

# INSPECTION REPORT

**Tranmoor Primary School**

Armthorpe

LEA area : Doncaster

Unique Reference Number : 106753

Headteacher : Mrs S Bean

Reporting inspector : Mr R Fry  
21073

Dates of inspection : 11 – 14 October 1999

Under OFSTED contract number: 706839

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	County
Age range of pupils :	3 - 11
Gender of pupils :	Mixed
School address :	Tranmoor Lane Armthorpe Doncaster South Yorkshire DN3 3DB
Telephone number :	01302 831720
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Appropriate authority :	Governing body
Name of chair of governors :	Mrs E Butler
Date of previous inspection :	20 – 24 May 1996

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Alan Sanders Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
David Hardman Team Inspector	Equal opportunities Design and technology Physical education Religious education	The efficiency of the school
Jenny Holmes Team Inspector	Under fives English Music	
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Christine Richardson Team Inspector	Special educational needs Mathematics Art	The curriculum and assessment

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- Overall, pupils make good progress throughout the school. Standards in mathematics and science are above average at the end of Key Stage 2.
- The teaching is consistently good and teachers plan lessons particularly successfully. There is a strong sense of common purpose in the school.
- Pupils' attitudes to work and relationships are very good.
- Pupils' moral and social development is very good.
- The provision for pupils with special educational needs is very good.
- The school offers a wide range of extra-curricular activities.
- The quality of information for parents is very good.
- The school implements its aims, values and policies very effectively.
- The school is well managed, efficient and forward thinking.

### WHERE THE SCHOOL HAS A WEAKNESS

- I. One aspect of information technology is not taught at Key Stage 2 and insufficient use is made of computers to support work in other subjects.

**The weakness is far outweighed by what the school does well, but it will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

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

The school has improved since the last inspection in 1996. Overall, pupils make better progress than they did. The progress pupils now make in mathematics and science is good and in English it is satisfactory. Pupils reach the standards in music that are expected of them. In information technology, the provision made for pupils and the standards achieved match what is expected of them at Key Stage 1. At Key Stage 2, there has also been a significant improvement. However, one aspect of the curriculum is not taught, therefore standards remain lower than expected. The school is to address this matter; the new computer suite will soon be in action. Effective means are in place to check how well pupils are progressing in English and mathematics. The management of the school ensures that pupils' work and teaching is regularly reviewed. Procedures to assess what pupils know, understand and can do in all subjects are used effectively to help teachers plan lessons. The quality of teaching is always satisfactory and often better. Standards are rising in the school and the proportions of pupils achieving above the benchmark standard level 4 at the end of Key Stage 2 has increased significantly in 1999. There have been many other areas of significant improvement, for example, in the provision for pupils with special educational needs, behaviour and relationships within the school, the quality of the school development plan and in the ethos of the school generally. The school has a very good capacity for further improvement because it is well managed and there are procedures in place which ensure that all that is required of the school receives proper attention.

## STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools Based on the known eligibility of pupils for free school meals. ( 8 – 20% )	
English	C	D	
Mathematics	B	B	
Science	B	B	

*well*

*above*

*average*

*below*

*well*

In 1999 there has been a significant improvement in the proportions of pupils achieving above the benchmark level 4 of the National Curriculum at the end of Key Stage 2 in English, mathematics and science.

The table shows that standards were average compared with all schools in English and above average in mathematics and science in 1999. In comparison with similar schools, the table shows that standards in English were below average. In mathematics and science they were above average.

During the inspection, standards were found to be above average in mathematics and science and average in English. In religious education, pupils reach the standards required of the locally agreed syllabus. In information technology, standards reach national expectations at Key Stage 1 but are below national expectations at Key Stage 2. The progress pupils make in all other subjects at both key stages is good in art, history, music and physical education. Pupils' progress is satisfactory in design and technology and geography.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Religious education		Good	Satisfactory
Other subjects	Good	Good	Good

Teaching is consistently good across the school. Teaching is at least satisfactory in all lessons. In seven out of ten lessons the teaching is good and in fourteen per cent of lessons it is very good. One lesson was excellent.



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

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Pupils respond well in lessons and behaviour is good throughout the school, including at lunch times. The school's procedures for promoting good behaviour are very good.
Attendance	Satisfactory. Similar to the national average.
Ethos*	Very purposeful. Relationships are very good and pupils enjoy lessons. There is a strong sense of common purpose in the school.
Leadership and management	Good. Since the last inspection, the headteacher, supported by staff and the governing body, have brought about good improvement. Governors do not always formally minute their contributions to school effectiveness.
Curriculum	Good. Lessons are interesting and well planned. Teachers' assessments of what pupils know, understand and can do have improved. There are many extra-curricular clubs.
Pupils with special educational needs	Very good provision. Much individual and small group work is provided. Pupils with a wide range of learning difficulties have their needs met.
Spiritual, moral, social & cultural development	Good. Pupils' moral and social development is very good. The school council contributes strongly in this area of pupils' education.
Staffing, resources and accommodation	Good. Teaching and support staff are well qualified and experienced. Arrangements for staff training are very good. Resources are good and the accommodation is very good.
Value for money	Good. An improving school.

II. *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## THE PARENTS' VIEWS OF THE SCHOOL

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
<p>III. The school encourages parents to play an active part in school life and it is approachable if any difficulties arise.</p> <p>IV. It handles complaints well and keeps parents well informed about what is taught and about their children's progress.</p> <p>V. Parents overwhelmingly feel that their children achieve good standards of work.</p> <p>VI. The school encourages children to take part in more than daily lessons and teaches positive values and attitudes.</p> <p>VII. Parents feel that their children behave well.</p> <p>VIII. Children enjoy going to school.</p>	<p>IX. The amount and frequency of work that</p> <p>e 2.</p>

Inspectors' judgements strongly support parents' positive views. Parents are justified in asking for a more detailed timetable of homework at Key Stage 2. Parents are also justified in their view that a programme of appropriate and regular homework is a good preparation for secondary education.

## KEY ISSUES FOR ACTION

The governing body, headteacher and staff should:

- X. Raise standards in information technology at Key Stage 2, by providing a curriculum that includes sensing physical data, (such as measuring temperature changes) and by using the available computers more fully to support work in other subjects. (Paragraphs 154 - 163)

In addition to the key issue, the following less important matters should be included in the governors' action plan for improvement.

- XI. Improve the consistency of the school's provision, by ensuring that policies for marking pupils' work and for setting homework at Key Stage 2 are carried out in full. (Paragraphs 41, 42, 62)
- XII. Ensure that statutory requirements for marking unauthorised absences are correctly applied. (Paragraph 30, 59)

## · INTRODUCTION

### Characteristics of the school

1. Tranmoor Primary School is situated in Armthorpe, to the east of Doncaster in the county of South Yorkshire. The school draws pupils from across the village of Armthorpe. There are 377 pupils on role in the main school and 80 children who attend the nursery on a part-time basis. Children are admitted to the nursery in the September after their third birthday. The attainment of children on entry to the school is typical of children nationally. The eligibility of pupils for free school meals is average. There are 79 pupils on the register for pupils with special educational needs, which is broadly average. Nine pupils have other ethnic backgrounds. The school's accommodation is spacious and well maintained. The characteristics of the school are similar to those of four years ago.

1.

2. The school aims to:

- "provide a positive school ethos;
- achieve high standards;
- provide a learning environment that is high quality, structured and child centred;
- promote independence;
- develop a partnership between home, school and the wider community."

1. The school's priorities are to:

- implement the mathematics strategy;
- continue to develop information and communication technology;
- continue to develop English;
- raise standards.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	19	26	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	13	18
	Girls	24	22	24
	Total	35	35	42
Percentage at NC Level 2 or above	School	78 (78)	78 (75)	98 (90)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	17	19
	Girls	24	26	26
	Total	38	43	45
Percentage at NC Level 2 or above	School	84 (80)	96 (88)	100 (93)
	National	82 (81)	86 (85)	87 (86)

<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	27	24	51

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	21	25
	Girls	17	19	21
	Total	35	40	46
Percentage at NC Level 4 or above	School	69 (62)	78 (80)	90 (91)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	19	24
	Girls	17	17	20
	Total	33	36	44
Percentage at NC Level 4 or above	School	65 (69)	71 (80)	86 (89)
	National	68 (65)	69 (65)	75 (72)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.4
	National comparative data	5.7
Unauthorised	School	0.0

Absence	National comparative data	0.5
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## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	2
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	13
Satisfactory or better	100
Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

1. Since the last inspection, pupils' standards of work have improved. Standards in mathematics and science are higher; standards in information technology at Key Stage 1 have improved. Standards at Key Stage 2 in many areas of information technology have also improved, however, not all the programmes of study are taught in this subject. Pupils make better progress than they did in many subjects. Progress is now good in, for example, mathematics and science. The targets set by the school are high in mathematics and satisfactory in English. The school exceeded its targets last year. The trend in attainment over time is one of gradual improvement. The variations between results from year to year are explained by normal differences between the performance of year groups and the proportions of pupils with special educational needs. The cumulative positive effects of the Literacy Strategy, which has been in place for one year and the early positive effects of the recently introduced Numeracy Strategy, are having an upward influence on standards. Parents are justified in their view that pupils make good progress in many subjects and attain what they should. The school has a very good capacity to improve further because it is very well managed and there is a strong interest in improving standards further.
2. Overall at both key stages, there is little difference in the attainment and progress of boys and girls over the last four years. Equal access and opportunity are provided in all areas of school life. High, average and lower attaining pupils consolidate their knowledge and understanding well in most lessons. In all classes, groups of pupils progress as well as those of similar prior attainment. Pupils with special educational needs and pupils from different ethnic backgrounds make good progress throughout the school. Many of pupils' individual education plans feature aspects of English. Pupils have short-term targets, for example, to learn the sounds of groups of letters or to practise basic comprehension of text. All pupils on the school's special educational needs register are set targets for improvement, which they mostly achieve well within the given time. Targets are reviewed regularly.
3. On reaching compulsory school age, the attainment of children exceeds what is typical of children at five years of age in mathematics, creative development, physical development and personal and social development. Their attainments in language and literacy and knowledge and understanding of the world are typical of children at five years of age. Children under five make good progress in mathematics, creative development, physical development and personal and social development. They make average progress in language and literacy and knowledge and understanding of the world.
4. At the time of the inspection, children under five know that print conveys meaning and that words in stories are read from left to right. In mathematics, most children count efficiently up to 10 and use this knowledge in bingo games. They sort objects effectively by colour, shape and size. Children discuss types of vehicles and the way they move appropriately. They build realistic castles from bricks and use reference books to extend their ideas. Children recognise percussion instruments, such as triangles and mix primary colours well in art to make new ones. Children have well developed cutting skills and show good control of pencils, brushes and the mouse when working on the computer. Socially, children have good skills when working together and sharing equipment.
5. Children under five make good progress overall. Children learn to read 'big' books together and to read simple words. They learn how a book is written and how to count and to recognise familiar larger numbers from their everyday lives. Many have learned to count to 100. Children learn to mix colours and to act out roles, such as that of an anxious passenger



at the airport. They learn to use books to develop their ideas. Children learn to handle tools effectively and to use different parts of their bodies to express ideas in gymnastics lessons. They learn to be good members of the group and to enjoy their work but also realise that the end result of what they do is important.

6. The results of National Tests in 1998 at the end of Key Stage 1 and teachers' assessments indicated that pupils achieved above average standards in reading, well below average standards in writing and well above average standards in mathematics. In comparison with similar schools, standards in reading, writing and mathematics showed a similar pattern. In science, teachers' assessments indicated that pupils achieved standards slightly above average. From 1996 to 1998, pupils' performances in reading were above average, in writing they were close to the national average and in mathematics their performances were very high. Results of National Tests in 1999 indicated that standards have improved since 1998; there has been a significant improvement in the proportion of pupils who achieve above the benchmark level 2. Girls scored more highly than boys in reading and writing.
7. During the inspection, the following standards were found at the end of Key Stage 1. Pupils' attainments are above average in mathematics and science. They are average in English. They match national expectations in information technology and meet the expectations of the agreed syllabus for religious education.
8. At the end of Key Stage 1, pupils' standards in reading are a little above average. Average pupils' reading is usually accurate. Higher attainers read with expression and give clear opinions about what they have read. Pupils' standards in writing and spelling are average. Lower attaining pupils communicate adequately using simple phrases. Average pupils develop their ideas in short sequences of sentences, often punctuated with capital letters and full stops. Higher attaining pupils write imaginatively. Pupils' speaking and listening skills are above average. Virtually all pupils speak confidently and respond to others' ideas in a relevant way. The good standards have a particularly positive impact on work in all lessons. Pupils listen well and offer many good suggestions in lessons.
9. At the end of Key Stage 1 in mathematics, average pupils count accurately to 100 in fives, tens and twenties. They work with tens and units accurately and understand the value of each digit in a two-digit number. Lower attainers successfully count on in ones and add numbers that total 10. Higher attainers effectively check their work and complete quite complex problems requiring change from one pound. All pupils have a good knowledge of two and three-dimensional shapes. In science, virtually all pupils know the conditions needed to sustain life and they are appropriately aware of forces, such as gravity and friction. Average and higher attaining pupils clearly evaluate whether tests are fair or not. Pupils' satisfactory knowledge of information technology includes the capacity to guide a floor robot along a simple path and the use of programs to support learning in mathematics and English. In religious education, pupils know several Bible stories well. They act them out and show they understand the ideas of jealousy, honesty and hard work.
10. The results of National Tests in 1998 at the end of Key Stage 2 indicated that pupils' performances were close to the national average in English, in mathematics they were above average and in science well above average. In comparison with similar schools, pupils' performance in English was below average, in mathematics above average and in science well above average. From 1996 to 1998, pupils' performances in English were close to the national average, in mathematics were below average and in science were close to the national average. Results of National Tests in 1999 indicated there has been a significant improvement in the proportion of pupils who achieve above the benchmark level 4 over 1998. The tests indicated that pupils' performances were average in English, and in mathematics and science they were above average. In comparison with similar schools, pupils' performance in English was below average and in mathematics and science above average.

11. During the inspection, the following standards were found at the end of Key Stage 2. Pupils' standards of work are above average in mathematics and science and they are average in English. Standards of work in information technology are below national expectations and in religious education, pupils reach the standards expected.
12. At the end of Key Stage 2, average and higher attaining pupils read widely for information and pleasure. Most read aloud with a good level of accuracy, but little expression. Higher attainers use inference and deduction to increase their understanding of plot, and make reference to the text by selecting appropriate phrases to illustrate their opinions. All but the lowest attaining pupils in the upper part of the school understand the library classification and numbering system. They make good use of the school library for research and personal study. Average pupils' writing is usually clearly recorded and organised. Many pupils use paragraphs but they have some difficulty transferring such skills from English to writing in other subjects. Higher attainers' narrative writing is good. Lower attainers write ideas in sequences of sentences, usually logically. In speaking and listening, most pupils express thoughts and ideas freely, such as in drama productions. Average attaining pupils talk and listen confidently and give relevant opinions. Higher attainers take full account of the views of others. Lower attainers mostly show an understanding of the main points in discussions.
13. At the end of Key Stage 2 in mathematics, most pupils accurately add, subtract, multiply and divide numbers up to 1,000. Average and higher attaining pupils' quick mental recall is often accurate and they have a good basic knowledge of shape and measuring. Lower attaining pupils recognise and use fractions in a mathematical game. In science, average and higher attaining pupils have a very good understanding of the impact of forces and they distinguish successfully between solids, liquids and gases. They measure their observations accurately and know why it is necessary to repeat experiments. Pupils make sensible predictions about their investigations and test ideas fairly with little or no help. Lower attaining pupils make simple predictions and carry out tests with some assistance. Pupils change text successfully using information technology. Most pupils, when reading several lines of a program, accurately predict what will be drawn on the screen. Pupils' attainment using computers to sense and measure information is limited. In religious education, pupils understand important similarities and differences between the lives of Christian and Jewish children. Pupils have an appropriate understanding of differing world faiths.
14. By the end of both key stages, pupils make good progress in mathematics, science, art, history, music and physical education. They make satisfactory progress in English, religious education, design and technology and geography. Pupils make satisfactory progress at Key Stage 1 in information technology and unsatisfactory progress at Key Stage 2. Pupils make good progress in speaking and listening and reading at both key stages and satisfactory progress in writing.
15. At Key Stage 1, pupils progress from reading simple words and listening to stories, to reading appropriate text accurately. Lower attaining pupils, who find reading and writing difficult, make good progress because of the systems the school has in place to help them, for example, decode words using the sounds of letters. Higher attainers learn to read with expression and give clear opinions about what they like and do not like about the stories they read. Pupils' writing develops from mark-making to writing sentences with punctuation. Higher attaining pupils learn to use imaginative words and to adapt their work for different readers. Role-play activities in the reception classes develop pupils' good speech and listening skills and allow pupils to take part in lessons effectively. All pupils have learned to listen carefully and make appropriate responses in class discussions. At Key Stage 2, higher attaining pupils learn to 'read between the lines' in order to increase their understanding of what they read and make good progress. Most pupils learn to use the library for research and find information quickly. All pupils learn to use writing in other subjects to convey ideas and opinions. Lower attainers learn to write in logical sequences. In speaking and listening, pupils make good progress when, for example, they prepare brief talks or points they want to

make at a school council meeting.

16. In mathematics, pupils make good progress with learning about number, which is a positive effect of the National Numeracy Strategy at both key stages. In the reception classes, children count objects efficiently up to 10. They sort objects effectively and at Key Stage 1, average pupils learn to count to 100. Lower attainers continue to make progress with lower numbers and higher attainers make good progress with solving problems. At Key Stage 2, average and higher attaining pupils learn to work with numbers up to 1,000 in various ways, such as dividing and multiplying them. Pupils make good progress in science; they learn to predict, observe and record information in a systematic way with increasing accuracy. Young children learn to classify objects by their colour or shape. This is developed further at Key Stage 1 as pupils begin to investigate the properties of things. Pupils learn to test ideas fairly and at Key Stage 2, pupils make often accurate predictions about what might happen.
17. Pupils' progress with understanding word-processing and control activities is appropriate. In the nursery, pupils learn to use the computer mouse effectively to move things on screen. At Key Stage 1, pupils learn to control a floor robot and to edit their written work at an appropriate level. Pupils' progress at Key Stage 2 in using computers and other devices to record data, such as temperature changes as water cools, measurement of the varying speeds of the wind and interpreting the data is underdeveloped. However, pupils make good progress with interpreting programs and in using the many functions of a word-processor. Pupils' understanding of religious education progresses satisfactorily. They become more aware of the importance of ceremony and custom to religious belief at both key stages. Pupils develop a greater understanding of right and wrong and learn about how these ideas are developed in the Bible. Pupils make further progress with understanding of the Bible at Key Stage 2 and how it compares with other holy books.
18. Pupils make good progress in art. They learn to mix colours effectively at Key Stage 1 and then, for example, pupils use this skill to shade sketches of birds at Key Stage 2. Pupils learn the design, make and evaluate 'cycle' in design and technology, appropriately. Young children make models from boxes. At Key Stage 1 pupils learn how to improve their completed models and at Key Stage 2 pupils, for example, make working fairground models. In geography, for example, pupils begin work on co-ordinates and two figure grid references at Key Stage 1, and by the end of Key Stage 2, pupils use four and six figure grid references properly. In history, pupils make good progress. At Key Stage 1, pupils distinguish between artefacts that are old and new. They give reasons why they think this is so and later develop a good knowledge of different time periods at Key Stage 2.
19. Pupils learn to perform and to appreciate music well. Children sing simple songs in the nursery and by the time they leave the school a significant number of pupils learn to play an instrument and many join the choir and attain a good standard. In physical education, children ride the wheeled vehicles and move in other lessons using different parts of their body well. Pupils make good progress during their time at the school with gymnastics. For example, they create increasingly long sequences of interesting and differing movements using apparatus at both key stages. Progress with swimming is also good at Key Stage 2 and many pupils exceed the standard expected at the end of Key Stage 2.
20. Pupils' satisfactory literacy skills allow them to read for information and record ideas effectively in all subjects. Older pupils write appropriate accounts in science to explain their findings, re-tell stories in religious education and explain why they have re-designed things in design and technology. They write appropriate factual accounts in geography and history. Literacy skills are also emphasised in other subjects, and this has a positive influence on pupils' work in English.
21. Pupils use numeracy skills appropriately in work across the curriculum. For example, they estimate, weigh and measure in science well, when taking part in investigations and

experiments. They use numeracy skills effectively to play various mathematical games and when working with information technology. Pupils used their numeracy skills extensively on a residential visit. For example, they calculated distances and average speeds on a trip to Northumberland. Pupils effectively calculate how long ago events took place in history. Pupils' mathematical vocabulary and understanding of what they read develops well. Pupils' good progress overall is the result of the often good teaching and pupils' good attitudes to work.

#### 24. **Attitudes, behaviour and personal development**

22. By the time they are five, children exceed expected standards in their personal development. They become good members of the group and almost all children work together well, take turns, share fairly and behave sensibly. They show consideration for others and this is particularly evident when they are outside riding bicycles and tricycles in the nursery. They treat living things and their environment with care and concern and concentrate well on tasks. Children work quietly in the nursery and in reception and have a good degree of personal independence.

23. Pupils enjoy school and have very good attitudes towards learning. From the earliest age, they are well motivated and interested in all activities and most pupils persevere with tasks until they have completed them. Pupils listen carefully and contribute to discussions with confidence. Throughout the school pupils eagerly share their work with adults and happily respond to queries with explanations about what they have done. They are supportive of each other. For example, in physical education lessons they help each other when performing sequences of movement when appropriate. Pupils respect the ideas and suggestions that others make throughout the school.

1. Behaviour in classrooms is good. Pupils settle to work quietly. Pupils contribute to the behaviour policy through the school council and in class discussions. Pupils feel that their contribution is valued and that standards of behaviour have improved. Pupils behave well in the playground during morning and afternoon play and during the lunch break. They use outdoor apparatus well and most pupils actively involve themselves in play activities. Pupils demonstrate a sense of responsibility, for example, by monitoring playtimes. Older pupils look after younger pupils well at this time. During the last reporting year, just two pupils have been excluded for one day each for unacceptable behaviour.

2. Relationships between pupils are very good, including pupils from different ethnic backgrounds. Children under five develop co-operative, sharing attitudes and establish good relationships with each other and with adults. As they move through the school, pupils show a developing capacity to reflect on and to discuss their feelings towards each other. They co-operate effectively in lessons and play well together during playtimes.

3. Pupils' personal development is very good. Throughout the school they carry out tasks competently and efficiently, for example, as school register and dining room monitors. Pupils work conscientiously in the library, finding information they need for the literacy hour. Pupils consider the needs of others in the wider world and they develop a caring attitude through their involvement with various charities, such as the NSPCC. Parents' positive views about their children's behaviour and personal development are justified. Pupils' good responses in lessons lead to their good progress in many of them. Over the last four years pupils' attitudes to work, relationships with each other and personal development have improved and they make a positive impact on pupils' capacity to make good progress.

#### 29. **Attendance**

4. Pupils' level of attendance is satisfactory. Procedures for marking registers are clearly stated and registration is carried out efficiently. However, the procedure for recording unauthorised absences, as mentioned in the previous report, is still not consistently applied throughout the school. Many absences are caused by a number of pupils taking holidays in accordance with local authority guidelines. The school, in a small number of cases, authorises more than ten days holiday during school-time, contrary to statutory regulations. There is no difference in the attendance of boys and girls. Pupils enjoy coming to school and arrive on time. Lessons commence promptly.

### 30. **QUALITY OF EDUCATION PROVIDED**

#### 30. **Teaching**

5. The quality of teaching is good for children under five and at both key stages. There is a good degree of consistency in the teaching across the school. All lessons observed were satisfactory or better. In seven out of ten lessons the teaching was good or better. In fourteen per cent it was very good. The teaching has a positive impact on pupils' progress and attainment. The school's teaching policy provides very helpful guidance for staff.
6. The quality of teaching for children under five is good. In the nursery, the teacher and the nursery nurses are all experienced in working with young children and clearly understand their needs. Together they make a strong and very effective team. The nursery teacher co-ordinates the teaching and learning for children under five and provides good leadership and liaison between the nursery and the reception classes. Planning for learning for the under fives is detailed and draws on daily assessments of learning and progress. Individual profiles, which help teachers to monitor children's progress, are maintained for each child. They are continued and completed in reception. Resources are well organised and all space is fully utilised. A similar range of activities, with opportunities for children to move to Key Stage 1 activities when ready, is available in the reception classes. Relationships are good and children are well managed and sensitively supported in their work and play. Questioning, to develop children's knowledge and understanding, is used well and they are given encouragement to express their views. The good quality of teaching allows pupils to make good progress.
7. Teaching at both key stages has improved since the last inspection. Teachers' daily plans identify very clearly what pupils are to learn and how pupils of different levels of attainment are to be challenged. Time is used well, lessons start and finish promptly and introductions to lessons are of appropriate length. Procedures for assessing what pupils know, understand and can do are much improved. The school has established a clear marking policy, but as yet it is not consistently applied throughout the school. Through the hard work of co-ordinators, such as for mathematics, music and information technology, any lack of knowledge amongst teachers has been largely rectified.
8. Overall teachers have a good knowledge of the subjects they teach at both key stages. This knowledge together with teachers' capacity to bring out the best from pupils enables them to make good progress. Teachers successfully link work from previous to current lessons. They give clear explanations and use skilful questioning techniques to develop pupils' thinking and to maintain their interest. There is a good level of expertise in the teaching of literacy across the school. The teaching of mathematics is good and teachers closely follow the school's plans. Teachers are well supported by the published scheme used for music.
9. Teachers have high expectations of pupils at both key stages, particularly in the areas of behaviour, levels of concentration and attitudes to work. The pace of work in literacy and numeracy lessons is usually quick and therefore productive. Many teachers challenge pupils

to complete short tasks in a given time. However, not all group tasks in every class in literacy lessons are sufficiently challenging for higher attainers. Overall, teachers' expectations contribute well to pupils' attainment and progress. Teachers ensure that pupils have equal opportunities to all things at school.

10. Daily planning is very good at both key stages. Targets for lessons are very clearly recorded. Work is routinely prepared so that pupils of differing attainments make good progress. For example, lower attaining pupils are provided with more practical activities rather than long writing tasks, about the same subject matter. Good use is made of the school's schemes of work and medium-term plans. The National Literacy and Numeracy Strategies are closely followed by all teachers.
11. Teachers employ good methods of teaching and organise classes well at both key stages. Pupils are routinely grouped according to their levels of attainment. Direct whole-class teaching is successful because teachers are very clear about what pupils are to learn and pupils themselves listen attentively. Pupils' speaking and listening skills are well developed across the school. Teachers make the transition between whole-class lessons and group work well, by ensuring that all that pupils will need is ready to use. Teachers provide a good variety of activities within the required long teaching periods in literacy and numeracy lessons to maintain pupils' interest. The provision for coaching of football in physical education for pupils at Key Stage 2 is very good. Support staff are well deployed and are closely involved in teachers' planning and they make a significant positive impact on pupils' progress in lessons.
12. Pupils are well managed at both key stages. Teachers follow the school's behaviour policy and pupils know exactly what is right and what is not. Relationships are very good throughout the school. Positive responses to behaviour, such as class rewards of marbles in the jar, work well for all pupils. Pupils' behaviour in the playground is monitored effectively. Teachers support each other well and there is a sense of shared purpose. Teachers adopt a quiet and firm manner, which does not confront pupils. There is a calm and orderly environment for learning, which leads to pupils' making good progress.
13. Some pupils with special educational needs have regular times within lessons when they are withdrawn for individual or small group work. Teachers plan work carefully and take account of pupils' targets in their planning of lower attainers' group work. Teachers, the special needs co-ordinator and the Teaching Support Service review targets and programmes regularly. Teachers and the special needs assistants work closely together. Teaching of pupils with special educational needs is of high quality and enables pupils to make good progress towards their targets and to grow in confidence.
14. Time and resources are used well at both key stages. Lessons start and finish on time. Teachers are mindful of the limitations of large groups and always seek to involve parents and support staff in the learning process. Very good provision is made for swimming and outward-bound activities in physical education. Purposeful trips are arranged for subjects such as history and geography. Insufficient time is allowed to support learning in subjects using information technology at key Stage 2.
15. Most of pupils' work is marked with ticks and occasionally some comments. However, there is a lack of consistency through the school with regard to marking generally. Insufficient comments are made to encourage and challenge older pupils and to help them understand what they need to do to improve their work and make better progress. However, much use is made up of praise and of helpful comments verbally during lessons. Overall, the teaching has a positive impact on pupils' progress.
16. The school provides a satisfactory range of homework activities. At the parents' meeting, a significant proportion of parents were not satisfied with the way in which homework is set at

Key Stage 2. Some classes of like age receive differing amounts. They felt that their children are not fully prepared for secondary education in this respect. Parents are justified in their concerns and their request for a homework diary is reasonable.

#### 42. **The curriculum and assessment**

17. The school provides a well-structured and organised curriculum that is broad and balanced, and includes all the subjects of the National Curriculum. In the nursery and reception classes, the curriculum is based on the nationally recommended “Desirable Learning Outcomes” and the work is planned to provide an appropriate, well-balanced curriculum that takes account of the needs of young children. The good range and breadth of activities offers pupils the opportunity to develop a wide range of skills and provides a firm foundation for work at Key Stage 1.
18. The curriculum provided is better balanced than at the time of the previous inspection. The weaknesses identified in the allocation of time for subjects have been corrected throughout the school and curriculum planning is monitored carefully by both the subject and curriculum co-ordinators. The curriculum meets statutory requirements and includes all required subjects, except in information technology, where there is no provision for sensing physical data at Key Stage 2. The school complies fully with the locally agreed syllabus for religious education. Pupils of all ages benefit from a curriculum that meets their social, intellectual, physical and personal needs effectively. The content and organisation of the curriculum provide equal opportunities for all pupils and appropriate provision is made for health and personal education. Sex and drugs awareness are taught effectively within science and personal education lessons, with good use made of visiting drama groups and visits to extend pupils’ social awareness. The implementation of the drug awareness scheme is an improvement since the last inspection. The school monitors the development of the National Literacy Strategy carefully and has introduced the National Numeracy Strategy well this term.
19. Provision for pupils with a wide range of special educational needs is very good. This is an improvement since the last inspection. The school is developing its systems for the early identification of special educational needs and provides a range of programmes to help meet individual needs. The arrangements for monitoring of pupils with special educational needs are good. Pupils enjoy full access to the breadth of the curriculum. The recommendations of the national Code of Practice are met successfully by the special needs co-ordinator and her colleagues. They keep detailed records and monitor the provision well. Targets are reviewed regularly and rewritten, or programmes amended, where necessary. Individual education plans are incorporated appropriately into teachers’ plans. Annual reviews of pupils’ progress are organised well.
20. The curriculum is planned effectively and thoroughly and the curriculum co-ordinator manages the planning very efficiently. The school’s policy for teaching and learning provides a very good basis for all curriculum planning. Specific details about what is to be taught and how this will happen are planned carefully by staff each year. This enables staff to share expertise and knowledge and helps co-ordinators to ensure that the programmes of study are covered appropriately. There are policies and schemes of work for all subjects. Long and medium-term planning clearly identify the curricular content and focus of lessons and much thought has gone into planning interesting activities. There is a clear focus on skills and learning of knowledge in each teacher’s planning. The joint planning between classes of the same age pupils is good and enables pupils to cover similar work.
21. There is good communication with the local secondary school and valuable opportunities to ease the transition are arranged. There are very good arrangements for the induction of children in the nursery into the reception classes to ensure that pupils move on with confidence to the next stage of their education.

22. The curriculum is enriched in many ways. There are extra-curricular activities during the year and the school takes part in sporting fixtures with other schools. There are extensive opportunities for pupils to learn to play musical instruments. Pupils have very carefully graded opportunities to experience a residential visit in Years 4, 5 and 6. These visits provide pupils with very good opportunities to develop personal and physical skills in a different setting and are used very well to extend pupils' studies in many areas of the curriculum. Other visits and visitors to the school give valuable opportunities for pupils to extend their learning and develop their sense of place in the world. Overall, the curriculum has a positive impact on pupils' progress.
23. The school has good systems for assessing pupils through tests, including the voluntary and compulsory National Tests, and the assessments made in many subjects. The systems in place provide information about individual pupils, their levels of attainment and the progress they make. Information gained from a study of statutory assessments and national data over a period of time is used effectively to identify areas of weakness and to raise standards. The use of assessment in planning lessons to improve teaching and the standards that pupils attain has improved since the last inspection. The assessments of pupils on entry to reception, and at the end of the year, are also used effectively to provide information about individual progress in the "Areas of Learning" and enable the school to identify any pupils who may have special educational needs at a young age. Individual educational plans have suitable and measurable targets for literacy, numeracy and personal and social development, and progress towards these is measured efficiently.
24. There is a whole-school system of recording pupils' attainment and progress in lessons, as it occurs daily, weekly and monthly. Day-to-day assessment is used effectively by teachers to ensure that work is appropriately matched to pupils' levels of attainment and is used well in the planning of future lessons. The school has introduced a marking policy since the last inspection, but there are some inconsistencies in the use of this across the school. Teachers work together to assess the National Curriculum levels of examples of pupils' work and pupil portfolios contain a great deal of useful information. The school plans to involve pupils more in the selection of work for their portfolios and pupils are already involved in the setting of targets for future development. The organisation of the curriculum provides effective equality of access and opportunity for all pupils, which allows them to make good progress.

#### 50. **Pupils' spiritual, moral, social and cultural development**

25. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. The last inspection found that the school provided well for moral and social development. The provision is now very good and is a strength of the school. Cultural development has improved and is now good.
26. Provision for the spiritual development of children and pupils is satisfactory. The school fully meets statutory requirements for a daily act of collective worship, and there are now opportunities provided, however brief, for quiet prayer or reflection. Also, there are more opportunities to consider the faiths of other cultures. Assemblies are dignified occasions and pupils behave appropriately. Themes are developed through stories and prayers, although music and hymns are not used to complement these topics. On occasion, chosen themes tend to relate to pupils' moral and social development rather than spiritual, and whether to say prayers in class is a matter for individual teachers. Nevertheless, religious education and other curriculum areas expand on these opportunities for reflection, and encourage further discussion of pupils' own ideas and beliefs. Through poetry and creative writing, pupils in Year 6 empathise with the feelings and emotions of those that were evacuated or lived through the Blitz during World War Two. Pupils contemplate the levels of violence inflicted and suffering endured, but also that there was a greater goal in peoples' minds, and thus the



idea of a 'just war' is considered. Work in science about the Earth and beyond allows thoughts about the enormity of the universe and through poetry about storms and winds, pupils are able to consider the power of Nature.

27. The provision for moral development is very good and reflects the schools aims and values that are recognised and appreciated by parents. The school has clear principles and values expressed and achieved in a very caring ethos in which pupils learn the difference between right and wrong. Young children learn to respect other people and their property. Older pupils follow the rules that they themselves have helped to make, notably through the operation of the school council. These values are reinforced by the school's behaviour policy that emphasises rewards for good conduct. Moral issues are considered, in assemblies and across the curriculum. During 'circle-time' discussions, pupils express their ideas about issues of friendship and how conflict can be avoided. In religious education, learning about the Ten Commandments, for example, is related to the need for rules and a rationale for school rules. Older pupils have opportunities to consider moral and ethical issues, such as, for example, the morality of using animals for experiments. In literacy work, text activities include forming character profiles, in which pupils identify acceptable and unacceptable aspects of characters in the texts. In these ways the school fosters the values of honesty, fairness and respect for justice.
28. Provision for social development is very good. Under fives settle into school quickly and respond well to the high expectations for good behaviour. The school effectively promotes positive attitudes to working, playing and co-operating with others. There are opportunities in science and other subjects for pupils to work together in pairs or in groups. Pupils are encouraged to take responsibilities in school. These include register, assembly, litter and library duties and for the family service lunch arrangements in the Key Stage 1 dining area. At lunchtimes, pupils are encouraged to talk quietly and to dine in an appropriate manner. Attitudes and habits of self-discipline are fostered. For example, at times of argument and conflict, pupils are encouraged to discuss and reflect on their conduct and consider ways that such episodes can be avoided. An understanding of citizenship is developed through the pupils' participation in the school council, which is valued by the pupils. This involves voting for class representatives, free discussion of issues and participation in the decision making process of the school. Pupils show initiative when they engage in fund-raising activities, both for the school and for charities such as the Children's Society. Pupils participate further in the community with activities, such as links with local industries, the school choir performing in the locality and participation in a community action project run by the Police.
29. The provision for cultural development is good. Pupils have opportunities to appreciate their own cultural heritage, with a series of well planned visits to places of interest, including museums to enhance historical study, art exhibitions and a museum of music. The work of artists from Yorkshire is studied, as well as that of famous European artists. Local resources are used to support a study of World War Two. Passages from famous British authors are used in literacy hour text work. A visiting poet has enhanced pupils' writing of poetry and a textile artist has also worked with pupils. This provision is further complemented by extra-curricular activities that include art and drama clubs as well as choir and instrumental groups. Other than a display of African art and artefacts there was little in view during the inspection with regard to other cultural traditions. However, the school has sufficient resources to ensure effective provision. In religious education basic tenets of other faiths are studied, including those of Islam, Hinduism and Judaism. This work is complemented by activities such as the preparation of a Jewish feast and older pupils visit a mosque. Visitors to the school have stimulated work on Chinese dance and cooking and Asian music and dance. Overall, the school's provision enhances pupils' sense of responsibility, attitudes to work and therefore the progress they make.

**55. Support, guidance and pupils' welfare**

30. Since the last inspection, the school has continued to give pupils good support, guidance and attention to their well being, health and safety. Procedures for monitoring the personal development of pupils, including their social and academic progress, are good. Effective procedures are in place to support pupils when they first enter school and on transfer to the secondary school. Pupils are very happy to come to school, feel secure and cope with increasing confidence with wider school life.
31. Procedures for play and lunch supervision are good. The wide use of outside play areas contributes well to pupils' social development. The support and guidance given to pupils with special educational needs are good. Their individual educational plans are regularly reviewed and parents are kept informed about the progress their children make. The school has good links with local authority support services, and the secondary school to which most pupils transfer.
32. The school council allows pupils very good opportunities to debate and make decisions about matters of importance to them, such as playground rules and fund raising activities for various charities. The school council increases pupils' sense of responsibility and generally helps with the smooth running of the school. The school has a behaviour policy that promotes good behaviour, as well what to do should any anti-social behaviour or bullying occur. This policy is consistently applied throughout the school. Procedures for monitoring and promoting discipline and good behaviour are a strength of the school.
33. The school's procedures for monitoring and promoting attendance are good. Good attendance and punctuality are seen as important. However, the school does not comply with statutory guidelines in the way that it authorises all absences. For example, in a small number of cases the school authorises more than ten days holiday during school-time. Procedures for the protection of children are good and are clearly understood by staff. The procedures followed are in keeping with national guidelines. There is a named person who has been appropriately trained in the procedures to be followed by the school. Parents strongly support the school's policies and practices. Parents are pleased with their children's behaviour and know that they are well looked after.
34. The staff is aware of first-aid procedures and the accident record is up to date. Several members of staff have first-aid qualifications. Fire equipment is serviced regularly and evacuation practices are held. The school does all it reasonably can to ensure that buildings, equipment and procedures are safe and risks to health and safety are minimised. Governors give good support in this area and they carry out essential checks across the school site. However, their findings and statements of 'action required' are not always recorded formally in the minutes of the governing body. Overall, the school's provision has a positive impact on pupils' attitudes to school.

**60. Partnership with parents and the community**

35. Since the last report, the school has improved relationships with parents and with other institutions and outside agencies. The partnership with parents and the community is good and makes a positive contribution to the life of the school. The school places considerable emphasis on links with parents, for example, the newsletters are very well presented, informative and are a good contact between home and school. A number of parents provide regular and valuable support within the school. They often help by working with small groups, especially for reading and in support of extra-curricular activities. The "Friends of the School" raise additional funds to contribute towards school resources. For example, parents and a group of Year 6 pupils with the headteacher, have worked hard to create a new information technology suite, which will become a valuable asset and is very likely to improve the

school's provision. In conversation with pupils, they said how much they appreciated this new addition to the school. Parents, with the school, reinforce how important school is and this has a positive impact on pupils' attitudes.

36. Parents feel they are well informed about events and about curricular matters. Some parents, both at the parents' meeting and in response to the questionnaires, would appreciate further information about the arrangements for homework. Parents wish to share in their children's learning more fully and help to prepare them for the next stage of their education at secondary school. Inspection evidence supports this view. There is an annual report for parents about their children's progress. During the spring and summer terms, there are open evenings where parents can discuss their children's progress to date. During the year, the headteacher and staff deal with any concerns a parent may have promptly and efficiently. Parents expressed their appreciation for the 'open-door' policy that the school has adopted. Parents are involved in the regular reviews of progress if their children have special educational needs. Parents also attend the multi-agency reviews if their children are on the special needs register.
37. The school takes good care to ensure that parents are well informed about entry arrangements for the nursery before their children start. There are opportunities for parents and their children to visit the school and these help to strengthen home-school relationships. On transfer to the secondary school, opportunities are provided for pupils and their parents to meet the staff of the secondary school to which the majority of the pupils transfer. Curriculum links and liaison between the primary and secondary are good. For example, the headteacher attends regular meetings with other schools in the area.
38. Links with the community are good. For example, ties with the local church are strong. Pupils also visit senior citizens at different times in the year. The school received a citation from South Yorkshire Police for the work of groups of pupils who raised £771 for a variety of charities. Twenty-nine pupils were involved, in their own time. The school has good links with local commerce. For example, visits to the local bakery and garden centres occur. Parents and visitors are welcomed to the school and they are encouraged to take an active part in its life. Links with parents and the community have a beneficial effect on the ethos of the school.

#### 64. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

##### 64. **Leadership and management**

39. Good and clear educational direction is provided by the headteacher, supported by the staff and governing body. The management has had a major positive effect on all aspects of the school. The quality of management has improved since the last inspection.
40. The school overall has improved since the last inspection in 1996. Pupils make better progress than they did. The progress pupils now make in mathematics and science is good and in English it is satisfactory. Pupils reach the standards in music that are expected of them. In information technology, the provision made for pupils and the standards achieved match what is expected of them at Key Stage 1. At Key Stage 2, there has also been a significant improvement. However, one aspect of the curriculum for information technology is not taught, therefore standards remain lower than expected. The school is soon to address this matter; the new computer suite will soon be in action. Effective means are in place to check how well pupils are progressing in English and mathematics. The management of the school ensures that pupils' work and teaching is regularly reviewed. Procedures to assess what pupils know, understand and can do in all subjects are used effectively to help teachers plan lessons. The quality of teaching is now good. Standards are rising in the school and the

proportions of pupils achieving above the benchmark standard level 4 at the end of Key Stage 2 has increased significantly in 1999. There have been many other areas of significant improvement. For example, the provision for pupils with special educational needs, behaviour and relationships within the school, the quality of the school development plan and in the ethos of the school generally. The school has a very good capacity for further improvement.

41. The governing body plays a satisfactory part in managing the school. It calls the school to account for its standards of work and is closely involved in financial planning each year. The chair of governors regularly discusses matters of importance with the headteacher. Governors are active in areas such as ensuring that the building is safe, that the school development plan reflects their wishes and in monitoring of the school's provision for literacy. Governors have taken a wide range of courses, including about 'target setting' and about behaviour of pupils. The governing body has a clear understanding of standards in the school. Some of the important work that governors undertake is not minuted in governors' reports.
42. The headteacher has led the school very effectively since the last inspection. She has attended courses, confronted issues and established a culture within the school of co-operation and improvement in standards. There is a strong sense of common purpose in the school. The headteacher has successfully analysed how the school should be managed at different stages in its development over the past four years. The deputy headteacher has had a positive impact on standards of work at the end of Key Stage 2.
43. The management structure is good. Each co-ordinator has responsibility, typically, for two aspects of the school's work, often one subject and another duty. Co-ordinators are effective in their work. Policy documents are detailed and helpful and co-ordinators monitor teachers' planning and scrutinise samples of pupils' work. As a result of the previous inspection, greater emphasis has been placed on monitoring of teaching. This task is not carried out by co-ordinators but by the senior management team of headteacher, deputy headteacher and senior teacher. The monitoring of the school's day-to-day work is good. Minutes are kept and changes made in response to findings. All important matters are brought before full staff meetings. Teachers also join committees to discuss developments within subjects and within different parts of the school, such as Years 3 and 4. In these ways the school's work is well monitored and little is left to chance. Presently, there are only inconsistencies in the way that pupils' work is marked and in the setting of homework at Key Stage 2.
44. The school's provision for equal opportunities is well managed. All pupils have equal opportunities to take part in everything the school offers. There is a named governor with responsibility for pupils with special educational needs. There is a good policy, which is in line with the government's Code of Practice. Pupils' needs are reviewed regularly and the school's systems are well managed.
45. The school development plan is a good document. It gives sufficient detail about what the school aims to do over a three-year period. The plan is adequately costed and contains appropriate action-plans and targets for pupils that the school needs to achieve. Through this document, and in other ways, the school monitors its cost effectiveness. Co-ordinators each have their own action plans, which are well linked to the school development plan. The appraisal of teachers and the programme of staff training are also closely linked to planning.
46. The school has an appropriate set of aims, which it is very effective in putting into place. The learning environment is consistently good throughout the school. Proper consideration is given to raising expectations and developing a shared purpose in the school. The school's ethos is very purposeful and relationships are very good. Parents are justified in strongly supporting the school.
47. The school meets nearly all the statutory requirements required of it. There are omissions

in the curriculum for information technology at Key Stage 2 and the school does not have all policies in place, such as for control and restraint of pupils and health and safety 'physical risk' assessments.

### **73. Staffing, accommodation and learning resources**

48. The school has sufficient suitably qualified teachers who provide a good balance of expertise and experience in the school and the nursery. Teachers are hardworking; they are well deployed and are committed to the school. Curriculum responsibilities are well matched to their qualifications and interests and they have acquired expertise in areas in which they were not initially qualified. However, there is some lack of expertise and confidence amongst staff to ensure coverage of all the requirements for information technology. Staffing issues noted in the last inspection report have received attention. There is now an appropriate level of expertise in music. Teachers have shown a willingness to accept new responsibilities and to increase their experience and expertise across the curriculum. This is a significant factor that contributes to the good quality of teaching in the school. Liaison between support staff and teachers over curriculum and pastoral matters is good. Support staff provide good support in classes, both in the management of materials and in the assessment and recording of pupils' work. The administrative staff gives very good support and ensures that the school runs smoothly. Care-taking staff ensures that very high standards of cleanliness and tidiness are maintained. Mealtime supervisors are sufficient in number and are effective in supporting orderly lunch sessions.
49. The school is fully committed to the professional development of staff and a well-organised system of staff appraisal is in place. All teachers are encouraged to attend courses that enhance their personal development and meet the curricular needs of the school. Teachers have been consulted about their interests and responsibilities and also about their perceptions of the ways that these can be developed to benefit themselves and the school. Each year, as part of the on-going procedures for appraisal, teachers are invited to evaluate the teaching and learning in their classes and identify needs for further development. There are effective procedures for the induction of newly qualified teachers.
50. The accommodation is very good for all pupils and children under five. It is clean, tidy and well maintained and of a very good standard for the number of pupils and for the teaching of all aspects of the National Curriculum. Classrooms are spacious with sufficient room to allow a range of teaching styles and independent learning. There is ample space for subjects such as music, physical education and art. Accommodation is well used and the learning environment has been enhanced by attractive and purposeful displays, for example in the nursery. The two halls provide good accommodation for a range of movement, drama music and other physical education activities. Outdoor areas are similarly attractive and spacious. Shortcomings identified by governors last year have been addressed. There is good access and facilities for pupils with special needs, including a separate area where pupils work. The nursery is large and well appointed. Accommodation for children who are under five is good overall, but reception children do not have an adequately sized outdoor-play area. The high standard of accommodation to which the previous inspection report refers has been maintained and developed. There is now a nature area and a new computer suite is soon to open.
51. Resources for learning are good. The range, quantity and quality of resources are at least satisfactory in all subjects and are good in English, mathematics, art, history and physical education. The good provision is enhanced by visiting instructors for rugby and football. The range of artefacts for religious education and musical instruments from other cultures is limited. There are good quality resources for science and geography. Although information technology resources are satisfactory overall, there is a lack of probes and programs to sense physical data for older pupils. Also, insufficient use is made of information technology

resources to support work in other subjects. However, very good use is made of history resources, and this contributes to good progress in the skills of historical enquiry. There are good resources for children who are under five and for pupils who have special educational needs. They contribute positively to the progress that pupils make. The stock of fiction and non-fiction books in the libraries is of a very good quality. Good use is made of external resources, including materials borrowed from local museum services. Educational visits, including residential visits, are well targeted to support pupils' learning, notably in history, geography and science.

## **77. The efficiency of the school**

52. The efficiency of the school is very good. The recommendations made in the last inspection report have been fully implemented, with the exception of using the resources for information technology more effectively at Key Stage 2. However, the school has good plans to use the newly created information technology suite when the computers and additional resources arrive. The financial development plan is now a three-year projection that shows the likely cost of all initiatives and how the finance committee monitors expenditure. This monitoring is very effective because of the regular committee meetings and the quality of information supplied to the headteacher and governors by the finance officer and administration staff. The most recent local authority audit, in June 1998, found good systems in place for monitoring spending and the few minor recommendations were immediately implemented. The efficient running of the budget and accurate forecasts are having a positive impact on the quality of pupils' learning and the school is well placed to implement the future targets set in the development plan. For example, the school has forecast smaller numbers of pupils in the nursery and reception classes over the next two or three years. The school has wisely saved money to create a healthy budget surplus in order to continue, for example, to fund the improvements in resources that help to improve pupils' attainment and progress.
53. School administration and financial control are very good. The office manager and administration staff work very well as a team. This has a very positive impact on the smooth running of the school and the clear daily routines and procedures are understood and carried out effectively by all staff and pupils. Teaching and support staff are very efficiently and effectively managed, which has a positive impact on pupils' learning. Educational developments within the school are supported by careful financial planning and are effectively monitored by subject co-ordinators to show the effect on pupils' attainment. For example, school finances and grants have been used to support the National Numeracy Strategy and this is already having a positive effect on pupils' attainment and progress. The school uses the additional funding for pupils with special educational needs very well. The provision made for these pupils is very good and has a positive effect on their learning. As a result, pupils with special educational needs make good progress towards the targets in their individual education plans. Governors' monitoring of teaching and development of subjects is effectively involving them in the life of the school and they fulfil their statutory role of being "critical friends" to the school. For example, following consultations with the headteacher and staff, the governors prepare the annual report to parents and have led extensive discussions on the new 'home-school' agreement. Parents and 'friends of the school' association are very supportive and the fund raising and social events provide extra resources and experiences for the pupils, which have a positive impact on their learning.
54. Good use is made of the accommodation, including the two halls, extensive hard surfaced areas and the very attractive school grounds. For example, Year 6 pupils are very proud of their "privileged" access to the grassed area outside their classrooms and describe how careful they are not to damage any of the plants and trees. There are co-ordinators in place for all subjects, the regular curriculum audits and the monitoring of the quantity and quality of resources allow co-ordinators to ensure that future budget allocations maintain them at a satisfactory level. All subject co-ordinators monitor teachers' planning and scrutinise pupils'

work. The school has made a good start in reviewing the teaching because the headteacher, senior management team and some co-ordinators have worked alongside colleagues sharing expertise and monitoring the quality of teaching.

55. The school's finances are very well managed and targets for improvement are clearly identified and effectively link long-term curriculum planning to finance. The governors are very supportive and are involved in the long-term strategic management of the school. For example, there are appropriate committees who meet regularly to discuss different aspects of the school prior to any decisions being made. The finance committee is committed to regular reviews of the budget throughout the year. They use the yearly budget for the benefit of present pupils and wisely keep a contingency fund to meet any unexpected difficulties and to anticipate a smaller budget over the next two or three years because of the slight fall in pupil numbers. They have good procedures to monitor financial control and these are followed very effectively. The office manager, finance officer and administrative staff are very efficient, monitor expenditure well and ensure that the daily running of the school is smooth allowing teachers to concentrate on their teaching.
56. The efficiency of the school has improved since the last inspection. Pupils' attainment on entry to the school is average. They achieve good standards in mathematics, science and some other subjects by the end of Key Stage 2. The quality of teaching is good and very good relationships exist between staff and pupils. As a result pupils respond well with very positive attitudes to work. There is very good provision for pupils' social and moral development and there is a very good ethos in the school, which has a significant effect on pupils' attainment and progress. The cost to educate pupils is average; consequently the school provides good value for money.

82.

## 82. **PART B: CURRICULUM AREAS AND SUBJECTS**

### 82. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

57. Children are admitted into the eighty-place nursery in the September following their third birthday. It is a large airy building, which is very well equipped to cater for the needs of young children. Forty children attend either mornings or afternoons only, and transfer to full time education at Tranmoor Primary School or other schools in the September following their fourth birthday. Curricular provision in the nursery and reception classes is good, and is appropriately based on the 'Areas of Learning' recommended by the Department for Education and Employment for children of this age. There are facilities and equipment in both areas that support teachers' work in promoting speaking, listening, numeracy, investigative work and children's physical development. When children have made the appropriate progress in the reception classes they transfer to the National Curriculum.
58. Children's attainment on entry to the nursery is within the nationally expected range of attainment for children of this age. They make satisfactory progress in literacy skills and in their knowledge and understanding of the world around them, and by the time they are five most children attain standards typical for their age. In numeracy and creative, physical and social development, children make good progress. By the time they are five, most children exceed expected standards in these areas. Children with special educational needs, and from different ethnic backgrounds are identified promptly and also make similar good progress.

### 84. **Language and literacy**

59. Children reach typical levels of attainment for their age at five. On entry to the nursery at the

age of three, most children's language and literacy skills are broadly in line with those found nationally. They take part in role-play and extend their capability to communicate through meaningful interaction with adults and with their peers. They enjoy stories and listen happily to the teacher and the nursery nurses, joining in appropriately with songs and action rhymes. They recognise and identify their own pictures on cards when registering attendance, and when locating their morning drink and clothes pegs. In the writing corner they use a variety of tools when 'mark-making' and acting as writers satisfactorily. In the reception classes children talk with increased confidence. They respond to questions with relevant answers and with increasing fluency. In the 'Tranmoor Airport' corner in the reception classes, children role-play an imaginary discussion between a pilot and passenger. They share books with each other and with adults and re-enact a story about characters who cross a river appropriately. They know that print conveys meaning and that words in stories are read from left to right. They use models to recreate characters from stories and develop imaginative play satisfactorily. During shared reading, pupils read text from big books identifying title, author and illustrator adequately. They begin to understand the difference between letters and words.

#### **85. Mathematics**

60. On entry to the nursery most pupils' numeracy skills are typical of those expected nationally for pupils of a similar age. The good quality of provision for numeracy skills both in the nursery and in the reception classes ensures that the children make good progress and exceed nationally expected attainment by the age of five. In the nursery, children are familiar with a variety of number rhymes and counting games. They count and thread three wooden blocks, and sort coloured teddies by size and colour effectively. Some children make sequential patterns using cotton reels, whilst others recognise shapes, such as squares and circles clearly. By the time they move into the reception classes children count objects efficiently up to ten, and use them in bingo games. Most are familiar with larger numbers from every day life and many confidently count in tens up to a hundred. They use balances to discover heaviest and lightest, and find objects lighter than others with confidence. They sort objects by appropriate characteristics such as colour, shape and size, and vehicles by their methods of movement. They use mathematical language to express order, size, shape and position with a good degree of confidence and accuracy.

#### **86. Knowledge and understanding of the world**

61. At the age of five most children meet standards that are typical for children of a similar age. In the nursery they use blocks to create imaginary roadways, and build trains appropriately from small plastic bricks. A scrapbook compiled at home and shared with the class each term helps children to gain a simple idea of time. They make pretend cakes and set out the table for a meal realistically. They explore texture, shape and colour effectively and know the difference between rough and smooth. Through the use of the computer they understand that equipment responds to commands. In reception, children name many types of vehicles and discuss methods of movement in ways typical for their age. They take on the role of an anxious passenger in the airport corner, and provide in-flight food on the imaginary aircraft. They build a castle from large bricks and use reference books appropriately to extend their ideas.

#### **87. Creative development**

62. On entry to the nursery children's creative skills are broadly in line with those found nationally. They make good progress both in the nursery and in the reception classes, and exceed expected attainment at the age of five. From the earliest days in the nursery, children are taught how to mix their own colours when painting. They discover quickly that by mixing one colour with another they can make a third. They employ a range of tools and materials when using modelling materials to express their ideas imaginatively. They sing simple songs



with a satisfactory awareness of rhythm. Through art, music, stories and imaginative play in reception, children show a continuing good capability to use their imaginations to listen and to observe. They follow a chart well to create paint colours such as purple, green and orange, and hold brushes carefully to add detail to paintings. They listen to sounds of recorded music and to those they make themselves with percussion instruments, identifying which sounds are made by scraping, shaking or striking. They quickly recognise and name percussion instruments such as maracas, guiros and triangles and know how to strike them correctly.

#### **88. Physical development**

63. At the age of five most children exceed expected standards for their age. Outdoor activities provide challenging physical opportunities in the nursery, and most children demonstrate well controlled and co-ordinated movements. They make good use of the wide variety of equipment available and play safely on wheeled vehicles using all the available space well. Most children develop good dexterity with small tools and construction equipment. In reception children use the hall with confidence. They move with a good awareness of space, and respond very well to instructions to move using different parts of their bodies. Provision for fine motor development is good. The children have well developed cutting skills. They have good control of pencils, brushes and of the mouse when working on the computer. There is no large outdoor equipment immediately available for the use of children in reception, but they do make effective use of the large outdoor equipment in the nursery to continue to develop pushing, pulling and steering skills.

#### **89. Personal and social development**

64. At the age of five, children exceed standards found typically in schools. They become good members of the group and almost all children work together well, take turns, share fairly and behave sensibly. They show consideration for others, which is particularly evident when they play outside using the bicycles and tricycles. They treat living things and their environment with care and concern and concentrate well on tasks. Children work quietly in the nursery and in reception and have a good degree of personal independence.
65. Children under five make good progress in mathematics, creative, physical and personal and social development. They make average progress in language and literacy and knowledge and understanding of the world. Children learn to read 'big' books together and to read simple words appropriately. They learn how a book is written. Children learn to count well and to recognise familiar larger numbers from their everyday lives. Many have learnt to count to 100. They learn to mix colours and to act out roles, such as that of an anxious passenger at the airport. They learn to use books to develop their ideas appropriately. Children learn to handle tools effectively and to use different parts of their bodies to express ideas in gymnastics lessons. They learn to be good members of the group and to enjoy their work but also to realise that the end result of their efforts is important.
66. A very good induction procedure of meetings and home visits ensures that all children settle quickly into the nursery and soon adjust to routines and activities. There are good relationships with parents, which are carefully developed by staff each taking special responsibility for a specific group of children. In this way parents know who is their first point of contact, and children have an immediate feeling of security. Many strategies are used in the nursery to help children become good members of the group and by the time they are five they have learnt to show consideration for others, take turns, share fairly and behave sensibly. This provision leads to children making immediate good progress in many areas of work.
67. The teaching of children under five is good and it leads to children's good progress in many areas of work. In the nursery the teacher and the nursery nurses are all experienced in

working with young children and clearly understand their needs. Together they make a strong and effective team. The nursery teacher co-ordinates the teaching and learning for the children under five and provides good leadership and liaison between the nursery and the reception classes. Planning for learning is detailed and draws on daily assessments of learning and progress. Individual profiles are maintained for each child which monitor progress, including for pupils with special educational needs. They are continued and completed in reception. Resources are well organised and all space is fully utilised.

### 93. **ENGLISH, MATHEMATICS AND SCIENCE**

#### 93. **English**

68. In the 1998 National Tests in English at the end of Key Stage 1, the performance of pupils in reading was above the national average. In writing, pupils' performance was well below average. Teacher assessed speaking and listening skills were very high in comparison with assessments made by teachers nationally. Pupils' performances followed the same pattern when compared with the results from similar schools in 1998. From 1996 to 1998 pupils' performances were above average in reading and close to the national average in writing. In 1999, standards in the National Tests have been sustained overall. Girls scored more highly than boys in reading and writing.
69. In the 1998 National Tests in English at the end of Key Stage 2, the performance of pupils was close to the national average, but was below average when compared with results from similar schools. In 1998 there was a good match between teachers' assessments of pupils' attainment and actual tests results. From 1996 to 1998 pupils' performances were close to national averages.
70. In 1999, at the end of Key Stage 2, the overall percentage of pupils attaining the benchmark Level 4 increased slightly, and there was a significant increase from the previous year's results in the proportion of pupils achieving the higher Level 5. The performance of pupils was average compared to all schools, but was below average when compared with the results from similar schools. The school exceeded the targets they set at both key stages. The rise in performance at Level 5 in 1999, is largely the result of carefully focused teaching in Year 6 on selected aspects of English, such as narrative writing. The decision to highlight this area followed careful analysis of previous test performances. Pupils' progress overall at both key stages has improved since the last inspection report.
71. Since the previous inspection, the school has improved its performance in reading, especially at the higher levels at both key stages. Monitoring and assessment of pupils' progress has improved, and issues such as poor spelling and handwriting continue to be addressed throughout the school. The introduction of the National Literacy Strategy, setting out a daily hour-long programme covering all aspects of the English Curriculum, has been embraced enthusiastically by the school. This is having a positive effect on attainment and progress, especially in speaking and listening, reading, spelling and grammar. The school has, quite rightly, identified the need to extend some periods of time to include quality descriptive writing, especially in the upper school.
72. The progress of pupils with special educational needs in reaching their individual targets in English is good. It is the result of effectively planned learning, together with good quality support provided by specially trained teachers and support assistants. Many individual education plans feature aspects of English. Pupils have short-term targets, for example, to learn the sounds of groups of letters or to practise basic comprehension of text. Any under-achievement by boys is carefully monitored, and strategies are in place to eliminate any possible gender differences in attainment and progress.

73. The evidence from the inspection is that attainment and progress in English, at the end of both key stages, are satisfactory. However, progress of all pupils, including those from different ethnic backgrounds, in lessons now is good especially in aspects such as speaking, listening, reading and knowledge of grammar. It is the result of the effective introduction of the National Literacy Strategy combined with good teaching. Enough time has not yet elapsed, however, to allow recent developments to affect the pupils' written work.
74. Speaking and listening skills exceed what is expected nationally. Progress is good. These skills have a positive effect on learning in all subjects, as pupils listen attentively in lessons and actively contribute to valuable discussions. For instance, in a mathematics lesson they used good descriptive skills to express the attributes of a shape, enabling partners to reproduce an accurate drawing. A drama policy and a scheme of work recently introduced by the co-ordinator responsible for this area of the curriculum raise awareness of the importance of this aspect of the English curriculum. The good progress achieved in speaking and listening is the result of the school's commitment to role-play from the earliest years through to Year 6, in such subjects as history and religious education. Alongside this, teachers effectively build individual pupil confidence. They allow all pupils to express thoughts and ideas freely, and annual drama productions have a positive impact on pupils' ability to speak confidently in front of an audience.
75. Attainment in reading at the end of Key Stage 1 is not significantly above the national average, whilst at the end of Key Stage 2 it is above the national average. However, at both key stages higher attaining pupils read at a level well above the national average. Pupils throughout the school are enthusiastic about books and this enthusiasm is encouraged with interesting and appropriate reading material. Reading enhances learning in all subjects, and teachers encourage the development of good research skills particularly in Key Stage 2. At the end of Key Stage 1 pupils read from a variety of texts. Average and higher attainers know what 'author' and 'title' mean, and are beginning to develop preferences in what they read. Pupils are directed to select books from collections appropriate to their level of reading ability. These they take home to share with their families, and progress is recorded in diaries monitored by the teachers. At the end of Key Stage 2 pupils read widely for information and for pleasure. Most read aloud with a good level of accuracy, but little expression. Higher attainers use inference and deduction to increase their understanding of plot, and make reference to the text by selecting appropriate phrases to illustrate their opinions. All but the lowest attaining pupils in the upper part of the school understand the library classification and numbering system, and make extensive use of the school library for research and personal study.
76. Progress in reading is good in both key stages. Teaching is carefully structured and approached through a combination of group reading, and reading together from large class books. Detailed examination of text and skilful questioning, helps to develop reading skills and techniques across the school. There are very good systems in place such as, 'Early Intervention' in Year 1, 'Catch-up' in Year 3, and 'Additional Literacy Support' in Year 4, which are designed to help pupils experiencing difficulties with reading.
77. Attainment in writing is satisfactory at the end of both key stages. At the end of Key Stage 2 however, an increasing number of pupils achieve higher standards in narrative writing. This results from extended descriptive writing opportunities in Year 6. Pupils' immediate experiences are widened by heightening their awareness of natural surroundings, and awakening their senses to art, music and recent history. The high quality of this work is displayed in school and illustrates the good presentational skills of some pupils.
78. Progress in writing is satisfactory at both key stages, but accelerates at the end of Key Stage 2, as a result of the extended opportunities pupils have to write. The strong teaching element within the daily hour focused on literacy is having a positive effect on pupils' knowledge of grammar and spelling patterns. For instance, most pupils in Year 1 know and understand the

importance of the five vowels, and they identify simple rhyming words. In Year 2 they suggest alternative connecting words to join two parts of a sentence, and as a class in Year 3, they add capital letters, full stops and commas to text. In Year 4 pupils begin to understand that a paragraph is about one idea, and in Years 5 and 6 pupils note the spelling changes as alternative endings are added to words. However, pupils' capacity to transfer this knowledge naturally into their individual written work is less secure, and as yet it is underdeveloped throughout the school, resulting in attainment which does not reflect the pupils' growing knowledge. Standards in spelling are satisfactory at both key stages.

79. Pupils' literacy skills allow them to learn more effectively in all subjects. Older pupils write appropriate accounts in science to explain their findings, re-tell stories in religious education, explain why they have re-designed things in design and technology and give accurate factual accounts in geography and history. Literacy skills are also emphasised in other subjects, and this has a positive influence on pupils' work in English.
80. Overall pupils show good attitudes to learning and this quality leads to pupils' good progress. Throughout the school they work with sustained concentration and interest. They are eager to answer questions, and are keen to contribute to class discussions. Pupils are able to work collaboratively and co-operatively during group activities. Where groups are made up of pupils with different levels of ability there is evidence of effective peer support.
81. The teaching is good overall at both key stages. It is good or better in three-quarters of lessons and in a third of lessons the teaching is very good. Teachers have secure subject knowledge and use it well to reinforce learning, especially during direct whole class teaching. Planning is detailed and reflects appropriately the National Curriculum Programmes of Study, and the structure of the National Literacy Hour. During independent group activities, whilst the teacher is engaged with hearing reading, learning is most effective when pupils are organised into groups with mixed levels of ability, enabling effective peer support. Work is focused on a similar theme within the group, but at different levels of difficulty to ensure a good match and challenge for all pupils. Where this option is not followed, pupils' written tasks are often well within their capabilities and lack challenge. In the best lessons teachers employ methods of monitoring, assessing and marking to ensure that pupils know how to improve their standards, and that their written work is valued. Learning targets are clearly communicated to pupils through effective instruction and demonstration. The methods of marking pupils' work are inconsistent. In some classes, teachers often write encouraging and challenging comments, in others they do not. Opportunities for pupils to make progress in this respect are therefore inconsistent. The school's policy is not consistently applied. Resources are well prepared, and various texts are used effectively to promote reading. However, teachers make limited use of information technology to pupils' work in English. Teachers have high expectations, manage pupils effectively and ensure the pace of lessons is brisk, which leads to pupils' good progress.
82. The subject is co-ordinated effectively. The co-ordinator has produced a scheme of work to support the literacy hour. She monitors provision through teachers' medium term plans and samples of pupils' work. Teaching and learning within the subject is well monitored by the headteacher who gives good feedback to the co-ordinator. A number of working groups provide an effective teacher support structure. There is a sound system for the assessment of pupils' progress, which is presently being transferred into individual pupil files to develop a useful picture of progress over time. Teachers use a range of strategies to monitor the progress of pupils, including standardised testing and regular focused assessments. These factors have a positive impact on the provision and therefore on pupils' progress.
83. There are good homework guidelines, but they are not always consistently applied. Resources are good. The two libraries are effectively managed, and there is a broad range of attractive and well maintained books which meet the needs of all pupils. Pupils' experiences are enhanced by visits to places of interest, such as Granada Studios to study

media in drama, and Danelaw Village where pupils took part in a Viking role-play lesson. Visitors to the school have included a drama group who involved pupils in Key Stage 1 in story re-enactment, and a performance poet who led a poetry writing workshop in Key Stage 2.

109.

## **Mathematics**

84. The results of the 1998 National Tests at the end of Key Stage 1 indicated that the school's performance was well above average, both nationally and when compared with similar schools. Over the past three years (1996 –1998) the school's performance was very high in comparison with national averages. The results for the 1999 Tests indicated that this good level of performance at Key Stage 1 has been maintained. Girls perform slightly better than boys, especially at the higher level 3.
85. The results of the 1998 National Tests at the end of Key Stage 2 indicated that the school's standards were above the national average. Compared with similar schools, the school's results were above average. Over the past three years (1996-98) the performance in mathematics was below the expected standards but there has been a consistent upward trend since 1996. The results for the 1999 Tests indicate that the improvement has continued and a significantly greater proportion of pupils have attained at a higher than expected level. Standards of work in comparison with all and similar schools are above average. More boys than girls attained the higher than average level 5.
86. At the time of the 1996 inspection, attainment was average at both key stages. The findings of this inspection confirm that pupils at both key stages are on course to sustain this improvement, with more pupils at both key stages attaining at an above average level and a significant number of pupils achieving levels that are well above average. There are, however, some year groups that have a higher proportion of pupils with special educational needs, so results from year to year vary. The improvements in attainment and progress are due to:
- careful monitoring of the teaching of mathematics throughout the school after the last inspection,
  - the purchase of a published scheme to provide a framework for the subject,
  - thoughtful analysis of previous National Curriculum results and use of targets,
  - a greater emphasis on mental mathematics and
  - good preparation for the introduction of the Numeracy Strategy
- The introduction of a Year 6 'Booster Club' for mathematics and the setting of targets are other contributory factors.
1. At the end of Key Stage 1, most pupils count to 100 in fives, tens and twenties. Lower attaining pupils successfully count on in ones and twos and add numbers that total ten. Higher attaining pupils confidently count in tens and fives past 100 and add numbers to complete sequences, checking their answers on a number line. Pupils select the appropriate operation to solve addition and subtraction problems, extending this to making sums with coins to the value of 20p. Higher attaining pupils complete problems to show change from £1.00. They add tens and units and understand the value of each digit in a 2-digit number. Pupils have a good knowledge of two and three-dimensional shapes and of sequencing days and months. They read time past the hour, measure liquid in litres and length in centimetres and decimetres. Pupils understand simple fractions, round numbers to the nearest ten.
  2. At the end of Key Stage 2, most pupils accurately add, subtract, multiply and divide numbers up to 1000 and apply these operations to problems with money and units of length. Most average and higher attaining pupils have a growing understanding of multiplication tables

and their quick mental recall is becoming more accurate. In a lesson about problems involving fractions, pupils used their own strategies to find equivalent fractions. Higher-attaining pupils independently solve problems, such as, "What is one-quarter of 7,032 people at a football match?" Whilst lower attaining pupils recognise and use fractions in a mathematical game. Pupils have good basic knowledge of shape and space and calculate perimeter and area of regular and irregular shapes. Higher attaining pupils calculate average speeds, compare distance on maps with actual journeys, calculate long multiplication sums and co-ordinates, where they explain their working confidently. They use negative numbers correctly. Pupils know which regular and irregular shapes are symmetrical and which will tessellate. Pupils have a secure understanding of data handling and confidently convert data from tally lists to a range of graphs and charts, sometimes using a computer.

3. At Key Stage 1 all pupils, including those from different ethnic backgrounds, make good progress in the recognition and recording of numbers and the understanding of "between" and "more or less than". Pupils consolidate knowledge and make good progress in mental mathematics due to daily practice and stimulating teaching, and the consistent use of mathematical language. They quickly become aware of the key words of the lesson and are able to discuss whether they have learned what they should have learned at the end of the lesson. In Year 1, pupils count from 10 to 20 and check the answers of their class on a number line. Pupils improve the quality of their work following the skilful questions of the teacher. They learn to recognise numbers quickly as they emerge gradually from the teacher's hand. Pupils check their sheet of numbers when playing bingo, listening carefully to the calculations they have to work out. The progress of pupils with special educational needs is good due to the well-targeted and specific support that they receive.
4. At Key Stage 2, progress of all pupils is good and builds on previous learning very effectively. Year 3 pupils add 10 and 20 up to 130, from any starting point and classify a range of shapes, including prisms by faces, vertices and edges. They understand how a 'net' makes a cube before the shape is completed and explain how many lines of symmetry there are in each shape they have cut out. Year 4 pupils demonstrate confidently that they know the patterns for the three and four times tables. They learn to identify diameter and radius on a diagram. In Year 5, pupils have a good understanding of numbers which add together to make 1000. They work out simple fractions for two, three and four-digit numbers. They have a clear knowledge of the workings of chance and estimate the probability of pulling squares of different colour from a bag. When they complete tallies of their findings of throwing dice 30 times, pupils work out an appropriate line graph.
5. In the lessons seen and over time, progress is good. Teachers make effective use of strategies from the Numeracy Strategy. For example, they make very good use of the 'number, 'word' or 'shape' of the week, which teachers choose to emphasise to their classes. Pupils respond well to whole class activities that are closely matched to their individual needs. Pupils' knowledge and understanding are effectively consolidated over the week and pupils develop a good sense of the size of a number and where it fits into the number system. Pupils advance systematically in their understanding of shape, space and measures. Their progress in data-handling is successfully linked to different lessons. Pupils with special educational needs receive good support and make good progress towards their individual targets. Their work is often concerned with basic number work, such as repetition of basic counting. Progress of some pupils over longer periods of time is very good and the rate of progress throughout the school is accelerating. For example, pupils under five in reception are responding very well to the Numeracy Strategy and make good progress which is built upon in Key Stage 1.
6. Pupils use numeracy skills satisfactorily in work across the curriculum. For example, they estimate, weigh and measure in science when taking part in investigations and experiments. They use numeracy skills effectively to play various games and for working with information technology. They use numeracy extensively when on residential visits and in other subjects.

For example, they calculate average speeds and distances when travelling to places, work out how long ago great events happened in history and use co-ordinates to find places on maps in geography. Pupils' mathematical vocabulary and understanding of what they read develops well.

7. Pupils' attitudes are good. They enjoy mathematical work and are enthusiastic about any number games. Pupils have a genuine desire to learn and they look, listen and count carefully. They work well together and make clear, although sometimes quiet, contributions to the lesson. Written work is set out well and there is shared delight when a pupil works out a number correctly during a group activity. Pupils respond well to teachers' firm but quiet management, and the very good relationships between teachers and pupils have a positive impact on the work ethic, progress and the atmosphere in the classroom.
8. The quality of teaching is good overall at both key stages and leads to pupils' good progress. In more than three-quarters of lessons it is good and the remainder were satisfactory. Teachers have taken the Numeracy Strategy on board with enthusiasm and confidence. They make very good use of resources, for example, the overhead projector and the activity packs for pupils made by the staff in school. Teachers check learning regularly, reinforce it well and take full account of what pupils already know and understand before they move forward with well matched activities that pupils of differing levels of attainment work through to gain in confidence. Instructions are pitched at a level that suits pupils' understanding and the planning of lessons is careful and thoughtful. Teachers work well with other staff to plan activities for individuals and groups. The provision of homework and the methods of marking pupils' work are inconsistent. In some classes, teachers often write encouraging and challenging comments, in others they do not. The school's policy is not consistently applied.
9. The curriculum is broad and well balanced and the subject is well co-ordinated. Teachers successfully provide opportunities for a continuous and progressive development of skills between year groups. The planning between classes of the same age ensures that all pupils have similar experiences. There are good procedures for gathering information about pupils' attainment and progress through the school. These factors have a positive impact on the provision and therefore on pupils' progress.

## 121. **Science**

10. Teachers' assessments for science in 1998 indicated that standards of attainment at the end of Key Stage 1 were slightly above the national average in comparison with all schools. Standards achieved by higher attaining pupils were broadly in line with the national average, as measured by the proportion of pupils achieving Level 3. This is a small improvement in standards of attainment since the last inspection when attainment was found to be 'satisfactory.' Results of teachers' assessments in 1999 indicate further improvement, with all pupils attaining the benchmark Level 2 or above.
11. The results of National Tests in 1998 for pupils at the end of Key Stage 2 indicated that attainment in science was well above the national average in comparison with all schools and with similar schools. Standards achieved by higher attaining pupils, as measured by the proportion of pupils achieving level 5, were above the national average. This is a significant improvement since the time of the last inspection when attainment was found to be 'satisfactory.' This confirms the improvement indicated in the figures for 1996-1998. Although only close to the national average overall, standards of attainment have improved each year since 1996. Results of National Tests in 1999 indicated a very significant increase in the proportion of pupils achieving above the benchmark level 4. Standards of work in comparison with all and similar schools are now above average. This reflects the general rise in standards nationally. There is no significant difference between the attainment of boys and girls.

12. The levels of attainment indicated by these results are confirmed by inspection evidence. Attainment at the end of both key stages is above national averages. This evidence also indicates that attainment at the end of Key Stage 2 in 'materials and their properties' and 'physical processes' is close to being well above the national average. At the end of Key Stage 1, all pupils recognise well that living things reproduce and grow at different rates and describe conditions necessary for their survival. For example, they know about conditions necessary for plant growth. They effectively explain the detail of external parts of the body and also some internal organs. They are aware of forces, such as gravity and friction, and can describe their effect on an object. They sort and classify materials according to particular criteria, and are aware of the effect of heat on some materials and that this effect in some cases is irreversible. They use related vocabulary correctly, such as 'transparent,' 'repel' and 'opaque.' Average and higher attaining pupils evaluate clearly whether tests are fair or not.
13. At the end of Key Stage 2, pupils have a detailed knowledge of the working of internal organs of the body. In some instances this knowledge is enhanced by investigation, such as an experiment to measure lung capacity. Higher attaining and average pupils make sensible predictions about their investigations and test ideas fairly with little or no help. Pupils are aware of the structure of a skeleton and the significance of ball, hinge and socket joints. They discuss diet in terms of proteins, carbohydrates and fats, and distinguish between vertebrate and invertebrate animals. Pupils distinguish well between 'series' and 'parallel' circuits and explain the importance of switches. There is a very good understanding of the impact of forces and the effects on speed of movement of forces acting in pairs. They explain the effects of friction and air resistance. Pupils distinguish between solids, liquids and gases, explaining their molecular formation.
14. Good progress is made by pupils at both key stages, including pupils who have special educational needs and those from different ethnic backgrounds. This represents a very significant improvement since the last inspection, which found that progress was unsatisfactory at both key stages. Increasingly, at Key Stage 1, pupils' learning is based on prediction, observation and recording, and by the end of the key stage, pupils have a good understanding of the requirements of a fair test. This progress is maintained in Key Stage 2 classes. For example, pupils in Year 6 could explain why an object weighs less in water and about flotation in terms of the balance between 'up-thrust' and 'gravity,' thus contributing to a distinction between weight and mass. Progress in 'experimental and investigative' science, although good overall is uneven, depending on the degree to which teachers allow pupils to make choices in planning strategies for investigation. Nevertheless this aspect of science contributes positively to the good progress in other areas, notably the particularly good progress at Key Stage 2 in the knowledge and understanding of materials and physical processes. Average and higher attaining pupils make good progress with prediction of outcomes of investigations and in testing fairly. Pupils with special educational needs are helped effectively to plan their work and to discuss results.
15. The work of the science co-ordinator has contributed to this good progress. As well as introducing a new scheme of work, the co-ordinator closely monitors teachers' planning and pupils' work. This has resulted in more precise lesson planning and a more focused assessment of pupils' work. There is very good progress in the understanding and use of specific vocabulary and this complements the school's strategy for developing literacy. Work in science complements the strategy for developing numeracy. For example pupils in Year 2 make accurate measurements of the distance that a car moves from a different position on a ramp or down a ramp with different degrees of elevation. Pupils in Year 6 calculate in percentages, the rate of increase in pulse rate after different degrees of exercise.
16. Pupils are well motivated, show genuine interest in the subject and their attitudes are positive. They listen attentively to teachers' instructions and respond well to questions. They are keen to participate in experiments and work effectively in groups or pairs. In framing and



answering questions, pupils show good recall of previous learning and good use of scientific vocabulary. These factors contribute positively to pupils' progress.

17. The quality of teaching is good overall at both key stages and promotes pupils' good progress. Two thirds of the teaching is good and ten percent very good. Generally, teaching builds on previous knowledge and there is good exposition and skilful questioning as well as a positive attitude to the subject. Lessons are based on good knowledge and understanding of the different areas of science in the National Curriculum, and teachers' planning and assessment of pupils' work enhances pupils' learning. However, marking of pupils' work does not consistently follow the school's marking policy. Teachers' comments in marking do not contribute to pupils' further thought or understanding and basic spelling errors are often unmarked. The provision of homework is inconsistent. The school's policy is not consistently applied.

## 129. OTHER SUBJECTS OR COURSES

### 129. Art

18. Pupils, including those with special educational needs and those from different ethnic backgrounds, make good progress at both key stages. This progress has been maintained since the last inspection. There is a range of good work throughout the school. Boys and girls make good progress as they build on the skills taught at Key Stage 1 and refine their work as they move through the school.
19. At the end of Key Stage 1 pupils develop good skills in colour mixing and use a wide range of materials very effectively to create interesting pictures and collages. They mix shades of green, and looking at the colours used by David Hockney in a painting of fields, paint all the dark and light tones they can see. They write thoughtfully about the colour and all that they can think of that is green, from nettles to lettuce. Pupils look closely at models of old cars and draw a pencil sketch of their model very carefully. Another group looks at a bicycle and draws on black paper with a white pencil. The resulting sketches are of high quality. Pupils select strands of wool to wind around card, carefully matching shades with tones they find in paintings by Monet, Van Gogh and Gauguin.
20. From Year 1 pupils have a good understanding of what happens when certain colours are mixed and blended together and paint with deliberation. They acquire good skills in observational work, painting portraits of friends and adding more hair down to the ears when they go back to have another look at their friend. Pupils are very observant about colours and shapes in the world around them and like to discuss the illustrations in their reading books. They also write with interest of the lives, and deaths, of several famous artists.
21. At Key Stage 2 pupils use the flowers in the school grounds as a stimulus for unusually detailed and accurate drawings of poppy heads and sunflowers. They use clay deftly to model the heads and flowers realistically and artistically. Some pupils use pen and ink skilfully to sketch puffins, whilst other paint seals and eider ducks with numerous strokes of different subtle blends of grey. Much of this work is accompanied by creative writing that is emotive, stylish and very well presented.
22. Younger pupils in Key stage 2 design strange creatures and flowers to make in fabric. They use long, short, straight and curved stitches, couching and padding to produce effective pictures. A group work together to produce a vibrant and fiery Medusa head with strands spiralling out towards the eager mouths of many snakes. They make clay models using different techniques, including pulling. In Year 5 pupils, match the colours of paint used in their work on Egypt perfectly so that their colourful displays are realistic and appropriate.

They research style and colour well to do this accurately. Pupils use their observational drawing skills when looking at a section of a tree after they have practised shading techniques including hatching and cross hatching. Their ingenuity in their shading practice is remarkably sophisticated for their age.

23. Pupils enjoy art. Their concentration and focus on the observational drawing tasks in both key stages is very good and enables them to produce high quality work. Pupils work companionably together, sit and listen well and respond to suggestions and critical appreciation very positively. They appreciate the work and achievements of others and try hard to do their best.
24. The teaching is good overall, and on occasion, is excellent. Teachers plan lessons carefully so that activities are interesting and imaginative. There is always challenge, but tasks are appropriate for all levels of attainment. In the excellent lesson seen, the working atmosphere that was created was very calm and the levels of focus and interest created by the teacher were exceptional. The pupils learned how to observe closely and then develop their imagination from the stimulus of the piece of wood in front of them. They saw how they could use their practice work, and pupils' imagination was fired. These factors contribute positively to pupils' progress.
25. There is a good policy and scheme of work for art and the subject is co-ordinated well. There are delightful photographic records of work, which show clearly the progress made by pupils as they move through the school. There are stimulating and aesthetic displays of pupils' work around the school. Not only do these enhance the environment, but they also demonstrate to pupils that their work is valued and appreciated. Art is linked well to other subjects but there is discrete teaching of skills in the work connected with topics or other subjects. For example, pencil skills and close observational work are practised well in science when pupils compare textures and appearance of rocks and soil. Good use is made of workshops and visitors to the school. The attractive piano backs were created with a textile artist and skills learned then have been used in other needlework topics. The school exhibits work at the local library and the quality of the work is much appreciated by the community. These factors also contribute positively to pupils' good progress.

### 137. **Design and technology**

26. Few design and technology lessons were observed during the inspection. Pupils, including those with special educational needs and those from different ethnic backgrounds, make satisfactory progress at both key stages. Since the last inspection, standards of work have been maintained in Key Stage 1 and improved in Key Stage 2.
27. At both key stages, pupils use a satisfactory range of resources and apply the basic skills of measuring, cutting, joining and decorating the materials. For example, in a Year 1 lesson, pupils used scissors accurately to cut out the figure of "grandad" and used a punch and split pin to create a pivot which, when joined to a card lever, could be used to move his arm up and down. In discussions with pupils, they remember and describe baking biscuits and cakes and were aware of the need for clean hands and working surfaces. One pupil described, with great enthusiasm, how the Incy Wincy Spider moved up and down a tube when the wood holding the "web" was turned. Pupils produce effective designs, which give them the opportunity to think carefully about the design process and what they are trying to achieve. For example, in Year 2, they designed and made vehicles and, in discussion, explained how they could improve their completed models.
28. At Key Stage 2, pupils improve their accuracy when they measure, cut, fold and join, using a range of strategies suited to different materials. They use a variety of techniques to join materials together, such as with glue, and produce a pop-up mechanism. For example, pupils

in Year 3 designed and made cards, which had a bird's beak opening and closing. Pupils make more sophisticated designs and models as they move through the school. In Year 5, pupils made fairground models and described how they used their scientific knowledge to use an electric motor to make them turn. A very good link was made to science by pupils in Year 6, when they compared and evaluated the contents of three different soups using appropriate literacy skills. They produced an informative booklet and gave clear information on how they made their own soup and then evaluated the results on a ten-point scale according to smell, aroma, colour and appearance.

29. Pupils have positive attitudes to their work. They listen carefully to teachers and are eager to talk about what they do and are proud of their achievements. Pupils work well together, respecting each other's points of view. For example in Year 4, pupils discussed different ways of cooking food and listened attentively to classmates' contributions. Behaviour is good and pupils often work diligently without direct supervision.
30. The teaching of design and technology is satisfactory at both key stages. In the few lessons seen in Key Stage 1, teaching was good and this led to pupils' good achievement. All aspects of the design and technology curriculum are taught and pupils have clear recollections of work they have undertaken in the past. For example, Year 6 pupils discuss with enthusiasm previous work on designing and making fairground models and show an understanding of the designing and making skills involved. Teachers plan their lessons with good consideration for health and safety issues. Their planning provides sound links with other subjects such as English, mathematics and science. Relationships in the school between teachers, pupils, support staff and volunteer helpers are very good and make a significant contribution to pupils' attainment, progress, personal and social skills. For example, pupils are encouraged to work together to make models and to critically evaluate their own and each other's work. Introductions to lessons are informative and clear instructions ensure that pupils know exactly what they have to do.
31. The design and technology curriculum is broad and balanced. There is a good, clear policy following national guidelines, which is due for review next year. The guidelines are used effectively by teachers to ensure that pupils build effectively on their previous experiences. Assessment procedures are generally informal and the knowledgeable and enthusiastic co-ordinator monitors teachers' planning and pupils' work. These factors contribute positively to the teaching and pupils' progress. The quantity and quality of resources are satisfactory. The school has recently created a very good food technology area that is already making a positive contribution to pupils' learning.

#### 143. **Geography**

32. Pupils' progress, including those with special educational needs and those from different ethnic backgrounds, in geography at both key stages is satisfactory overall. Pupils' work shows certain strengths in the area of geographical skills. Since the time of the last inspection, resources for geographical study have been audited and improved. Also there is now a detailed scheme of work that provides detailed guidance for teachers' planning with regard to geographical knowledge and skills. The more precise planning has resulted in good attainment in mapping skills.
33. At the end of Key Stage 1, pupils use maps and have a growing knowledge of geographical terms and symbols. They draw plans and plan routes on maps, displaying an appropriate knowledge of basic compass points. They identify well key features of the immediate locality in terms of land usage such as housing, shops and leisure. Pupils identify the countries in the British Isles, and some higher attaining pupils know the capital cities. Pupils begin to be aware of features of landscape beyond their locality. They know that different patterns of weather determine the types of animals that live in an area, and distinguish between, for

example, arctic and equatorial deserts. At the end of Key Stage 2, pupils know the basic features of the journey of a river, using correct vocabulary, and understand terms such as tributary and source. This work contributes to an understanding of the process of soil erosion. Pupils understand, appropriately for their ages, the characteristics of different types of settlement and make comparisons between, for example, their own locality and an area of the Peak District. Pupils are aware of similarities and differences and higher attaining pupils can explain their observations in terms of causes and effects.

34. Pupils make satisfactory progress at both key stages, and there is good progress in the use of symbols, maps and explanatory keys, and in understanding direction and location. Pupils begin work on co-ordinates and grid references at Key Stage 1, and by the end of Key Stage 2, most pupils use 4-figure or 6-figure grid references properly. At Key Stage 2, there is also sound progress in the use and interpretation of secondary sources. For example, a study of the climate, location and economic activity of Chembakolli benefited from the pupils using a wide range of photographs. This study built on previous work on contrasting location and enhanced progress in the understanding of the relationship between climate and flora and fauna, lifestyles and economic activity. At both key stages, pupils use literacy skills to communicate clearly. Pupils' mathematical attainments also effectively support their work.
35. Pupils throughout the school show interest and enjoyment in their work in geography. In most lessons they are keen to take part in discussion and work conscientiously on individual and collaborative activities. Field visits are recalled with enthusiasm.
36. Teaching overall is satisfactory with good features at both key stages and results in pupils' satisfactory progress. Half the lessons observed were judged to be good. The lessons with the best teaching were well prepared with challenging activities for pupils of different abilities. In the main, teachers use correct geographical vocabulary consistently and show good questioning skills. In less successful lessons, there is less well structured guidance for pupils when working with new ideas and vocabulary. Good use is made of visits in the locality and in contrasting areas.

#### 148. **History**

37. Pupils, including those with special educational needs and those from different ethnic backgrounds, make good progress at both key stages. Attainment has improved since the time of the last inspection and now standards of work are above national expectations at both key stages. A significant strength at both key stages is the pupils' detailed knowledge and understanding of aspects of the past. At the end of Key Stage 1, pupils have an awareness of differences between the present and the past. Through examination of pictures and artefacts they understand how features of everyday life, such as cooking and washing have changed over time. Pupils comment on aspects of children's lives in the past and consider the impact of new technologies such as electricity on peoples' lives.
38. Pupils at the end of Key Stage 2 show a good recall of the topics that they have studied. They describe features of ancient Egypt, including details of the social hierarchy and religious beliefs. Purposeful links are made with geography when pupils identify key features of ancient and modern Egypt and write about the importance of the Nile and the annual floods. They understand the importance of sources in the study of the Anglo-Saxons and Roman Britain. They identify key events and people of the Tudor period and describe features of life in the town and country. By the end of the key stage, pupils show a detailed knowledge of life in Britain for ordinary people during World War Two, such as their experience of evacuations and the Blitz. This work has stimulated thoughtful poetry and creative writing in which pupils have expressed their views about war, work which is complementing the school's strategy for developing literacy.

39. Pupils make good progress across both key stages. At Key Stage 1, pupils develop an understanding of time. For example, at the beginning of Year 1, pupils distinguish between artefacts that are old and new. Later, pupils identify objects that are new, older and older. Then they make 'time-lines' of changes and developments in aspects of life such as transport. Good progress is also made in the use of evidence, such as artefacts to come to conclusions about life in the past. This good progress is continued at Key Stage 2. Pupils in Year 6 use posters, photographs and newspapers to learn about life during the war. Pupils in Year 4 use details of evidence found in Anglo-Saxon burial chambers. They come to a conclusion about the people buried, and in so doing begin to appreciate the limitations of primary source evidence. Work about the Roman invasion involves appreciating the distinction between facts and a point of view. However, this aspect of historical understanding is not consistently developed later in the school. This good progress is secured partly by the system of detailed planning introduced by the co-ordinator. Rather than detailing just facts, planning focuses on the key elements of history in the National Curriculum, which helps to ensure that pupils make progress in skills of historical enquiry.
40. Most pupils have a positive attitude to history. Many are enthusiastic and hard working and are keen to put forward their views as well as listen attentively to the contributions of others. Also they work well in pairs and in groups. These positive attitudes contribute to the good progress achieved. At both key stages, pupils use literacy skills to communicate ideas clearly. Written work, however, is often careless with spelling errors in simple words and these errors are often unmarked which has some negative effect on their progress.
41. The teaching is good at both key stages. There is good subject knowledge and very good use is made of resources and visits to places of interest, including museums. The best teaching occurs when lessons are well prepared with challenging activities designed to extend previously learned knowledge and skills. The good standards of teaching are enhanced by the co-ordinator's monitoring of teachers' planning and pupils' work. This helps to ensure that teachers' planning focuses progressively on the development of historical skills. Pupils' mathematical attainments also effectively support their work, for example, when pupils work out how long ago events happened. These factors contribute positively to pupils' progress.

### 153. **Information technology**

42. Standards of attainment at the end of Key Stage 1 are similar to national expectations. At the end of Key Stage 2, standards now match national expectations in most areas of the subject. However, the school does not teach the full curriculum; the 'sensing physical data' element is not taught. Therefore standards at the end of Key Stage 2 are below the national expectation. Pupils, including those with special educational needs and from different ethnic backgrounds, make satisfactory progress at Key Stage 1 and unsatisfactory progress at key Stage 2. Computers at Key Stage 2 are not used sufficiently often to support learning in other subjects. During the inspection, very little evidence of work was found in pupils' books or on classroom walls.
43. However, since the last inspection the school has made significant improvements to the curriculum. Good equipment has been bought and a satisfactory range of programs, including for example, CD-Roms for history and religious education. The school has an ongoing programme of improvement in place. A computer suite has been created and the school is about to buy all the equipment needed to furnish it. The co-ordinator has worked very hard to improve the school's standards of work and in most areas of the curriculum she and the staff have been successful. The co-ordination of the subject is good and there is a willingness on the part of the school to comply with every aspect of the curriculum for information technology.

44. At the end of Key Stage 1, pupils guide a floor robot along a simple path by several lengths and then turning a corner. They use a word-processing program to write the rules about how you should behave on a space-ship. Good use is made of programs to support learning in mathematics and English. For example, pupils practice adding numbers between 1 and 15 and build recognisable objects, such as lorries from different mathematical shapes. Average and higher attaining pupils write several lines using a word processor about a trip they had to Eden Camp.
45. At the end of Key Stage 2, pupils successfully use a simulation program. They follow instructions and make predictions about what might happen. Pupils draw three-dimensional graphs about which pop group is the most popular. Evidence of pupils handling data, for example making and interpreting graphs, is not common. Pupils learn the basics of control technology. They program an on-screen pointer to make different shapes, such as spirals and repeating squares. Pupils regularly use appropriate word-processing skills to compose their work, correct it and then print it.
46. At Key Stage 1, pupils learn to use 'clip-art' to make their work more attractive, using images such as a Roman chariot when they study aspects of transport. In Year 1, pupils learn to use the direction arrows in order to put words into lists to assist their work in English. Pupils make satisfactory progress also when using a mouse to select objects, move and then position them. Pupils build up their view of how an island should look using trees, rivers and lakes. Pupils of all levels of attainment were observed choosing stories they wanted to hear from a CD Rom.
47. At Key Stage 2, pupils make satisfactory progress with changing text. Pupils learn to change the colour, size and font and to justify and print their work. Pupils have made steady progress with the speed of their typing. They use the mouse effectively and quickly to make things happen. Pupils in Year 4, delete and re-write words and set up lists of words in columns. They use word-processors to re-draft what they write. In Year 5, pupils construct a play script from a story. Higher attaining pupils look at twelve lines of programming and predict what the result might be. Pupils using the on-screen pointer make spirals and repeating squares. Pupils were observed using programs to improve their spelling. Pupils' progress with using computers and other devices to sense and record data, such as temperature changes as water cools or measuring the varying speeds of the wind during the day and night, and the interpretation of this data is unsatisfactory. At present, this aspect of the curriculum is not taught.
48. Boys and girls at both key stages make a good response to information technology. All pupils are interested, well behaved and very willing to have a go at something new. They sustain concentration and this has a good impact on the progress they make. In the whole class lessons observed at Key Stage 2, pupils' responses were good. However, the response was dependent on the amount of keyboard time each child was allowed. Lessons are more successful where two pupils share a computer rather than three or four.
49. The teaching is satisfactory at both key stages and leads to satisfactory progress in lessons. Little teaching was observed at Key Stage 1. However, pupils use computers in a wide variety of situations and mostly know what to do and when they need help. The teacher or nearby adult provides help as required. In the one lesson observed in Year 2, the teacher was well prepared and gave a very clear explanation about the objectives for the lesson and recapped very clearly on pupils' previous knowledge about controlling a floor robot. At Key Stage 2, computers from all classes are put together in the computer suite at certain times in the week. This is a successful arrangement and a good use of resources. The eight computers are then used for whole-class or half class lessons. All the teaching observed was satisfactory or better.
50. Where the teaching is very good at Key Stage 2, the ratio of pupils to computers does not

exceed 2:1 and other purposeful activities are provided, such as a group using a floor robot and another working out on paper what programs might do. This leads to pupils' good progress. All teachers plan well and follow the school's overall policy. Some teachers have more knowledge about information technology than others. The school is addressing this successfully through its own programme of training. Teachers introduce lessons effectively, circulate between the groups of pupils well and then recap on the new knowledge gained and revise previous knowledge successfully.

51. All aspects of the National Curriculum are taught at Key Stage 1 and most at Key Stage 2. The school makes appropriate use of recent government guidance and, largely, has good yearly and termly plans in place. Procedures for assessing what pupils know, understand and can do are good and these help teachers to plan lessons. The co-ordinator checks what is happening throughout the school by looking at samples of work and checking teachers' plans, to make sure the overall school plans are followed. The co-ordinator provides helpful training and liaises with other schools in the local 'pyramid' of schools. The accommodation is very good. There is ample space for computers in each class. An information technology suite has been created; resourcefully, the school has converted an old kitchen. This facility will soon have enough computers in it to allow whole classes to share computers one between two pupils. Presently, resources are satisfactory, but the school lacks a set of probes and sensors. The school has a very good capacity to improve further its provision for information technology.

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### **Music**

52. Standards are now higher than at the time of the last inspection. All pupils, including those with special educational needs and those from different ethnic backgrounds, now make good progress in music. Pupils' attainment in listening, appraising and performing is good, and in composition is now satisfactory.
53. At the end of Key Stage 1, pupils know the words and melodies of a wide range of songs and rhymes. They sing together with enthusiasm, listen attentively to music and enjoy accompanying rhythm with action. In Year 2 pupils accompany a story by appropriately matching the different sounds made by percussion instruments, to varying weather conditions. They follow a picture score accurately, and suggest different sequences of sounds to make new class compositions. All pupils handle instruments with care, and play them correctly. At Key Stage 2, pupils use their voices effectively and expressively to create different moods. They sing two part songs with increasingly secure pitch, and begin simple harmony. Pupils explore composition by developing an accompaniment to a known song, using tuned and un-tuned percussion in Year 3, and by using percussion with a constant beat to accompany a chant in Year 6. They create mood and drama through pace, emphasis and manner of performance. They use appropriate musical terms, and are beginning to evaluate their own work and that of others.
54. Pupils' response in all music lessons is good. They are extremely enthusiastic, and many in Key Stage 2 join the school choir and recorder groups, and show a pleasing commitment. The curriculum is further enriched for a significant number of pupils who choose to take advantage of the instrumental tuition provided for violin, guitar, flute and keyboard. They occasionally perform for the school in assemblies.
55. The teaching observed was never less than satisfactory and most was good. Although few teachers have expertise, they compensate with thorough planning and preparation. The introduction of a commercial scheme, together with opportunities to attend training courses, has increased teachers' confidence. An excellent visiting pianist underpins all singing with very effective accompaniment, which raises performance and enjoyment, and supports teaching. Teachers record pupils' attainment informally by observation, and this supports

their day to day planning. These factors contribute positively to pupils' progress.

56. The subject is well co-ordinated. There is a clear school policy in place. Teachers' work reflects the National Curriculum programmes of study, and the co-ordinator's future plans include the development of a supporting school scheme of work. Pupils' musical knowledge and progress is enhanced by visiting musicians, such as the recent visit from an Indian musician, who inspired the pupils with lively music and dance. Although the resources for music are generally good, there are very few instruments from other cultures. Pupils have good opportunities to perform at school concerts, and considerable effort is made to broaden these experiences beyond the school, where the choir and recorder groups entertain many local people in the community, especially the elderly.

## 168. **Physical education**

57. All pupils, including those with special educational needs and those from different ethnic backgrounds, at both key stages make good progress developing their physical skills. At the end of both key stages, pupils' attainment in physical education is above the levels expected for their age. Standards have been maintained since the last inspection. Standards in swimming are high and many pupils are on course to exceed National Curriculum requirements by the end of Key Stage 2.
58. At Key Stage 1, pupils practise a variety of gymnastic movements on the floor and then transfer them safely when using apparatus. For example, in a Year 1 lesson, pupils created short sequences on the floor. They stretched, curled and moved smoothly from one shape to another. They then used similar shapes when travelling along different pieces of equipment showing good control of their bodies. Pupils warm up energetically and follow instructions safely. They demonstrate a good awareness of space when moving at differing speeds, jumping and stretching. Pupils practise a range of effective methods for moving a ball, rolling, bouncing and pushing it with their feet, hands and body. For example, in a Year 1 lesson pupils used different sized balls to improve their skills of catching, throwing and bouncing. They used balls, cones and each other when practising the control skills of throwing and rolling.
59. Progress in a wider range of skills continues effectively throughout Key Stage 2. For example, all pupils in Year 6 benefited from the expertise of a visiting coach in a session of tag rugby. They improved their skills of throwing, catching and body control in small group activities. The value of these visiting specialists was further demonstrated when professionals from the local club taught Year 3 pupils football skills. Both boys and girls improved their skills when dribbling, passing and shooting. At Key Stage 2, pupils show good control of physical movement in running and catching in games they organise themselves at break times. In a Year 6 gymnastic lesson, pupils used different body parts to take their weight and created short sequences of different movements, which they transferred on to a range of large apparatus very well. Pupils used the warm up effectively and showed a good awareness of space and direction. At both key stages, pupils are aware of the value of sustained exercise and know how it affects their bodies.
60. Pupils at both key stages respond well to physical education lessons. They enjoy the activities, especially those with visiting specialists. Pupils are enthusiastic and well behaved. Pupils, at both key stages, show sustained effort in lessons; they concentrate well, carry out instructions, persevere with tasks and show interest in the activities. Pupils take care of equipment, accept responsibility well and show sensitivity towards each other's strengths and weaknesses. Pupils with special educational needs are given effective support, have full access to the curriculum and make good progress. Pupils' capacity to share, take turns and work together as members of a team in a spirit of fair play makes a positive contribution to pupils' moral and social development.



61. The teaching of physical education is good at both key stages. An equal number of satisfactory and good lessons were observed. Teachers are well supported by a clear policy and scheme of work that identifies the skills to be taught and builds effectively on pupils' previous skills and understanding. They plan their lessons well with clear learning objectives and appropriate activities to challenge pupils. Teachers communicate their own enthusiasm to the pupils and well managed sessions in practical and sporting activities make a positive contribution to pupils' attainment and progress. Teachers make good use of demonstrations; they intervene well to challenge pupils' thinking. They provide effective praise, encouragement and feedback to pupils, which improves their performance.
62. The curriculum for physical education is broad, balanced and very effectively enhanced by visiting specialists, extra-curricular activities and residential visits. Monitoring of teachers' planning and of the teaching by the co-ordinator is good. Pupils represent the school in local competitions in swimming, football, tag rugby, rounders and cricket. Teachers use the outside facilities when possible to ensure that pupils build effectively on their previous experiences. The school has maintained a good selection of resources since the last inspection and the effective use of them makes a positive contribution to pupils' learning.

#### 174. **Religious education**

63. At the end of both key stages, pupils' attainment in religious education matches the levels expected in the Locally Agreed Syllabus. The school has maintained the standards identified in the last inspection. Pupils, including those with special educational needs and from different ethnic backgrounds, make satisfactory progress at Key Stage 1 in developing an understanding of Christianity and Judaism. They improve their understanding of right and wrong, learn moral values such as friendship, honesty and respect for others. As a result, relationships in the school are very good. For example, in a Year 1 lesson, pupils knew that a feature of the life of Jesus was helping others and they related the idea well to how they could help in their own way, by inviting others to join in a game or help their parents tidy their rooms. The development of pupils' moral and social values is a good feature of religious education teaching in the school and opportunities are made to link these to Bible stories. In a Year 2 lesson, pupils used drama very effectively to act out the story of Joseph being sold as a slave because of the jealousy of his brothers. Pupils understood the difficult idea of jealousy and, later in the story, the value of honesty and hard work when Joseph became a trusted advisor to Pharaoh. Discussions with pupils show that they understand the importance of the Torah to Jews and, like the Bible, that it contains rules by which to lead a good life.
64. Pupils, including those with special educational needs and those from different ethnic backgrounds, continue to make satisfactory progress at Key Stage 2. They explain clearly the celebrations of Christianity they have attended in the local church, such as Christmas and Easter. In discussions with Year 6 pupils, they described a church visit they enjoyed and explained the importance and role of church artefacts, such as the font, cross, Bible and stained-glass window. Pupils appreciate the importance of rules and recognise the guidance for life found in the Ten Commandments. For example, pupils in Years 4 and 5 understand the need for rules and link their studies with both the school rules and how they would feel if the rules were broken. Year 4 pupils explained how sad and disappointed they would feel if someone stole something from them. They explain how important it is to live as a Christian in today's world by explaining how truth, honesty and helping others are important attributes. For example, pupils are keen to support different charities and they know that other people in the world need help. Pupils improve their understanding of differing world faiths. They become more aware of the importance of ceremony and custom to religious belief. For example, in a Year 6 lesson, pupils watched a video on important aspects of Jewish life. They understood the moral values set down in the Torah and how there is a special way of

handling it by using the wooden frame, and not touching the parchment.

65. Pupils' attitudes are very good throughout the school. They respond positively in lessons and assemblies, are well behaved and show tolerance and friendship. They listen attentively, for example, in a Year 4 lesson on the Ten Commandments pupils showed interest in the rules that Christians follow and related them well to their own lives. Pupils enjoy their lessons and talk freely with each other in whole class sessions and smaller groups, which makes a positive contribution to the very good ethos in the school and to pupils' attainment and progress.
66. Teaching at Key Stage 1 is consistently good and occasionally very good. At Key Stage 2, it is never less than satisfactory and occasionally good. Teachers throughout the school prepare plans that are very good with clear learning targets. All pupils are given work appropriate for their capabilities. Teachers have a secure knowledge of the subject and use the recently introduced scheme of work, prepared by the co-ordinator, very effectively to ensure that the Locally Agreed Syllabus is followed. The introduction of this religious education scheme of work is beginning to have a positive impact on pupils' attainment and progress. Teachers question their pupils skilfully to assess their knowledge and understanding of the lessons. Teachers' planning shows that they have high expectations of their pupils. Teachers place importance upon creating worthwhile experiences for pupils where they are given opportunities to develop their self-confidence and explore their feelings. For example, teaching at Key Stage 1 is particularly effective because of the sensitive way teachers encourage young pupils to think about what the character in the story might be feeling, such as Joseph when he was put in jail because he had been tricked by someone else. All teachers use available resources well and ensure that the blend of question and answer, co-operative and individual work improves pupils' attainment and progress. However, throughout the school, pupils are offered insufficient opportunities to use their literacy skills in extended writing in religious education.
67. The curriculum is broad and balanced and the Locally Agreed Syllabus and scheme of work provide a helpful structure for teachers' planning of lessons. The co-ordinator is knowledgeable, enthusiastic and has a very clear understanding and overview of the subject. There are detailed long and medium term plans. Pupils' literacy skills are put to good use at both key stages and they communicate their ideas clearly. Although resources have improved since the last inspection, the co-ordinator has identified the need to improve them further to include more artefacts, especially from other religions. The co-ordinator monitors planning and pupils' work and shares expertise with all the staff in meetings. The school benefits from local visitors and there are visits to the local church. The subject makes a positive contribution to art, music and to the spiritual, moral, social and cultural aspects of pupils' education.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

The evidence considered by the inspection team of six over twenty four days included:

The inspection of 112 lessons or parts of lessons covering all classes, and including pupils with special educational needs;

The inspection of extra-curricular activities;

The inspection of the reading of a sample of three pupils from each year group;

The inspection of three samples of previous work from each year group;

Discussions with pupils, headteacher, staff, parents and governors;

The inspection of the school development plan and policy documents;

The inspection of attendance registers and budget figures;

The inspection of teachers' planning;

The inspection of records of pupils' progress and reports for parents.

Before the inspection the registered inspector held a meeting attended by 18 parents.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	377	11	79	62
Nursery	40	0	2	0

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	16.2
Number of pupils per qualified teacher	23.5

#### Education support staff (YR – Y6)

Total number of education support staff	12
Total aggregate hours worked each week	148

#### Qualified teachers (Nursery)

Total number of qualified teachers (full-time equivalent)	1.0
Number of pupils per qualified teacher	40

#### Education support staff (Nursery)

Total number of education support staff	2
Total aggregate hours worked each week	60

Average class size:	27
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## Financial data

Financial year:

1998 / 1999
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	£
Total Income	610 845
Total Expenditure	601 025
Expenditure per pupil	1 586
Balance brought forward from previous year	31 772
Balance carried forward to next year	9 820

## PARENTAL SURVEY

Number of questionnaires sent out:

460

Number of questionnaires returned:

48

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46	52	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	46	2	0	0
The school handles complaints from parents well	22	52	22	4	0
The school gives me a clear understanding of what is taught	38	54	4	4	0
The school keeps me well informed about my child(ren)'s progress	35	55	0	10	0
The school enables my child(ren) to achieve a good standard of work	44	54	0	2	0
The school encourages children to get involved in more than just their daily lessons	30	51	13	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23	57	9	11	0
The school's values and attitudes have a positive effect on my child(ren)	42	52	2	4	0
The school achieves high standards of good behaviour	29	57	6	6	2
My child(ren) like(s) school	63	37	0	0	0

### Other issues raised by parents

The single issue, which was of concern to the majority of parents, was that of homework at Key Stage 2. Many parents at the meeting felt it is inconsistently set at Key Stage 2 and therefore is not a good preparation for secondary school education.