

INSPECTION REPORT

BRINSWORTH MANOR JUNIOR SCHOOL

Rotherham

LEA area: Rotherham

Unique reference number: 106863

Headteacher: Mrs C Dooley

Reporting inspector: Mrs W Knight
12172

Dates of inspection: February 28th - March 2nd 2000

Inspection number: 188108

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Junior |
| School category: | Community |
| Age range of pupils: | 7 - 11 |
| Gender of pupils: | Mixed |
| School address: | Brinsworth Lane Brinsworth Rotherham |
| Postcode: | S60 5BX |
| Telephone number: | 01709 828505 |
| Fax number: | 01709 838547 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr K Robinson |
| Date of previous inspection: | June 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|----------------|----------------------|--|---|
| Wendy Knight | Registered inspector | Information technology Physical education | What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| Lee Kuraishi | Lay inspector | | How high are standards? Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? |
| Nina Bee | Team inspector | Geography History Special educational needs | How well does the school care for its pupils? |
| Jenny Clayphan | Team inspector | Art English English as an additional language | |
| Stuart Fowler | Team inspector | Mathematics Religious education | How good are the curricular and other opportunities offered to pupils? |
| Jo Greer | Team inspector | Design and technology Music Science Equal opportunities | |

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brinsworth Manor Junior School is a large school with a roll of 320 taking pupils from 7 to 11, and is oversubscribed in all year groups. The school serves a mixed community which includes private semi-detached and terraced housing but also rented homes and one parent families. Adults with higher education and those families of higher social class are below average. The number of pupils entitled to free school meals (15.2%) is broadly average. Most pupils are white. There is a small number of ethnic minority pupils, five of whom have English as an additional language, but none are at an early stage of learning English. At the time of the inspection 79 pupils were on the school's register of special educational needs, which is broadly in line with the national average. Two pupils with specific learning difficulties attend a local unit for three sessions each week. Most of the pupils on the special needs register have learning difficulties. Over a period of years attainment on entry has been below average.

HOW GOOD THE SCHOOL IS

This school provides a warm, caring learning environment for its pupils and is effective in giving a relevant and interesting education, but is less successful in achieving good results in national tests. Teaching is sound with significant numbers of good lessons. This is ensuring that most pupils are reaching appropriate standards by the time they move on to secondary school. The recently appointed headteacher is working hard with senior staff to improve standards. The school runs efficiently and provides sound value for money.

What the school does well

- The pupils behave very well, are socially mature and have very positive attitudes to learning which help them to make progress in their work. They are willing to take the initiative and accept responsibility.
- Relationships are very good and enable pupils to work effectively in pairs and groups.
- There is much cross-curricular work which makes learning relevant and interesting, and good links with the community also enhance learning opportunities.
- Attendance levels are high.
- The school provides many and varied opportunities for social development.

What could be improved

- Standards of reading and speaking.
- Standards and provision in information technology.
- The effectiveness of teachers' planning.
- Use of assessment information to ensure all pupils make maximum progress.
- Shared commitment by all staff to adopt and expedite initiatives for improvement.

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 not improved enough since its last inspection, in June 1996. The action taken in response to key issues in the last report has been only partially successful in overcoming or improving the weaknesses identified. On the positive side, the school has introduced systematic procedures for assessing pupils' attainment in English, mathematics

and science and the headteacher has recently analysed the information provided. The progress of individual pupils is now being tracked to improve the targeting of provision. However, the school has yet to use this information to ensure that the work planned builds effectively on pupils' previous learning. The school has written and reviewed some of its policies, but the rest are still outdated. The development of schemes of work has begun, but they often lack the necessary detail to ensure effective planning.

The standard of pupils' speaking in a range of contexts has been targeted by some appropriate strategies. These are working effectively in science, but more remains to be done. The results of national tests show that standards have not been rising fast enough. Some fundamental weaknesses have been evident in the past, but there are indications of an upturn this year.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | Similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | E | E | E | E* |
| Mathematics | D | E | D | D |
| Science | D | E | D | E |

Key

well above average A
 above average B
 average C
 below average D
 well below average E

E indicates the bottom 5% of all schools' results.*

The table shows that test results in English were well below average, and in mathematics and science they were below average compared with national scores in 1999. In comparison with similar schools, standards were below average in mathematics, well below in science and very low in English. This was partly because a high proportion of the 1999 Year 6 pupils had special educational needs. Results have not improved as much in recent years as in other schools. The school achieved the target levels set by the local education authority for 1999 in mathematics but not in English.

Inspection findings are that standards are starting to rise, and attainment in the current Year 6 is broadly in line with national averages in mathematics and science. In English standards are close to the national average, but there remain some weaknesses in speaking, and standards are not yet high enough in reading. Standards are satisfactory in religious education but unsatisfactory in information technology. Steady progress is made by the pupils in art, design and technology, geography, history, music and physical education. In view of their attainment on entry to the school, these pupils are making steady progress and achievements are satisfactory except in reading and information technology. However, not all higher attaining pupils are reaching the standard that might be expected.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils are interested in their work and most have very positive attitudes to learning. |
| Behaviour, in and out of classrooms | Behaviour around the school and on the playground is good. Pupils mostly behave very well in lessons, with occasional lapses when work is undemanding. |
| Personal development and relationships | Pupils take initiative and accept responsibility. Relationships between pupils are very good, as are those between pupils and adults. |
| Attendance | Good although too many extended holidays reduce the level of attendance. |

Pupils respond very well to the school's provision, and their mature, positive involvement is a strength of the school.

TEACHING AND LEARNING

| | |
|----------------------|-----------------|
| Teaching of pupils: | Aged 7-11 years |
| Lessons seen overall | Satisfactory |

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 very good in 3% of lessons and satisfactory or better in 95%, the remaining 5% being unsatisfactory. 46% of lessons are good or better. The quality of teaching in science has strengths but teaching of information technology is unsatisfactory overall. Literacy and numeracy are soundly taught during lessons but basic skills in reading and speaking are less satisfactorily developed over the long term. Numeracy skills are usefully incorporated into work in other subjects. Teachers promote good behaviour in class and organise lessons efficiently. Planning does not always fit the needs of all pupils and expectations are not always high enough. Objectives for lessons are clearly stated and appropriate methods and activities are used. Useful homework tasks are often set. Where pupils are encouraged to take initiative, they think for themselves and develop growing independence.

Pupils make regular progress in increasing their knowledge, developing skills and deepening understanding across most subjects. Pupils can sustain concentration and often complete much work. Pupils readily practise and consolidate skills, and make regular contributions to class discussions. They often make considerable creative, intellectual and physical effort. Pupils regularly support each other, discussing ideas and thoughts for mutual benefit and they try hard to improve their work, seeking assistance when necessary.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Appropriately balanced but with some timetable shortcomings. Good cross-curricular and community links. Planning is not always written in sufficient detail. |
| Provision for pupils with special educational needs | Satisfactory. Pupils are well supported by adults and class work is often appropriately modified for them. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Satisfactory opportunities, with strengths in provision for moral and social development. Opportunities in art and music are mainly restricted to western European culture. |
| How well the school cares for its pupils | The school takes good care of its pupils. |

The school provides a satisfactory curriculum with strengths in its relevance and range. Information on pupils' progress is not always precise enough to ensure work is best matched to their needs and is not always effectively communicated to parents. Relationships with parents are satisfactory, as at the time of the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher is providing clear leadership with appropriate priorities. Subject co-ordinators with delegated responsibilities work satisfactorily to promote agreed developments. |
| How well the governors fulfil their responsibilities | The governing body is newly established. Governors are interested and supportive of the staff and the school, and are set to take an active part in school improvement. |
| The school's evaluation of its performance | The headteacher is well aware of its strengths and weaknesses and has appropriate strategies for handling its shortcomings. |
| The strategic use of resources | Resources, both monetary and human, are suitably allocated to the school's priorities for development. |

Since her appointment the headteacher has provided effective leadership and management, appropriately delegating responsibilities to other staff. However, not all initiatives are sufficiently quickly or assiduously put into practice by all staff.

The school has enough qualified teachers, with classroom support staff to assist pupils with special educational needs. Learning resources are adequate. There has been considerable investment in information technology equipment recently, but need for further upgrading of older computers. The accommodation has shortcomings, particularly the poor condition of the playground.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none">• Pupils' behaviour• The quality of teaching• The school's leadership and management• The way the school helps pupils to become more mature and responsible• The progress pupils make | <ul style="list-style-type: none">• Information on pupils' progress• Amount of homework set• Extra-curricular activities• Information about what is happening at school |

The inspectors agree with the parents about strengths in pupils' attitudes, behaviour and maturity. They are also satisfied with the quality of teaching and the leadership of the school. They share their concerns about information on pupils' progress. Information for parents is not always sufficiently precise and timely, but the school is aware of a need to improve its procedures.

The inspectors do not agree with parents about communication, the range and number of extra-curricular clubs offered to pupils or homework. They judge extra-curricular provision to be satisfactory and the arrangements for setting homework during the inspection were reasonable. Regular letters are sent home with pupils about the curriculum and events.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 When compared with schools nationally, and by comparison with similar schools, pupils' average scores in national tests in English were well below average in 1999, as were the numbers achieving higher levels. Trends over the past four years show a decline from above average in 1996 to well below in 1998, but with some recovery in 1999. Boys performed less well than girls. The school did not meet the targets set by the local education authority in 1999. Inspection evidence shows standards in English are now close to national averages, but some weaknesses in speaking and reading remain.

2 Pupils listen well to teachers and each other, and confidently ask questions to clarify their understanding. Speaking skills involving a wider audience remain less well developed, however, although pupils do speak to the class and read out their work. While some pupils speak clearly, too many are indistinct. Pupils' vocabulary also tends to be restricted.

3 Standards in reading are below average in Year 6, although skills are developing satisfactorily in Years 3 and 4. Pupils read with reasonable fluency but are not always accurate. Some older pupils have inadequate strategies for reading unfamiliar words.

4 Standards in writing at the end of Key Stage 2 are in line with those seen nationally. Pupils write for a variety of audiences including extended pieces of writing, choosing words and devices such as alliteration for effect. Higher attaining pupils use paragraphs and a more complex language structure. As well as writing for communicating learning in science, history and geography, pupils also write for different purposes such as giving instructions, poetry and description. Handwriting throughout the school is usually joined, legible and neat.

5 In the 1999 national tests pupils' attainment in mathematics was just below the national average, having considerably improved from 1998. However, the number of pupils achieving higher levels was still well below average. The school did meet the targets set by the local education authority in 1999. Inspection findings indicate that by the end of the key stage standards in mathematics are now in line with national averages. Pupils are competent at basic number processes, understand place value and can develop and use strategies for problem solving. Most pupils know their tables, can measure angles and present information in a clear and organised way. Pupils' mental recall is developing well.

6 Standards in science deteriorated in 1998 to well below the national level but improved in 1999, although they were still below national standards and well below those for similar schools. The number of pupils achieving higher levels in 1999 was still well below average. Inspection evidence shows standards this year to have further improved. Although pupils in the current Year 6 have as yet only basic knowledge and understanding of electrical circuits, and are not totally confident about devising, planning and carrying out investigations, their knowledge of plants and animals and understanding of forces is sound.

7 Standards in information technology are below expectations. Pupils in Year 6 can use computers to produce graphs, redraft work into word processed documents, use simulations and produce pictures, but have limited skills in programming devices to travel prescribed tracks, producing work by combining different types of program and understanding how to ask the right questions and interpret results from their own enquiries. Pupils' progress in using computers to enhance their learning across the curriculum is unsatisfactory.

8 Standards in religious education are in line with the locally agreed syllabus. Almost all pupils have an appropriate knowledge of Christianity and an ability to recognise and discuss similarities and differences between this and the other faiths. They have understanding of religious terminology and symbols.

9 Higher attaining pupils are not always presented with work that challenges them in all areas of the curriculum and they do not always make sufficient progress. Pupils with special educational needs generally receive work appropriately matched to their abilities and make sound progress in lessons. However, many individual education plans at Stage 2 of the Code of Practice do not contain specific targets, particularly for reading, making rates of progress difficult to measure accurately.

10 Progress in art, design and technology, geography, history, music and physical education is satisfactory, although there are insufficient opportunities in design and technology to evaluate products to judge how they could be improved, and in exploring mechanisms.

11 As at the time of the last inspection, pupils' attainment in terms of overall knowledge and understanding applied across subjects is better than indicated by test results. Although standards in reading have not been maintained, achievement in other areas is similar. Whereas standards in Years 5 and 6 are still sometimes below expectations, pupils in Years 3 and 4 often have sound knowledge and understanding for their ages showing that recent developments are having a positive impact. Pupils are using their literacy and numeracy skills satisfactorily across the curriculum.

Pupils' attitudes, values and personal development

12 The school has maintained very good levels of behaviour and attitudes to work since the last inspection. This remains a strength of the school. Most parents feel that their children are eager to come to the school. Pupils are personally welcomed by the headteacher and the staff every morning, and they feel valued and safe. They enter the school in a calm and purposeful manner creating a brisk start to the day. Where lessons are well prepared and pupils are successfully motivated their attitudes to learning are very good. However, there are a very small number of pupils in some classes who, on occasions, are restless in class and find difficulty in settling to their tasks. Pupils respond very well to challenging work and to opportunities to take responsibility for their own learning and personal development. They are proud to show their work to visitors and carry out duties maturely such as when operating the overhead projector during the assemblies or carrying sandwich boxes around the dining hall. Pupils willingly help with other duties, such as tidying up after the lessons and acting as register and door monitors.

13 Behaviour throughout the school is very good and this makes a significant contribution to pupils' learning. Pupils listen carefully to their teachers and readily settle to their learning activities. During assemblies, pupils listen to what others have to say and their behaviour is always very good. Pupils walk about the school with sense of purpose and courteously hold doors open for adults and visitors. They are polite and confident to discuss their work and are proud to show it to visitors.

14 Behaviour continues to be good beyond the classroom. Pupils behave well while on educational visits and represent their school favourably. Parents commended the pupils' good attitudes developed by the school and the way high standards of behaviour are promoted. Although there are very few written rules pupils are well aware of the high expectations teachers expect of them. There is no evidence of bullying or racial harassment. There was just one fixed period exclusion during the last school year. A significant majority of parents are satisfied that the school is helping their children to become mature and

responsible adults. Pupils like to support worthy causes through fund raising activities, some of which have been initiated and managed by the pupils themselves.

15 Pupils' achievements are celebrated in special assemblies. This has positive impact on sustaining good behaviour and maintaining high work standards. There are good levels of mutual support which promote a harmonious working environment so that pupils have high self-esteem and good leadership qualities.

16 The school has maintained good levels of attendance and punctuality since the last inspection although the number of extended holidays still reduces the statistics and creates problems with planning the curriculum. There are no unexplained absences for the current school year. Attendance registers are completed twice daily and the school secretary ensures their safe keeping, which meets statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

17 The quality of teaching is satisfactory overall (95% of lessons are judged sound), with a high proportion of good teaching (43%) and a small number of very good lessons (two), but also a few unsatisfactory ones (four). There is no significant difference between the teaching of different year groups, but weaknesses in the teaching of information technology account for half of the unsatisfactory teaching and strengths in science for the very good lessons. Lack of confidence in information technology now contributes to shortcomings in the subject, but many teachers are committed to training by open learning in the next school year. Literacy and numeracy are soundly taught during lessons but basic skills in reading and oracy are less satisfactorily developed over the long term. Numeracy skills are usefully incorporated into work in other subjects. Teachers' knowledge of individual pupils' reading skills is imprecise, and they fail to direct choice of text and application of skills so that they regularly practise and use the full range of strategies for extracting information. In oracy there is insufficient focus on increasing pupils' vocabulary, including technical words, and in ensuring they speak audibly to larger audiences. This shows failure to maintain the position at the last inspection when teaching was good overall, but there have been improvements within design and technology and physical education and strengths in science have continued.

18 Teachers still manage pupils well, creating a climate where good behaviour is expected and they organise lessons efficiently. Most additional classroom staff are well deployed, but there are some instances of them being inactive during whole class sessions. Although lower attainers and pupils with special educational needs continue to be appropriately supported by learning assistants who consistently give good quality support, in particular when developing literacy skills outside the classroom, teachers do not consistently address the precise needs of pupils with special educational needs in their planning. Planning does not always fit the needs, aptitudes and interests of all pupils, as there are insufficient opportunities for high attaining pupils to be fully challenged. Expectations of what these pupils can achieve are not always high enough and opportunities for independent learning are too infrequent.

19 Objectives for lessons are frequently clearly stated and shared with pupils so that they know what they are expected to learn. Methods and activities are usually appropriate for achieving the stated objectives, and tasks are sometimes suitably modified for lower attainers and pupils with special educational needs, but seldom for higher attainers. In the best science lessons investigations and problem-solving are used to challenge pupils' thinking and teachers' questioning demands that they reason and explain to justify their thinking, as in a Year 4 lesson on using friction to slow a moving object. While questioning in other subjects is usually effective in checking on pupils' learning it does not promote further thought in the same way. Whilst ongoing assessment, marking and feedback support and

encourage pupils well it is not sufficiently matched to knowledge of prior attainment in many subjects, so does not necessarily set appropriate targets for pupils' next learning.

20 The pace of a large proportion of lessons is brisk, especially in oral sessions in numeracy such as in Year 3 where pupils count on and back in fives to the teacher's regular beat, but slow pace is a significant weakness in the unsatisfactory ones. In these lessons pupils are not expected to complete sufficient worthwhile work to require them to make an effort, such as in religious education in Year 5 where they read a Bible text already read to them by the teacher.

21 Useful homework tasks are often set in English, mathematics and science, particularly in Years 5 and 6, to consolidate or extend their learning, such as the investigation of rubber bands as an energy source for creating a missile in Year 5.

22 In the best lessons where pupils are encouraged to take initiative, to ask questions and judge their own and peers' work, they think for themselves and develop growing independence. Because they are eager to learn and are self-possessed they respond very well to such opportunities and confidently challenge their teachers if they think there are errors or better ways to do something. For instance, in information technology where they suggested highlighting to change the size of the typing rather than deleting a line. They also set their own challenges when tasks are undemanding such as in a Year 5 games lesson where they increased the number of accurate bounces made.

23 Pupils readily practise and consolidate skills, and make regular contributions to class discussions to develop their understanding. When the work is interesting and purposeful they put in considerable creative, intellectual and physical effort. Instances of this were observed in Year 3 art where they modelled good gas mask shaped tiles and in Year 6 gymnastics where they sustained twisted balances for a long time. They concentrate for extended periods in most lessons, and often produce much written work in academic subjects as in Year 4 numeracy where they supported or refuted statements about number patterns by doing many examples. Pupils regularly support each other, discussing ideas and thoughts for mutual benefit as in Year 6 literacy where they developed an argument for keeping dogs on leads, and also advising less confident peers on spelling or punctuation. They can also sensitively offer suggestions for improvement as in Year 3 gymnastics where they helped a partner to refine a sequence of movements. When given clear guidance they try hard to improve their work as in Year 5/6 gymnastics where they responded to the teacher's suggestions and moved more effectively as jungle animals. If unsure how to complete a task or what is expected they seek assistance from adults, but often not until they have made several attempts for themselves and asked classmates to help. Their considerable learning skills ensure they make progress even in those lessons with shortcomings.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

24 As at the time of the last inspection, the school provides a satisfactorily broad and balanced curriculum that meets current statutory requirements, although provision in information technology is now unsatisfactory. All subjects of the National Curriculum and religious education are taught, although work from relevant Programmes of Study is rarely at levels higher than the expected ones for average pupils. The national strategies for literacy and for numeracy are being successfully implemented. However, the school's focus on the core subjects of English, mathematics and science results in some cases in the provision for foundation subjects being restricted. Current timetabling arrangements mean that individual lessons are occasionally interrupted because they are held either side of break times. When this happens, this has an adverse effect on curriculum delivery. The school is aware of the

need to improve liaison with both the infant and the secondary school to ensure continuity in learning for its pupils.

25 The school makes satisfactory provision for pupils' personal and social education. There are policies for health and sex education and a drugs awareness programme which support the curriculum.

26 Cross-curricular work is a good feature of planning so that work is relevant and interesting, and pupils can effectively make connections between the subjects they study. For instance, when studying the Ancient Greeks pupils took part in an athletics programme arranged with the local sports centre. Useful community links have also been established with the local newspaper which has enabled Year 5 pupils to visit their offices and to develop an interesting literacy based project. Pupils also visit the local church, ministers regularly attend assemblies and the police have held social functions for the children. The school provides a satisfactory range of extra-curricular activities, which are mainly sports based and include football, cricket and short tennis. However, there is also a guitar club and a choir who visit and entertain at the local residential home. Pupils from Years 3 and 6 have the opportunity to experience residential visits and members of staff organise after-school curriculum support clubs in English and mathematics for Year 6 pupils. All these activities are well supported by pupils and are open to both boys and girls. They make a valuable contribution to extending their learning experiences.

27 The provision of curriculum policies and schemes of work is inconsistent and although the school has written and reviewed some of its policies, some remain outdated and unrevised. The school does have sound detailed plans for the core subjects of mathematics and science. However, schemes of work in art, music, history, geography, religious education and some areas of English, notably reading and oracy, are not sufficiently detailed. The need to continue policy development was identified as a key issue in the previous inspection report and remains a weakness. Policies and schemes of work do not always ensure planning for continuity and progression and the systematic development of essential knowledge, skills and understanding.

28 Although teachers' medium-term planning for all curriculum areas is completed together within year groups, either on a termly or half-termly basis, teachers do not all work together to develop weekly curriculum plans. This sometimes leads to inconsistent curriculum delivery as classes in the same year group are not offered similar learning experiences and therefore pupils within each year have varying learning opportunities.

29 Provision for pupils with special educational needs is sound. They have full access to the curriculum and, on the few occasions that they are withdrawn from lessons to receive extra help, the work that they do is closely related to that provided for other pupils in the class. The school has responded to the Code of Practice and a staged referral system is in operation. Appropriate procedures for identification and assessment are in place. However, the co-ordinator is aware of the need to develop these, in particular in the area of reading. The system is not yet monitored satisfactorily but the co-ordinator is in the process of developing sound procedures. Individual education plans at stage 2 do not consistently identify specific targets and this makes progress difficult to measure and for work to build effectively on previous learning. Reviews are completed regularly and parents are invited, although this and any pupil involvement is not always apparent in the documentation.

30 Curriculum planning is appropriately monitored by the headteacher and curriculum co-ordinators but the school has yet to ensure that planning builds effectively on previous knowledge to ensure that all pupils achieve their full potential. This adversely affects the progress of higher attainers.

31 Provision for pupils' spiritual development is sound. In religious education lessons pupils gain an understanding and appreciation of some of the beliefs and precepts of other major world faiths as well as Christianity. The quality of assemblies varies, but on occasion they are deeply moving and provide the pupils with excellent opportunities to reflect and deepen their spiritual awareness. Assemblies meet statutory requirements. Pupils do not often lead assemblies but ministers from local churches are welcomed into the school to do so. The presence of all members of staff at assemblies adds to the sense of importance and occasion. During the inspection there were few planned opportunities for pupils to experience wonder, and circle time did not give enough guided time to reflect in order to deepen their self-knowledge, although in one Year 3 lesson pupils showed amazement when they discovered that a whole can be divided into eighths.

32 Provision for moral development is good. Pupils are expected to behave well, and are taught very effectively to know right from wrong. Adults give timely reminders about thoughtful behaviour and assemblies reinforce moral precepts extremely well. Pupils show high levels of respect for everyone in school, and all adults, including midday staff and the caretaker, provide very good role models throughout the school day.

33 Very good provision is made for social development. Pupils throughout the school are encouraged to show initiative. In Year 6, for example, they take responsibility for publicising news about road safety and keeping the school notice board up-to-date. They recently decided to run a bring and buy sale in support of a Blue Peter Appeal, which inspired Year 4 pupils to organise their own fund raising campaign for the RSPCA. Pupils organise their own competitions. They join in the life of the local community through links with the churches and visits to the local old people's home. They perform plays at harvest and Christmas, and elderly residents are welcomed to the performances.

34 Satisfactory provision is made for cultural development. There is a wide range of visits in connection with class topics, which include Sheffield Museum, Hardwick Hall and Clarke Hall. There is a weekly book shop, an annual book week, and poetry has a high profile in the school. Theatre groups also visit the school. Pupils look at the work of well known artists and in some classes they listen to music from different continents. Apart from learning about facets of other religions, experience of other cultures is relatively limited. There is a satisfactory collection of multicultural books in the library, and assemblies include stories from various traditions. There are few representatives of ethnic minorities on roll, but the school encourages informed interest, for instance in Sikhism because there is a member of the Sikh community in school at present. Parents are supportive and, for example, send in typical food to celebrate Eid which everyone appreciates and enjoys.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35 The school is a very caring and calm establishment, which has well organised procedures for ensuring the well-being and safety of pupils, and as a result the pupils are very happy to come to school. Child protection procedures are good. Close attention is paid to health and safety issues. Teachers address this very well, in particular in physical education lessons.

36 The procedures for monitoring and promoting pupils' good behaviour and improving attendance are good. Teachers work hard to create a positive ethos and to ensure that pupils observe the behaviour policy. The school works closely with the parents and the Education Welfare Officer to maintain good level of attendance and punctuality. The school deals with the rare instances of bullying quickly and efficiently. Appropriate documentation is kept and parents are informed immediately. In these areas the school has maintained the high quality reported in the previous report.

37 All pupils are given sound educational support and guidance although there is no consistent way of recording this other than in English, mathematics and science. However, the teachers know the children well and therefore their needs are met appropriately. Some targets on the individual education plans for pupils with special educational needs are not precise and occasionally the work given to lower attainers is not well matched to their needs. Higher attainers are identified but they are not always given work which is challenging enough for them. There are no individual targets set for mathematics or English. Portfolios of work and test results are kept on each child.

38 In the parents' questionnaire 18% of parents noted that they would like to know more about the progress their child is making. Records of achievement sent out each year report on achievements and progress but do not feature explicit targets that parents can support. The headteacher is aware that this would improve assessment practice in the school and assessment is due to be addressed within the school development plan in the near future.

39 Sound support is given in order for pupils to develop personally. The records of achievement, which are sent out each year to parents, have a clear section on pupils' personal development. Each year pupils in Years 3 and 6 are given the experience to take part in a residential visit, which enhances personal development skills.

40 The assessment of pupils' progress and the use of assessment to inform curricular planning were key issues for the school after the last inspection. There has been insufficient progress in improving this weakness since that time. Procedures for assessment in English, mathematics and science are satisfactory. The staff has recently agreed a consistent format. They are beginning to use this information to inform the next stage of teaching. Procedures for assessment are unsatisfactory in information technology and religious education. There is no overall consistent system for using assessment to inform the next stage of planning and teaching. This is still unsatisfactory although there is some evidence of effective use in some classes, in particular in one Year 4. The headteacher is aware of what is needed to develop this area further.

41 There is no clear view of how all pupils are doing and this is hindering the school's efforts to improve national test results. The school does not have rigorous systems in place to improve the rates of progress and raise standards of attainment but they are beginning to address this issue. The headteacher collects useful data on each pupil and is beginning to use this information to determine groups in mathematics and sets in English. However, at present insufficient use is made of this data to analyse how well the pupils are doing in relation to the national picture. There is limited analysis of what progress the pupils are making over time. The needs of the more able are not yet specifically targeted and targets for some pupils with special educational needs are imprecise. Statutory requirements for assessment in English, mathematics and science are met.

42 Outside agencies are used well to support pupils with special educational needs. The specialist teacher from the local learning support service visits the school weekly. She monitors the progress of a large number of pupils, assesses pupils and gives advice to teachers. She gives very good quality support. Other specialists are used when necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43 Most parents are satisfied with the quality of education provided and the standards achieved by their children. They are of the opinion that the teaching and behaviour are good and this enables their children to develop positive attitudes to school and make good progress. The majority of parents feel that pupils' annual reports are satisfactory overall. A small minority of parents feels that the school does not provide an interesting range of extra-curricular activities. However, evidence gathered during the inspection through meetings

with parents does not fully support their view. The inspectors noted that the school provides a variety of sporting and musical activities outside the school hours and pupils support these well.

44 A significant minority of parents do feel that the school does not keep them informed and some parents are uncomfortable about approaching the school. The inspection findings confirm that parents and carers are welcome in the school at any time, other than at the busy morning and afternoon periods, although teachers are not always able to be immediately available to parents. There are three parents' evenings a year as well as opportunities for informal meetings between parents and teachers, but the first is organised too early for teachers to discuss pupils' progress and the third one follows the written report thus providing no further information. This means that parents find it difficult to make meaningful contributions to their children's learning. Regular letters regarding the school activities and the subject of topic work keep parents and carers well informed about future events. The school operates an open door policy and a well-placed parents' notice board provides up-to-date information if parents come into school.

45 The school prospectus is thorough and written in plain English. The governors' annual report to parents published in June 1999 does not fully comply with the statutory requirements, for example, information about details of religious education provided and parents' right to withdraw their children from religious education and collective worship are not published. Pupils' annual reports to parents do not contain targets for future learning and they do not provide separate information on information technology and design and technology.

46 There are effective and flexible induction procedures for new pupils to the school. At an introductory meeting the school establishes mutual expectations and responsibilities in respect of behaviour, attendance and needs for additional educational support.

47 Relationships with parents remain satisfactory and have been sustained since the last inspection. Responses to the parental questionnaires were generally positive. A small but successful parents' association organises many functions for fund raising and social purposes, which makes a significant contribution to the resources and ethos of the school.

48 Many parents have signed a home-school agreement and there exists an effective working relationship between the majority of parents, carers and the staff. This enables them to share information about children's attitudes to learning and the progress made. Some parents are keen to be actively involved in the school life, regularly attend events and celebrations, accompany children on school outings and help with reading in the classes. There are a small number of helpers in the classrooms. However, the school is aware of the importance of developing better understanding with all the parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49 The headteacher, who was appointed since the last inspection, provides sound leadership and management. She has a clear strategy for raising standards based on an analysis of the school's strengths and weaknesses. The headteacher is appropriately supported by senior staff when plans affect their areas of responsibility. Although the staff work hard on an individual basis, as at the time of the last inspection, there is a lack of commitment to ensure all agreed initiatives are quickly and effectively adopted by everyone. The headteacher monitors teaching, and curricular provision is monitored by the headteacher and the relevant curriculum co-ordinator. This, and the appraisal of teachers, provides essential information for whole school and individual professional development, and is used appropriately for decision-making about the school development plan. Appropriate induction procedures are in place to support newly appointed staff. Co-ordinators are

gradually taking on increasing responsibility for success in their subjects by auditing provision and resources and evaluating their work annually. The school development plan priorities are suitably costed and success criteria are identified so that the headteacher and governors can evaluate the school's progress towards improvement.

50 There is a commitment to maintaining the positive attitudes and pupils' eagerness to learn by providing an interesting and relevant curriculum. However, the results of teachers individually planning and taking initiatives for themselves does not always ensure equal opportunities for all pupils, nor does the slowness of adopting schemes of work and assessment schedules so that work regularly challenges the higher attainers. Some of the key issues identified in the previous inspection report have not been assiduously addressed by the member of staff responsible, or plans for development have only recently been started.

51 The governors were only recently appointed following the formation of separate bodies for the junior and infant schools. Preliminary meetings have established a suitable committee structure and individual governors have accepted particular roles for literacy, numeracy and special educational needs. New governors are undertaking relevant training and some have already observed lessons to acquaint themselves with the school's provision. They are keen to support the work of the headteacher and the school and are in a good position to assist the school in its future developments. The previous governing body failed to ensure the annual report to parents contained all the required information.

52 There are sufficient teachers to match the demands of the curriculum and a good number of support staff to provide additional help for lower attainers and pupils with special educational needs in literacy. These staff work effectively with class teachers. Midday staff and the caretaker make effective contributions to the social environment of the school. The accommodation is inadequate in a number of respects, particularly its condition, but also the limited storage space it provides. Shortcomings adversely affect the physical education curriculum and playtimes, and where there is dampness and leakage pupils' work on display is sometimes spoilt. Learning resources are generally adequate although shortages in information technology (including those specifically for pupils with special educational needs), music and book provision for higher attainers do adversely affect the curriculum. The last inspection did warn the school of a need to supplement resources in these areas, but it did not do enough about this. However, the school library has recently been refurbished and restocked to provide a stimulating resource, although it is seldom used by pupils for independent learning or to enable them to apply their reading skills.

53 All specific grants including those allocated to pupils with special educational needs are appropriately used for their designated purposes, and sometimes supplemented by the school's own funds where deemed to be important for its priorities, such as in promoting reading standards. Appropriate account is taken of best value for money when purchasing resources and services by obtaining three tenders or quotes before ordering. Strategies for achieving school development plan targets, having been agreed by staff and governors, are costed and later evaluated to see whether the money was well spent. Financial administration is efficient, as confirmed by a recent audit report which only recommended a few minor adjustments to procedures, and regular information is available through the use of information technology to enable headteacher and governors to review expenditure and plan the budget.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54 In order to improve further, the school should:

Raise standards in reading by:

- accurately assessing pupils' skills and matching texts to provide appropriate practice and challenge;
- ensuring skills and strategies are taught systematically and used in a range of contexts;
- providing appropriately demanding texts for higher attainers.

(Paragraphs: 9, 11, 17, 29, 52, 58, 59, 62, 65)

Improve standards of speaking by:

- planning regular opportunities for pupils to speak to larger audiences for a range of purposes;
- ensuring all teachers pay attention to the use and development of standard English;
- actively developing pupils' vocabulary, including relevant technical words, in all areas of the curriculum.

(Paragraphs: 2, 17, 57, 63, 81, 98)

Improve standards in and provision for information technology by:

- increasing all teachers' subject knowledge and confidence;
- assessing pupils' prior learning so that work is closely matched to their needs;
- making best use of the resources available, ensuring computers are used across the curriculum throughout each day.

(Paragraphs: 7, 17, 24, 40, 45, 61, 69, 71, 76, 83, 88, 94 - 98)

Improve the effectiveness of teachers' planning by:

- producing, adopting and consistently using subject guidance for each subject to ensure progression;
- ensuring all pupils within each year group have similar experiences;
- precisely matching work to pupils' needs, especially higher attainers;
- providing regular opportunities for independent learning.

(Paragraphs: 9, 12, 18, 19, 21, 22, 27, 28, 30, 37, 40, 50, 51, 63, 69, 71, 74, 79, 80, 87 - 89, 94 - 96, 101, 105, 107, 109)

Promote a shared commitment by all staff to adopt and expedite initiatives for improvement by:

- setting appropriate time scales for introduction and review of outcomes;
- thoroughly monitoring and evaluating newly agreed procedures.

(Paragraphs: 28, 40, 41, 49, 50, 67, 71, 77, 79, 82, 107, 110)

In addition the following minor issue should be addressed in the governors' action plan:

Use assessment information to ensure all pupils make maximum progress by:

- continuing to analyse and evaluate test information and adjusting planning accordingly;
- covering higher levels of work from National Curriculum programmes of study and providing associated demanding extension work for higher attainers.

(Paragraphs: 19, 30, 37, 40, 41, 45, 50, 59, 65, 71, 76, 94, 95, 98)

(The school has already identified this area as a priority in the school development plan.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 76 |
| Number of discussions with staff, governors, other adults and pupils | 35 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 3 | 43 | 49 | 5 | 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 | Y3 – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 316 |
| Number of full-time pupils eligible for free school meals | | 38 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | Y3 – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 4 |
| Number of pupils on the school's special educational needs register | | 79 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 5 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 8 |
| Pupils who left the school other than at the usual time of leaving | 6 |

Attendance

Authorised absence

| | % |
|---------------------------|------|
| School data | 95 |
| National comparative data | 94.1 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.3 |
| National comparative data | 0.5 |

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 2

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 1999 | 31 | 29 | 60 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 22 | 20 |
| | Girls | 19 | 21 | 23 |
| | Total | 35 | 43 | 43 |
| Percentage of pupils At NC level 4 or above | School | 58 (36) | 72 (36) | 72 (46) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 13 | 15 | 17 |
| | Girls | 17 | 15 | 17 |
| | Total | 30 | 30 | 34 |
| Percentage of pupils At NC level 4 or above | School | 50 (61) | 50 (59) | 57 (62) |
| | National | 68 (65) | 69 (65) | 75 (71) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | |
| Black – African heritage | |
| Black – other | 3 |
| Indian | |
| Pakistani | 5 |
| Bangladeshi | |
| Chinese | |
| White | 308 |
| Any other minority ethnic group | |

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: Y3 – Y6**

| | |
|--|------|
| Total number of qualified teachers (FTE) | 12 |
| Number of pupils per qualified teacher | 26.3 |
| Average class size | 28.3 |

Education support staff: Y3 – Y6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 74 |

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | 1 | |
| Other minority ethnic groups | | |

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

Financial information

| | |
|----------------|--------|
| Financial year | 1998-9 |
|----------------|--------|

| | £ |
|--|---------|
| Total income | 429,046 |
| Total expenditure | 422,089 |
| Expenditure per pupil | 1,422 |
| Balance brought forward from previous year | 4,877 |
| Balance carried forward to next year | 11,834 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 316 |
| Number of questionnaires returned | 111 |

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 | 1 |
| My child is making good progress in school. | 41 | 51 | 5 | 1 | 3 |
| Behaviour in the school is good. | 44 | 45 | 3 | 0 | 8 |
| My child gets the right amount of work to do at home. | 21 | 50 | 22 | 3 | 5 |
| The teaching is good. | 40 | 54 | 3 | 1 | 3 |
| I am kept well informed about how my child is getting on. | 27 | 56 | 14 | 4 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 51 | 43 | 2 | 3 | 1 |
| The school expects my child to work hard and achieve his or her best. | 52 | 46 | 1 | 0 | 1 |
| The school works closely with parents. | 30 | 55 | 10 | 5 | 1 |
| The school is well led and managed. | 36 | 53 | 5 | 0 | 6 |
| The school is helping my child become mature and responsible. | 41 | 55 | 3 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 26 | 41 | 24 | 2 | 7 |

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

ENGLISH

55 When compared with schools nationally, the percentage of pupils achieving Level 4 or above in the 1999 National Curriculum assessment tests was well below the national average. Performance in comparison with similar schools was also well below average for pupils attaining at Level 4, and below average for pupils attaining at Level 5. Trends over the past four years show a decline from above average in 1996 to well below in 1998 with some recovery in 1999. Boys have tended to perform less well than girls.

56 This year strategies such as dividing Year 6 into four sets for literacy have been put in place in order to raise standards, and books have been chosen for the school library on subjects likely to interest boys. These initiatives are starting to have an effect, and overall standards in English are now approaching the national average, although some weaknesses in speaking and reading remain.

57 By the end of Key Stage 2, pupils' listening skills are well developed. They listen attentively to their teachers and to each other, and are confident to ask questions in order to clarify their understanding. Throughout the school pupils listen courteously and with concentration, and carry out tasks explained to them by their teachers, with good levels of understanding. Although oral targets have been set for most classes and have improved some skills, speaking skills are still unsatisfactory in terms of speaking audibly to larger audiences. Some opportunities were observed throughout the school for pupils to speak and to read their work to an audience. While some spoke clearly, too often there was a tendency to mumble, indicating that this is an area in need of further development. Pupils' vocabulary also tends to be restricted, and not enough concerted attention is given to enriching it and then encouraging the pupils to use new words in context. No instances of drama or debate were observed during the inspection, but Year 6 sets were investigating the power of persuasive argument.

58 The school has made raising standards in reading a focus recently, but the effects are yet to be fully seen. There is a wide range of large reading books for class reading, and fiction and non-fiction books have been chosen carefully for the class libraries on subjects likely to be of general interest. A literacy resource base has been developed in the library to provide a wide range of texts to support literacy sessions. This is a worthwhile initiative. Volunteer adults have been trained to hear pupils read and they give useful support to those who most need extra help.

59 Reading skills improve steadily at the start of the key stage, and standards are about average by the end of Year 3 and in Year 4. The older pupils have more ground to make up, though, and standards are still unsatisfactory higher up the school. Pupils read with reasonable fluency but higher and average attainers are not as confident and accurate as usual for pupils of their age. Some older pupils have inadequate strategies for reading unfamiliar words, suggesting shortcomings in past teaching. Reading records tend to be lists of books read, with little evaluation either by the pupils, as to why they enjoyed them, or by adults about the suitability of the books or how successfully they were read. In some instances pupils read books that do not challenge them sufficiently, and there is a need to check the texts chosen by each individual more carefully. The range of books in each class, though wide, does not always include a sufficient selection of challenging material. However, more demanding texts are used in some guided reading sessions. The school library was not used during the inspection for individual research because it is often in use as an extra classroom for small group teaching. There are, however, plans to make reference books

more easily available. A weekly bookshop is popular particularly with girls, but again opportunities are missed to encourage reading at higher levels.

60 The introduction of the literacy hour is having a significant impact on the development of pupils' grammatical knowledge and understanding of language. Pupils choose words carefully for their effect when writing and there are examples of sensitive writing especially in poetry and description throughout the school.

61 Standards in writing at the end of Key Stage 2 are in line with those seen nationally. Pupils write for a variety of audiences. For example they write a modern version of part of *A Midsummer Night's Dream* and produce descriptions that give heightened atmosphere by choosing words with precision. Lower attainers concentrate well and produce work that is careful and pleasing. Pupils choose words for their effect and recognise the power of alliteration. They punctuate their work with speech and question marks and spell common words correctly. Higher attaining pupils start to use paragraphing in their writing, and their use of tense and language structure is usually secure. There is evidence throughout the school of extended writing, and pupils redraft in order to improve the standard of the final piece. They change focus effectively from poetry to writing newspaper reports in Year 5. In Year 4, pupils have extended practice writing descriptive pieces that show sensitivity and imagination as when one pupil started 'Down in the dark, damp cellar'. Pupils in Year 3 are aware of writing for different purposes such as giving instructions. Handwriting throughout the school is usually joined, legible and neat. Pupils experience a range of styles and purposes for writing within the literacy hour and this is well developed across the curriculum, so that they are extended in other subject areas such as science, history and geography. This helps them to raise their levels of skill, although not all higher attainers are consistently challenged at appropriately high levels throughout the school. Pupils have started to use information technology to edit and redraft their work, but these skills are in the early stages of development and are not a regular feature of lessons schoolwide.

62 Standards have fluctuated since the previous inspection. The introduction of the National Literacy Strategy was not an easy time for the teachers, and several are still having minor difficulties in adjusting to its demands and implications. There is a need for further attention to the planning and organisation of guided reading. Minor differences in attainment were noticed between boys and girls during the inspection. The new headteacher has well designed plans which are intended to lead the school forward by maintaining opportunities for using writing skills across the curriculum while raising standards in speaking and reading.

63 More than half the teaching in English is good and the remainder is satisfactory. Teachers have a satisfactory understanding of the National Literacy Strategy and it is having a positive effect on pupils' attainment in writing although more consideration needs to be given to improving opportunities for speaking and reading. Teachers need to be absolutely sure of correct grammar and standard English at all times. Lessons are carefully planned to ensure that activities meet the needs of the majority of pupils. Pupils enjoy the structure and challenge that the literacy hour provides and settle quickly into a routine of work. In most sessions work is planned at several levels although teachers do not consistently ensure that the highest attainers achieve more than the rest of the class. In the sets in Year 6 the pupils report that they appreciate being taught and challenged at their individual levels of ability, that the sessions are enjoyable and that they feel they make accelerated progress. Good teaching of the higher attainers in Year 6 is raising their standards noticeably, while lowest achievers and those with learning difficulties are interested and concentrate well in a firm but friendly atmosphere which positively affects their progress. The presence of a large middle group of pupils who achieve just below the national average indicates that teachers should continue to consider how to challenge this group of pupils appropriately lower down the school in order to ensure that standards rise.

64 Many teachers ensure that pupils are aware of the focus of each lesson, and sometimes they also explain what will be covered next day so that pupils feel truly involved with their own learning. Pupils respond by listening well to their teachers, working with concentration and completing a good amount of work in the time available. Relationships with adults and peers are very good. In good lessons teachers make skilful use of questions to check their pupils understanding and to further their thinking effectively. Pupils are self-possessed and take the initiative for their learning when possible by asking their own questions and making suggestions. The pace of good sessions is brisk with snappy introductions so that pupils are carried forward in their learning and there is time for them to plan and complete a task. Often, good teachers give time targets which help to keep their pupils focused and add to the atmosphere of stimulation. Support staff are used well during the main part of literacy lessons and pupils benefit from their help, but some are not occupied during the introductions. Teachers manage their pupils well so that they concentrate on their tasks quietly, co-operate sensibly when appropriate and complete them successfully. Teachers use homework regularly and effectively to reinforce the learning that pupils have achieved in lessons, or to carry them forward.

65 Sound assessment procedures are being developed in English. Records are kept of the pupils' standards on entry and the attainment levels they should achieve by the end of the key stage in reading and writing. Samples of writing are annotated termly. However, spelling strategies have not yet been standardised, nor have rigorous targets been set that individual pupils are aware of in each attainment area (speaking, reading and writing). Reading books are graded in order of difficulty, but teachers are not always accurate in deciding which books are suitable for home reading. Reading records are not useful for checking on pupils' progress. Teachers know their pupils sufficiently well to question carefully and find out what pupils remember. Marking is carried out conscientiously and in some classes teachers make positive comments and give advice which helps pupils to improve their work.

66 The introduction of the National Literacy Strategy is helping to ensure progression in what pupils learn. The co-ordinator helps colleagues with their planning, and has, with the headteacher, monitored teaching of the literacy hour in each class. The headteacher monitors weekly plans on a regular basis.

MATHEMATICS

67 Pupils' standards of attainment in mathematics are now in line with national averages. In the 1998 National Curriculum tests at the end of Key Stage 2 pupils' attainment was well below the national average. However, in the recent National Curriculum tests in the summer of 1999 pupils' attainment at the end of the key stage had considerably improved and was only just below the national average for all schools.

68 By the end of the key stage, pupils are competent at basic number processes, understand place value and can develop and use strategies for problem solving. One group of Year 6 pupils were confidently exploring bus and train timetables whilst others dealt competently with problems involving money calculations. Most pupils know their tables, can measure angles and present information in a clear and organised way. Younger pupils know the properties of regular shapes, can recognise simple equivalent fractions and begin to organise and check their work. One Year 4 class were using Venn diagrams to make statements about multiples of numbers and exploring number patterns for correct and incorrect general statements, whilst Year 5 pupils know how to find the perimeter and area of regular shapes. Pupils make satisfactory progress across the key stage. They participate enthusiastically in the regular opportunities to practise mental activities at the start of each lesson and are developing their skills of mental recall.

69 Pupils with special educational needs are generally presented with work appropriate to their ability and they make satisfactory progress. However, higher attaining pupils are not always presented with work that challenges them and there is a lack of provision of extension activities in some lessons. Consequently, these pupils do not make sufficient progress. Pupils' progress in using computers to enhance their learning in mathematics is unsatisfactory.

70 The quality of teaching is satisfactory with some good teaching observed. Teachers have clear objectives for learning and share these with the pupils at the beginning and end of each lesson. The pupils behave very well and have positive attitudes to their learning in mathematics lessons ensuring keen participation. The pace of lessons is generally brisk and pupils are attentive during lessons and can sustain concentration over long periods. Teachers have devised some stimulating and challenging tasks for the mental work at the beginning of each lesson. These included a probability challenge in Year 4 and a lively movement task using the 24 hour clock in Year 6. The best teaching was seen when teachers had high expectations and activities were chosen to challenge all pupils. For example, one Year 5 class measured and compared the areas of newsprint and advertisements in a variety of newspapers before making considered opinions on value for money. A number of attractive displays enhanced the learning environment and these were often linked to other areas of the curriculum, such as that based on co-ordinates in one Year 3 classroom. Relationships are very good and this enables pupils to co-operate together in pairs or groups. They share resources willingly, respond positively to the class teacher and their classmates. When teachers provide opportunities to discuss their findings, pupils respond positively to the challenge and they present their work in a neat and attractive manner.

71 The co-ordinator is committed to raising standards throughout the school. She has already begun to monitor curriculum delivery in the light of the numeracy strategy which has been in place since September and some assessment procedures are in place. She is attending a series of courses designed to help her to develop this process and to assist her colleagues within the school. However, the current curriculum provision is inconsistent because teachers do not plan together across year groups to ensure that all pupils make maximum progress. Although learning resources are satisfactory in most areas, the use of computers in mathematics is unsatisfactory. Assessment procedures are beginning to be developed and some analysis of the performance of pupils in national tests has been carried out. However, there is insufficient evidence to suggest that this valuable information is consistently used in planning work for individual pupils and the scheme of work is not sufficiently detailed in terms of skills to be acquired and work to be understood to produce effective planning for progression and continuity.

SCIENCE

72 Since the last inspection standards in science have deteriorated. In 1998 standards fell to well below the national level. Results for 1999 show an improvement, although they are still below national standards and well below those for similar schools.

73 Inspection evidence suggests that results at the end of this year will show a further improvement. In those topics taught during this year and last, pupils will achieve the expected levels, however there has not been sufficient time to cover all the topics at the higher levels. Younger pupils in the school are working at levels which suggest that results will begin to show significant improvements from next year, with more pupils achieving level 5. The progress being made by all pupils, including those with special educational needs, is now satisfactory.

74 There were no unsatisfactory lessons in science. A number of good lessons were observed and some were very good. In the better lessons, teachers have a good knowledge and understanding of the subject. They enthuse pupils to work quickly and with real interest so pupils enjoy science and respond very well to challenging questions. Teachers explain new ideas clearly so that pupils understand them. They use open-ended questions effectively so that more able pupils enjoy challenging them back by asking sensible 'But what if...?' questions to deepen their own understanding and knowledge. Investigations are used effectively to encourage pupils to think scientifically by expecting them to explain their ideas clearly and pupils work well together when planning and carrying out such work, using resources and apparatus carefully. They are confident in their approach to open-ended investigations, generate good ideas and are excited by new discoveries. This work helps pupils acquire scientific vocabulary. In less effective lessons, the pace is slower and the mental challenge less demanding. All teachers include good opportunities to hypothesise, devise tests, plan and carry them out, observe and record results efficiently and draw conclusions from them.

75 At the beginning of the current academic year the co-ordinator introduced a revised scheme of work. The new scheme ensures progression in all the areas of study through the key stage. The inspection team agrees with the co-ordinator that the schools' previous scheme of work was inappropriate and did not create sufficient opportunities for revisiting topics during the key stage. This resulted in low standards because pupils did not have the opportunity to develop their knowledge and understanding to the expected levels over the whole curriculum and they did not make regular progress. For example, all pupils in the current Year 6 have very basic knowledge and understanding of electric circuits because they had previously undertaken the topic in Year 3. In contrast, pupils in Year 4 have designed and made their own torches incorporating effective switches. Similarly, pupils in Years 3 and 4 are very capable of generating ideas to devise, plan and carry out investigations, whereas older pupils show less confidence. Year 6 pupils' knowledge of plants and animals and understanding of forces is sound.

76 The co-ordinator has a clear understanding of how to continue improving standards in science. He has introduced a very effective approach for training younger pupils to devise and plan fair tests using prepared planning sheets. As they gain confidence most pupils will be able to plan tests independently as they move up the school. The co-ordinator has recently implemented an appropriate assessment procedure. In the future it will be a useful tool for monitoring pupils' attainment and progress and to inform future planning. Resources for science are appropriate. They are of good quality, in sufficient quantity and appropriately stored for easy access. Insufficient opportunities are possible for using information technology to support science.

ART

77 Progress for all pupils, including those with special educational needs, is sound and in some respects is good. All advised aspects of the art curriculum are covered. Art continues to hold a high profile in the curriculum and lessons extend topics in other subjects in ways that are often imaginative. For instance, Year 4 pupils while studying the Second World War, embroider gas mask shapes and torches in shaded wools and investigate the properties of clay by making gas mask shaped tiles which they then decorate appropriately. Another Year 4 class uses clay to very good effect by creating large well formed figures dressed for the snow. They make embroidery cobwebs and mount decorated fish on transparent backgrounds. Year 3 pupils in two classes learn about the designs of Clarice Cliff and one of them also studies Mondrian and they make their own similar designs. They make woven Viking mats using natural materials including feathers and they paint Egyptian watercolours in pale pastel tones. Year 5 pupils practise drawing in fine pastels. They make carefully detailed pen and ink drawings of Victorian children and convert sketches into

paintings after a visit to a stately home. Year 6 pupils investigate the possibilities of restricting colours, for example using just black and white to startling effect. However, there is no evidence that all the parallel classes have similar opportunities to investigate the same range of materials. Standards in paint technique are high, and different thickness of brushes are used to excellent effect.

78 Only two lessons were observed, so no judgement can be made of the quality of teaching throughout the school, although the quality of one was satisfactory and the other was good. Pupils show high levels of interest and application, and achieve pleasing results.

79 The previous inspection identified a lack of schemes of work, and inconsistencies in the use of some materials such as clay. Standards have been broadly maintained since the previous inspection, and the use of interesting materials such as clay and wools is much in evidence. However, there is still no detailed scheme of work which makes it hard to ascertain and ensure progression of skills and experiences through the school. For example Year 6 pupils were unsure when they had studied the works of well known artists and there were no records to check and discuss. The co-ordinator is extremely experienced and talented, and has been reluctant to impose the restriction of a scheme of work upon the teachers, although she agrees that it would make continuity and coverage clearer.

DESIGN AND TECHNOLOGY

80 Pupils, including those with special educational needs, make satisfactory progress in designing and making products. This is an improvement on the last inspection, but there are still shortcomings. They have insufficient opportunity to evaluate their own products and say how they could make improvements to them. Pupils make unsatisfactory progress in learning about structures and mechanisms because they have too little opportunity to explore them. They do not acquire the appropriate vocabulary.

81 It was only possible to observe one lesson during the inspection. That was a good lesson, but it is not possible to make a secure judgement on teaching through the school. The good lesson involved Year 3 pupils analysing a wide range of wallets and purses for joining methods, fasteners, materials used, possible users and fitness for purpose. Pupils recognised the difference between a picture and diagram when producing good annotated drawings of their chosen purse. Future planned lessons involve designing and making purses of their own.

82 A discussion with Year 6 pupils revealed insufficient opportunities through the key stage to cover the expectations of the subject and inconsistencies in experiences between classes within a year group. They displayed little knowledge of structures and mechanisms. They had only briefly discussed their own products on completion, but had not evaluated them in detail for quality or fitness for purpose. They are currently looking at mechanical toys before using cams to design and make their own mechanical toy. This was their first experience of this process.

83 Some good examples of work from Year 4 pupils show that there are helpful links with other areas of the curriculum giving pupils opportunities to use knowledge in a practical way. For example, some pupils designed and made torches using electrical circuits with working switches. Others had designed and made moving puppets and theatres linked to a story they had read. Some pupils designed and made weather recording instruments. A good example of using computers to design a children's playground was also seen in Year 4. Otherwise there is too little opportunity or provision for using information technology.

84 The curriculum is being revised by the recently appointed co-ordinator. Although inexperienced, she is very keen to improve curriculum planning, resources and assessment.

Links with co-ordinators in the local pyramid of schools is a valuable support. Although there are sufficient resources for making models using the Jinx method of construction including axles and wheels there are too few appropriate construction kits to explore mechanisms. Resources for textile work are good. A useful development has been the collection of resources into boxes to support specific planned topics. Food technology is unstructured at present.

GEOGRAPHY

85 Geography is taught on a two year rolling programme. Progress is satisfactory throughout the key stage. Pupils including those with special educational needs make sound progress acquiring geographical skills about topics they have covered. They demonstrate a satisfactory knowledge of the world map and identify the continents and oceans. The majority of pupils locate areas using an atlas and then identify places of interest such as Whitby. Pupils in Year 6, use the Internet with support to find out more information about Whitby, which is the place, they are visiting on their school journey. Younger pupils study the local environment and begin to understand how we can damage it. Speaking skills are better practised in geography. Pupils discuss sensibly how fumes from cars can damage the environment. They develop appropriate vocabulary such as 'pollution' and use skills taught in other subjects to support their learning in geography. A good example seen was when pupils in Year 4 used mathematical skills well as they collected data and then worked towards developing a pictogram.

86 All pupils develop an awareness of the wider world by discussing, in their classrooms stories from the local and national newspapers. 'In the News' boards are displayed in all classrooms. A good example of their awareness to this was seen during a Year 5 and 6 assembly when the flooding in Mozambique was referred to. Pupils were reminded of this incident and then were given the opportunity to reflect on this tragedy for a few minutes.

87 The quality of teaching is overall satisfactory but some good teaching was seen in Year 4. When the teaching is good learning objectives are clearly identified, classes are well managed and the teacher's questioning reinforces and promotes good learning. Activities are well matched to the abilities of all pupils and the pupils are given opportunities to work collaboratively. Learning is good for all pupils including those with special educational needs. Speaking and listening skills are developed as pupils share their findings with each other. This results in pupils showing positive attitudes to learning as they respond enthusiastically to the tasks they are offered. Pupils are not receiving equality of access to the curriculum because teachers do not plan together in geography and this is a weakness.

88 The school has made progress in the development of guidelines for geography since the last inspection however they lack specific detail and do not ensure the systematic teaching of skills, knowledge and understanding. The last inspection identified the lack of assessment procedures in geography. This is still an issue. The school has not maintained the high standard in this subject, which was indicated, in the last report. Information technology is under developed to support the subject adequately. However there are sound links with other subjects such as mathematics and English. All pupils have the opportunity to take part in a residential visit, which makes a good contribution to the pupils' personal and social development.

HISTORY

89 History is taught on a two year rolling programme. Pupils in Years 5 and 6 are covering the Tudors and in Years 3 and 4 they are working on Britain since the 1930s. Only three lessons were seen taught during the inspection due to the position of the subject on the curriculum plan. Further evidence was drawn from the scrutiny of pupils' work,

discussions with pupils and teachers' planning. There is therefore insufficient evidence to form a judgement on teaching overall. However in Year 3 where the lessons were seen, teaching is good. Teachers have secure subject knowledge, learning objectives are clearly identified and lessons are well resourced. Learning is good because activities are well matched to the abilities of all pupils and the classes are well managed. This results in pupils showing positive attitudes to learning as they respond enthusiastically to the tasks they are offered. Pupils are not receiving equality of access to the curriculum because teachers do not plan together in history and this is a weakness.

90 By the end of the key stage progress is satisfactory. Pupils, including those with special educational needs, make sound progress in history throughout the school. They develop historical vocabulary and skills satisfactorily across a range of historical studies. The pupils' concept of chronology, which relates to events within the passage of time, is well developed by the end of the key stage.

91 Pupils in Year 6 talk confidently about topics they have covered such as the Tudors. They enthusiastically talk about the well-planned visits they have been on which have enhanced the history curriculum. In particular, Year 6 pupils spoke confidently about what they had learnt at Hardwick Hall which is a Tudor house they visited recently. Pupils demonstrate sound knowledge of people they have studied from the past such as William Shakespeare. They recall accurate facts about his life, the Globe Theatre in London and the difference between life in Tudor times and life today.

92 The scrutiny of pupils' work shows that in Year 5 they develop a sound understanding of sports and pastimes in Tudor times and compare modern day clothes with the clothes worn in Tudor times. In Year 4 pupils learn about what life was like during the Second World War. They study how the style of houses has changed over the years since the 1930s.

93 Pupils in Year 3 talk enthusiastically about life in Britain during the Second World War. They discuss and develop a good understanding of what it must have been like when food was rationed. Pupils write sensitive letters as they pretend they are evacuees and write to their parents.

94 The school is aware that the policy and guidelines which teachers follow are in need of review. The present guidelines lack detail and do not ensure the systematic teaching of skills, knowledge and understanding. The last inspection identified the lack of assessment procedures in history. This is still an issue. Information technology is not used sufficiently to support the subject adequately. However displays around the school successfully reinforce and promote the history topics taught showing good links with other subjects such as art, English and geography.

INFORMATION TECHNOLOGY

95 Standards of attainment are below expectations, which means that standards have not been maintained since the last inspection. Pupils in Year 6 can still use computers to produce graphs for science and mathematics and redraft work into word processed documents. Simulation programs to support geography in Year 4 such as 'map detective' where pupils practise map reading skills and produce playground plans are used confidently and with enjoyment. Younger pupils can also use word processing to produce finished work in history, religious education and science, including desk top publishing for newspaper reports. Pupils can produce graphics pictures such as the musical instruments in Year 6 and the gas masks in connection with their work on the Second World War in history in Year 3. In these areas standards have been maintained, but there has been insufficient development in the work using control and pupils' skills in programming devices to travel prescribed tracks in

Year 5 are limited. Even higher attainers and pupils with experience on computers outside school have not begun to produce work for a range of audiences by combining different types of program, and their understanding of asking the right questions and interpreting results from their own enquiries is very basic.

96 While learning in some lessons is satisfactory, progress is unsatisfactory overall for all pupils, including those with special educational needs, because work is pitched at a perceived average level, so many pupils advance little in their acquisition of skills and understanding. Teachers have no assessment information to enable them to match work to pupils' current diverse needs, so tasks set are identical for all pupils irrespective of prior learning, and are often undemanding particularly for higher attainers and those with computer experience. The provision for these pupils was criticised in the last inspection report. Progress over time is also unsatisfactory. Opportunities to use the computer are few, and seldom occur in literacy and numeracy lessons. Some teachers use much of the weekly timetabled lesson for copying out instructions for future reference even where they have already been printed by the teacher, and pupils are often unproductive when set such tasks because of the uninteresting nature of the work. Those pupils who have access to a computer at home are acquiring a range of skills which they confidently apply at school, but are not developing greater understanding in lessons, while less confident peers and many of those with special educational needs have too few skills to work independently.

97 Teaching is unsatisfactory overall, although some lessons are soundly taught. Teachers often give sound demonstrations accompanied by clear explanations about procedures during lessons to which pupils listen attentively, and they use good organisational procedures to ensure the maximum number of pupils are able to see a single computer. But in practice pupils are often unable to benefit from these because of the distance from the machine however hard they concentrate. Moreover, any technical vocabulary introduced or reiterated is seldom used by pupils and is not retained satisfactorily. Some teachers' own knowledge is insecure, resulting in demonstrating inefficient procedures or accepting inappropriate pupil suggestions, although pupils are confident enough to intervene and correct. Because pupils' attitudes are so positive they frequently assist each other well when using the computer, and this enables the least confident and those with special educational needs to develop new skills when they are supported.

98 The co-ordinator has relatively recently taken over the role and has started appropriately by becoming competent in technical and educational matters by attending relevant courses and has subsequently produced a scheme of work which is now being introduced schoolwide. Because much of the limited equipment is old, there is frequently a need for technical knowledge, and much time is devoted to resolving problems with machines and software. While the co-ordinator is piloting an assessment schedule, there is no whole-school agreement on this, and it is hindering pupil progress. Although cross-curricular work effectively introduces pupils to the relevance of information technology to everyday life, it neither ensures regular use of the full range of programs nor provides sufficient practice at essential skills for all pupils.

MUSIC

99 Provision for music has improved little since the last inspection. Pupils, including those with special educational needs, do make satisfactory progress in singing. The quality of singing is sound although there are limited opportunities to sing in parts. Progress in listening and appraising is also sound so that older pupils compare pieces for mood, rhythm, the instruments used and their own response to it. Their knowledge of Western composers is satisfactory. Progress in composing is unsatisfactory. Younger pupils create soundscapes using untuned percussion instruments and communicate these devising their own symbols.

Older pupils have little opportunity to develop this to include tuned instruments. They do not use conventional notation to communicate their compositions. The standard of percussion accompaniment to well known themes is well below that expected for their age.

100 Most teaching is satisfactory, with some good lessons seen. Appropriate work is planned, including opportunities for pupils to share ideas, and suitable resources are provided. Pupils work diligently in these lessons as when creating soundscapes. They work well together and treat the instruments with care. All pupils listen attentively when appraising music of different genres. Behaviour in most lessons is good, but in the one unsatisfactory lesson, the teacher had not established appropriate behaviour expectations so that pupils did not undertake the task set and the lesson did not meet its objectives.

101 The scheme of work lacks specific guidance to ensure that pupils in parallel classes experience the same range of music styles when listening and appraising. It also gives insufficient support to teachers who lack confidence. There should be more specific opportunities to listen to music from different cultures and for composition in the style of these.

102 Resources for listening are adequate. There are insufficient tuned percussion instruments. A bigger range of untuned percussion instruments would give pupils a better opportunity for composing music in different genres. A good feature is the choice of composer for the week. Pupils are introduced to different composers within a theme, for example Chopin as an example of romantic music. This composer's music is then played each day as pupils come into school at the beginning of the day and at the beginning and end of each assembly. This is accompanied by a good display which includes information about the composer, examples of his/her music and a short theme for pupils to play on a xylophone. Pupils take advantage of this during the break times.

103 There are good opportunities for pupils to learn to play violin, guitar and brass instruments through the peripatetic music service. These teachers make a valuable contribution to pupils' experience of live music when they visit the school as a group to perform for them.

PHYSICAL EDUCATION

104 Lessons were observed in dance, games and gymnastics during the inspection. Because of the inadequate accommodation physical education lessons are often restricted. Outdoor lessons take place on a sloping playground with a poor surface which contains many depressions and repaired patches, resulting in dropped balls rolling downhill to the building, slippery conditions when it is damp and potentially hazardous conditions for unwary pupils to trip. Moreover, because traditionally the playground has been used as a thoroughfare, people sometimes walk across the site during lessons. Indoors, because of limited storage, the hall has chairs, tables and equipment taking up substantial areas of peripheral space and creating potential hazards for pupils.

105 Progress in physical education is satisfactory and steady over time for all pupils, including those with special educational needs, and learning is always satisfactory or better in lessons. This is an improvement since the last inspection when there was insufficient challenge to ensure regular progress was made. Year 6 pupils link movements with increasing control on and off the apparatus using a series of twisting movements, sustaining balances and poses effectively. Year 5 pupils are developing appropriate skills with small balls and racquets, while Year 4 are improving passing skills with large balls. In dance Year 4 pupils are learning to use gesture and steps to match phrasing or mood of the music, and to work effectively in pairs and groups. While Year 3 pupils are already judging each others' performance and suggesting improvements effectively, not all older pupils regularly have

opportunities to do this. In the best lessons higher attaining pupils apply their skills using bridges, splits and cartwheels within well linked sequences, in other lessons there is insufficient challenge for them. Lower attaining pupils and those with special educational needs are often effectively supported by more competent peers within pairs or groups and make satisfactory progress.

106 The teaching of physical education is sound overall with some good features and is more consistent than reported after the last inspection. Pupils' positive attitudes ensure they make the most of the opportunities offered to them, as they did at the time of the last inspection. Pupils are all smartly and appropriately attired, often following the good examples set for them by teachers. They are eager to take part, to practise and are responsive to instructions and advice. Pupils respond well when challenges are set, and to teachers' judicious praise and encouragement, by making considerable efforts to achieve refinement or development. Teachers manage pupils well and organise equipment and teach safe procedures for setting up and putting away apparatus to maximise what are often short lessons. Not all teachers provide suitable warm up and cool down activities, but in the best lessons pupils know what is expected and take responsibility maturely for their own warming up. Where teachers demonstrate skills or movements themselves, these are well observed and used by pupils, as are well-chosen examples from pupils' own work. When the pace of the lesson is brisk pupils expend suitable energy, but some teachers fail to ensure activities are sufficiently sustained. While in the best lessons teachers' expectations are clearly stated and outcomes observed to provide useful feedback to pupils, in other lessons teachers do not insist that movements are of good quality so that improvement is constantly made. At best, pupils ask questions or offer creative suggestions to enable them to improve, and offer thoughtful judgements on the quality of others' work, and where teachers encourage this it ensures pupils' further commitment to learning.

107 Not all pupils have the same opportunities within the curriculum, although the scheme of work for games is more prescriptive than for gymnastics and dance. In dance, for instance, while one Year 4 class experience more structured dance to European folk tunes, in the other pupils create their own free movements in response to the mood of the music. Although some teachers are effective in using pupils' existing skills, it is more common for the same task to be set for all pupils because there is no agreed system for recording pupils' prior attainment to use for planning subsequent lessons. The co-ordinator has recently drafted an assessment schedule but it is not in use schoolwide. Some effective cross-curricular work, such as considering the scientific principles behind physical education activities ensures pupils see the relevance of work in both subjects. The physical education curriculum is also enhanced by extra-curricular sport, including opportunities for pupils to compete in tournaments. The curriculum provides exciting links between athletics and the Ancient Greeks but misses opportunities for appreciating local, historical and multicultural dance.

RELIGIOUS EDUCATION

108 Standards at the end of Key Stage 2 reflect the expectations outlined in the locally agreed syllabus. Judgements are based on a scrutiny of pupils' previous work, lesson observations and discussions with pupils and staff. As they move through the school pupils, including those with special educational needs, make satisfactory progress. Almost all pupils have an appropriate knowledge of Christianity which is studied in all four year groups. However, pupils showed an ability to recognise and discuss similarities and differences between Christianity and the other faiths that they study in all four year groups. For example, Year 4 pupils were able to draw comparisons between Christian and Muslim festivals, whilst Year 6 pupils were confident to discuss the important elements of Judaism and Hinduism. They develop an understanding of religious terminology and symbols and willingly share their experiences and understanding.

109 The quality of teaching is satisfactory with some good practice observed. In the best lessons teachers are enthusiastic and have clear learning objectives which are differentiated and thoroughly challenge their pupils. Pupils have a mature attitude to the subject. When given the opportunity, pupils are keen to contribute their own views and show respect and awareness for the beliefs of others. Their behaviour is very good and they have a very positive attitude to their work which helps them to make progress in their learning. The best lessons have good pace such as when Year 4 pupils attempted to match religious symbols to their meanings. Where teaching is satisfactory, knowledge is being increased but there is insufficient differentiation to ensure that all pupils are sufficiently challenged. Opportunities for pupils to engage in independent learning are rare, but because relationships are very good pupils work effectively in pairs and groups when called upon to do so, such as when Year 4 pupils dramatised the story of 'Jonah and the Whale' and acted it out in front of the class. Lessons in some classes are interrupted because they are timetabled to be held either side of break times.

110 In the report of the last inspection it was acknowledged that the school had no scheme of work. A new locally agreed syllabus has been developed recently and this is being introduced by the new co-ordinator, who recognises the need to revise the school's existing scheme. The co-ordinator has had limited opportunity to monitor and evaluate the subject across the school but is aware that this needs to be done. At present, there is inconsistency in curriculum delivery because teachers do not plan together within each year group and timetabling issues need to be addressed.

111 The school makes good use of visits and visitors in the curriculum. Pupils visit the local church to study Christian artefacts and one Year 3 class had developed an attractive and informative display based on the service of Baptism. Year 6 pupils spoke with enthusiasm about the recent visit by a Hindu dancer and story-teller and were looking forward to the opportunity to sample a range of multicultural foods during next term. Learning resources are adequate and are being developed by the new co-ordinator and attractive displays, such as that based on the Creation in a Year 5 classroom, enhance the learning environment.