pigs'. Having been shown the basic techniques and given support to get started, pupils then design their own moving picture. Pupils try out their ideas before attempting a finished product and within a short time, most can produce a scene that shows good practical skills. They finish by providing simple but accurate evaluations of how they could have done the work better.

117 By the end of Key Stage 2 pupils can design and make a model for a shelter. In producing their design, they research the strength and flexibility of materials used in existing shelters, such as bus stops. Photographs of their models show individual inventiveness and good practical skills. Their evaluations contain relevant comments, for example how to reduce top-heaviness by using a lighter, waterproof roofing material. A display shows that the school recently won a Curriculum Award for Year 4 work with the local college on a 'Safe as Houses' project. Pupils made accurate scale drawings of elevations, practised basic building techniques and considered adaptations to suit people with a disability. Teachers emphasise the need for initial research to generate ideas. Some very good work was seen in Year 3 where the teacher organised the delivery of a range of types of sandwich for pupils to eat at lunchtime, in preparation for them to design their own snacks. Several pupils could discuss the importance of how a sandwich looks. For example, one pupil said that people would like the chicken tikka on pitta bread because it was tropical and colourful.

118 The quality of teaching is good overall. A particular strength is the way that teachers present stimulating challenges to pupils and establish a methodical approach to research, design, experimentation, making and evaluating their own work. Design and technology is used to enhance pupils' understanding in other subjects, for example, when Year 5 pupils make a puppet theatre to perform plays set in Tudor times. Teachers, parent-helpers and learning support assistants give good support to pupils while they are working. Some particularly good practice was observed in a Year 2 class when the teacher gave the parent a sheet explaining the criteria to use in assessing the pupils' progress. The coordination of the subject has improved since the previous inspection and there is now clear guidance that helps teachers plan for progression in pupils' knowledge and skills throughout the school. Teachers keep detailed records of the skills being developed by individual pupils during each activity. These are very useful for future planning, although the same could be achieved with less work. The school has tried different approaches to allocating time for design and technology projects. The inspection evidence, from observing and talking with pupils, is that their progress is slower when their work is fragmented by being timetabled for one hour per week.

## **GEOGRAPHY**

119 Provision for geography has improved since the previous inspection. Standards of attainment in both Key Stage 1 and Key Stage 2 are above national expectations and the quality of teaching is good.

120 By the end of Key Stage 1 pupils have a good understanding of physical and human geography. Pupils in Year 2 identify the main geographical features of a Mexican village from a large photograph and record their findings as physical and human features. They compare and contrast life in the Mexican village with life on a Scottish island and life in Edenthorpe. Pupils provide good reasons for living in their preferred locality. They have confidence in using maps and identify countries and physical features on a world map.

121 By the end of Key Stage 2 pupils have a good understanding of the impact of human beings on the environment. They discuss informatively the destruction of the Amazon rainforest and the local and global effects. Pupils have a good understanding of maps and identify the highest mountain ranges and mountains of the five continents with the aid of contour lines. They were fascinated to discover that the highest mountain in Africa had snow on its peak despite its location near the equator.

122 Throughout the school the quality of pupils' learning is good. Pupils in Year 1 clearly describe the routes they take to travel to school. They are developing a good range of geographical vocabulary and also an understanding of mapping through their drawing of picture maps. Pupils are aware that food from the supermarket comes from many countries. In Key Stage 2 pupils build on the good progress made in Key Stage 1. Year 3 pupils extend their knowledge and understanding of geographical features through their study of Canada. Year 4 pupils visited Doncaster town centre to carry out an investigation of the types of shops and services available and made perceptive comments about the location of certain facilities and the abundance of banks and opticians. Year 5 pupils extend their research skills by finding out about Chembakolli in India and develop a good understanding of the importance of location for settlements. They also increase their understanding of environmental issues by discussing the impact of building a business park in the village.

123 The quality of teaching is good. Teachers have good subject knowledge and present lessons in an interesting and stimulating manner that promotes good progress in learning. For instance in a Year 2 class the teacher uses pupils' first-hand knowledge of Edenthorpe in order to help them identify features of physical and human geography from a photograph of a Mexican village. Pupils quickly grasped the ideas because the lesson built on their knowledge of their own locality. In Year 5 the teacher increases pupils' awareness of environmental issues by introducing a discussion on the advantages and disadvantages of building a business park close to Edenthorpe. Pupils concluded that the issues were complex and there were both advantages and disadvantages to such a proposal. Teachers make effective use of resources and link topics with visits to places of interest wherever possible. They plan lessons to include a variety of activities; there is strong emphasis on discussion, research and investigation. Teachers use history, mathematics, information technology and art to support the study of geography.

124 Pupils have very positive attitudes towards the subject and behaviour in class is exemplary. They answer questions enthusiastically and discuss work sensibly in small groups. Pupils talk confidently and informatively about the subject. They take care with their presentation and produce work of a good standard.

125 The subject is managed well by the co-ordinator who has a good overview of the curriculum through her monitoring of teachers' planning and scrutiny of pupils' work.

## HISTORY

126 Only one lesson was seen during the inspection. The judgements are based on the scrutiny of pupils' work and teachers' planning, and discussions with pupils and teachers.

127 The school has maintained the good standards in teaching and pupils' attainment observed during the previous inspection. At the age of seven, pupils have good knowledge and understanding of the lives of some prominent people and key events from the past. Year 2 pupils recall in detail the lives of prominent Victorians and identify the main differences between their lives and the way life is led today. By the age of eleven pupils' knowledge of key dates, periods and events in British history is good. Year 6 pupils have a good understanding of how the building of the railways in the nineteenth century had a profound impact on peoples' lives, industry and the economy. They also appreciate that the changes brought casualties as well as success and that the railways put many people out of work. Pupils understand that history can be interpreted in different ways and that writing about the Victorians and the British Empire contains bias.

128 Throughout the school the quality of pupils' learning is good. Pupils enjoy the subject and as a consequence their retention of information is very good. Teachers introduce topics by relating them to pupils' experience, thereby providing pupils with a firm base from which to develop their knowledge and understanding. For instance, Year 1 pupils are introduced to the concept of change by exploring how they have changed in their first five years of life. They understand that they will continue to develop and change throughout their lives. In Year 4 pupils start their local history project by identifying what they know about Doncaster and what they would like to find out. This approach enabled the teacher to assess what pupils knew about the history of Doncaster and also gave pupils the opportunity to select their own preferred ways of working and pursue these with independence. The project included a visit to the centre of Doncaster and a walk around the town trail. As a consequence history came alive and pupils made good progress. Pupils are developing a good understanding of how history is interpreted. Year 5 pupils discuss the reasons for Henry VIII's divorce and his subsequent marriages. They understand that there are many explanations for his motives and that there is bias in writing about Henry VIII. This gave rise to one perceptive pupil observing: "I think Henry was a bad person but a good king."

129 Teachers plan their work thoroughly using the new National Curriculum and non-statutory guidelines. They use visits to places of historical interest effectively to kindle pupils' enthusiasm. The visit to Gainsborough Hall by Year 5 pupils extended their knowledge and understanding of everyday life in Tudor times and how it contrasts with life today. Teachers enhance the subject by making effective links with geography, information technology, art and design and mathematics. In the one lesson observed, the teacher planned a range of activities, shared the learning objectives with pupils and provided a structure and pace to the lesson that enabled pupils to maintain their interest and make good progress. In addition, the teacher required pupils to select information and organise it in a particular way, thus ensuring that the activity provided challenge.

130 Pupils' attitudes towards the subject are very good. They have an enthusiasm for exploring the past and a fascination for the way everyday life has changed over the centuries. They have a tolerance for other views and opinions and discuss topics sensibly. Pupils' presentation is of a high standard throughout the school. In the one lesson observed, the pupils' behaviour was very good.

131 The subject is led well by the co-ordinator who has provided effective guidance and support to staff on the implementation of the new curriculum. She maintains an overview of the curriculum through the scrutiny of teachers' planning and pupils' work and provides appropriate advice and support to staff.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

132 In the few lessons seen in Key Stage 2 standards of attainment are good in developing simple control systems involving a planned sequence of instructions. Curriculum planning and pupils' work show that all elements of the National Curriculum programme of study are being covered over the year. National Grid for Learning funds have been used effectively to improve computer provision and to provide the opportunity for pupils to use the internet for research. Both standards and curriculum planning have therefore improved since the last inspection.

133 Discussion with pupils at the end of Key Stage 1 and examination of their work shows that they can use word-processing to draft and correct writing, change and mix letter styles and move text around. Some higher attaining pupils mix pictures with their text. They use a mouse to 'click and drag' lines to create accurate drawings and they save and load their own work. Many are making good progress in using outdoor activities to understand how to plan a sequence of instructions to draw a required shape. They are very enthusiastic about transferring these skills to the computer.

134 There is good learning progression through the school so that by the end of Key Stage 2, pupils can design a set of programming instructions to produce very complicated patterns. In Year 4 pupils understand how to include a direction and an angle, using the 'repeat' instruction, to produce simple geometrical shapes. Some higher attaining pupils showed good development of mathematical understanding when they worked out that there are 360 degrees in a full turn and that a hexagon therefore requires turns of 60 degrees. Pupils in Year 5 quickly worked out how to use a computer and control box to make a set of traffic lights flash in the proper sequence.

135 Pupils are making rapid progress because they receive good teaching, which combines systematic explanation of the basic knowledge required and the opportunity for them to extend this in their own investigation. For example, some Year 5 pupils were able to work out for themselves how to synchronise two sets of traffic lights with no more than a few guiding questions from the teacher. In a Year 4 lesson the teacher explained how to command a machine to draw a square. The teacher encouraged pupils to apply the basic principles to drawing other more complex shapes. As a consequence the activities challenged pupils and they made good progress.

136 The school is making reasonable use of limited resources. The headteacher, as co-ordinator for the subject, was responsible for most of the teaching observed during the inspection. He works with half a class at a time in a small, temporary computer room. The pupils learn a considerable amount in each lesson, but the impact of this is reduced because a shortage of space, computers and staff expertise means that lessons can only be timetabled on a fortnightly basis. There was a little use of computers to support day-to-day classroom learning, for example when Year 6 pupils placed text and graphics in their drug abuse pamphlets, but it is not yet an established feature of their learning. A particular strength is the way that some pupils use the computer suite confidently and independently at lunchtimes.

137 The school is fully aware of the limitations in information technology and is already taking appropriate steps to improve them as a priority within the school development plan. Many teachers and learning support assistants have begun training and a larger, better-equipped computer suite is part of the imminent building improvements. With this improved equipment and expertise, the school intends to establish information technology as a more regular feature of teaching and learning across the school.

## **MUSIC**

138 Standards of attainment at the end of both key stages have improved since the last inspection and are above national expectations.



139 In the few lessons observed in Key stage 2, pupils' learning is at least satisfactory and frequently very good in performing, composing and appreciating music. By the end of the key stage, pupils can respond to the mood of music and explain their reaction. After listening to Beethoven's Pastoral Symphony, one pupil said, "I like the music because it gets more feeling into it than a story can." Another did not like the music because it conveyed sadness. In a Year 4 class, pupils showed very good levels of attainment when selecting instruments and composing a short piece of music to represent an emotion such as joy, fear or pain. The emotion was easily recognisable from their performance, which also showed very good group collaboration. A Key Stage 2 choir meets at lunchtime and is very well attended by both boys and girls. They sing with clear diction in unison and in two parts and effectively develop texture in their performance. Standards in singing have improved since the last inspection when all pupils in Key Stage 2 were taught together. One of the classroom support assistants teaches recorders to older pupils and they achieve very good standards of performance. They play well together keeping in time, demonstrating good phrasing and skill in fingering and tonguing. Descant tenor and treble recorder players achieve a good balance of harmony. Approximately 60 children are making steady progress in learning to play the violin or guitar with a visiting teacher. Pupils with special educational needs make good progress. For example, a pupil with hearing impairment is able to participate fully in lessons with the help of specialist equipment.

140 It was not possible to observe any teaching in Key Stage 1, but scrutiny of teachers' planning indicates that the pupils have the opportunity to experience all the requirements of the National Curriculum programmes of study. Their activities include singing with other children, using percussion instruments, composing and working with the key musical elements of rhythm and pitch. They listen to and discuss well-known classical music such as 'Peer Gynt'. Discussion with some pupils shows that they are enthusiastic about music in school and they have written a storybook about pieces that they have heard. They can talk knowledgeably about music they have heard, for example how instruments of the orchestra were used to create the sounds of different animals in 'Peter and the Wolf' or how the music swooped and dived in 'The Firebird'. In assembly many of the younger pupils sing very well from memory, changing from loud to quiet as required. A small group could provide good accompaniment with percussion instruments.

141 In Key Stage 2 the quality of teaching is good and occasionally very good. Where teaching is very good the teacher has a very good knowledge and high level of musical skill. This enables pupils to make rapid progress in composing music and performing. The school is updating its scheme of work in accordance with recent national guidelines to improve further the provision for music and the opportunities available to pupils. Music makes an effective contribution to pupils' spiritual, social and cultural development but there are few opportunities to explore the music of other cultures.

## **PHYSICAL EDUCATION**

142 Since the last inspection standards of pupils' attainment have risen in Key Stage 2 and are now consistently very good. The quality of teaching throughout the school is never less than satisfactory; in five out of six lessons it is good or better and in half of lessons it is very good or better.

143 In Key Stage 1 standards in games are satisfactory and in Key Stage 2 they are very good in games and gymnastics. This is much the same as in the last inspection. There were no observations of dance, athletics, swimming or adventurous activities, but planning shows that appropriate provision is made for these.

144 By the end of Key Stage 1 pupils' skills in kicking, dribbling and catching large balls are in line with what is expected for their age. They can use these skills effectively in simple, competitive

shuttle relays. The teachers' clear explanation, based on a sound knowledge of techniques, helps the pupils to improve their performance. They can observe where pupils are going wrong and show them how to put it right. Lessons are well planned to provide good pace through a series of individual, partner and team activities which consolidate pupils' learning.

145 At the beginning of Key Stage 2 pupils show very high standards of control and fluency when working in small groups to create their own linked sequences of balances. Very good progress is evident when Year 6 pupils perform sequences of greater complexity combining symmetry, asymmetry and rotation. The performance of some higher attaining pupils is outstanding. Teachers show appropriately high expectations in the level of challenge given to the pupils. They help them to meet these challenges with very good explanation and demonstration, backed up by careful observation of their performance and knowledgeable feedback. They also give the pupils a specific time to discuss their plans and plenty of time to practise and refine their moves before they have to produce a finished performance. Pupils make very good use of these opportunities and extend their thinking and talking skills in the process. When pupils are asked to talk about each other's work they provide some very thoughtful evaluations which show a good developing knowledge of the elements of movement. They show considerable maturity in the way that they give and receive constructive criticism and in the way that boys and girls work together unselfconsciously. The assessment of work is very good. In one class, the teacher displays learning objectives on cards then uses them to illustrate which aspects of performance have improved and which need further work. In another, a learning support assistant observes a different group of pupils each week and makes notes about their performance to feed back to the teacher.

146 A similarly thorough approach to the teaching of games in Key Stage 2 provides high standards of hockey and football skills in a range of practices and small-sided games. All ability groups of pupils are thoroughly engaged in very energetic lessons and make good progress in learning and fitness despite the poor condition of the field. The teaching approach provides considerable enjoyment in physical activity and competition.

147 The co-ordinator's good understanding of teaching primary physical education enables her to provide effective planning guidance and classroom support to colleagues. Her effectiveness is seen in the consistent approach to teaching across the school, which ensures progression in the learning of skills necessary for high quality performance. This is summed up in a useful policy and scheme that make clear the standards to be aimed for at the end of each key stage.

## **RELIGIOUS EDUCATION**

148 Provision for religious education has improved since the previous inspection. The quality of teaching is good and standards of pupils' attainment have risen. At the age of seven and eleven, pupils' attainment exceeds the expectations of the locally agreed syllabus.

149 At the age of seven, pupils have good recall of stories of prominent people from Judaism and Christianity. They remember in great detail the story of the birth of Jesus and the biblical account of creation from chapter 1 of Genesis. They understand the importance of the Jewish Shabbat as a day of rest. At the age of eleven pupils draw on their knowledge of Jewish history to help them understand the contemporary political scene in Israel. Their identification of the moral issues is perceptive. They give careful consideration to different points of view and conclude that peace can only come from negotiation and concession. Pupils have a good understanding of right and wrong and the principles that underpin them. Their knowledge and understanding of the rites of passage, worship and festivals of Christianity, Islam and Judaism are good.

150 In Years 1 and 2 the quality of pupils' learning is good and they make good progress in their knowledge and understanding. They learn that actions have consequences and that others are affected by their actions. For instance, Year 1 pupils write about what they can do to help their friends and members of their family. In Years 3 to 6 the quality of learning is also good and pupils make good

progress in their knowledge and understanding of religions, religious objects, festivals and holy places. They develop a good understanding of the use and significance of symbolism. For instance, Year 3 pupils identify the key features of a Jewish synagogue and compare and contrast them with what is found in a church. Year 4 pupils develop good understanding of Islam and appreciate the importance of the Five Pillars of Islam as the Muslim rule of life. They relate the need for rules to their own experience of life and their own personal values.

151 It is not possible to make judgements about the quality of teaching throughout the school as no lessons were observed in Key Stage 1. The quality of teaching observed in the three lessons in Key Stage 2 was good. Teachers give pupils opportunities to reflect on their own experiences and share them with others. They use questioning effectively to extend pupils' knowledge and understanding. For instance, in a Year 3 lesson the teacher effectively used questions about a picture of the interior of a synagogue to help pupils understand the purpose of the key parts of the building and its contents. The follow-up activity not only challenged pupils to compare the key features of a synagogue and those found in a church but also invited them to explain how the key features reflected Jewish moral values. Lessons have a clear structure and provide a variety of activities. As a consequence, the pace of lessons is good and pupils maintain their interest and concentration. Teachers share learning objectives with pupils so that there is a shared purpose to learning.

152 Pupils' attitudes and behaviour are very good. They enjoy lessons and many are fascinated by the study of Judaism and Islam. This interest in the subject is reflected in the quality of learning and depth of pupils' knowledge. Pupils have respect for each other's religious beliefs and are sensitive to the thoughts and feelings of others. They enjoy the opportunities that lessons provide for reflection and take great pride in the presentation of their work.

153 The subject is led well by the co-ordinator who has improved provision through the production of guidelines to support teaching and the provision of good quality resources that include an adequate selection of religious artefacts and photographs. She is currently producing a portfolio that includes examples of pupils' work from each year group. The co-ordinator has a good overview of the subject as the result of visiting classrooms and monitoring teachers' planning and pupils' work.

154 The subject makes a significant contribution to the provision for pupils' spiritual, moral, social and cultural development and also contributes to literacy by providing opportunities for pupils to reflect, discuss their feelings and write about them.