

# INSPECTION REPORT

## **HATFIELD WOODHOUSE PRIMARY SCHOOL**

Hatfield Woodhouse, Doncaster

LEA area: Doncaster

Unique reference number: 106681

Headteacher: Mrs M Blount

Reporting inspector: Mr N A Pett  
17331

Dates of inspection: 6<sup>th</sup> – 10<sup>th</sup> March 2000

Inspection number: 191861

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Street Hatfield Woodhouse Doncaster South Yorkshire
Postcode:	DN7 6NH
Telephone number:	(01302) 840448
Fax number:	(01302) 351938
Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Meredith
Date of previous inspection:	3 <sup>rd</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr N A Pett	Registered inspector	Geography Religious education	Standards How well are pupils taught? How well is the school led and managed?
Mr T Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr R Barton	Team inspector	Special educational needs Equal opportunities Science History Physical education	
Mr T Dobell	Team inspector	English Music	
Mrs C Waine	Team Inspector	Under fives	
Mr J Haslam	Team Inspector	Mathematics Art Design and technology Information and communication technology	Curricular and other opportunities

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Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves the village of Hatfield Woodhouse and the surrounding area. A significant number of children are transported to and from school by buses or their parents. It caters for boys and girls aged between 4 and 11 years and has a morning nursery. There are 214 pupils on roll, which makes the school similar in size to primary schools nationally. The attainment of children on entry is below the expectations for their age. Pupils come from the full range of socio-economic backgrounds, although a large proportion of them experience financial and social disadvantage. The number of pupils eligible for free school meals is below the national average, but this is not a true reflection because of the changing nature of the area. Nearly a quarter of the pupils are identified as having special educational needs, including a small percentage of talented pupils and 6 pupils hold statements to address their specific need. These figures are higher than the national averages. The very large majority of pupils are of white European heritage and no pupils have English as an additional language.

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

This is a good school with many significant strengths. It is very well led by its headteacher, who is providing the school with a clear sense of direction. In partnership with the governors and the teaching staff, it has sustained and improved the overall provision reported at the last inspection. The school provides its children and pupils with a good quality of education through effective teaching. There is a very good ethos. In the face of a changing school population, standards in National Curriculum tests at the end of Key Stage 2 are consistently above national expectations and compare very favourably with similar schools. The school is giving good value for money.

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

- Achieves standards in National Curriculum tests at the end of Key Stage 2 which are above the national average.
- Teaching is consistently good and leads to pupils making good progress.
- Gives pupils a good quality of education.
- Establishes a very good ethos in which pupils' personal development is well provided for.
- Provides good support for pupils with special educational needs, including talented pupils.
- Works well in partnership with its parents and the community.
- Successfully ensures very positive attitudes towards school and achieves very good standards of behaviour.
- Is well led, has a clear vision and is achieving its aims.

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

- The overall provision for information and communication technology and for geography.
- The provision for developing pupils' multi-cultural understanding.
- Widening the whole school responsibilities of the senior staff and co-ordinators.

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

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

The school was last inspected in February 1997. The key issues in that report have been well addressed. Teachers' planning is now very comprehensive. The National Curriculum has undergone significant revision and overall policies and schemes of work take into account these changes. Teachers' lesson plans have clear learning objectives which are well met in lessons, enabling the overall quality of teaching to be improved. The headteacher and large majority of the teachers have changed and this means that many of the subject co-ordinators have been in post only for a short time. Their roles in monitoring the planning in their areas is broadly appropriate, but there is some inconsistency and they have an insufficient involvement in the management of whole school issues. There is an effective programme for monitoring teaching with good target setting. Pupils' work is now generally well presented. Exercise books are now used for many subjects, with work systematically recorded and, where files are used, work is well kept in folders. From the youngest children to the oldest pupils, they express pride in their work and willingly and easily explain to visitors what they are

doing, with good understanding. The school has coped well with changes in its population, which are beyond its control, to sustain its results and improve its ethos, besides initiating improvements through its own evaluation. These improvements include pupils' behaviour, the construction of a computer room to extend pupils' opportunities in information and communication technology which has yet to be resourced with computers, links with the local community, including sponsorship, and addressing the needs of pupils with special educational needs, including booster classes and provision for more talented pupils. Overall, school improvement has been good and there are appropriate plans to bring about further changes.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	B	C
mathematics	A	C	B	B
science	A	A	A	A

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

Results in the 1999 National Curriculum tests at the end of Key Stage 1 were below the national average at the expected level of achievement for reading, writing and mathematics. In reading, the percentage of pupils gaining the higher levels was below the national average, but in writing and in mathematics, the percentage achieving these levels was above the national average. Teacher assessment in science was very good. Results at the end of Key Stage 2, shown in the table above, were above the national average in English and in mathematics and well above this level in science. A significant proportion of the pupils gained the higher levels, being close to the national average in English and mathematics and well above this average in science. Taken over the last 4 years, the average points score achieved by the pupils has exceeded the national average. Girls perform significantly better than boys, although boys do achieve in line with national averages. The school has responded very effectively in meeting its targets for the end of Key Stage 2, which are being reviewed to ensure that the challenge remains and that achievement remains high. The trend for improvement reflects the trends to be found in primary schools nationally. When compared to similar schools, standards in English were in line with the average results obtained by similar schools, above average in mathematics and well above average in science.

Attainment on entry for children aged under five is below the expectations for their age. Children achieve well in the nursery and the very good progress raises their standards, but, overall, attainment is still slightly below the average when they transfer to the reception class. Good progress is broadly maintained in the reception class so that children are prepared for the National Curriculum. Progress in the two key stages is at least good. Inspection evidence shows that the pupils currently in Year 6, in the final year of Key Stage 2, even though a small year group with a significant minority of pupils with learning difficulties, are achieving standards which reflect national expectations in English and mathematics and exceed them in science. There is a difference between the attainment of boys and girls, but pupils who have special educational needs attain appropriate standards. Standards are in line with the expectations of the agreed syllabus in religious education, but in information and communication technology standards are below expectations and are caused by the limited resources available which hinders progress. Progress is generally good, overall, and, occasionally, very good, although continuity and progression require improvement in geography. Standards are good in art, music and physical education and in line with expectations in design and technology and history. Overall, pupils' attainment and progress is in line with the good targets set in the school plan and also reflects the good quality of education they are receiving and their own positive attitude towards learning. This is a reflection of the high standards in the quality of teaching.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children aged under five and pupils in both key stages have very good attitudes towards school and say how much they enjoy it.
Behaviour, in and out of classrooms	The behaviour of almost all the children and pupils is very good. The school is a very orderly community. They understand the difference between right and wrong.
Personal development and relationships	Relationships are very good between children and pupils and with their teachers and other adults in the school.
Attendance	Has improved and is above the national average.

## TEACHING AND LEARNING

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

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

Teaching is at least good in 90 per cent of lessons, is very good in 25 per cent of lessons and, occasionally, excellent. It is always satisfactory and is consistent across the age range of the pupils. The teaching of literacy and numeracy is always at least satisfactory and good in the large majority of lessons. Good links are made with other subjects to support the development of pupils' skills in English and mathematics. Teachers have high expectations, are clear about their learning objectives and often set work to meet the differing needs of their children and pupils. It is only when teachers talk for too long so that the range of activities in a lesson is limited, or do not provide suitable work for all pupils, that standards fall to being satisfactory. All lessons are characterised by good behaviour and learning, brought about by the respect that teachers have for their pupils and the respect that pupils have for their teachers. The ethos in the large majority of classes is very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, although limited resources do not allow the statutory requirements for information and communication technology to be met. Coverage of geography is under review. The national literacy and numeracy strategies are well used. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Overall, there is good provision. The Code of Practice is followed and statutory requirements are met. Talented pupils are identified and in many classes, teachers set work to meet the differing needs of pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a strength of the school. Spiritual and moral development enables pupils to consider their beliefs and values and provides awe and wonder. Good opportunities exist for social development and pupils' cultural heritage, and their awareness of multicultural issues is broadly satisfactory. Responsibility for their work is successfully ensured and older pupils willingly accept tasks.
How well the school cares for its pupils	Very well. Teachers know their pupils well. The health and safety of pupils, including child protection arrangements, are effectively carried out. The assessment for both academic and personal development is well structured and recorded.

A significant number of parents provide voluntary support in classes for a wide range of activities. They are well involved in their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear vision and good educational direction for the school. Governors, staff and parents express their confidence in the headteacher. She has an effective partnership with the senior staff and subject co-ordinators.
How well the governors fulfil their responsibilities	The governors exercise an effective partnership with the headteacher. Their involvement in the life of the school is good and they fulfil their responsibilities.
The school's evaluation of its performance	Good analysis is made of a range of test results, targets are set and are achieved.
The strategic use of resources	Good use is made of financial resources and staff are well deployed.

The headteacher is a good manager. She provides a good example to staff and pupils. Through the effective school development plan, priorities are identified and action plans are appropriately carried out. Within the overall management, the roles of the senior staff and coordinators are underdeveloped. A wider understanding of and responsibility for whole school responsibilities for monitoring each key stage, and managing individual subjects, are required so that they can improve their support for the headteacher. The governors carry out visits to inform their decision making and each class has a linked governor. Targets are set for all staff within the appraisal system. The governors apply the principles of best value as they consult with staff, compare performance and strive to ensure that the best opportunities exist for the children and pupils.

There are sufficient staff who have appropriate qualifications and experience to teach the age range and the curriculum. Subject expertise in information technology is inconsistent. The accommodation is adequate to meet the needs of the curriculum, especially with the recent conversion of space to create a computer room. The library has limited space, but provides a good facility. Toilet facilities have recently been upgraded with the construction of a handicapped facility, but, overall, the facilities are only just satisfactory. Learning resources are good for the core subjects, but in other areas are only just adequate. Stringent efforts are being made to increase the number of computers so that the requirements of the national curriculum can be met.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The progress being made and the standards being achieved by their children.</li> <li>• Improvements in pupils' behaviour.</li> <li>• The high expectations and good teaching.</li> <li>• The quality of homework.</li> <li>• How it helps their children to mature and become responsible.</li> <li>• That their children enjoy school.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about their children's progress.</li> <li>• Extending the range of activities outside of lessons.</li> <li>• Closer work with them as expressed by a minority of parents.</li> </ul>

The inspection evidence confirms the parents' and carers' views of what they like most about the school. The school provides a consultation meeting each term at which parents and carers can meet with teachers to discuss children and pupils' progress. The inspection team consider that with the annual reports, there is good provision for information to be gained by the parents. Additionally, many parents take the opportunity to bring their children to school and have good access to the headteacher and staff because of the open door policy. Many parents support their younger children in reading at the start of every morning and support other activities in school. The school recognises the feelings of the minority of parents who consider that it could work more closely with them. The inspection evidence firmly indicates that the school strives successfully to achieve good relationships with parents. The range of extra-curricular activities is appropriate.

## **PART B: COMMENTARY**

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

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

1. Results in the 1999 National Curriculum tests at the end of Key Stage 2, when pupils are aged eleven, were above the national average in English and in mathematics and well above this level in science. A significant proportion of the pupils gained the higher levels, being close to the national average in English and mathematics and well above this average in science. Taken over the last 4 years, the average points score achieved by the pupils has exceeded the national average. Girls perform significantly better than boys but the overall difference for boys between the national averages and those obtained by the school shows that in mathematics and science they are achieving better results than boys nationally. The targets set for the percentage of pupils achieving the expected levels in these tests have been met. These targets are appropriate, setting the school a good challenge, to which it has effectively responded. It is achieving well in relation to pupils' prior attainment and is reviewing its targets to ensure that the challenge remains. The trend for improvement reflects the trends to be found in primary schools nationally.
2. Results at the end of Key Stage 1 were below the national average at the expected level of achievement for reading, writing and mathematics. In reading, the percentage of pupils gaining the higher levels was below the national average. In mathematics, the percentage achieving these higher levels was above the national average and, in writing, was well above average. In these tests, girls performed much better than boys. In the teacher assessment for science, attainment was above the national average. Over a four year period, the results have exceeded the national average and the actual fall in results in 1999 can be attributed to a year group which contained a higher proportion of pupils with learning difficulties.
3. Comparisons with similar schools are based on the proportion of pupils eligible for free school meals. Whilst the number in the school is below the national average in primary schools, the school has experienced significant changes in its population and reports that an increasing number of pupils experience financial disadvantage. Thus, the comparison shows that standards in English are in line with the average results obtained by similar schools, above average in mathematics and well above average in science.
4. Attainment on entry for children aged under five to the nursery is below the expectations for their age. This is clearly shown by the initial assessments carried out by the staff. Thirty children attend the nursery on a part-time basis, including one with a statement of special educational needs. They are admitted to the nursery at the start of the year in which they are four and most transfer to the reception class in the September before their fifth birthday.
5. Children make good progress and achieve well in the nursery but, overall, attainment is still slightly below the average when they transfer to the reception class. This is confirmed by the assessments made soon after their transfer. Progress in the reception class is generally good and particularly so in language and literacy and mathematics and some aspects of knowledge and understanding. However, the cramped conditions in the classroom, the siting of the role-play area and the high levels of noise in the outdoor area, combined with the low level of staffing for a large class, place limitations on the curriculum. The teacher works hard to maintain an appropriate environment and is very well supported by parents and grandparents, who give generously of their time. Almost all of the children achieve the levels expected in each area of learning by the time they begin their work in the National Curriculum at Key Stage 1. In personal and social development, mathematics, reading and some areas of knowledge and understanding many exceed the levels expected. In writing, children have only limited opportunities to write unaided and their attainment is below average.
6. Within Key Stage 2, there is a significant minority of pupils who have special educational needs. Year 6 is smaller than other years in Key Stage 2. A significant minority of higher attaining pupils have left the school and reflect the social mobility of the school's population. There is a significant difference between the attainment of boys and girls and pupils who have special

educational needs attain appropriate standards. Girls have higher prior attainment and are achieving well. The school has introduced 'booster' classes in English and mathematics to enhance the progress of the pupils in Year 6. Inspection evidence shows the effects of this situation on standards, in that they reflect national expectations in English and mathematics and exceed them in science, which are slightly below previous test results. Nevertheless, the majority of pupils are achieving very well in relation to their prior attainment, with a minority of pupils having standards which exceed the expectations for their ages.

7. By the end of both key stages, the large majority of pupils listen very effectively and talk confidently. They often have a good vocabulary which they use appropriately in a wide range of contexts, with a minority of pupils speaking with great confidence, for example, when they speak about their experiences and ideas during discussions in the literacy hour and in lessons in general. The overall standard of reading is in line with the average and, for a significant majority, well above this level. Higher attaining pupils read books that are very challenging and display their wide range of interests; most pupils read with fluency, expression and accuracy. There are a significant minority in both key stages who experience real difficulties in reading and the school is aware that it needs to remain alert to improve the provision for these pupils. By the end of Key Stage 2, pupils' writing is broadly in line with national expectations. All pupils write for a wide variety of purposes including reporting, stories, plays and poetry and their work displays a sound understanding of writing structures. These skills are seen in subjects across the curriculum. Standards of handwriting are inconsistent throughout the school and overall standards of handwriting are below expectation for a significant minority of pupils. Standards of grammar, punctuation and spelling vary widely. The need for improvement in these aspects has been recognised by the school, but action to remedy them is not yet consistently in place.
8. Standards in mathematics are in line with national expectation in all of the attainment targets of numeracy, shape, space and measure, using and applying mathematics and in handling data by the end of both key stages. There is good use of numeracy in subjects across the curriculum, for example, in science and design and technology. In mental work at the beginning and end of lessons, pupils display good levels of numeracy skills and in their work the large majority of pupils can calculate accurately, construct a good range of graphs from data that they have acquired and draw appropriate conclusions. Standards in science are above average for the majority of pupils by the end of both key stages. They can carry out a fair test in their investigations, can explain what they have discovered from their work and use appropriate scientific vocabulary.
9. Standards in information and communication technology are below national expectations. This reflects the lack of resources and the restrictions that this has placed on teachers to provide pupils with adequate opportunities to ensure that all of the National Curriculum programmes of study have been taught. The school has effective plans to remedy the resource issue, already having constructed a computer room and to improve the skills and expertise of the staff. Nevertheless, where opportunities are given, for example, in word processing, simple control technology and in handling data and constructing graphs, standards achieved reflect national expectations. Attainment in religious education is in line with the expectations of the agreed syllabus by the end of both key stages. Standards are above expectations in art, music and physical education by the end of both key stages and in line with expectations in design and technology and history. There was insufficient evidence to reach a judgement in geography.
10. Progress in English, mathematics, science, is often good and occasionally very good. Pupils consolidate their knowledge and understanding and develop the appropriate skills for these subjects. For example, in English, their writing displays progress in style, content and structure and, in mathematics, they can draw on their previous knowledge to suggest accurate solutions to new problems. In science, the large majority of pupils carry out investigations accurately and make very good predictions, writing up their findings in a consistent style. In religious education, pupils develop their ability to discuss a wide range of issues in a mature manner, a characteristic which is also prominent in all subjects. Progress in information and communication technology is unsatisfactory and reflects the irregular access to computers. Progress in music, physical education, art, and history is good and is satisfactory in design and technology. Progress in geography is unsatisfactory and reflects the limited amount of time given to this subject.

11. Pupils with special educational needs make good progress with the support of class teachers, support assistants and external agencies. Targets, which are realistic yet demanding, are well matched to their ability. Gifted and talented pupils are identified and individual education plans are produced, outlining suitable targets and provision. These pupils also make good progress. Pupils in all year groups make consistent progress and this is a reflection of the high standards in the quality of teaching. Overall, progress in lessons indicates that it is good in about nine out of ten lessons and never less than satisfactory. In a very small minority of lessons, the challenge in the work is insufficiently demanding.
12. Overall, pupils' attainment and progress are in line with the good targets set in the school plan and also reflect the good quality of education they are receiving and their own positive attitudes towards learning. In relation to the last report, pupils are now making better progress and standards are higher, particularly in the core subjects.

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

13. Pupils' attitudes to learning are very good. From youngest children to the oldest pupils, they express pride in their work. They willingly explain to visitors what they are doing, with understanding. They are very good listeners and extremely eager to answer questions both in and out of class. This was evident during the inspection when even the youngest, listening intently, shot up their hands to offer comment during a key stage one assembly. Older pupils, as they progress through key stage two, enter into some lively, but fruitful, dialogues during lessons. Pupils soon become absorbed in what they are doing and maintain concentration very well, even in the longest lessons. They work very well, individually. They share ideas joyfully and constructively when working collaboratively.
14. Behaviour is very good and continues to improve. Pupils have a very good sense of self-discipline. They respect the special rules shared with each class and know well what is expected of them. They are respectful of property. The behaviour of a very few is a cause for concern. However, there is no evidence of the occasional lapses in behaviour disturbing the balance of class activity. Staff move swiftly and effectively to prevent any tendencies developing into bad behaviour. This is not a bullying school. There has been only one fixed term exclusion in the last year.
15. Personal development is very good. Simple tasks for those in the early years are developed into individual responsibilities as pupils move up the school. Pupils from all age groups share in presentations at assemblies. Older ones help younger ones, for example, through the buddy schemes for readers. All pupils are familiar with the new systems of rewards and sanctions and the formation of a pupil's guide to behaviour has been shared with each class. They applaud one another's successes and the certificates they receive for good work and achievement. Pupils show initiative and willingly accept responsibility. They enjoy the new house point system, for example, working enthusiastically together in organising their teams at sports day. In extra-curricular activities, for example, at sport, choir or orchestral rehearsals, pupils work earnestly to perform as a team. They learn the value of independence through the experience of adventure and orienteering on residential trips or through more private study as they near secondary education. Pupils with special educational needs are interested in their work and show good levels of concentration in the classroom and on those occasions when they are withdrawn to work in a small group. They work with other pupils and take part in all aspects of school life.
16. Relationships are very good in and out of class. Pupils have a very good rapport with their teachers and all adults in school. They are very confident in sharing their thoughts and concerns with them. Older pupils intimate that they have trust in their teacher as 'their friend'. They feel that teachers' constructive criticisms help them to improve and mature. Lunch is a good social event. Play is good-natured in small or large groups. Younger pupils show cheerful determination and growing skills using the large toys provided. Many older pupils take advantage of the resources available and enjoy using the marked out games in the playground. They are respectful of overlapping play, allowing space for one another.

17. Attendance has improved and is above the national average. The level of authorised absence is below the norm. Unauthorised absence is nil. This situation has been maintained for many years since before the last inspection. Parents happily encourage their children to come to school and be punctual. Pupils' enthusiasm for school is excellent. The corridors bustle with purposeful energy as pupils deposit their outerwear and move into their class. Even the youngest are tidy and know where to put their things. Older pupils settle down quickly to a short time of individual study whilst registration is promptly completed. This is an excellent start to the day, which continues to be orderly and industrious.

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

18. The quality of teaching is a strength of the school. It is satisfactory or better in all lessons. In nine out of ten lessons the teaching is at least good and it is very good in a quarter of lessons; very occasionally, it is outstanding. This effective teaching has a positive effect on the standards achieved by the pupils by enhancing their learning opportunities. There has been an improvement since the last inspection in that there is a greater proportion of good and very good teaching.
19. The teaching of early years is consistently good and often very good, especially in the nursery. At Key Stage 1, in eight out of ten lessons the teaching is good and in nearly two out of ten lessons it is very good. In Key stage 2, it is good in well over nine out of ten lessons and is very good in over a quarter of lessons.
20. A scrutiny of children's and pupils' work shows that the teaching displays this consistent pattern over time. The work displays good examples of continuity in most areas of the curriculum and the work is effectively completed and marked. Teachers have high expectations in relation to behaviour and work, enhancing the learning process, leading to the large majority of children and pupils making good progress. Learning in all lessons is at least satisfactory. In all of their activities relating to the early learning goals, children aged under five are making good and often very good progress. In both key stages, the learning process is good in approximately nine out of ten lessons and is very good in about a fifth of lessons. Lessons effectively build on previous work, leading to pupils consolidating and extending their knowledge, understanding and skills. This is particularly seen in the opportunities for pupils to carry out investigations and to apply their understanding and skills to unfamiliar tasks.
21. Although there is no specific teaching and learning policy, teachers operate similar teaching principles. The features of good teaching are well planned lessons with high expectations. Teachers' subject knowledge, lesson organisation and the use of a variety of strategies are all of a good standard. The large majority of lessons have clear objectives for learning, taking into account the differing needs of the pupils. Planning is done regularly and ensures that all pupils have equality of opportunity and access to the curriculum.
22. In almost all lessons, the approaches which enable pupils to learn and make good progress are very effective. Teachers use explanation, demonstration and questioning well to check pupils' understanding. Activities are carefully planned and pupils are grouped appropriately for tasks and their level of attainment. The management of the pupils is frequently very good. Teachers consistently expect pupils to listen well and settle to given tasks, contributing to a positive ethos in all classrooms. In the best lessons, teachers provide opportunities for pupils to pose their own questions and find answers through investigation and discussion. This can be seen in music when considering different rhythms and in physical education as teachers encourage pupils to demonstrate and evaluate. In a small minority of lessons, the management of pupils restricts pupil response and there are insufficient planned opportunities for pupils to think for themselves and develop their own ideas. All classroom resources are managed effectively and are well used. The significant weakness is in the overall use of information and communication technology. Opportunities are taken, but they are severely restricted by the computer resources available.
23. Work is frequently well matched to meet the differing needs of the pupils. Teachers give good support to pupils with special educational needs and those who are gifted or talented. They write individual education plans or target sheets, which are conscientiously reviewed, and good

records kept. Work in class is usually well matched to pupils' ability and support staff provide valuable assistance when they are available. Good use is made of all additional support staff, including many parents, who generally make a positive contribution to classroom practice and there is a good partnership between the class teachers, support staff and parents.

24. The teaching of numeracy and literacy is very effective in all stages. Good mental activities extend pupils' use of number, not only in the numeracy lessons, but in other subjects, such as science. In early years, teachers are competent in teaching speaking and spelling, making good use of phonics. Good opportunities to read aloud and to enter into quite detailed discussion when answering, or asking questions, particularly in Key Stage 2, enhance pupils' literacy skills. In a very good lesson, older pupils respected the views being expressed and were thoroughly involved in establishing a counter argument, using very good vocabulary. In lessons in other subjects, teachers use the subject specific vocabulary, ensuring that pupils are gaining a sound understanding of the words that they use, for example, in a mathematics lessons where the teacher stressed the understanding of terms relating to shapes. In some classes, insufficient use is made of the blackboard to record words used in the lesson so that in summary sessions pupils' understanding can be checked. The literacy and numeracy strategies are very well implemented and teachers have good subject expertise.
25. Teaching in science is good, with teachers' thorough preparation and lively presentation contributing well to pupils' enthusiasm for learning. Good use is made of the pupils' own interests and they are encouraged to bring their own resources to lessons and to talk about them. The use of investigations, for example, on the analysis of soil samples, stimulates their thinking and extends their knowledge and understanding. Overall, the quality of teaching in history, art, music, design technology and physical education is good. Teaching in information technology is overall satisfactory, but in some instances it is good. Insufficient evidence was available to make a judgement on the quality of teaching in geography.
26. Teachers keep records of pupils' attainment and progress. Assessment procedures are being developed, but the good quality of marking enables teachers to take account of the outcomes so that future learning is focused and relevant. Almost all teachers mark in a supportive manner, with detailed comments as to how pupils might improve their work. In the best teaching, there are good opportunities for pupils to evaluate their own work. The use of homework is appropriate and consistent. Parents identified the benefits of the homework practice as an effective method to help raise standards and promote pupils' learning and independence.

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

27. At the last inspection, the overall curriculum provision was seen as being good. This has been maintained to provide very well for early years pupils and for a broad range of opportunities for all pupils in both key stages. The curriculum provides very well for the intellectual, physical and personal needs of the pupils. The school recognises that it does not meet the statutory requirements for information and communication technology and that insufficient attention is given to the teaching of geography. Teachers have suitably high expectations of pupils' work and good behaviour, ensuring that lessons engage pupils' diligent attention and involvement. The depth and balance of subject coverage is increased by cross-curricular links. For example, skills in speaking and listening and in mathematics are used in all subjects.
28. Equality of opportunity is well promoted. The strong ethos promotes care and respect for the pupils. Pupils work together in mixed groups, based on both gender and prior attainment in all classrooms. Teachers plan work which meets the differing needs of the pupils, although, on occasions, the additional activities are insufficiently challenging. The school keeps an up to date register of pupils with special educational needs and makes curricular provision for those pupils who have statements of special educational needs and for those who have individual education plans. No pupils are disapplied from the national curriculum and pupils with special educational needs take a full part in the curriculum of the school.
29. The careful and detailed planning is a significant strength and the key issue from the last inspection has been very well addressed. Schemes of work exist for all subjects and show the

work to be covered in each term. Learning objectives, related to the National Curriculum attainment targets and programmes of study are clear, although the coordination of the two key stages to ensure continuity and progress is still underdeveloped. Teachers effectively implement the National Literacy and Numeracy strategies and make effective use of recommended guidance in other subjects. The provision for geography is inadequate because it is given insufficient time and the limited number of computers prevents the full coverage of the programme of study for information technology. Teachers effectively evaluate lessons, although the evaluation is not always employed to inform future planning sufficiently. Appropriate targets, which are being achieved, are set for literacy and numeracy.

30. The good number of lunchtime and after school clubs for drama, music, computers, art and sport, are appropriate for a primary school. A significant enrichment is the provision of booster classes for English and mathematics for older pupils, which are held after school and on Saturday mornings. There is also a reading group for parents and their young children prior to their entry to the nursery. Good use is made of visits to field centres, theatres, museums and places of interest to extend the experiences and to support pupils' learning. The support for these activities is good and inspection evidence does not agree with parents that the activities provided are insufficient.
31. The school very successfully meets its aims by providing an environment committed to mutual care and to high standards. Younger children and all pupils effectively develop their capacity for thoughtful reflection, self-discipline and a respect for each other. The provision for spiritual, moral and social development is a strong feature. The school adheres to Christian values. Spiritual awareness is developed through assemblies, where time is given for reflection and themes develop values and beliefs. Opportunities for reflection also occur in religious education lessons where topics relating to moral issues are discussed. In science, pupils perceive the awe and wonder in relation to light. Teachers listen attentively to children's and pupils' contributions and always give them time to express themselves thoughtfully, promoting respect for each other's ideas and values.
32. Moral teaching is good and is emphasised throughout the school day. The school stresses to all children and pupils how their actions affect others and emphasises the need for fairness. The positive behaviour framework supports moral development. High expectations extend to social development and the provision is very good. In lessons, group work is well used and resources are shared. Relationships are well fostered. Overall, the school is successful in promoting a community in which pupils and adults are valued and respected.
33. The development of cultural awareness is satisfactory. There are opportunities for children and pupils to take part in local activities and particularly in visits to places of historical and environmental interest. Whilst opportunities exist in religious education to study world faiths, the scrutiny of displays, pupils' work and conversations with pupils, do not show that their awareness of other cultures is developed sufficiently.

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

34. The school provides an effective environment for its pupils in which they may grow into rounded individuals. Good policies and procedures are in place to support this provision and to guide staff. The school has maintained its good procedures for care since the last inspection.
35. All adults in school set very good role models for the pupils. They work hard to build up the pupils' self esteem and have natural rapport with them. Parents strongly support the attitudes and values promoted by the school. Parents are aware that staff have high expectations of their children's progress and encourage them to be mature and responsible in their work. Parents indicate that staff are approachable and that they and their children can confidently share their thoughts and concerns. Suggestions are listened to and acted upon where appropriate. Pastoral care is always on the agenda at staff meetings.
36. Relationships between pupils and all adults are very good. Raised voices are rarely heard about the school and discipline is almost imperceptibly maintained. There have been significant changes in the make up of the teaching staff and the appointment of a new headteacher since

the least inspection. New behaviour policies have been introduced with very successful strategies to cope with present day trends. These have maintained and encourage increasingly high standards in attitudes and behaviour for the succession of pupils to the school. Parents strongly support this work, reflecting the very good ethos that prevails. Bad behaviour is rare and bullying is unexpected.

37. The school works rigorously and effectively to promote good attendance and punctuality. Parents are regularly made aware of the criteria for absence. Monitoring is very thorough. Authorised absence is largely confined to parents taking their children on holiday during term time. The incidence of unauthorised absence is consistently zero. The educational welfare officer works closely with the school to support any issues.
38. Procedures for monitoring and supporting pupils' academic progress are very thorough. Procedures for assessing pupils' academic progress and the use of assessment to guide curricular planning are good. Pupils effectively take part in self assessment on their attainment and progress in English and mathematics, with guidance from their teacher. Good records are kept which show the progress of pupils with special educational needs and regular reviews and assessment of targets informs future planning. The school gives good support to pupils with special educational needs and makes good use of the valued support of outside agencies. There are well-established links with these agencies to support the personal, social and health education programmes. Child protection procedures are properly in place and the headteacher is the responsible person. Health and safety arrangements are sound. Issues readily are dealt with and, although the alarm system for the school does not extend to the demountable building, the school recognises this weakness and has an appropriate strategy in the case of any concerns.
39. Provision for supporting pupils' personal development is very good. Many opportunities are offered and are willingly taken up. Supervisors provide friendly interaction to promote a good atmosphere and joyful play at lunchtimes. Preparations for pupils' transfer to the next stage of education are good. There is good liaison with the local secondary schools. Pupils have opportunity to spend time at their chosen school and meet pupils coming in from other schools. There are visits from secondary school staff, building up Year 6 pupils' confidence for a new environment.

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

40. The school has good and effective links with parents. Parents' views of the school are very positive and they feel that they are well involved in their children's learning. This was the situation at the time of the last report and these links have been maintained and enhanced.
41. Most parents feel that they are well informed on all matters relevant to the school through the school prospectus, the governors' annual report and by very regular newsletters. These are well-produced, informative and meet requirements. A very few parents express concerns at the lack of information on the progress of their children. This view was not borne out by the inspection team. Information provided is very good. Written information on curricular and topic activity is sent to parents by class teachers each term. Curricular meetings were organised for the introduction of the literacy and numeracy schemes, but were sparsely attended. Termly parents' consultation evenings, however, are splendidly attended. These are supported by good, detailed and evaluative reports. Progress and target setting is mutually shared. Some parents would like more opportunities to view their children's work, although the school operates a good 'open-door' policy and many parents were seen to meet with teachers during the inspection.
42. The school has recently introduced a home-school agreement, negotiated between governors, staff and parents. The great majority of parents view this step positively and have already signed up to the agreement. Pupils, however, are unclear about the content and purpose of this arrangement.
43. Parents have confidence in the headteacher and staff. The school takes account of parents' views and welcomes the encouragement of the great majority of parents for their children's work at home and in school. This has a positive effect on pupils' growing independence and is clearly

demonstrated by the very good attitudes to learning. Most parents feel there is the right amount of homework. Parents of pupils with special educational needs are kept informed of their children's attainment and progress at regular parents evenings. They are able to discuss their children's individual education plans when they feel it is necessary and the school keeps a record of parental contact.

44. A good number of parents help in class during the school day and hear pupils read, especially in key stage one. Many more help with visits and extra curricular activities. All this service is valued. The parent teacher association is small, but enthusiastic, and works hard to support the school, raising significant funds for extra resources. Parent-governors and staff work with the association, organising activities such as fairs and raffles. Several more parents will help at events on the day

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

45. The school's aims are shared by all involved with the school and are effectively implemented and achieved. They centre on providing pupils with a love for learning and this is very visible.
46. The school is very well led by the headteacher who has been in post for approximately two years. All associated with the school have great confidence in her work, which is contributing extensively to the good levels of school improvement. She has vision and plays a distinctive role in the life of the school through her commitment to the staff and pupils. The quality of leadership has led to the effective improvement in the school, through addressing the key issues from the last report in 1997 and through identifying the school's own priorities. There has been a significant change in staff since that inspection. The current staff are a committed team of colleagues who provide the headteacher with good support.
47. The overall approach for improvement has encouraged all pupils, from the youngest to the oldest, to express pride in their work and to have the confidence to willingly and easily explain to visitors what they are doing, showing good knowledge and understanding. The management method has allowed the school to cope well with changes in its population, which are beyond its control, to sustain its results and improve its ethos. There have been improvements which have been initiated by the school through its own evaluation. These include pupils' behaviour and addressing the needs of pupils with special educational needs, including booster classes and provision for more talented pupils. The construction of a computer room to extend pupils' opportunities in information and communication technology and links with the local community, including sponsorship, are further indications of the school's awareness of its needs. Overall, school improvement has been good and there are appropriate plans to bring about further changes.
48. The membership of the governing body has seen significant recent changes. The governors are appropriately involved in the management and leadership of the school. For example, the governors with responsibility for literacy and numeracy have made visits to monitor the standards and quality of education to inform their decision making and all governors are linked to a class. This indicates the governors' understanding of the important aspects of education and needs of the pupils. Statutory requirements are met, except for meeting the full requirements for information and communication technology, although the school is very aware of this issue and is taking appropriate action. This good partnership between the headteacher and governors is effective in promoting the very good quality of education throughout the school. Whole-school policies are in place and there is a process for review to ensure that they contain sufficient structures for guidance, monitoring and evaluation.
49. The roles of the senior staff are an area for improvement, to extend their support for the headteacher. The monitoring of teaching is effectively carried out, although the procedures do not involve all coordinators. They do not consistently evaluate the impact of staff development on classroom practice or analyse test and assessment data sufficiently to identify appropriate areas for development and the setting of targets. This limits the awareness of the senior staff and their involvement in ensuring that initiatives reflect the importance of whole school vision and not just individual year groups. There is inadequate co-ordination of the work of the key stages, although subject co-ordinators work effectively as they concentrate on curriculum

development and resource management. The National Curriculum has undergone significant revision since the last report and overall policies and schemes of work take into account these changes. The schemes of work have shown good improvement, are detailed and well implemented. Teachers' lesson plans have clear learning objectives, which are well met in lessons. This has enabled the overall quality of teaching to be improved. Many of the subject co-ordinators have been in post only for a short time. Their roles in monitoring the planning in their areas are appropriate within the time scales. Whilst some co-ordinators do monitor teaching, it is mainly carried out by the headteacher, partly as a component of the appraisal system. This procedure is to be extended as an integral part of the teachers' professional development. Pupils' work, as seen in the work scrutiny carried out by the inspection team, is now generally well presented, an improvement on the last inspection, although further improvement is required in handwriting.

50. The special needs co-ordinator, her colleague teacher, senior management team and support assistants are effective in promoting the importance of special educational needs throughout the school. Good records are kept and there are efficient procedures for the identification, monitoring and review of pupils' progress. The success of these is helped greatly by the conscientious work of the special educational needs co-ordinator and class teachers. The school has a nominated governor for special educational needs and, although she has only recently taken on this responsibility, she has visited classes to see how pupils with special educational needs are progressing. She is committed to the support of these pupils and the early identification of problems.
51. The whole-school development plan is a very detailed and effective document and contains a comprehensive approach for development. It is strategic, through its links with finance, and sets targets for future years. It is well linked to the staff development plan to ensure that the staff have the skills required to implement the changes listed in the main plan.
52. The school is appropriately staffed and there is a very good match of experience. Learning support staff are well involved in planning and through their work enhance the learning opportunities of the pupils and children. Very good use is made of parents who willingly give of their time to support teaching and activities in a wide range of contexts. Administrative staff make a very positive contribution to the day-to-day running of the school. Staff development is enhanced through the systematic appraisal process and the induction and support for the newly qualified teacher is very good. The opportunities for professional development in a wider monitoring role are underdeveloped. The school has the potential to provide very effectively for initial teacher training and has appropriate links.
53. The accommodation is broadly adequate for the number of pupils and to meet the needs of the curriculum. Recent refurbishment and modifications have enabled the construction of a good computer room, disabled toilet and library. Access to the school is poor and directional notices need to be improved. Steps in some areas of the school pose limitations of access for physically disabled. The accommodation is very well maintained by the caretaker and cleaning staff. There are no graffiti and very small amounts of litter.
54. The overall quantity of resources in the large majority of subjects is broadly satisfactory but there are some deficiencies. More fiction books are required for English, there is an inadequate amount of computers and resources for geography are unsatisfactory.
55. Financial planning is sound and effectively linked to the development plan to make it strategic. Governors are well aware that the contingency fund is very low. Exceptional opportunities have been taken by the headteacher to gain considerable funding through sponsorship. Specific funds for special educational needs, funding allocated to the school from National Standards Funds and from the Single Regeneration Budget have been targeted effectively and are having a positive impact on the learning opportunities provide by the school. The headteacher and governors seek the best possible values being very conscious of the limitations of their budget. Taking into account the unit costs, the standards being achieved through effective teaching and the overall very positive learning ethos the school is giving good value for money.

56. Overall, the management and leadership of the school are providing good and appropriate structures to enable the school to address areas for improvement and to maintain the momentum in the future. The management and leadership have established a very good learning environment and a positive ethos.

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

57. The governors, headteacher and staff now need to:

- improve the teaching of information and communication technology and geography, by:
  - increasing teachers' knowledge and understanding in ICT;
  - increasing the resources available for both subjects;
  - enhancing the opportunities for progression in geography;
  - extending the opportunities for the use of ICT across the curriculum;

(Paragraphs: 22, 25, 29, 54, 106-109, 115-120)

- improve the provision for pupils' understanding of the multi-cultural diversity of society so that it matches the good provision for pupils' spiritual, moral, and social development by:
  - providing a whole school policy which extends the inclusion of opportunities to promote multicultural awareness in schemes of work;

(Paragraph 33)

- improve the roles of senior staff and curriculum co-ordinators in whole school management by:
  - extending their awareness of and responsibility for whole school initiatives;
  - increasing their involvement in monitoring and evaluation of standards and teaching to ensure consistency in practice;
  - ensuring that there is good continuity and progression across both key stages to further extend pupils' learning opportunities;
  - providing opportunities to further their professional development.

(Paragraphs: 29, 49, 52, 93, 105, 106, 114, 120, 138)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

51

Number of discussions with staff, governors, other adults and pupils

16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	21	65	10	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	199
Number of full-time pupils eligible for free school meals		

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	4	47

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	12
	Girls	12	12	12
	Total	21	23	24
Percentage of pupils at NC level 2 or above	School	75(88)	81(94)	87(95)
	National	82(80)	83(85)	87(86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	15
	Girls	12	12	13
	Total	21	24	28
Percentage of pupils at NC level 2 or above	School	75(94)	86(98)	100(100)
	National	82(81)	86(85)	87(86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	12
	Girls	15	14	16
	Total	24	26	28
Percentage of pupils at NC level 4 or above	School	80(58)	84(62)	93(75)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	11	12
	Girls	14	14	15
	Total	20	25	27
Percentage of pupils at NC level 4 or above	School	67(67)	77(71)	90 (75)
	National	68(65)	69(65)	75(72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	2

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	28.3
Average class size	23.7

#### **Education support staff: YR-Y6**

Total number of education support staff	6
Total aggregate hours worked per week	94

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	26

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	368124
Total expenditure	368579
Expenditure per pupil	1603
Balance brought forward from previous year	8353
Balance carried forward to next year	7898

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	94

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	4	2	0
My child is making good progress in school.	37	52	3	4	3
Behaviour in the school is good.	34	61	4	1	0
My child gets the right amount of work to do at home.	27	55	10	2	3
The teaching is good.	36	51	3	3	5
I am kept well informed about how my child is getting on.	29	45	20	6	0
I would feel comfortable about approaching the school with questions or a problem.	51	41	4	3	0
The school expects my child to work hard and achieve his or her best.	50	44	3	2	0
The school works closely with parents.	40	43	10	4	3
The school is well led and managed.	40	41	2	4	11
The school is helping my child become mature and responsible.	38	55	1	3	2
The school provides an interesting range of activities outside lessons.	17	30	27	13	10

### Summary of parents' and carers' responses

The inspection evidence confirms the parents' and carers' views of what they like most about the school. The school provides a consultation meeting each term at which parents and carers can meet with teachers to discuss children's and pupils' progress. The inspection team consider that with the annual reports, there is good provision for information to be gained by the parents. Additionally, many parents take the opportunity to bring their children to school and have good access to the headteacher and staff because of the open door policy. Many parents support their younger children in reading at the start of every morning. The range of extra-curricular activities is appropriate.

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

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

58. Pupils are admitted to the nursery at the start of the year in which they are four, transferring to the reception class in the September before their fifth birthday. At the time of the inspection, 24 of the 31 children in the reception class were still aged under five. Thirty children attend the nursery on a part-time basis, including one with a statement of special educational needs. Since the last inspection, standards have been maintained and the overall provision is good.
59. Attainment of children on entry to the nursery is generally below that expected for this age group. Children make good progress in the nursery, but their attainment is still slightly below the average when they transfer to the reception class. This is confirmed by the assessments made soon after their transfer. Progress in the reception class is generally good, particularly so in language and literacy and mathematics and some aspects of knowledge and understanding. Almost all of the children achieve the levels expected in each area of learning by the time they start compulsory schooling at the age of five. In personal and social development, mathematics, reading and some areas of knowledge and understanding many exceed the levels expected. In writing, children have only limited opportunities to write unaided and their attainment is below average.
60. Provision for the under fives is good and in the nursery it is very good. The curriculum for all of the children is based securely on the six areas of learning recommended for this age group, and leads into the National Curriculum as the pupils move through the reception year. Whilst the curriculum is broad and balanced, priority is appropriately given to personal and social education and to the development of language and literacy and mathematics. Very detailed assessments are carried out in the nursery and, whilst these give a clear picture of children's progress, they create a very heavy workload for the teacher. A summary of these records is provided for the reception teacher, who uses them well to group children for work in English and mathematics. Day-to-day assessment is carried out conscientiously and used to plan future work. A formal assessment is made of the children's attainments on entry to the reception class and the information gained is used well to set targets for attainment at age seven and highlight any children who may have special educational needs.
61. The quality of teaching for children under five is good and often very good. It is very good in both classes in relation to the development of speaking and listening, reading and mathematical skills. All staff have secure knowledge and understanding of the needs of young children and work closely together to provide a stimulating, warm and secure environment. They use their knowledge very well in planning an appropriate match of work. There are very good relationships between pupils and all adults, including the family volunteers, and these relationships promote learning well. There is good liaison between the nursery and reception classes, who plan for progress in the long term. However, the cramped conditions in the classroom, the siting of the role-play area and the high levels of noise in the outdoor area, combined with the low level of staffing for a large class, does place some limitations on the curriculum. The teacher works hard to maintain an appropriate environment and is very well supported by parents and grandparents, who give generously of their time.

### **Personal and social development**

62. Almost all the children make good progress and exceed the levels expected at age five. In the nursery, children have many opportunities for both directed play and free choice of structured play activities, which provides them with very good opportunities for developing independence in making decisions. In the reception class, the teacher directs most lessons and children have few opportunities to make independent choices about their activities. They have good opportunities to work independently in many lessons, such as Literacy Hour and, on these occasions, enjoy their work and concentrate well to complete their tasks. In both classes, children work and play together well and co-operate successfully in informal role-play situations, such as the café and the hospital. They behave very well and are beginning to be sensitive to the needs of others and

are able to share and take turns, as when using outdoor play equipment such as the bicycles and prams. When choosing a snack or undressing for physical education, they show an increasing awareness of class routines and independence in looking after themselves. In both classes they are careful in looking after the plants they grow. They are confident in speaking aloud in class discussions and join in with rhymes and songs happily. Children's ideas are valued and their work is displayed very attractively. This increases the children's self-esteem and encourages them to become confident in their learning. All of the staff provide good role models and promote a framework of positive attitudes and values and this is reflected by children enthusiastic attitudes to learning.

## **Language and literacy**

63. Most of the children make good progress in developing language and literacy skills. Teachers have good story telling techniques and promote a sense of wonder by the use of good resources, such as mystery parcels and fluorescent stars and this grips children's imaginations. They enjoy listening to stories and rhymes and join in enthusiastically with those they know. Children are confident in talking about their own experiences in small groups and to the class and, in activities, communicate clearly with each other. They understand and follow instructions carefully. Children are interested in books and handle them with care. They know that print and pictures carry meaning and that print is read from left to right. At age five, most have made a good start on the early stages of the school reading scheme and know many key words in the first readers. Their reading skills are greatly enhanced by the support of parents, at home and in the daily reading sessions in the reception class, where a group of parents hear children read on a regular basis. There are no home-school reading diaries to further enhance reading standards, by providing parents with information that would make their support even more effective. Most children in the nursery recognise their first name and those in the reception class write it independently. At age five, they recognise many letters of the alphabet by shape and sound. In the nursery, children attempt their own writing, but in the reception class, most writing is copied. This is unsatisfactory in that children have insufficient opportunities to apply their phonic and handwriting skills to their own writing and are over-dependent on the teacher. Higher attaining pupils are just beginning to attempt develop to these skills and make reasonable attempts at spelling. Handwriting is well formed and neat but, because of the lack of opportunity to write independently, attainment is below average at age five.

## **Mathematics**

64. Children make good progress in mathematics and, at age five, exceed the level expected. In the nursery they sort, count and match numbers to five or ten and are beginning to recognise and name numerals. They represent some data in pictorial form, as when they made sets of people with eyes of the same colour. They learn how to balance when weighing ingredients for their buns and use mathematical language appropriately. In the reception class, most pupils know numbers to ten and can count beyond this. Many count in tens to 100 and some count in fives. They carry out simple addition sums, using apparatus and higher attainers do so with numbers to 20. When working at the sand or water tray, they develop mathematical concepts such as full and empty, more and less. They learn how to apply their knowledge to money when acting as customers or staff at the café, checking that they have selected the right coin. Teaching is good in both classes and teachers plan well to build on children's previous skills and knowledge.

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

65. The majority of the children make sound progress and achieve standards that broadly reflect expectations for their age. They are keen and interested to explore the world around them. They learn the importance of water and light in growing bulbs and seeds and those in the reception class make termly visits to an outdoor study centre and observe the seasonal changes that occur. Their learning connected with these visits is good and, at age five, their knowledge about life and living things is above average. These particular visits provide good opportunities for work in many aspects of the curriculum and the teacher plans carefully for this. For instance, children study the buildings, woodlands, a pond and trees and then paint pictures and plan and produce models of minibeasts from recycled materials. In both classes, they learn about their

own bodies and how changes occur over time. For example, in the nursery they bring photographs of themselves as babies and see how they have changed. When cooking they observe and describe the effects of mixing ingredients and how cooking changes their buns. They use information technology to support their learning as when matching letters on screen or using a talking book program linked to the reading scheme. They have sound operational skills and access programs through icons. The teachers have secure understanding and plan opportunities for the children to explore, observe and question in a range of situations.

### **Physical development**

66. Children make sound progress in this area and achieve the standards expected by the age of five. The outdoor area is used appropriately by both classes and caters well for the needs of the nursery children. However, the traffic noise makes it very difficult for the teacher to fully extend learning in outdoor physical education lessons for the children in the reception class and this limits their progress on these occasions. When using the climbing frame and wheeled toys the nursery children climb and ride with increasing control of their bodies and increasing awareness of space. They make good progress in these skills in reception class gymnastics lessons, when using a range of apparatus. They use a variety of writing and painting tools with control to achieve their own purpose and have sound skills with a range of simple tools, such as scissors and paintbrushes. They manipulate jigsaws with ease and carry out their own ideas when building with construction toys.

### **Creative development**

67. The children make sound progress in creative development and at age 5 achieve at the levels that are expected. Children explore and experiment with a wide range of techniques, using paint, pastel, crayon and fabric dye to achieve their desired effect. They are aware of Van Gogh's work when making observational paintings of sunflowers in their own style. They explore sound and have access to musical instruments on a 'senses' table. Children enjoy indoor dance lessons and move with sensitivity to music. They join in an appropriate range of songs and rhymes with enthusiasm. They show good imagination and enter wholeheartedly into role-play in the imaginative play areas in both reception and nursery.

## **ENGLISH**

68. Since the last inspection, the school has successfully addressed the areas for improvement which were identified in the report. While results in the National Curriculum tests have been a little erratic from 1997 to 1999, the overall trend has been one of improvement.
69. In the National Curriculum tests at the end of Key Stage 1 in 1999, the school's results were below the national average in reading, but above the national average in writing. In 1997 and 1998, they had been well above the national average and the difference can be explained by the unusually large number of pupils on the special educational needs register in that year group. Attainment in reading was well below the average attained by schools which draw their pupils from a similar background, but attainment in writing was broadly in line with the average for these similar schools.
70. At the end of Key Stage 2 in 1999, in the National Curriculum tests, attainment in English was above the national average. This was an improvement on the previous two years. Attainment was below the average attained by pupils in similar schools, reflecting the larger percentage of pupils with learning difficulties. The rate of improvement in attainment at the end of Key Stage 2 has been broadly in line with the national trend. Standards based on inspection evidence are in line with expectations by the end of both key stages, with a minority of higher attaining pupils achieving well above expectations. Within Year 6, there is a very wide range of prior attainment.
71. Pupils' confidence in speaking and listening develops well as they move through the key stages. At the beginning of Key Stage 1, many pupils have a narrower range of vocabulary than is usually found. Good opportunities for speaking enable pupils to improve their skills in expressing their ideas. By the end of Key Stage 1, some pupils speak with unusual confidence

and fluency. For example, one pupil was able to tell the class how to pronounce 'struthiomimus' when the class was reading a book about dinosaurs. By the end of Key Stage 2, high attaining pupils discuss their work and their reading with considerable maturity and are able to compare different books and authors. Lower attaining pupils have less rich vocabularies, but are still able to make their thinking clear. Throughout the school, pupils listen well and concentrate on their work, often for long periods. During the Literacy Hour, pupils listen well to each other and to their teacher and pupils also listen well in assemblies.

72. By the age of eleven, attainment in reading is average overall, but this covers an unusually wide range of accomplishment. Higher attaining pupils are very confident in their approach to reading and read challenging material fluently and with good expression. They read widely and frequently and show very mature perception in discussing different books, authors and characters. On the other hand, lower attaining pupils read relatively simple books very hesitantly. They have few strategies for reading unfamiliar words which are quite straightforward and simply wait for help. Lower attaining pupils in Key Stage 2 have insufficient systematic opportunities to read to an adult in school. Their progress in reading over time is not tracked in sufficient detail so that targets can be accurately set for further measurable improvement in the short term. Much the same pattern is evident at the end of Key Stage 1. Higher attaining pupils read without hesitation and have no difficulty with some quite complex words, for example, imagination. Average pupils read appropriately challenging material well and are able to correct any errors unprompted. However, lower attaining pupils read hesitantly and do not have the skills to tackle some quite simple words. Again, they simply wait for help.
73. The quality of pupils' writing is broadly in line with national expectations at the end of each key stage. However, there is a very wide range between the higher and lower attainers. By the end of Key Stage 1, pupils write legibly in a neat, joined script with letters of a consistent size. Writing shows good understanding of material and a good grasp of sentence structure with secure spelling. There are examples of longer pieces of writing, using a good range of vocabulary. The work of lower attaining pupils tends to be much shorter and spelling and grammatical structures are much less secure. Their handwriting is large and letters are poorly and inconsistently formed. By the end of Key Stage 2, higher attaining pupils write in a neat, joined and legible script. Writing is largely accurate in terms of spelling and grammar and is enriched by some imaginative vocabulary. There are good examples of creative writing, including some well thought-out poetry. Pupils understand how to alter their writing for different purposes, for example, for a report or letter, as opposed to a piece of imaginative work. The handwriting of lower attaining pupils is not always easy to read and contains many errors in quite basic spellings. Their writing is often brief and insufficiently developed and extended.
74. Most pupils, including those with special educational needs, respond well in lessons. Good relationships are central in pupils' co-operative attitudes to each other and to adults. They respect each other's contributions, concentrate well and show a good level of interest in their work. There are good examples of initiative, for example, in the writing of complex sentences in Year 6. Pupils are keen to discuss their work with visitors and to explain what they are doing and why.
75. The quality of teaching is always at least satisfactory. In half the lessons observed during the inspection, it was good; in one lesson, it was very good and, in another, excellent. Teachers' knowledge and understanding of the National Literacy Strategy are strong. Lesson objectives are effectively shared with pupils so that everyone knows what is to be learned. The planning of lessons is thorough and ensures that all areas of the English curriculum are covered in line with the opportunities offered by the National Literacy Strategy. Teachers use questioning effectively to involve pupils of all levels of attainment so as to reinforce and extend their understanding. Work is marked regularly and there are good examples of supportive comments giving praise and encouragement. Teachers use the plenary sessions at the ends of lessons well to assess the extent of pupils' understanding. The quality of pupils' learning is considerably enriched by the thoughtful and imaginative approaches adopted by teachers in both key stages.
76. An experienced and enthusiastic member of staff co-ordinates the subject effectively. Together with the headteacher, she has worked well to ensure that the National Literacy Strategy has been introduced successfully. It is now having a positive impact on pupils' learning. The

headteacher plays a major role in monitoring teaching and learning. Strategies such as the introduction of a joined style of handwriting for all pupils in the school from the Reception class are helping to address some of the issues from the last inspection. However, the inability of lower attaining pupils to read unfamiliar words remains a significant weakness. The introduction of assessment files for all pupils is an important step to track the progress of individual pupils, but insufficient time has elapsed to judge its impact. The introduction of booster classes is a positive step towards raising standards, as is the introduction of an extra-curricular drama session.

77. Overall resources are adequate, although there is a limited range of good quality fiction, clipboards and white boards to support interactive work. The library is small and contains some old stock, although valuable support is gained from the public library for topic packs. Effective use is made of information and communications technology to support learning. Homework is well used to help pupils to make progress in their learning.

## **MATHEMATICS**

78. Results in the 1999 National Curriculum tests at the end of Key Stage 2 were above the national average. They were also above average when compared with similar schools, taking account of the changes in the school's socio-economic background. The results show an improvement over previous years and the school reached its target for pupils at or above the national average. The proportion of pupils who attain standards higher than those expected of eleven year olds was close to the national figure and when compared to the figure for similar schools. The results of the end of Key Stage 1 tests for the seven year-olds were above average when compared with all schools and in line when compared to similar schools. The proportion of pupils who reach standards higher than those expected was above the national figure.
79. The inspection findings show that the current standards being achieved by pupils at the end of Key Stage 1 are in line with national expectations. Pupils in Year 1 can use a number line with confidence working with numbers up to 30. In Year 2, the seven year-olds were engaged in adding tens and units and identifying odd and even numbers. They can calculate accurately in 2s, 5s and 10s, counting on and counting back. In Year 3, they calculate accurately, using 3 digit numbers. They can carry out conversions, using grams to kilograms and using decimal and fraction notation. They can identify number patterns in addition sums and can develop strategies, using the relationship between addition and subtraction.
80. Standards by the end of Key Stage 2 are broadly in line with national expectations. A minority of higher attaining pupils achieve above this level but there are a significant majority of lower attaining pupils and those identified as having learning difficulties. The majority of eleven year-olds can recognise and name the four different types of angles and use a protractor correctly to check their answers. They can add and subtract numbers in thousands and multiply and divide by tens and units accurately. Pupils can calculate equivalent fractions by multiplying the numerator and denominator up to 5. In mental and oral sessions, pupils carry out calculations with speed, accuracy and confidence. To raise standards, the school has introduced booster classes on two occasions each week, which are well attended by the pupils
81. The teaching of numeracy is a strength, as lessons throughout the school start with mental work associated with number facts and simple calculations. This is having a positive effect on raising standards. In Year 2, the higher attaining pupils can order odd and even numbers up to 30 and explain that even numbers can be divided by 2. By Year 6 pupils can calculate the mode, mean and range from a set of data. Numeracy is used soundly across the curriculum, for example in science and in design and technology, although the overall planning for such work is insufficiently organised.
82. The progress of all pupils, including those with special educational needs, is always satisfactory and often good. In a minority of lessons it is very good and this reflects the high standard of teaching in these lessons. Over time, pupils extend their knowledge, understanding and skills in all aspects of the mathematics curriculum. This is enhanced in the best lessons by work which involves problem solving and investigations, and which meets the differing needs of the pupils.

83. Pupils behave very well and they enjoy their lessons. They are very willing to participate in answering questions and freely pose their own ideas. They complete their work and, overall, display very positive attitudes. Pupils respond well to the questioning skills of the teachers, who often ask pupils to explain their thinking. The pupils answer confidently, as they know their answers will be received well, and, if they are incorrect, they will be asked to think again.
84. The quality of teaching is always good and in a quarter of lessons very good. A particular strength is the teachers' subject knowledge and their planning, which is linked carefully to the National Numeracy Strategy. There are clear learning objectives for each lesson. The pupils are taught in groups, according to their prior attainment. The lower attainers are in smaller groups and are often supported by classroom assistants. The effectiveness of this support is consistent between classes and year groups. The other groups are larger in number and, with the higher attainers being in the largest groups, the pupils' work is well matched to what they have learned before. The work planned for the higher attaining pupils, particularly in Key Stage 2, provides sufficient challenge. Classroom management is good and teachers make good use of resources. An area for improvement is the greater use of computers to support pupils' learning, but this activity is hampered by the limited range of computers that can handle appropriate software.
85. There is regular testing of pupils' progress and attainment, but the information from the tests is not used consistently to inform teaching and planning. There is on-going teacher assessment, but this is not recorded. A significant amount of pupils' work across the whole school is marked, but there are few constructive comments. Teachers set targets for improvement. Homework is set regularly and used effectively to support pupils' learning.
86. Since the last inspection there has been an improvement in the quality of teaching. This reflects the advice and support provided by the subject coordinator, together with the introduction of the National Numeracy Strategy and the staff development that has accompanied it. The introduction of the National Numeracy Strategy is being effective in raising standards, but there has not been enough time for it to have a full impact on the curriculum.

## SCIENCE

87. The previous inspection in 1997 reported that the standards in both key stages were satisfactory, although pupils were given insufficient opportunity to devise and set up their own scientific investigations. It also stated that the school grounds were under-used as a learning resource and there was little monitoring of teaching or of pupils' work. Older pupils now have greater opportunities to devise their own investigations, but further development is still needed. The school grounds are being used as a resource for learning, especially for topics such as habitats, mini beasts and the investigation of materials. There is still a need to monitor more closely the work of pupils across the school and the new science co-ordinator is planning to do this soon. The monitoring of teaching has been undertaken by the headteacher but the co-ordinator hopes to have the opportunity to take part in this process when she has had time to settle into her new role.
88. Attainment is now above the national average by the end of both key stages, showing that the improvement in the standards attained has been good. Results in the 1999 National Curriculum Tests end of Key Stage 2 were well above the national average, having been above the national average in previous years. These results also show that the proportion of pupils achieving a higher level is well above the national average. Compared to schools in similar contexts, attainment at the end of Key Stage 2 is well above average. No statutory tests in science are taken at the end of Key Stage 1 and teacher assessments indicate that attainment is very high with regard to the national expectation by the end of the key stage, and in line with the average for those attaining a higher level. This is an improvement in standards. These assessments also indicate that, in comparison to similar schools, attainment is well above average and close to average for those achieving a higher level.
89. Inspection evidence indicates that, by the end of both key stages, standards of attainment are above the national expectation and that the progress of pupils at both key stages, including those with special educational needs, is good. By the time pupils leave the school they carry out

investigations and know how to keep these fair by the control of variables. They predict what will happen, form hypotheses, make measurements and observations, record results in various ways and form conclusions. It is becoming a strong feature of the school that from Reception through to Year 6 investigative science is forming an increasingly important feature of their work. It is often through this work that pupils are forming their knowledge of scientific facts. To enhance this important aspect of their work further pupils now need to be given even more opportunities to devise their own investigations. The progress of pupils in Key Stage 2 is improving and fluctuations in standards achieved reflect the presence of a higher proportion of pupils with learning difficulties in different year groups.

90. Pupils can identify various parts of a plant and relate these to their purpose. They know about their bodies, about healthy eating habits and the effects of exercise. In their work on materials pupils know the properties of solids, liquids and gases. They use various processes in their investigations, such as filtration and evaporation, to separate mixtures and solutions. Pupils explain how shadows are formed and why the size of shadows varies according to how close the object is to the light source. They know that light travels very quickly and are intrigued by its actual speed. Pupils devise and construct circuits of increasing complexity and test materials to see which are good electrical conductors or insulators.
91. Pupils are attentive and enthusiastic, a result of well planned and well taught lessons. They behave very well and form good relationships with each other and their teachers. This enables them to make the most of the good learning opportunities that their teachers offer.
92. The quality of teaching during the inspection was always good or better. Teachers have high expectations of their pupils and this along with suitably matched work, is helping learning to progress well. The discipline and management of pupils by teachers is very good and this, combined with high levels of praise and encouragement, helps raise pupils self esteem and motivation to learn. Resources are used well to enhance and motivate pupils learning, although the use of computers is limited. Even the school caretaker did not escape playing his part as a learning resource for a Year 5 lesson on sound! Pupils are quick to respond to their teachers, move on to tasks quickly and concentrate well. A good classroom and school ethos is enabling teachers to teach and pupils to learn.
93. The co-ordinator took over responsibility for this subject only in January, but is committed to maintaining a high standard of attainment by the pupils. The newly introduced scheme of work is being monitored by her and she plans to monitor the work of pupils across the school to ensure that standards are maintained at a high level.

## **ART**

94. Judgements are made on the basis of a limited range of lesson observations, a scrutiny of pupils' previous and on-going work and discussions with pupils and their teachers. Standards by the end of both key stages are above national expectations.
95. Pupils work with a good range of materials and media. They use collage, pastels and paint well. There are very good examples of the pupils' paintings in many stimulating displays, including pictures in the style of famous painters, such as Picasso. These paintings are very effective and provide stimulus and interest. Pupils can use paint with some skill and mix colours to good effect, as, for example, their impression of the Fire of London and when painting posters to inform people about the Second World War. Pupils make good progress during their time at the school. In lessons where they understand the purpose of the task and receive positive support, sometimes in terms of teaching techniques, they make very good progress.
96. Pupils work with interest and care. They are able to sustain concentration so that work is completed. They develop their basic art skills and explore new ideas and materials. There is a variety of size in artwork around the school, although there are fewer examples of large joint work. Some of the Year 4 pupils have produced good detailed miniature paintings of Tudor people in watercolour. Pupils use clay and do three-dimensional work. The illustrations they do for their stories and for other subjects are lively, detailed and often imaginatively coloured.

97. The quality of teaching is generally good. Teachers have good subject knowledge and organise work to ensure that their pupils have regular art activities. Teachers also introduce their pupils to the work of famous artists. There are opportunities for pupils to look at and be inspired by the work of artists through visits to galleries and museums. On a very small number of occasions pupils are over directed and all complete the same picture, copying an adult's ideas. Teachers have adopted good consistent ways of encouraging good art techniques, for example, using a system to teach good colour mixing.
98. Since the last inspection, the co-ordinator has managed the subject well and developed the range of opportunities as required the elements of the National Curriculum.

## **DESIGN AND TECHNOLOGY**

99. The previous report stated that the pupils' progress was variable and that pupils were not always given sufficient design tasks. Judgements are based on a limited range of lesson observations because of the timetable arrangements, a scrutiny of pupils' work and from discussions with teachers and pupils. All pupils now make satisfactory progress, including those with special educational needs. There is a much improved level of design and make work. Standards by the end of both key stages are in line with expectations.
100. By the end of the Key Stage 1, pupils understand the properties of common materials and make choices when constructing models. For example, they make sensible decisions when selecting materials to make junk models or the material to make an axle for a vehicle they have designed. In Key Stage 2, they investigate and analyse the way that pop up cards are made and then design and make their own card. Their work sheets show good design analysis and good design drawings. They can carry out research into how houses are constructed and produce models of houses, built using a wood frame and card, and produce a detailed analysis of their findings. Pupils complete their work to a high standard, for example, the moving storybooks made from card and fabrics, the Chinese dragon masks and the musical instruments.
101. Older pupils are accustomed to working from designs. Pupils understand the importance of planning, which includes deciding which tools they are going to use, which they use confidently and safely. The pupils measure, cut and join a variety of materials accurately when constructing models. They carefully assemble simple mechanical models, introducing movement by using axles for wheels, or split pins for joints in card cut out figures. In Year 6, they investigate the use of pneumatics to make things move and incorporate these ideas in their models. All appreciate the importance of evaluating the quality of their work when it is finished.
102. In their work in food, younger pupils can use basic ingredients correctly to make cakes. In Key Stage 2, pupils can follow an Indian recipe, using different types of ingredients, to make a meal. They have ideas for adapting the basic recipe, know and practice the rules of basic food hygiene, work safely, evaluate different outcomes and draw conclusions about the impact of added ingredients. They use appropriate vocabulary to describe the taste, including the sensory characteristics, compare different ingredients in terms of appearance, flavour, texture and cost and understand that people have different preferences.
103. Pupils' attitudes are good. All take a pride in their work and enjoy taking part in lessons. Pupils with special needs are equally as successful in making things as other pupils and this raises their self-esteem. Pupils share tools sensibly and help one another willingly.
104. The quality of teaching is good. Lessons are well planned and make good use of resources. Teachers have sound subject knowledge and ensure that safety rules are followed. The development of literacy encourages pupils to use appropriate vocabulary when naming tools and describing what they are doing.
105. The overall curriculum for the subject is well planned. There is a scheme of work to ensure good breadth and balance over time. Planning is based on the national guidance, but within a limited range of activities. There are adequate resources to teach the planned projects in each year. Monitoring is broadly satisfactory, but there is insufficient observation of teaching.

## **GEOGRAPHY**

106. Because of the manner in which the timetable is structured, there was insufficient evidence to make a judgement as to the standards being achieved by the end of both key stages. Very limited teaching could be observed and judgements are based on this evidence and the discussions with teachers and pupils plus a scrutiny of work. Most teaching takes place in the summer term. The last report commented upon the inadequate planning across the curriculum and this situation still exists. The school fully recognises this weakness and a review is included in the school development plan. The co-ordinator is well qualified and has a clear vision about the future developments of the subject, which has the support of the headteacher.
107. Pupils in both key stages, on the basis of the evidence available, make unsatisfactory progress. This reflects the inadequate time and the lack of continuity which currently exist in planning across the key stages. In the one lesson seen, in Year 5, pupils were developing their knowledge and understanding of the reasons for the location of services and population change. In this session they made satisfactory progress in subject knowledge and good progress in developing their thinking and reporting skills. Overall, older pupils understand and can use grid references competently and have an awareness of differing regions of the world.
108. From discussions, pupils have good attitudes towards geography and are keen to develop their knowledge and understanding. They refer to previous and planned visits with enthusiasm.
109. Resources are limited in terms of texts and general geographical materials. Good use of the use of the locality is planned for visits to enable pupils to develop their knowledge through fieldwork.

## **HISTORY**

110. The previous inspection report found that the standards achieved by pupils and their progress were both satisfactory. This situation has been maintained during the recent changes that have occurred in the curriculum.
111. Because of the manner in which the timetable is structured through the school year, lesson observations were very limited during the inspection. Examining pupils' work, photographs, work on display, teachers' planning and talking to pupils provided additional evidence. This indicates that pupils are making satisfactory progress in this subject and are achieving standards by the end of both key stages which are in line with national expectations.
112. By the time pupils leave the school, at the age of eleven, they have gained an understanding of what life was like during various periods in history. They know about the ancient civilisations of Egypt, Greece and Rome and have studied aspects, such as geographical location, family life, famous people, buildings and religions. Pupils compare our life with that of people in other times and then write about the similarities and differences they have found. They know about other times in the history of our country, such as the Tudor period and the 1930's and Second World War. Pupils are given the opportunity to write about their feelings and thoughts and sometimes to imagine themselves as people in history, such as when they wrote pretending they were the two princes locked in the Tower of London. This type of work is valuable for forming an understanding of life in the past and could be extended. Sources of evidence, such as artefacts and copies of documents and books, are examined and pupils consider whether statements are fact or just a point of view. Pupils in Year 6 devise and carry out a questionnaire concerning life in the more recent past and compare this evidence with knowledge gained from other sources. Their work is enhanced by visits to museums and other places of historical interest, such as Cusworth Hall, where pupils experience a Victorian wash day and schoolroom. Other places visited include Eden Camp, Gainsborough Old Hall and Doncaster Museum, where they can handle historical artefacts.
113. In the work seen and from the observation of one lesson, pupils' attitudes to this subject are good. Their work is usually well presented and, in the one lesson seen, their behaviour was very good. They responded very well to their teacher and worked well together as they looked for information about the Second World War.

114. Pupils' literacy skills are enhanced by their work in history. They are given the opportunity to write about their feelings concerning historical issues, write as if they were a character in history, base a story around a similar theme, write letters of thanks to places they have visited and even write a book review of a history book. In Year 6, pupils were using books to research and find answers to historical questions and, throughout the school, pupils hear and read stories concerning history, myths and legends. From the overall evidence gained, the quality of teaching over time is always satisfactory and from the challenge in the pupils' work often good. The coordinator monitors planning effectively, but has not yet had the opportunity to monitor teaching.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. Standards by the end of both key stages are below national expectations. At the last inspection, standards were seen as being broadly in line with expectations, but the development of information and communication technology and the fact that resources have not kept pace with these developments hampers pupils' opportunities. The limited number of computers available, just one in each class, restricts access to the full range of the programmes of study, including the use of CD-ROM and the Internet. Very good progress is being made to remedy this weakness. A computer room has just been completed and, when the computers arrive, there will be a suite with twenty computers. Consequently the current use of information and communication technology across all subjects is hampered.
116. Skills are developed mainly through word processing and handling data. Pupils are confident in using computers to communicate their ideas in a variety of ways, For example, in Key Stage 1, pupils use the mouse to select and move information and write sentences to describe pictures. They can competently use a word processor and are good at being able to enter, amend, save and retrieve information without help from the teacher. They can change the style, colour and size of text and print. They can program a floor turtle using sets of simple commands so that it negotiates a pathway. They have produced simple designs for their greetings cards in art and design technology. Older pupils, in a project about developing the school grounds, have produced plans and drawings showing proposed changes. In Year 6, they have opportunities to combine text and graphics to produce stories, using data to create graphs and charts. They are familiar with the use of computers to develop and refine music composition. In mathematics, they are beginning to develop skills in controlling devices, they can recognise that devices can be controlled by a computer and write a sequence to produce a recognisable event.
117. Pupils make satisfactory progress as they move through the school in their use of word processing skills and in using computers to communicate ideas and information. By the end of Key Stage 2, pupils are able to use computers with confidence, but because of resources they make unsatisfactory progress in the use of spreadsheets, measurement and control and desktop publishing.
118. Pupils have particularly good attitudes to their work. They are well motivated, concentrate for suitable lengths of time and respond with enthusiasm. A strong feature is the way pupils can access the computer without help from the teachers and work independently. Pupils are very responsible when using computers and can work together on the computer well. They show particularly good respect for the equipment and for each other. Behaviour is always good and this contributes very effectively to the standards pupils attain.
119. The quality of teaching is satisfactory, overall. In the best lessons, the planning identifies clearly what pupils are to learn. Teachers' expectations are usually appropriately high and they set tasks that are suitably demanding within the resources available. The effective way that teachers manage their lessons has a positive impact on pupils' attitudes and willingness to use information technology. Where there are weaknesses in teaching lesson objectives are not clearly identified, the tasks set do not provide enough challenge or the organisation does not give pupils enough time using the computer. Whilst a minority of teachers do have good subject knowledge and understanding other teachers recognise that they need to improve their expertise.

120. The curriculum is appropriately planned and there is a scheme of work to ensure good breadth and balance over time. Planning is based on national guidance but within a limited range of activities. The coordinator monitors planning and the assessment of progress and attainment is being effectively developed.

## **MUSIC**

121. Throughout the key stages, pupils, including those with special educational needs, make good progress in their learning and standards by the end of both key stages are above national expectations. Some 20 pupils enhance their progress by taking advantage of the opportunities to learn violin, guitar and clarinet, which are taught by a visiting specialists, or recorder, which is taught by the music co-ordinator. Music contributes well to pupils' spiritual, social and cultural development.
122. Whole school singing is good. Key Stage 1 pupils sing tunefully and enthusiastically and understand that singing can celebrate a particular event, for example Mothers Day. Key Stage 2 pupils also sing tunefully, with clear enjoyment and gusto. They pay good attention to rhythm and to the meaning of what they are singing. This concern with accurate rhythm is carried through into music lessons in Key Stage 2. In Year 3 and 4 classes, pupils clap different rhythms successfully and are able to hold a line against a competing rhythm. The Year 4 class understands how crotchets, quavers and minims work. A very good Year 5 lesson involved pupils in different groups creating a composition based on a word with a particular rhythm, for example, 'chocolate'. The different groups developed some imaginative patterns and then evaluated each other's work with a good level of insight.
123. Pupils' attitudes to music are good. Both in assemblies and in lessons they work with interest and concentrate well. There was real enjoyment of the work in the Year 5 lesson and an eagerness to be inventive and imaginative in the choice of the words and the development of the composition. Pupils support each other well in their music making and respect each other's contributions and ideas.
124. The quality of teaching is good overall, and, in one lesson, was very good. Lessons are effectively planned and, over time, cover the different programmes of study of the National Curriculum. Interesting approaches to the subject motivate pupils well and retain their interest so that they concentrate well. Good relationships between teacher and pupils in the best lessons mean that the management of pupils seems virtually effortless and both teacher and pupils are wholly concentrated on producing work of good quality. These good relationships are enhanced by humour much appreciated by the pupils and by a brisk pace, so that good concentration is needed as the lesson moves forward. Teachers have made considerable efforts to ensure that they have good subject knowledge and understanding, so that they make learning in music not only enjoyable, but of good quality.
125. The subject is effectively co-ordinated by a knowledgeable and committed member of staff. In a relatively short time, she has written a new policy and developed music making in the school considerably. A choir and orchestra now perform to a creditable level, give pupils a good experience of music making and increase their enjoyment in their music making. The choir and orchestra hope to make a CD, using a millennium song written by the pupils. Pupils have further opportunities for performance in harvest, Christmas, Mothers Day and end of year performances. The introduction of an assessment sheet for each year group is a valuable initiative.
126. There is a good level of music making in the school both in and out of the classroom and the school is in a good position to go on to improve further, as it has done since the last inspection.

## **PHYSICAL EDUCATION**

127. The last inspection report indicated that standards in physical education were satisfactory at Key Stage 1 and good at Key Stage 2. Standards are now above national expectations by the end of both key stages through the good progress that is being made by the pupils.

128. From the lessons observed, looking at teachers planning and talking to teachers, all aspects of the curriculum are being covered. In swimming, pupils achieve a good level of competency, with the large majority able to swim 25 metres. Their behaviour and attitude to learning are a credit to the school. At both key stages, pupils show good control of body movements and equipment. In dance, they show expression in their movements and work well together in large and small groups. Teachers' management and discipline are very good so that pupils behave very well and can learn in a controlled and safe environment. In Year 6 pupils worked well to devise a small sided game, using their own rules. This was a challenging task set by the teacher, which proved successful, as pupils made good progress in their learning. Although it was not the main objective of the lesson, pupils were able to practise and improve their movement, throwing and catching skills, in a demanding game.
129. Pupils' physical education is enhanced by the visits and coaching expertise of local clubs such as the Doncaster Rugby Club and Sheffield United Football Club. The Year 5 pupils who were coached during the inspection week in rugby skills by a visiting coach, took part in an enjoyable and valuable lesson. The skills being taught and practised, although based on rugby, were readily transferable to many other sporting situations. Other activities, such as local athletics and rounders tournaments and the provision of a football team help to promote the physical education of the pupils. Year 5 pupils gain valuable experience of outdoor and adventurous activities during their residential visit to Hatfield Water Park.
130. Behaviour and attitudes are very good. Pupils respond quickly to their teacher's instructions and are motivated to try hard to succeed. They are enthusiastic and enjoy their PE lessons. Teachers give good praise and encourage pupils' efforts and attainment, but sometimes miss the opportunity to make this a teaching point. Teaching during the inspection was good and often very good. Pupils are given clear instructions and kept active and involved. In the best lessons, teachers make good use of pupils as demonstrators of good practice.
131. There is an appropriate range of extra-curricular activities for both boys and girls in football and netball. Competitive fixtures are played against other schools and the pupils enjoy considerable success. These activities are well supported by the pupils.
132. The subject is effectively coordinated and staff and parent volunteers give freely of their time for the support of activities.

## **RELIGIOUS EDUCATION**

133. The last report judged that standards by the end of both key stages reflected the expectations of the agreed syllabus. This situation has been maintained, with a minority of pupils achieving standards above the expectation by the end of Key Stage 2.
134. By the end of Key Stage 1, pupils have acquired a sound knowledge of Christian and other major world faiths' festivals. They understand the ideas of parables and accounts from other faiths having meanings which affect the way in which they treat one another. This supports the pupils' understanding of right and wrong and develops their values and beliefs. In Key Stage 2, the pupils understand at a deeper level the various festivals which occur in both Christian and major world faiths through a greater awareness of their significance, for example, through a role-play exercise on the significance of Lent which was occurring during the inspection. Older pupils explore the significance of particular individuals in the manner in which they have affected history and the values and beliefs which they displayed. In these lessons, the pupils displayed their skills in debating topics, bringing their own ideas and beliefs to the debates, which were above expectations.
135. Overall, pupils in both key stages make good progress. They develop both their knowledge of religion and how cultural differences are reflected in the religions that people follow. There are good links with literacy, particularly speaking and listening skills as well as in the writing of stories. Reading aloud is also effective in developing pupils' confidence.
136. Pupils have positive attitudes towards their work. They enjoy the opportunities for role-play and speaking. They listen attentively, showing respect for opinions. Behaviour is good.

137. Teaching is always at least good. Lessons are well planned, taking clear account of the agreed syllabus. Expectations are high and they encourage pupils to express their ideas and feelings, which supports the development of concern for other opinions. Work is appropriate to the differing needs of the pupils. Lessons have a good pace and have a positive impact on attainment. Good use is made of resources. This includes a number of visits to places of worship and visitors to the school from different faiths.
138. There is a satisfactory range of resources which are effectively enhanced through loan services. The coordinator, who has been in post for a year, monitors planning but there has not been the opportunity to monitor teaching. The assessment procedures follow those laid down in the syllabus.