

INSPECTION REPORT

WAVERLEY PRIMARY SCHOOL

Balby, Doncaster

LEA area: Doncaster LEA

Unique reference number:106735

Headteacher: Mrs V Walton

Reporting inspector: Gill Peet
18842

Dates of inspection: 07/02/00 – 10/02/00

Inspection number: 192020

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: 3 - 11

Gender of pupils: Mixed

School address: Douglas Road
Balby
Doncaster
South Yorkshire

Postcode: DN4 0UB

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Appropriate authority: Governing body

Name of chair of governors: Councillor Mrs. M. Edgar

Date of previous inspection: 24/02/97

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|------------------|----------------------|--------------------------|---|
| Gill Peet | Registered inspector | Science | What sort of school it is. |
| | | Design & technology | What the school should do to improve further. |
| | | | The school's results and achievements. |
| | | | How well the school is led and managed. |
| Sarah Drake | Lay inspector | | How well the school cares for its pupils. |
| | | | How well the school works in partnership with parents. |
| | | | Pupils' attitudes, values and personal development |
| | | | The staffing, accommodation and learning resources. |
| Peter Nettleship | Team inspector | Mathematics | The curricular and other opportunities offered to pupils. |
| | | Geography | |
| | | History | |
| Mike Egerton | Team inspector | English | Efficiency |
| | | Art | |
| | | Physical education | |
| Mary Farman | Team inspector | Information technology | How well pupils are taught. |
| | | Music | |
| | | Religious education | |
| | | Under fives | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Waverley Primary School is situated near to Doncaster town centre in the Balby district. The school has 280 pupils aged four to 11 who attend full time and 44 children who attend the nursery part time. At the time of the inspection 24 pupils in the reception classes were under five. One hundred and thirty pupils are eligible for free school meals, which is well above the national average. There are 122 full time pupils and ten part time pupils on the school's register of pupils with special educational needs. This is well above the national average. Three of these pupils have Statements of Special Educational Need. All pupils speak English as their first language. Most pupils attend the nursery before starting full time education. Assessment on entry to the nursery indicates that many pupils come with attainment that is well below average. Pupils are taught in ten age related classes with an average of 28 pupils in each class.

HOW GOOD THE SCHOOL IS

Waverley Primary School is an improving school. It is welcoming and caring and pupils feel secure and valued. Pupils make good progress in the nursery, the reception classes and at Key Stage 1 because the curriculum and the teaching are good. Standards at the end of Key Stage 1 have risen consistently over the last four years. At the end of Key Stage 2 standards have risen in mathematics and science but in the end of Key Stage 2 tests they are still very low when compared to the national average. Standards in English at Key Stage 2 have not changed significantly. The failure of the school to improve sufficiently the standards at the end of Key Stage 2 is due to some unsatisfactory teaching at the beginning of the key stage and to underdeveloped procedures for monitoring the curriculum in order to identify where effective improvements can be made. The school has successfully implemented the National Literacy and Numeracy Strategies and this is already having a significant impact on the standards being achieved at Key Stage 1. The school provides satisfactory value for money.

What the school does well

- Nearly three quarters of all teaching is good and a quarter is very good.
- The school's provision for the under fives both in the nursery and in the reception classes is good.
- The school's provision for pupils with special educational need is very good and the progress they make is very good.
- The school provides a caring environment within which the personal and social education programme successfully promotes good behaviour, good personal development and positive attitudes to learning.
- The school's provision for extra curricular activities is very good.
- The contribution of the community to pupils' learning is excellent.

What could be improved

- Standards of attainment in English, mathematics, science and information technology at Key Stage 2.
- The consistency of teaching at Key Stage 2.
- The monitoring and evaluating of the work of the school including the assessment of the progress pupils make.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection many aspects of the school have improved. Standards in each of the core subjects at Key Stage 1 have risen. Standards in mathematics and science at Key Stage 2 have improved although still remain below average. Standards in history, art, physical education and religious education have improved at both key stages. The provision for and the progress of the pupils under five and for pupils with special educational needs has improved. The attitudes, behaviour and personal development of the pupils have improved. Teaching has improved and is now overall good although there is some unsatisfactory teaching at the beginning of Key Stage 2. The school's provision for pupils' spiritual, moral and social development is now good. Information technology is now adequately resourced but teachers are still unsure about how to teach aspects of the subject and standards at Key

Stage 2 are still below expectations. A new deputy headteacher has recently joined the staff of the school and the school is now well placed to continue to further improvements.

STANDARDS

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

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

| Key | |
|--------------------|----|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |
| very low | E* |

In mathematics and science, standards at the end of Key Stage 2 have risen over the last three years but still remain well below. In English there has been no significant change in standards. In reading, writing and mathematics at Key Stage 1 standards have risen since the last inspection. In mathematics the rise has been dramatic, rising from well below the national average to well above the national average. The inspection findings are that standards this year are in line with the national average because fewer pupils will attain at a higher level. Standards in information technology, which were below national expectations at the time of the last inspection are now in line with national expectations at Key Stage 1 although they remain below at Key Stage 2. At the end of Key Stage 1 pupils' standard of work is in line with the level expected for their age in all subjects except art, history, music and physical education where it is above expectations. Inspection judgements are that at Key Stage 2 standards of attainment are above expectations in art, music and physical education but are below in English, mathematics and information technology. Standards are well below in science. The school sets targets for pupils in English and mathematics, which are based on previous performance. Last year the targets were not met in English but were exceeded in mathematics. Pupils with special educational needs are well supported and attain the standards of which they are capable.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have positive attitudes towards school. |
| Behaviour, in and out of classrooms | Pupils generally behave well. |
| Personal development and relationships | Good |
| Attendance | Satisfactory |

Pupils' positive attitudes towards school are contributing to the rise in standards at Key Stage 1. Pupils generally behave well but in classes where behaviour is less than good this is having an impact on the lower standards being attained in these classes.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good although some weaknesses in teaching in the lower Key Stage 2 classes is affecting the progress pupils make in these classes and the standards they attain at the end of the key stage. Work is generally well matched to the needs of the pupils with special educational need and this contributes to how well these pupils learn and the very good progress they make.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum for the under fives is good and is clearly centred on the nationally agreed areas of learning. At Key Stages 1 and 2 the quality and range of learning opportunities are good. The curriculum meets statutory requirements at both key stages. The governors have a suitable policy for sex and drugs education. |
| Provision for pupils with special educational needs | The provision for pupils with special educational needs is very good. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision for pupils' spiritual, moral and social development is good and for cultural development is satisfactory. |
| How well the school cares for its pupils | The school takes good care of its pupils although the school's procedures for monitoring pupils' academic progress are unsatisfactory. Pupils with special educational needs receive good levels of care and support. |
| How well the school works in partnership with parents. | Overall, the school's partnership with parents is satisfactory and improving. |

The school is very welcoming to its pupils' parents and carers, and has successfully developed a trusting relationship with them. The quality and range of learning opportunities are good, and the provision for extra curricular activities is very good. Strategies adopted by the school for teaching both literacy and numeracy are good and are having an impact on the rise in standards at Key Stage 1 and in numeracy at Key Stage 2. The school takes good care of its pupils. At the moment the school's procedures for monitoring pupils' academic progress are unsatisfactory. An inconsistency of approach means that the information gained cannot yet be used effectively to provide appropriate academic support and guidance.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The leadership and management of the headteacher are satisfactory. A weakness is that subject coordinators are not yet given sufficient responsibility to make a significant impact on the levels of attainment being achieved in their subjects. |
| How well the governors fulfil their responsibilities | The governing body fulfils its statutory duties. Governors know the school well and have a good understanding of its strengths and weaknesses. |
| The school's evaluation of its performance | A start has been made on monitoring and evaluating the teaching and learning in the school but the system is not yet rigorous enough in the identification of good practice to be shared across the whole school and of those areas of weakness that need to be remedied. |
| The strategic use of resources | The available financial and other resources are well targeted towards meeting the school's aims and educational priorities. |

The headteacher has given the school a clear sense of direction which includes a firm commitment to raising standards. The school aims are explicit and are reflected in the day to day work of the school. The school's systems for monitoring and evaluating the teaching and learning in the school need to be developed and made more rigorous in order to raise standards across the school. The headteacher is supported by a senior management team and subject coordinators but until this term has been without a permanent deputy. This instability has limited the progress she been able to make in some areas, particularly in extending the improvement in standards at Key Stage 1 into Key Stage 1.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none">• Their children like school.• They feel comfortable approaching the school with questions or a problem.• The school expects the children to work hard and achieve his or her best. | <ul style="list-style-type: none">• They would like more information about how their children are getting on.• Behaviour in the school.• A more interesting range of extra curricular activities.• Homework provision is inconsistent. |

The inspection team agrees with the parents positive views about the school. The school keeps parents sufficiently well informed about school events and important dates, but inspectors agree that few teachers provide parents with information about what their child will be studying in the coming term. The inspection team believes that although overall the majority of the pupils in the school behave well a minority of pupils still display behaviour which is unsociable and disruptive. This is largely confined to one class in the school. The inspection team disagrees with parents' views on extra curricular activities and believes that the provision for extra curricular activities is very good. The inspection team agrees that at the moment homework provision is inconsistent across the school. The school is aware of this and is taking steps to improve the situation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In the 1999 national tests the average points achieved by pupils at the end of Key Stage 2 in English was very low when compared to the national average in English and well below when compared to the national average in mathematics and science. When these results are compared to those of schools which serve pupils from a similar background the results in English are well below average, the results in mathematics are below average and the results in science are in line with the average. The percentage of pupils attaining the higher level (Level 5) is also well below in English, below in mathematics and in line with the average in science. Since 1996 standards have risen in both mathematics and science but remain well below average. There has been little change in the standards attained in English over the last four years. Inspection findings are that standards in reading and mathematics have risen from well below and that standards in both English and mathematics are now below expectations. In science standards are well below national expectations.
- 2 The average points of pupils in the 1999 end of Key Stage 1 national tests was below the national average in reading, in line with the national average in writing but was well above in mathematics. Teacher assessments indicate that attainment was in line with national expectations in science. When these results are compared to those of schools with a similar number of pupils entitled to free school meals, the pupils' attainments in science and mathematics are very high and in reading and writing are average. In reading, writing, mathematics and science the percentage of pupils achieving the higher Level 3 was above average. When these results are compared to those of schools with similar pupils, they are well above average in reading, writing and mathematics and above average in science. Results in all core subjects have risen over the four years since 1996 from being well below average. Taking the four years 1996 to 1999 together, the performance of both boys and girls was well below the national average in reading, writing and mathematics. The inspection findings indicate that pupils in Year 2 are attaining standards, which are in line with national expectations in reading, writing, mathematics and science.
- 3 Weaknesses in the previous report were concerned with low standards in English, mathematics and science at both key stages. The school has worked hard and raised standards at Key Stage 1. Standards at Key Stage 2 still remain a concern because they have not yet risen in line with those at Key Stage 1.
- 4 On entry to the school, the school's assessment tests indicate that the attainment of most children is well below the level expected for their age. Overall, the good teaching in the under fives contributes significantly to the good progress pupils make in both the nursery and the reception classes. By the time they reach compulsory school age they achieve the expected levels of attainment in personal and social development, mathematics and creative development. They are still below expectations in language and literacy, physical development and knowledge and understanding of the world. The teachers promote the children's personal development very successfully and children become self possessed and confident. They work well independently and together. In mathematics, children learn simple number songs and count and order to ten. In creative development they apply paint confidently and sing songs from memory.
- 5 The rise in attainment in English at Key Stage 1 represents a significant achievement for a school where the majority of pupils enter with standards that are very low. Good teaching helps pupils make good progress at Key Stage 1 in relation to prior attainment. By the age of seven, the speaking and listening skills of the majority are developing well and are appropriate to the age of the pupils. By the end of Key Stage 2 most pupils listen carefully and answer questions correctly and describe events clearly. However, they lack confidence when conveying their opinions or responding to other people's views in discussions. By the end of Key Stage 1 most pupils read simple texts and generally understand what they are reading. They know how to blend letters together to build words and even lower attaining pupils use initial letter sounds to begin words. Throughout the whole of Key Stage 2 new strategies for teaching reading have ensured that pupils achieve standards in reading that are higher than in other aspects of literacy. Most pupils read a

range of texts fluently and accurately. When writing, most pupils at the end of Key Stage 1 write simple sentences independently and are able to use capital letters, full stops and commas correctly. By the end of Key Stage 2 pupils write in a range of forms, for example, formal letters, summaries and imaginative stories. Handwriting and presentation remain an issue throughout the school with pupils taking very little care with their work when writing. The implementation of the literacy hour has been very effective and in most classes is working well to improve standards. At Key Stage 2, pupils do not make the same consistently good progress as pupils in the under fives and at Key Stage 1. In Classes 6 and 7 there is a decline in pupils attainment due to low expectations and poor management of the pupils. Progress in reading at Key Stage 2 is the exception and remains satisfactory throughout the key stage. This is largely due to the initiatives put in place by the school across all year groups.

- 6 Standards in mathematics have improved at both key stages since the last inspection, but rose most dramatically last year at Key Stage 1 from well below average to well above average. Inspection findings are that attainment at the end of Key Stage 1 is in line with national expectations because this year fewer pupils are attaining higher than the expected level. Progress in the under fives and at Key Stage 1 is very good and this is due to good teaching. Teachers at Key Stage 1 have introduced the National Numeracy Strategy very effectively and pupils particularly enjoy the challenges of the mental work. Probing questions from teachers as to how they worked out their answers are giving pupils greater confidence in trying things out for themselves. By the end of Key Stage 1, most pupils are able to count in twos and fives and can recognise what a half or a quarter of a single digit number is. They recognise whether numbers are odd or even. Progress is not consistent at Key Stage 2 but is overall satisfactory. Low expectations and poor pupil management at the beginning of the key stage mean that pupils make less progress than expected and fall behind in their levels of attainment. Progress improves as pupils move through the school and are taught by teachers who are confident with the national Numeracy Strategy. By the end of Key Stage 2 pupils calculate in the four rules to two decimal places and have a good grasp of the mode, median and range of a set of numbers. The average attaining pupils use simple fractions and percentages; they draw and interpret coordinates in the first quadrant.
- 7 In science, pupils' attainment at the end of Key Stage 1 is in line with national expectations but is well below at Key stage 2. Pupils make satisfactory progress at Key Stage 1 but fail to make the progress they should at Key Stage 2. At the end of Key Stage 1 pupils have a good understanding of what is needed in order for a plant to grow and talk confidently about the external parts of their own bodies and their senses. They respond positively to suggestions on how to find things out for themselves. At the end of Key Stage 2 pupils have made little progress in developing their investigative skills because investigations are usually very teacher directed with pupils having few opportunities to decide what to investigate or how to investigate it. They have a good level of knowledge and understanding of their own bodies but in other aspects of science they are unable to give explanations, for example, as to why we have night and day.
- 8 In information technology, attainment has improved at Key Stage 1 but has failed to improve significantly at Key Stage 2. At Key Stage 1 pupils use the mouse successfully and can save their work with assistance and print it independently. Pupils at the end of Key Stage 2 use the computer for direct word processing and use simulations and adventure programs to link to work in other areas of the curriculum. The quality of learning and progress is satisfactory at both key stages. Pupils in Key Stage 2, however, have only very limited opportunities to experience monitoring, data logging and the use of spreadsheets.
- 9 At the end of Key Stage 1 attainment is judged to be above expectations in art, history, music and physical education. In all other subjects it is in line with expectations. This represents an improvement in standards in art and physical education where standards were judged to be satisfactory at the time of the last inspection. Standards have also improved in religious education where standards were judged to be unsatisfactory. In history there is a significant improvement from the standards which were judged to be unsatisfactory last time.
- 10 At the end of Key Stage 2 attainment is judged to be above expectations in art, music and physical education. It is judged to be below expectations in information technology and in line with expectations in all other subjects except design and technology. Insufficient design and technology was seen at Key Stage 2 to make a judgement on standards. These judgements represent an improvement in standards in art and physical education which were judged at the time of the last inspection to be satisfactory and a significant improvement in history which was judged at the time

of the last inspection to be unsatisfactory. Standards in religious education have improved from unsatisfactory.

- 11 Due to appropriate challenges being given to them, pupils with special educational needs are making very good progress, especially in English and mathematics although they are generally working at below average attainment levels.
- 12 The school sets targets for attainment in English and mathematics at the end of Key Stage 2. Last year the targets were exceeded in mathematics but were not met in English. This year the targets have been set at realistic levels for a year that has a higher than average number of lower attaining pupils. Pupils have been targeted for special help to support them in reaching the target set.

Pupils' attitudes, values and personal development

- 13 The personal and social development of the children under five in both the nursery and the reception classes is good. They settle quickly into the security of the nursery and soon understand the routines of school life and move quietly and confidently around the school. They develop positive attitudes to learning and persevere to finish their tasks and take pride in their work. They relate well to each other and to adults. They are sensitive to the feelings of others and respect each other's work. Children work well both independently and together. They take care of classroom equipment. Behaviour is good.
- 14 Pupils at Key Stages 1 and 2 have positive attitudes towards school, generally behave well and, during their time in the school grow in maturity and confidence, mostly co-operating with adults and each other and increasingly prepared to take on responsibilities. The overall levels of attendance at school are satisfactory.
- 15 Pupils' attitudes and their attendance have improved since the previous inspection. Despite the fact that some pupils are the only ones in their home who need to rise early, the majority arrive regularly and punctually in the morning, interested in what teachers have planned for them and eager to share their news. A small number of families are responsible for the school's high percentage of unauthorised absence. Many pupils take part in the wide range of extra curricular activities that are available for example, during the inspection there was keen interest in an inter school basketball match.
- 16 Pupils behave in a very orderly manner when moving around the school's long corridors, listen attentively during assemblies, and mostly behave well when in the classroom. Last year the school had an unusually high number of fixed period exclusions. These were all of pupils in Year 6, including one boy who accounted for more than half the total number, and were caused by pupils fighting, stealing or absconding. The school has worked very hard, and successfully, to create a more positive atmosphere, and there have been no exclusions in the current academic year. Some pupils still lack self discipline and behave in a challenging manner that can impinge on their own and others' learning, but the great majority behave well.
- 17 Many pupils enter the school with poorly developed social skills and, even as they grow older, some pupils find it hard to relate in a positive manner with their peers, choosing to stand by themselves in the playground or fight rather than negotiate with others. However, since the introduction of new strategies aimed at improving relationships, both inside and out of the classroom, more pupils are reflecting on the impact of their actions on others, and behaving accordingly. Pupils' written work, such as that from pupils at Key Stage 2 relating to homelessness, their quiet manner in assemblies and the patience that most of them show when waiting for others to think or offer opinions, demonstrate the respect with which they are willing to treat with others. Pupils are keen to take on responsibilities, such as running the tuck shop or setting up pitches for sports activities, and the great majority carry them out well. Parents, pupils and all those connected with the school consider that pupils' attitudes and behaviour have improved over recent months with the result that more learning can take place within a happier atmosphere.

HOW WELL ARE PUPILS TAUGHT?

- 18 The overall quality of teaching is good but this does hide unacceptable variations across the school. The best teaching is seen in the early years and at Key Stage 1 and at the end of Key Stage 2. For

pupils under five the teaching is good in more than nine out of ten lessons. The good planning shared between the teachers and non teaching staff means that everyone involved, including the children, has a clear understanding of what is expected. At Key Stage 1 in more than eight out of ten lessons teaching is good. Teachers have clear learning objectives for all their lessons and make these explicit to pupils. The work they prepare is stimulating and challenging. In the majority of lessons at Key Stage 2, teaching is satisfactory or better. Teaching is good in over half of the lessons but is unsatisfactory in nearly two out of every ten. All but one of the unsatisfactory lessons were observed in one class and were the result of poor class control and behaviour management. In another Key Stage 2 class the teacher was absent during the week of the inspection and the class was taken by a temporary teacher. In this class the work in the books indicated that teacher expectation was too low. There was evidence that pupils' attainment had regressed from that attained at the end of the previous year. During the week of the inspection the temporary teachers who took that class had difficulty matching work to pupils' needs because the class teacher's planning was not available for them to use. One unsatisfactory lesson was seen in this class. In the other Key Stage 2 classes teachers work hard to raise the standards to the levels they should be but the fall in standards at the beginning of the key stage is contributing significantly to the end of key stage low attainment. Taking the overall picture, nearly one in ten lessons are unsatisfactory. This represents improvement since the previous inspection.

- 19 The good quality of teaching for children under five has a positive impact on learning and standards. The teaching and non teaching staff plan together very effectively as a team and give many opportunities for children to initiate activities. Work is planned to the nationally agreed areas of learning and ensures a seamless transition into work at Key Stage 1 of the National Curriculum. Pupils enter the nursery with poorly developed skills in all areas of learning. Language is used well to ensure that, by the age of five, children make good progress in the communication skills of speaking and listening. Staff teach specific skills, such as how to use pencils, scissors, and paint correctly. All members of staff place a proper emphasis on encouraging pupils to work independently and make choices. They all expect the children to achieve and behave well. Staff have a good understanding of the needs of young children. They plan the classroom routines clearly and manage the groups effectively. They make the purpose for each activity clear. Staff use assessment well to support learning and give clear objectives for what they want the children to learn. The teachers use their available resources and accommodation efficiently.
- 20 At Key Stage 1, the overall good quality of teaching sustains and develops the progress and learning that children under five make. The teaching of English and mathematics is good. The teachers are implementing the literacy hour effectively and are adapting well to the requirements of the numeracy hour. The structure of these strategies is having a positive effect on the quality of teaching and planning in English and mathematics. In the best lessons at Key Stage 1, as in some English, mathematics, religious education and physical education lessons at Key Stage 2, planning is clear and links closely with the National Curriculum. Teachers give clear explanations to pupils and learning objectives give specific information about what pupils are to learn. Pupils have time to reflect and think about their work and teachers give stimulating introductions to lessons. For example, a teacher's very good subject knowledge in English enthuses and encourages pupils to contribute effectively to their own learning about speech bubbles. Teachers use resources such as flip charts and overhead projector very well during the literacy and numeracy sessions. They provide pupils with stimulating, challenging and interesting work.
- 21 At Key Stage 2, the inconsistent quality of teaching impacts significantly on pupils' learning, progress and attainment. Where teaching is good or very good, pupils learn well and make rapid progress. At the beginning of Key Stage 2, the unsatisfactory quality of teaching is such that pupils make very little progress in their learning and in English they regress. At the beginning of the key stage expectations are, in one class, too low and, in another class, behaviour management is unsatisfactory. Many pupils become disaffected and disruptive and this affects the pupils' achievement as they move through the key stage. In other classes teachers generally manage pupils' behaviour well. Learning and behaviour improves as pupils move into the Year 5 classes. In these classes pupils respond well to the good quality teaching and begin to regain impetus in their learning and progress. In the best lessons, teachers match the work carefully and well to the needs and abilities of groups and individuals. They state clearly what pupils are to learn and make sure that pupils know what is expected from them. In these lessons, teachers use questions well to explore knowledge, move learning forward and make effective links with other subjects. For example, in an information technology lesson pupils develop well their knowledge of English as they learn and apply an accurate technical vocabulary. When teaching is good, lessons have pace and

purpose and teachers manage their pupils well. Teachers have good techniques for learning and set targets and time limits for pupils to achieve. They have high expectations of pupils' work and behaviour and provide a good balance of teacher directed and pupil initiated work. Where the teaching is less effective there is too much emphasis on teacher direction with insufficient pupil involvement, learning objectives are too vague and give no mention of the skills pupils are to learn. There is a lack of challenge in the work that does not provide an effective match of task to ability. In the unsatisfactory lessons teachers have insufficient ability to control and motivate pupils to learn.

- 22 Teachers' subject knowledge across the school is variable. It is good for the under fives and at Key Stage 1, but less so at Key Stage 2. This has a noticeable impact on the quality of teaching and learning at the beginning and end of Key Stage 2 and is a factor in the difference in attainment in mathematics and science. In mathematics teachers are confident and enthusiastic. In science teachers are less confident and are unsure how to teach science skills or why they are teaching them. Throughout the school, teachers' management of pupils is generally good. It is less effective in one class at the beginning of Key Stage 2. Teachers' planning is generally good. This is particularly so for literacy and numeracy. The good relationships between teachers and pupils contribute significantly to the good attitudes pupils have towards their learning. Several teachers use humour well in their lessons and have a confident yet relaxed, control. Teachers use resources well to promote and support learning. They make effective use of support staff to promote and support learning and progress. Teachers use the plenary session at the end of literacy and numeracy sessions well to establish what pupils understand and to make them aware of their own learning. They carry this successfully into other areas of the curriculum.
- 23 The skills of literacy and numeracy are taught well. The staff has received intensive input from the local education authority consultancy teams, as well as from the school's curriculum co-ordinators, to raise teachers' skill levels. Lesson demonstrations have been followed by lesson observations and a whole team approach has been a strength in delivering the new curriculum. Attainment standards are rising as a result of better whole class teaching, improved levels of questioning and in language extension across the curriculum.
- 24 There is an unacceptable variation in the quality of assessment which is the result of the lack of a consistent whole school approach. Some teachers do not use assessment to build on previous learning when they plan future work. There is some good practice within the school, mainly for children under five and at Key Stage 1. There is, however, no structured whole school approach to assessment that helps teachers use their knowledge of what pupils know and understand to plan future work that will improve attainment, particularly at Key Stage 2. Marking at Key Stage 1 and some at Key Stage 2 is constructive and teachers encourage pupils to use the comments to improve their work, but it is inconsistent. There is also inconsistency in homework provision. For example, pupils at the beginning of Key Stage 2 receive less homework than they received at Key Stage 1. This justifies the concerns of some parents. The school is aware of the problem and has prepared a new policy on homework provision that they hope will remedy this discrepancy.
- 25 The teaching and support for pupils with special educational needs is very good. Teachers prepare individual education plans to target pupils' needs. Targets are clear and specific. They provide suitable strategies for measuring and assessing progress. Teachers' planning almost always ensures that work is well matched to pupils' needs. The learning support staff is very well trained in providing a good blend of help and challenge, for example in the delivery of the Accelerated Reading programme, now in its second term. Thanks to the school's emphasis on improved behaviour and better relationships those pupils with emotional and behavioural difficulties are well served. The needs of those pupils with limited gross motor skills is also recognised and appropriate training is given to improve their skills and confidence levels. The staff's consistency of expectation is increasingly having a strong impact on the moderation of their behaviour. The input of the Learning Support Service teacher is a major factor in the raising of standards across the key stages, especially in literacy.

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

- 13 At the previous inspection, the curriculum for under fives was judged to be sound and the school was judged to provide a broad, balanced and relevant curriculum. Findings from this inspection show that the quality and range of learning opportunities are now good, throughout the school. The

curriculum meets statutory requirements at both key stages, incorporates all National Curriculum subjects and religious education and provides a satisfactory balance in time for all core and foundation subjects. The curriculum successfully promotes pupils' intellectual, physical and personal development and prepares pupils well for the next stage of education. The governors have a suitable policy for sex and drugs education.

- 14 The curricular provision for under fives has considerably improved and is now very good. In the nursery and the reception classes, work is clearly centred on the nationally agreed areas of learning. The children benefit from a rich variety of first hand experiences, both within and beyond the classroom. At Key Stage 1, work is often linked to the pupils' own interests and experiences. Lessons are given added relevance by imaginative cross curricular links, for example, allowing English, art and science to be linked to history studies when examining household artefacts. At Key Stage 2, more use is made of outside visits to stimulate pupils' interests across a range of subjects. At both key stages, teachers make good use of the new national guidance and recommendations, to improve curriculum opportunities given to the pupils. The personal, social and health education policy, which has recently been introduced, is having a significant impact on the improvement in pupil behaviour and attitudes towards their work throughout the school.
- 15 At the time of the last inspection there was an issue relating to the planning of the curriculum. The school has responded by providing subject guidance to help teachers plan for progress in the full range of knowledge and skills to be learned in mathematics, history, information technology and physical education. The present practice of year groups alternating between single and mixed aged classes maintains a weakness in continuity. The school has not yet devised a whole school curriculum plan that ensures even coverage of all subjects and addresses the problem of ensuring that teachers are supported when planning work for pupils that builds effectively on previous learning. Difficulties arise in covering all the programmes of study, without repetition or omission of elements. Although teachers plan carefully to ensure study areas revisited always introduce new knowledge, set at a higher level, there are as yet no systems to ensure a progression in the development of skills, especially at Key Stage 2.
- 16 The provision for pupils with special educational needs is very good. They are taught, both within the class (working on the same lessons as their peers) and, more often, in discreet groups. In these withdrawn groups, they benefit from high levels of support. The special needs of these pupils are very well recognised in most classes, with well differentiated work being planned and undertaken successfully, especially in English. Booster classes in Year 6 are giving pupils with special needs better individual coaching in English and mathematics. Accelerated reading programmes, well developed by the classroom support assistants, give pupils regular, intense training to raise reading standards. The school also seeks to provide specific courses for pupils with other special needs. A ten week course was organised in 1999 for pupils who exhibit gross motor skill difficulties. Levels of self confidence were raised sufficiently for a repeat course to be organised this year. For the last two years, the school has funded behaviour management courses, run by staff from the local Emotional and Behavioural Development Unit. Selected children, and their parents, have benefited greatly from these intensive courses. The success of the special educational needs provision at the school is seen in the relatively few pupils whose needs require statements. For these particular pupils, their statements are being well implemented according to targeted needs and they are receiving very good individual support. Although the individual education plans mainly focus on literacy, the varied special educational needs of all pupils are being very well met.
- 17 Strategies adopted by the school for teaching both literacy and numeracy are good and are having an impact on the rise in standards at Key Stage 1 and in numeracy at Key Stage 2. Literacy lessons are well planned and are taught with an enthusiasm that persuades pupils to become involved. The additional emphasis placed on mental mathematics by the National Numeracy Strategy is already encouraging pupils to think about the best strategies to use when calculating.
- 18 The provision for extra curricular activities is very good. Pupils benefit from a very wide range of sporting opportunities, including basketball, cricket, rounders, rugby, soccer and swimming. Good contacts are made with local professional players and coaches in many of these sports and they are extremely well attended by both boys and girls. Opportunities for the creative arts include music clubs for recorder, violin and clarinet and art clubs for each key stage. Residential visits allow opportunities for orienteering, fell walking and rock climbing. Recently, a roller blading club has been added to the list of after school activities. Equality of opportunity is a feature, both in the school curriculum delivery, as well as in the extra curricular activities available to pupils.

- 19 The provision for pupils' spiritual development is good. This represents an improvement on the previous report. Both in assemblies and in circle times opportunities are found to reflect upon special moments in life. Teachers are successful in creating atmospheres conducive to worship or quiet meditation. Good links with the local church exist. The minister is a regular visitor and leads school worship well. Pupils visit his nearby church to learn about Christian ceremonies. Representatives of other denominations are also invited into the school to give alternative Christian spiritual experiences. However, opportunities are missed for worshippers of other faiths to give pupils an awareness of their spiritual traditions. The school complies with the statutory requirement to have an act of collective worship every day.
- 20 The provision for pupils' moral development is good. This represents an improvement on the previous report. Matters of right and wrong are regularly discussed and are compared with the rules on behaviour, which are discussed and formalised in each classroom. The development of consistently applied rules has been a major improvement since the previous inspection and is a feature of almost every classroom. The programme of work, given to pupils with emotional and behavioural needs, has given them a clearer awareness of distinctions between right and wrong.
- 21 The provision for pupils' social development is good. This represents an improvement on the previous report. In an assembly, consideration was given in pupils' work on love, friendship, family ties and neighbourliness. A good example of the school's commitment to the communal aspect of worship and celebration is the full staff participation in all assemblies. Pupils are encouraged to show an equal commitment. They are expected to act responsibly. Organising and running the school tuck shop, setting out and clearing away the physical education apparatus for the younger children and volunteering to undertake paired reading are all examples of such responses. Pupils are encouraged to work together co-operatively and to compete fairly, but insufficient opportunities are given for them to act on their own initiative.
- 22 The provision for pupils' cultural development is satisfactory. The culture of the local community is recognised strongly in the sporting traditions promoted. The Christian traditions and ceremonies are recognised and celebrated. Local theatre groups and a local poet visit the school to pass on artistic traditions. There is recognition of cultures in the wider world. Displays inform pupils of Islam and Sikhism, music is played from a range of traditions and visitors tell of their experiences in other lands. However, few opportunities are given for people from other cultures to visit the school to speak of their traditions. Consequently, the pupils are not given sufficient understanding of the ethnic and cultural diversity of British society.
- 23 The provision for personal, social and health education is good. Circle time is playing an increasingly important role in raising levels of personal and social expectations throughout the school. Issues relevant to the pupils are openly and frankly discussed and the views of all pupils are sought. The emphasis on 'caring and sharing' is raising levels of pupil self esteem and behaviour. Personal Profiles, which record behaviour and attitudes to learning, help to monitor these areas of development. Sex education, set within the health education programme, is well established. The school nurse provides a series of lessons, to which parents are invited, with the work being linked to the science programme of study. Drugs awareness is very well developed in the health programme and is delivered by the Police Liaison Officer. Issues are tackled in a direct and positive manner with pupils being encouraged to ask questions and to proffer opinions. Mature attitudes are evident in the pupils' responses.
- 24 The contribution of the community to the pupils' development is excellent. In addition to the many sporting links and the links with the school nurse and community policeman, the school curriculum is greatly enhanced by other links. Elderly volunteers visit the school to hear pupils reading, or else to talk about their childhood's and war time experiences for the history studies; visits are made by the recorder and singing groups to give concerts at homes for the elderly; theatre groups come to the school to perform plays such as an anti drugs theme. There are annual musical performances by the peripatetic orchestra, a string quartet and a recorder group, which allow pupils opportunities to hear and appreciate unfamiliar works and styles. Railway safety films highlight dangers in the locality, playground games are promoted by the Doncaster Arts Group, parents and children are given play therapy sessions at the Family Centre. Aspects of the wider community are introduced, such as environmental issues and visits by various charities. These are always well supported and receive generous sponsorship.

- 25 Good relationships are established with partner institutions. For example, cluster links with other local primary schools provided very useful support during the preparation for, and the implementation of, the national strategies for literacy and numeracy. Close links are now well forged with the nearby secondary school, for example in providing good subject continuity between the phases and in very good progression for the pupils with special educational needs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 26 The procedures for ensuring pupils' welfare are good. Staff know pupils and their families very well as individuals and make great efforts to provide them with support that is tailored to their particular needs. There is increasingly useful liaison between the school and other agencies, such as the educational welfare service, school nurse and educational psychologist, with all those involved working well together in the interests of the children. There are good arrangements to ensure child protection, with appropriate guidance for staff and confidential record keeping. Pupils who have accidents or feel unwell are properly catered for. On a day to day basis, staff pay suitable attention to matters of health and safety but as yet, the school only conducts formal risk assessments when pupils are going on educational visits. It now needs to extend this practice to its everyday activities in order to raise staff and pupil awareness of potential hazards.
- 27 Staff keep good records of pupils' attendance and swiftly make enquiries of their parents or carers, should there be any concerns. In the past year, attendance levels have increased by two percentage points. Much recent work has also been carried out, aimed at improving pupils' behaviour. The school has a clear system of rewards and sanctions which most staff put into consistent and effective practice. Pupils know what the consequences of their actions will be, and the great majority choose to behave well, thriving in the predictable, reasonable environment that exists. The relatively new strategies that have been adopted by the midday assistants in the playground, which were developed by the school as a whole and put into action only after extensive training, are paying dividends. There have been noticeable improvements in lunchtime behaviour and this is having a beneficial effect on pupils' learning in the afternoon. Should pupils choose to misbehave persistently, suitable systems are in place to monitor incidents and support individuals. The school also has a good system for monitoring pupils' personal development, which makes it easy to track their progress in this area. The recent introduction of Circle Time is helping pupils to raise their self esteem and self confidence.
- 28 At the moment the school's procedures for monitoring pupils' academic progress are unsatisfactory. Nursery pupils and those entering reception are assessed according to standardised tests and teachers use the results well, together with their ongoing assessments, as a guide when deciding which pupil needs which specific support and guidance. Elsewhere in the school, although the co-ordinator has developed appropriate systems, also using standardised test information, not all teachers use the same criteria when assessing pupils' work. Some only record pupils' coverage of different topics rather than how well they have understood them, others set their own criteria, while a few keep good records matched to programmes of study and standardised levels of attainment. Records of pupils' progress in the core subjects are kept but, of the records seen, those relating to pupils at Key Stage 1 were more detailed and useful than those for pupils at Key Stage 2. This inconsistency of approach means that the school does not yet have an effective means of monitoring individuals' progress and using the information thus gained to provide them with appropriate academic support and guidance.
- 29 The school complies with the Special Educational Needs Code of Practice. From their earliest years in the school, very good procedures are in place for the identification of pupils requiring special educational needs support. Very good use is made of outside agencies and the educational psychiatrist, the speech therapist and the learning support service team works in close co-operation with the school. Class teachers, with help from the special needs coordinator, are responsible for creating and maintaining the individual education plans for each pupil. These are regularly reviewed to ensure that the targets are attainable and relevant to the individual pupil's needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 30 The school is very welcoming to its pupils' parents and carers, and has successfully developed a trusting relationship with them. Those parents who volunteered an opinion are generally supportive of the school and consider that it has noticeably improved in recent years. Staff are very willing to

talk with parents and there is a genuine open door policy. Activities such as the Family Literacy Project, which is run in partnership with Doncaster College, give practical help to parents about how to help their child to learn. The school has recently started to invite parents to watch their children's class assembly and staff are good about contacting parents should there be any concerns.

- 31 The information that the school provides for parents is satisfactory although a significant minority do not feel sufficiently well informed about their children's progress. Staff make themselves freely available to parents, hold a 'concerns' evening in the autumn term and an open day during the spring term to discuss pupils' work. Pupils' written reports generally give some detail about their progress in English and mathematics but, other than the results of standardised tests at the end of Years 2 and 6, give little indication of what levels the pupil is working at, nor what he or she should do in order to improve. Their usefulness varies from teacher to teacher but many of the comments relating to other subjects are very generalised, only giving an indication of what topics have recently been studied. The school keeps parents sufficiently well informed about school events and important dates, but few teachers provide parents with information about what their child will be studying in the coming term. The prospectus is very welcoming but the governors' annual report is confusing in the amount of irrelevant information that is included, and it gives very little indication of the life of the school in the preceding year. The findings of the inspection are that the information given to parents is satisfactory overall.
- 32 Some parents help in school on a regular basis, for instance those who run the school bank and others who help in classrooms, and most parents attend school events if their child is involved. Parents are supportive over the collection of for instance, supermarket vouchers and willingly sponsor fund raising events. Many parents also listen to their children reading at home and most attend the meetings to discuss pupils' progress. Overall, the school's partnership with parents is satisfactory and improving.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 33 The leadership and management of the school are satisfactory. The headteacher was appointed after the last inspection and has now been in post for just over two years. In that time she has given the school a clear sense of direction which includes a firm commitment to raising standards. The school aims are explicit and are reflected in the day to day work of the school.
- 34 Since being appointed, the headteacher has made it a priority to improve the discipline and behaviour in the school in order to set up an ethos conducive to learning. In this she has been generally successful. She has made a start on monitoring and evaluating the teaching and learning in the school. There is a system in place to record these observations but it is not yet rigorous enough in the identification of good practice to be shared across the whole school and of those areas of weakness that need to be remedied. Coordinators are not fully involved in the monitoring process and are not yet in a position to make a significant impact on the levels of attainment being achieved in their subjects. These deficiencies in the internal structures have yet to be fully addressed before the school can realise the true potential it has for raising the standards of all pupils across the school.
- 35 The headteacher is supported by a senior management team and subject coordinators but until this term has been without a permanent deputy. This instability has limited the progress she has been able to make in some areas, particularly in improving standards at Key Stage 2 although she has been very effective in improving standards at Key Stage 1. Changes in staff and the lack of effective monitoring procedures has limited the progress made at Key Stage 2.
- 36 The governing body fulfils its statutory duties. Governors know the school well and have a good understanding of its strengths and weaknesses. They act as a supportive critical friend. The management of special needs provision is good. A strength is the high degree of teamwork that exists amongst the whole team. All concerns are shared to ensure pupil needs are fully met.
- 37 The school is efficient and well run. The available financial and other resources are well targeted towards meeting the school's aims and educational priorities. The level of financial planning is good and the school has been very effective in turning a deficit budget into one, which this year will break even. This has been achieved by restructuring support staff in a more effective way and reductions in spending on resources. In the short term, the reduction in spending on resources does not have

an effect on the quality of provision for the pupils and the headteacher has plans as to how finances could be restructured in order to increase monies available for provision of resources. As yet there has not been a formal strategy agreed with the governing body to address longer term financial plans. The governors' finance committee works in partnership with the headteacher to decide the final annual budget. The governing body are actively involved with all financial decisions, and have a good knowledge of the finances of the school through monthly balance sheets drawn up by the headteacher and the school's administrative assistant. Careful financial planning tied to the school development plan enables the school to achieve its annual priorities.

- 38 Good use is made of additional funding; the money received in respect of pupils identified as having special educational needs is very well spent and provides a very good level of support.
- 39 The day to day control of finances is good. Routine administration is very efficiently carried out by the school's administrative staff and enables teachers to work effectively. The school's office staff make a significant contribution to the school and provide parents with a valuable point of contact and a warm welcome.
- 40 When obtaining tenders for services or goods the school always applies the best value principle and this has further helped to reduce any excess spending in the annual budget. In restructuring the support staff on the departure of a nursery nurse, the use of the best value principle led to the new structure operating in the school.
- 41 The school has adequate numbers of suitably qualified and experienced teachers to meet the demands of the curriculum for pupils of different ages and abilities, and the agreed syllabus for religious education. There is a suitable balance between teachers with many years' experience and those who bring new ideas and enthusiasm to their work. At the time of the previous inspection, there were inadequacies in staff expertise in physical education, music and information technology; this is no longer the case. Arrangements for the induction of newly qualified and other new teachers are satisfactory, and the procedures for appraisal are good. There are appropriate numbers of support staff to cater for the needs of younger pupils and those who need specific help with their learning.
- 42 There are more than adequate numbers of classrooms for the number of pupils in the school, which means that there is plenty of space for withdrawal groups, a library and specialist work such as baking. The two halls, both of which have good quality flooring, provide good accommodation for physical education. The outdoor accommodation is also spacious and includes a safe area for pupils in the nursery. However, although staff make efforts to improve the visual appearance through display, the accommodation is in some need of maintenance, and the very long corridors mean that movement around the building takes up time, classes are very spread out and there are occasional difficulties caused by the inadequate heating system.
- 43 Resources in the school are adequate to support the needs of the curriculum. There is good provision for art, physical education and the under fives, and particularly good artefacts for religious education and history, where the school's own museum provides a source of first hand material relating to the local area.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 44 Improve standards of attainment in English, mathematics, science and information technology at Key Stage 2 by:
- improving and making clearer the guidance given to teachers on what they should be teaching and what they should expect pupils to learn at each stage, (with particular emphasis on mixed age classes);
 - more rigorously monitoring teaching and the curriculum and using the information gained to identify when changes need to be made;
 - regularly scrutinising samples of pupils work to ensure consistency of progression throughout the school;
 - using assessment of pupils work to inform future planning;
 - recording pupils' achievement in a uniform way throughout the school;
 - using assessment to set individual pupils targets.
- (paragraphs 1; 3; 5; 6; 7; 8; 28; 41; 47; 71; 81; 82; 93; 100; 125)

- 45 Improve the teaching at Key Stage 2 by:
- sharing the existing good practice in the school;
 - all teachers raising their expectations of what pupils can do and achieve;
 - all teachers establishing clear learning objectives for each lesson;
 - assessing pupils' achievements against those learning objectives;
 - marking pupils' work to indicate how improvement can be achieved.
(paragraphs 18; 21; 22; 24; 41; 77; 80; 87; 91; 98)
- 46 Raise standards of presentation across the curriculum.
(paragraph 75)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- 47 Formalise risk assessment procedures.
(paragraph 39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 66 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1.5 | 24 | 47 | 20 | 6 | 1.5 | 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) | 21 | 275 |
| Number of full-time pupils eligible for free school meals | | 130 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 3 |
| Number of pupils on the school's special educational needs register | 10 | 119 |

| 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 | 34 |
| Pupils who left the school other than at the usual time of leaving | 39 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.5 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 1.2 |
| National comparative data | 0.7 |

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 | 22 | 14 | 36 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 16 | 21 |
| | Girls | 12 | 12 | 14 |
| | Total | 26 | 28 | 35 |
| Percentage of pupils at NC level 2 or above | School | 72 (53) | 78 (80) | 97 (78) |
| | National | 82 (54) | 83 (80) | 87 (83) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 18 | 19 |
| | Girls | 12 | 14 | 13 |
| | Total | 27 | 32 | 32 |
| Percentage of pupils at NC level 2 or above | School | 75 (71) | 89 (80) | 89 (96) |
| | National | 82 (80) | 86 (83) | 87 (85) |

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 | 21 | 11 | 32 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 7 | 11 | 13 |
| | Girls | 6 | 5 | 8 |
| | Total | 13 | 16 | 21 |
| Percentage of pupils at NC level 4 or above | School | 41 (29) | 50 (29) | 66 (47) |
| | National | 70 (63) | 69 (62) | 78 (68) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 7 | 7 | 6 |
| | Girls | 6 | 6 | 6 |
| | Total | 13 | 13 | 12 |
| Percentage of pupils at NC level 4 or above | School | 41 (37) | 41 (45) | 38 (40) |
| | National | 68 (63) | 69 (64) | 75 (69) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 1 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 1 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 321 |
| Any other minority ethnic group | 0 |

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 | 17 | 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: YN – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 12 |
| Number of pupils per qualified teacher | 28.6 |
| Average class size | 28 |

Education support staff: YN – Y6

| | |
|---|----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 33 |

Financial information

| Financial year | 1998-1999 |
|--|-----------|
| | £ |
| Total income | 537388 |
| Total expenditure | 549738 |
| Expenditure per pupil | 1702 |
| Balance brought forward from previous year | -7018 |
| Balance carried forward to next year | -19368 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 324 |
| Number of questionnaires returned | 40 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 75 | 22 | 0 | 2 | 0 |
| My child is making good progress in school. | 55 | 40 | 2 | 0 | 2 |
| Behaviour in the school is good. | 38 | 42 | 15 | 0 | 2 |
| My child gets the right amount of work to do at home. | 48 | 32 | 15 | 0 | 5 |
| The teaching is good. | 52 | 38 | 0 | 2 | 8 |
| I am kept well informed about how my child is getting on. | 42 | 35 | 12 | 8 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 80 | 15 | 3 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 68 | 32 | 0 | 0 | 0 |
| The school works closely with parents. | 43 | 40 | 7 | 5 | 5 |
| The school is well led and managed. | 48 | 45 | 0 | 0 | 7 |
| The school is helping my child become mature and responsible. | 45 | 50 | 0 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 40 | 30 | 10 | 5 | 15 |

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

- 48 At the time of the inspection there were 44 children in the nursery each attending either every morning or every afternoon. There were 24 children aged four in the reception classes. Most children in the reception classes attend the school's nursery before they enter full time school. The school admits children to the nursery in the September after their third birthday and children transfer to the reception class at the beginning of the year after their fourth birthday.
- 49 Most children enter the nursery with standards that are well below the expectation for their age in most areas of learning. They respond well to the provision in the nursery and make good progress, particularly in the development of their social skills. In spite of this good progress, children's levels of attainment on entry to the reception classes are still below the expectation for most children of this age. They make rapid progress in developing their language and number skills in the reception class but by the time they are five most children are unlikely to attain the skills they require to meet the nationally agreed areas of learning in language and literacy and knowledge and understanding of the world but attain the expected levels in all other areas of learning. There is a significant improvement in the quality of provision for children under five since the previous inspection.
- 50 The nursery makes good provision for the children's all round development and education and the reception classes build well on this work. The curriculum for children under five promotes the nationally agreed learning outcomes effectively in all areas and ensures that children have a firm foundation and smooth transition to work at Key Stage 1 of the National Curriculum. All members of staff who teach children under five have a clear commitment to raising standards. They attend in service training courses, plan lessons together and liaise closely with parents. They work closely with Key Stage 1 teachers. The record keeping system is clear and informative and gives all members of staff a well informed base for the planning of work. The members of the nursery staff have a clear knowledge of what children know and can do at home and they use this knowledge to plan future work. The reception teachers continue to use the records from the nursery. The nursery and reception classes provide a very effective level of support for children with special educational needs. All members of staff ensure that children have full and equal access to the areas of learning. Parents value and appreciate the work children do in the nursery and reception classes.

Personal and social

- 51 Teaching of personal and social development is good in both the nursery and the reception classes. This enables children to settle quickly into the security of the nursery and make good progress in developing their personal and social skills. They are self possessed and confident when moving around the nursery. Most children share and take turns amicably for example, when cutting and sticking. Children concentrate well on their tasks for example, when using the computer to make vehicle pictures. They clearly enjoy their work in the nursery and cooperate happily with each other and adults. Children take care of classroom equipment and soon learn to tidy up after themselves. They continue this level of progress in their personal development as they move into the reception classes. Children work well independently and together. All children persevere to finish their tasks and take pride in their work. The reception teachers encourage children to solve problems. An example of this is when children select musical instruments. Children quickly understand the routines of school life and move quietly and confidently around the school. They change their clothes for physical education lessons independently and fold them neatly. By the time they are five most children, including those with special educational needs achieve the expected levels in the development of their social skills.

Language and literacy

- 52 The provision for the development of language and literacy is good and teaching is good both in the nursery and in the reception classes. Most children enter the nursery with well below average language skills. They make good progress in developing enjoyment of books and stories. All children quickly understand that pictures and print convey meaning. They listen to well known stories and rhymes and join in happily. Many children have very limited language and immature speech patterns. They receive a good level of individual help and support to increase their speaking

skills. All children learn to use pencils correctly. They increase their early writing skills in a range of activities that encourage their hand and eye control. This good rate of progress continues as children move into the reception classes. Children with special educational needs continue to receive effective support. The reception class teachers use the literacy strategy to develop further children's listening, speaking and reading skills. All members of the reception staff extend this well through their careful selection of books and stories and their use of precise and clear diction. Children enjoy this work and make rapid progress in learning letter sounds. They have many opportunities for role play. For example, the railway station area in a reception class gives children opportunities to develop their speaking, listening and writing skills well. All children listen carefully to stories in the reception classes. They retell them, enjoy talking about the pictures and join in with familiar sentences and refrains. Children are eager to choose books to take home. Many have difficulty in responding in class and group discussions. The teachers encourage them to speak clearly in sentences. All children consolidate and develop their early writing skills. They hold and use pencils correctly. In spite of the good progress in their learning, most children are unlikely to reach the desirable learning outcomes by the time they are five.

Mathematics

- 53 The provision for children's mathematical development is good and teaching is good both in the nursery and in the reception classes. Most children make good progress in consolidating and developing their number skills. The members of the nursery staff effectively develop these skills through a carefully structured programme of work. This includes the use of construction activities to develop awareness of space and children's control skills. There is a very good level of support for children with special educational needs. They make good progress in developing their knowledge of numbers. The more able children count accurately up to ten. All children learn and sing simple number rhymes. Children enter the reception classes with a rapidly developing range of mathematical skills. The reception teachers continue to build on and develop these early skills well. Children have a session of structured number work each day. Most children count and order objects to 20. They know and recognise the place of numbers on a number line. The more able children recognise and know how to add on one more to a given number. They use suitable mathematical language to describe processes, such as 'more than'. Children develop further their mathematical learning through the use of the computer. This gives them an increasing awareness of how to sequence shape and control movement. Children consolidate, build on and develop their early mathematical experiences well. Most children are likely to attain the desirable learning outcomes for mathematics by the time they are five.

Knowledge and Understanding of the World

- 54 The school has good provision for developing children's knowledge and understanding of the world and teaching of this area of learning is good throughout the early years. Children make satisfactory progress in this area of learning. They have many opportunities in the nursery and the reception classes to explore the natural and man made world. For example, children in the nursery make visits to local places of interest to widen their experiences. Children continue to consolidate and develop their learning as they progress through the reception classes. They develop a sound understanding of their immediate community. Children use computers as a matter of routine and work carefully and accurately at sequencing parts to complete pictures. This enables children to develop a good understanding of how to use the keyboard and mouse for accurate control. Children print out work with assistance. In spite of the good level of provision, most children are unlikely to reach the expectations of the desirable learning outcomes by the time they are five.

Physical development

- 55 Teaching of physical development is good in both the nursery and in the reception classes and children make good progress. Teachers are aware that many children have poor skills when they enter the nursery. They plan well for this and provide a wide range of activities involving drawing, colouring, cutting and sticking. While this enables the children to make rapid progress and improve their skills, many still do not reach the expected level for their age by the time they move into the reception class. Children in the nursery develop their climbing and balancing skills effectively. There is a secure area for outdoor activities for nursery and reception children where they have opportunities to run, jump and skip and use wheeled toys with an increasing awareness of space. Most children, in spite of the good provision and progress, are likely to achieve but not exceed the expectations of the desirable learning outcomes by the time they are five.

Creative development

- 56 The school's provision for children's creative development is good and teaching is good. Children make good progress in the nursery as they learn basic techniques. This enables them to use and control materials effectively. They hold brushes correctly and apply paint to paper with much confidence. Children mix paint to achieve different colours. In the reception classes children develop well their ability to observe. An example of this is the work children do after looking closely at prints of work by famous artists. They show a good awareness of shape, pattern and colour. Children sing a variety of songs from memory and use percussion instruments correctly and confidently to maintain rhythm. Most children acquire the level of skill necessary to reach the desirable learning outcomes by the time they are five.
- 57 The quality of teaching for the children under five is overall good. Over 90 per cent of teaching is good or better. Twenty seven per cent of this teaching is very good. This consistently high quality of teaching reflects the level of progress children make in their early years at school. The teachers, nursery nurse and members of the support staff work very effectively together to promote learning. They have a clear understanding of the needs of young children. All members of staff have realistically high expectations of achievement and behaviour. All members of staff place a correct emphasis on the teaching of specific skills for example, how to use pencils, paint and musical instruments. They encourage pupils to work independently and make choices.
- 58 Children in the nursery and reception classes quickly develop positive attitudes to learning. They enjoy their work and concentrate for suitable lengths of time. They relate well to each other and to adults. As they move from the nursery to the reception classes children increase their ability to become enthusiastic and eager learners. They are sensitive to the feelings of others and respect each other's work.

ENGLISH

- 59 The most recent results in the National Curriculum tests indicate that in 1999 standards in English at the end of Key Stage 2 were very low when compared to the national average in terms of the percentage of pupils achieving the national target of Level 4 or above. When results are compared with those of similar schools they are still well below average. An analysis of trends over time shows little improvement in the results at the end of Key Stage 2 where results have remained below the national average since the time of the last inspection. Inspection findings are that attainment has improved and is now below national expectations. There has been a significant improvement in reading brought about by the introduction of new strategies for teaching reading.
- 60 At the end of Key Stage 1, the results of the 1999 National Curriculum tests indicate that the percentage of pupils achieving the national target of Level 2 or above was below the national average in reading and broadly in line in writing although the percentage of pupils attaining the higher Level 3 was above the national average. In comparison with similar schools the results in reading and writing are in line with the average for pupils attaining Level 2 but well above the average for pupils attaining the higher level. At the end of Key Stage 1 results have improved significantly since the time of the last inspection. Statistical evidence suggests that the performance of girls is generally better than that of boys at both key stages. Inspection evidence indicates that attainment is now in line with national expectations at the end of Key Stage 1.
- 61 This represents an improvement on standards observed at the time of the previous inspection when attainment was judged to be below the national expectation. This is a significant achievement for a school where the majority of pupils enter with standards that are very poor in terms of spoken vocabulary. The improvement is due to the emphasis placed on literacy from the moment pupils enter the school. The rigorous and effective implementation of the literacy hour throughout the key stage has had a positive impact on pupils' progress and standards are improving. Teachers' expectations of what pupils can achieve have risen and this has had a further positive influence on standards. The impact of the literacy hour at Key Stage 2 has not, as yet, raised standards uniformly through all the year groups. Low expectation by some teachers and problems with classroom management mean that pupils at early Key Stage 2 fail to make the progress that could be expected. As they progress through the middle of the key stage through to Year 5 significant

improvements are taking place but by this time it is too late to affect the results at the end of the key stage. The current Year 6 pupils have only limited experience of the literacy hour and this has been insufficient to overcome gaps in their knowledge and ability to use language skills. In addition to this, the present Year 6 group has a significant number of pupils with learning problems and therefore attainment at the end of Key Stage 2 is still below the national average. The school acknowledges the need to raise standards of attainment at the end of Key Stage 2 and there are a number of recently introduced strategies that include a daily reading programme lead by the Literacy Support Assistant, the introduction of a new reading scheme to improve understanding, booster classes for Year 6 pupils and a paired reading scheme with the local secondary school. The effect of these can already be seen in the improved reading levels.

- 62 At Key Stage 1, speaking and listening skills in discussion and in group work are developing well and are appropriate to the age of the pupils. Through interesting introductions to lessons the teachers inspire the pupils to want to share their ideas and although vocabulary is limited they will happily recount stories of events that have happened in their lives. Through positive encouragement and support even the lower attaining pupils join in the reading of shared texts and books and gain in confidence. Most pupils read simple texts and generally understand what they are reading. They know how to blend letters together to build words and even lower attaining pupils use initial letter sounds to begin words. The higher attaining pupils use a number of strategies to approach new words including picture clues and clues from surrounding words to establish meaning. Most pupils write simple sentences independently and by the end of the key stage they are able to use capital letters, full stops and commas in their writing. Handwriting and presentation are both weak. When pupils are writing in handwriting lessons their work is reasonable but in their normal work letters are inconsistent in size and letter formation is not regular and is untidy.
- 63 At Key Stage 2, most pupils listen carefully and answer questions correctly and describe events clearly. However, they are less confident when conveying their opinions or responding to other people's views in discussions. Throughout the whole of Key Stage 2 pupils are achieving standards in reading that are higher than in other aspects of literacy. Most pupils read a range of texts fluently and accurately. They make thoughtful responses to what they are reading, show an understanding of how the story is developing and enjoy talking about the characters. They make good use of the library and are able to locate and use reference books during their topic work. Pupils write in a range of forms, for example, formal letters, summaries and imaginative stories. The quality of their writing varies considerably. At the beginning of the key stage pupils writing is sparse and of poor quality whereas in the middle and towards the end of the key stage where expectations are higher, the quality of the work begins to improve. Handwriting and presentation remain an issue with pupils taking very little care with their work when writing in other subjects.
- 64 Pupils make good progress at Key Stage 1 in relation to prior attainment. Pupils progress in a relatively short time from one word answers to lively discussion about the 'Gingerbread Man' during which the teacher asks for an alternative word for cooker and they are able to quickly respond with the word 'oven'. Here the teacher is also making a good link with previous learning when earlier in the week pupils had looked at pictures of old kitchens. Lively teaching, high expectations and large quantities of praise are responsible for the good progress pupils make not only in speaking and listening but also in writing and reading. As one fluent six year old reader said "I like reading so much I have 1000's of books."
- 65 At Key Stage 2, pupils do not make the same consistently good progress and soon after entering this key stage there is a decline in pupils' attainment. This is particularly noticeable in pupils' written work where the quality and quantity of their work diminishes in the first term. In Year 3 and the Year 3/4 class low expectations and poor management of the pupils generates unsatisfactory progress. The teachers working in the upper part of Key Stage 2 work hard to regain some of the lost ground and in these classes progress is satisfactory. Well focused literacy lessons, with a lively content regenerate a positive attitude to English. The second lesson in a series about limericks for the older pupils, generated enthusiasm, good ideas and moved their understanding of poetry forward quite considerably. Progress in reading at Key Stage 2 is the exception and remains satisfactory throughout the Key Stage. This is largely due to the initiatives put in place by the school across all year groups.
- 66 Pupils with special educational needs make very good progress throughout the school due to high quality monitoring and advice given by the special needs coordinator and the high level of support provided by the adults who work with them. The integration of special needs pupils into normal

literacy activities is very good.

- 67 In the majority of classes in the school, pupils' attitudes to English are very good and particularly at Key Stage 1 this has a very positive effect on the progress they make. They quickly learn how to sustain their concentration and can often be observed engrossed in their work. It is unfortunate that early in Key Stage 2 the attitudes of some pupils change but hard work and lively lessons is making an impact on pupils by the time they are in Year 5.
- 68 The quality of teaching is good at Key Stage 1, where lessons are characterised by lively introductions that often draw on the personal experiences of teachers and pupils. Very well planned literacy lessons are carried out at a brisk pace and with infectious enthusiasm. Throughout the key stage, teachers have good subject knowledge and are able to link together the skills of oracy and literacy systematically and use opportunities in other areas of the curriculum to reinforce learning. At Key Stage 2, the overall quality of teaching can only be said to be satisfactory due to low expectation of some teachers and poor classroom management early in the Key Stage. Low teacher expectation and poor classroom management leads to unfinished pieces of work, poor quality work and little effort on the part of pupils. Where the management of pupils is poor the effect is similar and progress in both instances fails to materialise. In the remaining part of the key stage teaching is good, lessons are well planned with pace and challenge and there is a good balance between teacher input and activity. Opportunities are used in other curriculum areas to generate writing activities and to involve pupils in discussion, for example a theatre visit generates pieces of writing about the experience whilst the theme of homelessness leads to interesting and moving poetry about the subject. Planning is good in the majority of classes. The school has successfully implemented the literacy hour and planning uses the National Literacy Strategy. Assessment of pupils' progress is carried out by all teachers but there is variation in the quality and quantity of the assessments and to what degree they are used to inform future plans. Variations also occur in the way in which work is marked. In the best instances work receives a comment that is informative and helps the pupils, in other cases the work receives only a tick.
- 69 The quality of leadership in the subject is sound. The implementation of the literacy hour has been very effective and it is working well. The strategies to improve standards of reading have been successful. There is a comprehensive plan to develop the school library and further improve resources. Although the subject is regularly monitored and the school has implemented strategies to do this, these are not yet implemented rigorously enough to address the issues of low expectation and the variability in teaching at Key Stage 2 and the issue throughout the school of poor presentation in English work. Information technology is being used effectively to give pupils opportunity to practice and consolidate spelling and use of grammar.

MATHEMATICS

- 70 In the 1999 National Curriculum tests for pupils aged 11 the percentage reaching the expected level or above was well below the national average. The percentage of pupils achieving the higher Level 5 was also well below the national average. Over the four years 1996 to 1999, results rose but remained well below the national average. When these results are compared to those of schools that serve similar pupils the percentage of pupils reaching Level 4 or above was below average though the percentage reaching Level 5 or above was broadly average. Inspection findings indicate that the attainment levels of pupils at the end of Key Stage 2 are below average, and that few pupils are attaining a higher level.
- 71 In the 1999 statutory tests for pupils aged seven, the percentage attaining the expected level or above was well above the national average. The percentage of pupils reaching the higher Level 3 was above the national average. Over the four years 1996 to 1999, the performance of boys was well below, and of girls was below the national average for their age group. The 1999 results, therefore, represent a considerable improvement since 1996. They are well above those obtained in schools with pupils from similar backgrounds. The work of the current Year 2 pupils indicates that the vast majority will again be reaching the expected Level 2, though not as many pupils as last year are reaching the higher Level 3. This is because fewer pupils have the potential to reach a higher level than expected and because there has been some disruption to teaching. This means that attainment levels, at the end of Key Stage 1, are in line with the national average.

- 72 Standards have improved since the last inspection, especially at Key Stage 1. Inspection evidence indicates that this improvement will be maintained over future years. By the end of Key Stage 2, trends indicate that standards have risen ever nearer to the national average figure with each successive year. However, progress throughout the key stage is not as dramatic or as consistent as that seen at Key Stage 1 and will remain below the national average.
- 73 By the end of Key Stage 2, pupil attainment will be below the national average. Higher attaining pupils, about 20 per cent of the cohort, use a variety of strategies when engaged in problem solving activities; they calculate in the four rules to two decimal places and have a good grasp of the mode, median and range of a set of numbers. Few higher attaining pupils are likely to reach Level 5. The average attaining pupils, just over half the cohort, count forwards and backwards in 0.25s into negative numbers; they use simple fractions and percentages; they draw and interpret coordinates in the first quadrant. Lower attaining pupils, about a quarter of the cohort, are beginning to show an understanding of place value in numbers up to 1000; they work in standard metric units of length, capacity and mass; they have a basic understanding of simple fractions. Most work at Level 3 but some will remain at Level 2.
- 74 Higher and average attaining pupils make good progress through Key Stage 1, whilst lower attaining pupils make very good progress. The National Numeracy Strategy provides the basic framework, allowing work to be presented that is consistently challenging pupils of all abilities. Good levels of teaching, marked by high quality questioning, extend pupils' thinking and broaden their subject vocabulary well. In Year 1, pupils are clear about the lesson's objectives and are even told, in the plenary discussion, what the next lesson will contain. By Year 2, pupils of all abilities work well, even when not directly supervised. Their growing independence enables them to make good progress, with only minimal support. By the end of the key stage most pupils are able to count in twos and fives and can recognise what a half or a quarter of a single digit number is. They recognise whether numbers are odd or even.
- 75 Progress through Key Stage 2 is unsatisfactory overall. In lessons observed, and in work scrutinies undertaken, there were marked differences between the progress being achieved in different classes. In Year 3, the above average attainment, evident in their national test results for 1999, is not reflected in the pupils' work standards, or in the attitudes observed in the lessons. Average and higher attaining pupils make satisfactory progress in Year 4, but work set for lower attaining pupils is not always appropriate to their needs. In Year 5, the lower attaining pupils make satisfactory progress, whilst the streamed average and higher attaining pupils make very good progress. This is due to clear objectives, challenging work and high levels of pupil response. In Year 6, progress is satisfactory overall, though the higher attaining pupils are not being sufficiently stretched to enable them to reach above average standards.
- 76 Pupils with special educational needs make good progress overall and very good progress at Key Stage 1. Specific numeracy work is not planned in the individual education programmes, though the pupils do benefit from extra support in many lessons. Assessment, which is well established by the National Numeracy Strategy, enables most teachers to target the areas of need and to provide pupils with appropriate challenges. Work for higher attaining pupils is also indicated in the teachers' planning and enables them to make very good progress at Key Stage 1. At Key Stage 2, these pupils are only being well challenged in Class 9.
- 77 Most pupils have good attitudes to learning mathematics. In almost all classes, they listen attentively, are keen to answer questions and work with enthusiasm. The standard of presentation is of a high quality throughout Key Stage 1 but is much more variable at Key Stage 2. A small number of pupils in this key stage exhibit behavioural problems and show little interest in their learning. Without tight supervision, they undermine the learning of others.
- 78 Since the last inspection the National Numeracy Strategy had been successfully introduced into the school. This is raising attainment levels across the ability range and in all areas of mathematics. Teachers are now placing more emphasis on mental mathematics and regularly ask pupils to explain how they have worked out the answer. This is raising levels of confidence and attainment, both in number and algebra, as well as in using and applying mathematics. New terms are introduced with each new area of study and are used with increased accuracy and confidence by the pupils. The change in approach to teaching mathematics is beginning to have a positive effect and pupils are being encouraged to think to greater depth and precision.

- 79 Teaching standards are consistently good throughout Key Stage 1. At Key Stage 2 they are much more variable. Lessons observed ranged from unsatisfactory to very good. In the best teaching observed, thorough planning gives information about every aspect of the lesson and clear learning objectives are explained initially to the pupils. Good class discussion, based on a range of challenging questions, extend pupils' thinking. Appropriate challenges meet the needs of all ability levels in the class. Above all, teachers have very high expectations of their pupils in terms of behaviour, work standards and attitudes. Equally variable is the standard of marking through Key Stage 2. In some books, elements remained unmarked, there are very few comments and poor presentation is regularly accepted. In the best marking, seen at Key Stage 1 and in Class 9, justified praise and criticism are given, high expectations are maintained and comments are used to extend pupils' thinking. Teachers are developing their skills of mental computation questioning and are increasingly challenging pupil thinking. However, more opportunities need to be found to develop data handling at Key Stage 2 and in using and applying mathematics in a wider range of problem solving areas across the curriculum.
- 80 Computers are being increasingly used in mathematics, though they need to be further exploited at both key stages. Support staff make a valuable contribution by working closely with pupils who find learning difficult. Assessment is satisfactory overall. At its best, for example, in Class 5, it is undertaken in all elements of the lesson, it highlights both individual and group needs and it informs the planning for subsequent lessons. Results of national tests are analysed carefully, weaknesses are well identified and work is subsequently modified to raise standards. Targets are being set at the front of each pupil's book but some of these are too general and lacking in precision. Good leadership, including the systematic introduction of the National Numeracy Strategy, is having a positive impact on standards. Teachers have greatly benefited from the work of the Numeracy Consultant in demonstrating and evaluating lessons within the school. The policy document provides a good foundation for establishing the teaching of mathematics through the school. However, there is insufficient consistency, either within Key Stage 1 or between the two key stages, in the use of published schemes to support the Numeracy Strategy.

SCIENCE

- 81 The school's results in the 1999 tests for 11 year olds were well below the national average both in terms of the percentage of pupils achieving Level 4 and also at the higher Level 5. However when these results are compared with those of schools that serve similar pupils to those at Waverley, the number of pupils attaining Level 4 is average and the number of pupils attaining the higher level is below average. Standards have improved each year over the last three years although they are still below the national average. The inspection findings indicate that the majority of pupils in Year 6 this year are attaining standards that are well below national expectations.
- 82 The Key Stage 1 teacher assessments in 1999 indicated that both the number of pupils attaining the expected level in science and the number of pupils attaining the higher Level 3 was about average, but when these results are compared to those of schools serving similar pupils the results are well above the average. Evidence gathered during the inspection suggests that attainment at the end of Key Stage 1 remains in line with the national average.
- 83 Pupils at the end of Key Stage 2 still need a lot of teacher support when carrying out an investigation and have difficulty identifying their own recording strategies. They have some difficulty measuring accurately, for example when adding spoonfuls of salt to water or when tallying. They have a good level of knowledge and understanding of their own bodies and talk confidently about where some of their major organs are and describe their functions. They understand what a food chain is and know that it always starts with a green plant. In the area of materials science, pupils use the terms evaporation and condensation in the correct context but are unable to explain what is happening. In the aspect of physical sciences pupils are not sure why we have night and day and are unable to give any examples of everyday forces.
- 84 Pupils at the end of Key Stage 1 investigating electricity respond positively to suggestions on how to find things out for themselves and are able to discover that a complete circuit is needed in order for a bulb to light. By investigating what happens when alarm clocks are set off in water they discover that sound is vibration. They have a good understanding of what is needed in order for a plant to grow and talk confidently about the external parts of their own bodies and their senses. They know

that different materials can be sorted in different ways according to their properties but have not yet related these properties to the uses that are made of the materials. At both key stages pupils with special educational needs are well supported, given appropriately differentiated tasks and make good progress.

- 85 Since the last inspection standards have improved at Key Stage 1. Throughout the school, teachers now encourage pupils to do more investigative work. At Key Stage 1, pupils are encouraged, with assistance, to find out for themselves and this is having an impact on the levels of understanding pupils have and the levels of attainment they reach. At Key Stage 2, investigations are usually very teacher directed with pupils having few opportunities to decide what to investigate or how to investigate it. This affects the progress they make in learning how to investigate independently. The school has recently adopted the national scheme of work for science but has not yet thought through how teachers can plan activities that progressively build on previously learnt investigative skills. As a consequence there is very little progression in skills once pupils enter Key Stage 2. At Key Stage 2 investigative activities are neither helping pupils develop better investigative skills nor supporting an increase in their understanding of scientific concepts.
- 86 Teaching overall is satisfactory and two good lessons were observed during the inspection. One unsatisfactory lesson was seen. Although in the unsatisfactory lesson the teacher planned carefully and had good subject knowledge, they were unable to manage the behaviour of the pupils and command their full attention which resulted in pupils not learning the intended outcomes. When teaching is good teachers allow pupils freedom to explore their own ideas, such as when Year 2 pupils were allowed to discover for themselves that a complete circuit was needed before a bulb would light. In another lesson in Key Stage 1 when pupils were learning the same concept the teacher gave out too many different resources. The pupils, although highly motivated to learn, found the task confusing and failed to achieve the intended learning outcomes. In a good lesson in Class 8, the teacher used questions skilfully in order to focus pupils' attention and enable them to think for themselves the ways in which they might measure the amount of air displaced from soil. This reinforced the learning objectives of the lesson which were to understand that air is present everywhere. In another Key Stage 2 lesson, the teacher encouraged the pupils to think about what was happening when water evaporates but failed to give them sufficient guidance to enable them to reach a conclusion. As a result, pupils recognised when evaporation happens but could give no explanation as to why. In another Key Stage 2 lesson the teacher's over emphasis on everybody doing the same thing lead to pupils at the end of Key Stage 2 incorrectly believing that this is the essence of a fair test. Teachers at Key Stage 2 are generally unsure about how to teach science skills and do not understand how the acquisition of these skills can support progress in knowledge and understanding.
- 87 At Key Stage 1 pupils enjoy science because they are able to investigate independently. This creates an interest and enthusiasm which encourages them to learn. In Key Stage 2 pupils' attitudes to science are satisfactory but some pupils claimed that they did not always enjoy science because they had to wait for resources and the groups they worked in were too big for them to feel fully involved.
- 88 The coordinator for the subject is committed and enthusiastic but at the moment does not have sufficient opportunity to monitor the teaching and learning of science effectively. As a result there is some unnecessary overlap of topics within Key Stage 2 and examples of work at the upper end of the key stage not being at a significantly higher level than those at the beginning of the key stage are not readily identified. The recently introduced national scheme for science has still not yet been organised within the school in such a way that it ensures that pupils will from year to year cover all aspects of the curriculum without unnecessary repetition and in a way that builds on previous learning. Few examples of information technology being used to support learning in science were seen during the inspection or in the pupils' books.

ART

- 89 Observations in lessons, a close scrutiny of artwork in classrooms and in the art folder containing examples of work from each year group, indicate that standards of art at the end of both key stages are good and above the standard normally expected of pupils of similar ages. Pupils practice previously learned art skills before making good progress in a wide range of techniques as they

move through both key stages. This is an improvement since the time of the previous inspection.

- 90 Pupils at Key Stage 1 develop good pencil and brush skills. They use them to make very clear and discernible pictures of objects and photographs that they have observed. When using pencils they create different tones by using heavy and light shading and apply paint very effectively by a times mixing it thickly and at other times choosing a thin wash. Pupils produce very effective collage work using fabric and thread, they print using a range of objects and their observational drawings of different modes of transport past and present are of good quality. Their use of black and white drawings and paintings to depict winter are of excellent quality.
- 91 Pupils at Key Stage 2 use a range of art skills, and produce some high quality work based on the work of international artists. Paintings in the style of Monet by pupils in Y6 are vibrant and show how well the pupils are able to use colour and form. Observational drawings of musical instruments show how well their skills in using pencils have developed and how good they are at making accurate observations of objects. Pencil drawings of figures show a mature use of shade and tone whilst the observational drawings following a visit to Whixley Church show how the pupils make an individual interpretation of the same building.
- 92 Pupils with special educational needs have equality of access to all aspects of the art curriculum and in the work they do achieve real success and increase their self esteem.
- 93 Standards in art have improved at both key stages since the last inspection. The teaching of art has improved and is now overall good.
- 94 Observation of work around the school and in the art portfolio show that pupils are provided with the opportunity to make good progress in their artwork through revisiting a particular style, technique or skill and refining it over a period of time. At Key Stage 1, pupils use pencils to draw simple but effective pictures of bicycles and then by being given regular opportunities to draw they are able, at Key Stage 2, to produce very high quality observational drawings of musical instruments. These drawings not only contain vivid detail but also have excellent examples of the use of tone and shade. Simple collage work using shapes and pasta develops into large scale examples higher up the school where pupils work collaboratively using a variety of fabric and thread. In all artwork, including painting and pastel work, one can see clear well planned opportunities for pupils to make good progress in the development of a wide range of art skills and techniques. Pupils obviously enjoy their art lessons. They work hard to produce quality pieces of art and take a pride in the finished product. A happy and active working environment was seen in all the lessons observed.
- 95 Art is well taught throughout the school and teachers are supported by an experienced, well informed and enthusiastic coordinator. There are good natural cross curricular links between art and other subjects and the art policy gives clear guidance on coverage at both key stages. The attractive art displays do much to contribute to the ethos and welcoming atmosphere of the school.

DESIGN AND TECHNOLOGY

- 96 Although during the period of the inspection only one design and technology lesson was observed at Key Stage 1, there was sufficient evidence of pupils' work on display to show that standards generally match those expected of seven year olds.
- 97 No lessons were observed at Key Stage 2. Few examples of pupils' work were observed on display and it was not possible to speak to the coordinator for design and technology. As a result it is not possible to make a judgement on the standards of attainment being achieved at the end of Key Stage 2 or on the quality of teaching.
- 98 Pupils at Key Stage 1 learn about simple mechanisms through learning in the reception class how to attach wheels to simple models of vehicles made from reclaimed materials. The lesson at Key Stage 1 was judged to be good. The teacher gave the pupils clear instructions and reminded them to take care when using tools. Pupils enjoyed the activity so much they wanted to continue during their break time. Good teaching and an enthusiastic response ensured that pupils made good progress and learnt how to use tools more confidently and competently. In Year 2 they extend their understanding of mechanisms to include a simple pulley to help Incy Wincey Spider climb the spout.

The recently adopted scheme of work shows that throughout the key stage pupils also work with food and textiles.

- 99 At the time of the last inspection standards were judged to be in line with expectations at Key Stage 1 and below at Key Stage 2. Whilst standards have been maintained at Key Stage 1 there is no evidence to indicate that they have improved at Key Stage 2. Since the last inspection the new national guidelines for design and technology have been introduced and some attempt has been made to ensure appropriate coverage and progression throughout both key stages and especially through the mixed age range classes. The school has not however addressed how designing skills might develop as pupils move through the school. This was an issue at the end of Key Stage 2 at the time of the last inspection.

GEOGRAPHY

- 100 During the inspection, it was only possible to see one geography lesson at Key Stage 1 and no lessons at Key Stage 2. From looking at pupils' work and discussions with pupils there was sufficient evidence to show that standards generally match those expected of seven and eleven year old pupils. Pupils including those with special educational needs make satisfactory progress. It is not possible to judge the overall quality of teaching.
- 101 By the end of Key Stage 1, higher attaining pupils have a good understanding of the concept of a map, which they describe as, "A picture of a piece of the world". They use appropriate terms, such as 'a route' and they indicate where there are right and left turns along the route. Average attaining pupils select information from the map, recognising some of the constituent symbols, and trace a route on their map, following teacher instructions. Lower attaining pupils respond to questions about places on the map and, with help, are able to draw a route from a child's home to a school. In the one lesson observed at Key Stage 1 the teaching was good because the teacher had high expectations and linked the work effectively to previous learning. Instructions were repeated for pupils who were unsure and this helped all pupils make good progress.
- 102 By the end of Key Stage 2, pupils are able to describe river development from source to the sea and they have a good awareness of how people can both improve and damage their environment. Using a map, they are able to provide two alternative routes to drive home. They have developed an appropriate vocabulary to enable them to discuss various geographical themes.
- 103 Progression through the curriculum at Key Stage 1 is very good. Teachers introduce maps to the pupils from the earliest years. A lesson in the reception class about Grace Darling begins with the pupils studying a map of the British Isles to locate Doncaster, as well as the Northumberland places mentioned in the story. In Year 2, pupils are developing a three dimensional map of the locality. However, progression of skills is not maintained by the teachers throughout Key Stage 2 and consequently, pupil progress is slower.
- 104 From the limited evidence available, the pupils' attitudes to the subject are at least satisfactory. They enjoy their work in geography, particularly map work. They also develop genuine concerns for their environment by the age of 11. Work seen in pupils' books is of a good quality and reflects their interest at Key Stage 1. At Key Stage 2, the best work is evident in classes 8 and 9.
- 105 Since the last inspection the national scheme for geography has been introduced but the school has not yet organised the coverage within the school in such a way that it ensures that pupils will from year to year cover all aspects of the curriculum without unnecessary repetition. Progressive development for the pupils in mixed age classes especially at Key Stage 2 is not yet planned in a way that ensures that pupils extend their knowledge, skills and understanding through a curriculum that builds on previous learning.

HISTORY

- 106 At Key Stage 1, standards in history are above those seen in most schools. At Key Stage 2, standards are broadly in line with the expected levels by the age of 11. Those pupils having special educational needs make very good progress at both key stages.

- 107 At Key Stage 1, pupils investigate how household objects have changed over time. In Year 1, skills of historical investigation are already well established. Imaginative use is made of artefacts from the school's own Museum, as pupils are asked to analyse the materials used in their construction, as well as to consider their purpose and function within the household. Well selected objects make this exercise both stimulating and challenging. They help children gain an interest and awareness of the past and of the skills needed to investigate it.
- 108 At Key Stage 2, imaginative use is made of school trips to enhance studies undertaken at school. Good examples of this are the trips made to the Roman Museum in Doncaster by Years 3 and 4, and to the World War II replica, Eden Camp by Years 5 and 6. Pupils directly experience aspects of life in earlier times and retain many memories that give added relevance to their later studies. Older pupils develop study skills in the literacy lessons that are well used for historical research in reference books. Computers are also used to discover about past times, such as the Roman and Victorian periods, as well as Britain since the 1930s. By Year 6, pupils have developed a good chronological awareness of different periods in British history; they are aware of a range of sources from which historical information can be identified and interpreted and they can identify major features of life in past times, such as in Ancient Egypt.
- 109 Pupils' attitudes are good. They speak with much enthusiasm for the subject, especially recalling information gleaned on trips. The best work in pupils' folders is often seen when they develop their own individual ideas and research, rather than answer questions on worksheets.
- 110 Since the last inspection standards have improved at both key stages from below average. The coordinator has received further training and as a result the school now places a greater emphasis on studying history source materials. The school museum of Victorian and early twentieth century artefacts has been developed and is a useful school resource. History features increasingly in many of the literacy hour lessons and a range of cross curricular themes on historical topics are well exploited. These are seen in good quality displays in and outside classrooms at both key stages.
- 111 The quality of teaching is very high at Key Stage 1. Skills acquired then are not sufficiently developed at Key Stage 2. However, examples of good historical research are seen, for example on the various causes of death, locally, during a period in the Victorian era (studied in Year 6).
- 112 Leadership in the subject is satisfactory. An overview is maintained by monitoring the planning whenever history is included in the term's work. However, the problems caused by classes switching between mixed and single aged grouping results in an uneven coverage of the National Curriculum programmes of study. The long term plan has not yet been reviewed to ensure complete coverage and fewer repetitions. The coordinator does not do an analysis of skill development throughout the school to indicate where progress is not being maintained. As a result, higher attaining pupils, capable of developing their own research, are not making the progress of which they are capable. The school museum is an excellent resource and is being particularly well exploited by Key Stage 1. Loans from the museum service provide additional source material, which add greatly to the topics. Information technology is used to enable pupils to research information, for example in relation to their work on the Victorians.

INFORMATION TECHNOLOGY

- 113 Pupils at both key stages use information and communication technology to support their work effectively across the curriculum. During the inspection week it was only possible to see one lesson of direct teaching in the subject. The basis for judgements is observations of pupils using information technology, teachers' planning, analysis of work and one lesson. It is clear from the available evidence that the subject needs further development at Key Stage 2. Standards of attainment are in line with those expected from pupils of similar age at the end of Key Stage 1. Standards of attainment are below those expected from pupils of similar age at the end of Key Stage 2. Information and control technology is a developing subject in the school. The school is making satisfactory use of its new computer systems.
- 114 At the end of Key Stage 1 pupils attain standards similar to most pupils of seven years of age. This is an improvement since the previous inspection. The majority of pupils, including those with special

educational need, show confidence in carrying out basic control operations. For example, they use the mouse carefully to click and drag icons. Pupils use art packages successfully to draw pictures. They use the cursor correctly to delete and insert words. Pupils save their work with assistance and print it independently.

- 115 At the end of Key Stage 2 pupils attain standards below those of most pupils of similar age. This does not represent any improvement since the previous inspection. Pupils use the computer for direct word processing and know how to cut and paste. They save and print their work successfully, without assistance from the teacher. They know how to log on and open and name a file. Pupils use an accurate technical vocabulary, such as click, drag, font and highlight. The use of simulations and adventure programs links to work in other areas of the curriculum. They use a CD-ROM to find and print information. For example, in history pupils find and print out information about work in Victorian coal mines. They are developing the use of a digital camera well. Pupils, however, have only very limited opportunities to experience monitoring, data logging and the use of spreadsheets. All pupils, including those with special educational needs, understand the basic methods of controlling and using information and control technology equipment. When it is used, information technology makes a positive contribution to pupils' literacy and numeracy skills. Its use in these subjects however has not yet been fully developed.
- 116 The quality of learning and progress is satisfactory at both key stages. It is good in relation to pupils' prior attainment. Word processing and information finding skills develop well across Key Stage 2. At the end of Key Stage 2 pupils make good progress in developing their skills and control. This is evident from their increased ability to use word processing, a range of fonts and to insert pictures. All pupils consolidate effectively their understanding of how to access information. They learn new skills quickly and make good progress in using information technology to support work in most areas of the curriculum. Pupils with special educational needs make very good progress in their use of information technology.
- 117 Pupils are enthusiastic, interested and positive towards their work in information technology. They work well together and talk enthusiastically about what they are doing. Pupils work hard and concentrate well. They enjoy the challenges set and persevere to succeed.
- 118 Since the last inspection the school has adopted the national scheme of work and has increased the provision of information technology hardware.
- 119 It is not possible to make a secure judgement on the quality of teaching. During the week of the inspection it was only possible to see one lesson of direct teaching. Teachers' planning indicates that each pupil receives equal access to the curriculum that the school provides for information technology. The teachers keep records of when pupils use the computers. Not all teachers are confident in teaching information technology skills. The school is aware of this and is placing a correct emphasis on providing further training in the subject for its teachers.

MUSIC

- 120 Pupils at both key stages achieve standards that are higher than most pupils of seven and eleven years of age. The performing skills of older pupils are of a suitably high quality. The scheme of work covers all elements of the National Curriculum and provides satisfactory procedures for assessing pupils' progress in performing, composing and in their knowledge and understanding of music. Since the previous inspection the school is continuing to maintain and develop higher standards in music.
- 121 At Key Stage 1, pupils have a good level of skill in playing musical instruments to create sound effects. They control their voices well. For example, pupils maintain tune and rhythm when they sing. They listen attentively and understand the need for silence in music. Pupils explore feelings and moods in music and identify opposites. An example of this is when they compare music by Vivaldi and Debussy. By the end of the key stage, pupils select percussion instruments to reflect musical moods accurately.
- 122 At Key Stage 2, pupils' singing skills are good. They maintain the correct pitch when they sing in harmony and two part round. Pupils pay attention to singing with expression. They understand the

need for correct posture, breathing, diction, dynamics and phrasing and control their voices well. Pupils' composing skills are sound. They use instruments to create sound effects, for example they match instruments to verses in 'Green grow the rushes Oh'. Pupils listen carefully and attentively to music and identify the instruments playing. An example of this is when pupils identify the harp in 'David of the White Rock'. They perform with confidence to each other and to wider audiences. An example of this is when older pupils play their recorders in school assemblies.

- 123 Pupils make good progress in developing their musical knowledge and skills. This begins in the reception class and continues through Key Stage 1 and Key Stage 2. They build on their skills of performing and receive very good support from visiting music teachers. Pupils work hard to improve their singing and performing skills. They develop well their ability to respond to feelings in music. The school records performances and these recordings clearly demonstrate the good progress in learning that pupils make as they move through the school.
- 124 Pupils respond well to music throughout the school. All pupils show respect for the efforts of others and respond well to their teachers. By the end of Key Stage 2, pupils show good levels of perseverance and determination to produce work of an acceptably high quality. They cooperate well together and work collaboratively when required. Pupils clearly enjoy their work in music lessons. They are enthusiastic, eager to learn and have positive attitudes to music. Pupils with special educational needs make very good progress in developing their musical skills.
- 125 Since the last inspection the teachers have received additional training in the teaching of music and the school has increased the range of percussion instruments. This has helped the school maintain the standards being attained at the time of the last inspection.
- 126 The quality of teaching is overall good. Teaching at Key Stage 1 is consistently very good. Teachers have good subject knowledge and are confident in their teaching of music. Where the teaching is very good, lesson planning is thorough, tasks match the pupils' abilities very well and the teaching engenders enthusiasm in the pupils. In these lessons teachers have high expectations of what pupils can achieve and ensure all pupils participate and succeed. There is a balanced range of activities that includes listening to, appraising, performing and composing throughout the school year for all classes.

PHYSICAL EDUCATION

- 127 Pupils make good progress throughout the school and attainment at the end of both key stages is above that normally expected of pupils of similar ages. The school's scheme of work provides a good balance of activities and skills that ensure pupils experience all the required elements of the National Curriculum for physical education.
- 128 Pupils make good progress at Key Stage 1. They are able to listen to and follow instructions and in the hall they are learning to use space well. They explore a variety of ways of moving around the hall and can balance using different parts of their bodies. When throwing and catching they improve their skill and confidence and by the end of the lesson many of them are showing good control of the ball. Pupils understand the reasons for warming up and relaxing at the end of a session and they are aware of the need for safety in whatever they are doing.
- 129 Skills continue to develop well at Key Stage 2. Year 4/5 pupils over a series of lessons develop their own small team games building successively on earlier work and eventually, through experience, coming to the point where they need to organise rules for their games. Older pupils are developing good gymnastic movements. When practising forward rolls they are confident to demonstrate to other pupils who then evaluate the movement in a very positive way in order to help the person refine the movement. When playing a game of quoits the older pupils clearly showed how their earlier experiences in throwing and catching had progressed and how skilful they had become in this activity. Pupils use their own space and the larger space in a well controlled and sensitive manner. They are aware of each other and when getting out apparatus they do this safely and sensibly. Pupils with special educational needs make progress in both key stages similar to that of other pupils.
- 130 Pupils in Year 5 all attend weekly swimming lessons and at the end of the last academic year all

pupils were competent swimmers. If during the year there are pupils who do not learn to swim, opportunities are provided for further lessons during Year 6.

- 131 As well as the good progress observed in individual lessons, scrutiny of teachers' plans indicate that opportunities are provided for pupils to repeat and extend previously learned skills and use them in a variety of contexts. Good provision for the subject, both in terms of a good hall and access to outdoor areas and good resources make a positive contribution to pupils' progress in the subject.
- 132 Pupils' response to physical education lessons is very good. At both key stages, pupils approach their physical education lessons in a very committed and enthusiastic manner. It was a pleasure to see them getting so much enjoyment from the activities. They listen to teachers' instructions and carry them out in a safe and sensible manner. Pupils take real pleasure in demonstrating their skills to the rest of the class and work hard to please their teachers.
- 133 Standards have improved at both key stages since the last inspection when they were judged to be satisfactory. This is a direct result of the training that the two coordinators have both received which has helped them produce a new scheme of work that includes guidance to teachers about how to teach physical education.
- 134 The majority of the teaching at both key stages is good. Teachers are confident in their ability to deliver all aspects of the physical education curriculum. Lessons are well planned with clear learning objectives being made known to pupils. Lessons are well paced, challenging and rigorous. During lessons teachers make good use of demonstration, both by themselves and with pupils in order to clarify what they have to do. Teachers use praise in a very effective manner to boost pupils' confidence, and to encourage them to do even better.
- 135 The subject is effectively led by two enthusiastic and well informed coordinators. Teachers are well supported and the resources are of good quality. All pupils have equality of access to the physical education programme and sporting activities, with the school providing pupils with a good range of extra curricular activities including inter school competitions.

RELIGIOUS EDUCATION

- 136 At the end of both key stages pupils achieve standards that meet the requirements of the locally agreed syllabus for pupils of seven and eleven years of age. This represents a good level of improvement from the previous inspection.
- 137 Pupils at Key Stage 1 learn about special books and special places. They identify the similarities and differences between Christianity and Sikhism. Pupils know that the Bible is a special book for Christians and that Sikhs have special holy books. They know that stories about Jesus are in the New Testament. Pupils know that a church is a special building because it is the home for the Christian community and that Sikhs have special places of worship. Pupils know that 'evil' means 'bad' and is 'doing unkind things'. They understand that the Bible and other holy books teach people about 'truth' and 'being good'. Pupils learn about religious ceremonies. They know that baptism is a welcoming ceremony, that it signifies becoming a member of the Christian family and remembers the baptism of Jesus. They have a sound understanding of the development of Christianity and relate this effectively to their understanding of the meaning of belonging to a community.
- 138 By the age of 11, pupils have a sound knowledge of Christianity and other world religions. They identify similarities and differences between Christianity, Islam and Sikhism. Pupils show a satisfactory level of understanding of the different beliefs. For example, they know that Muslims wash thoroughly before praying and do not represent animals or humans in their artwork. All pupils show sound understanding of the application of Christian values to everyday life and give clear definitions of what is good and what is bad. They understand the need to accept some responsibility in order to fulfil 'Thy will be done' in the Lord's Prayer. By Year 5, pupils understand the need for prayer and know that 'amen' means 'all are in agreement'. They know that a church is a place of worship and also the home for a family of Christians. Pupils in Year 6 understand that members of clubs, such as scouts and guides, have rules to follow. Most pupils show understanding that Christians have a set of rules. They develop this knowledge to devise their own code of conduct.

- 139 Pupils make good progress in their learning about religions. They are developing a good understanding and awareness of the similarities between religions. For example, at Key Stage 1 they make significant gains in developing their understanding that all religions have special books and artefacts. They develop well their ability to understand that all religions celebrate similar events. By the age of 11, pupils show a satisfactory level of increase in their ability to use and apply ideas they learn from religious practices. Pupils increasingly understand the need to care for others as well as themselves. The disruptive behaviour of some Year 3 and Year 4 pupils restricts learning and progress. Pupils with special educational needs receive effective support in the classroom. This enables them to make very good progress in their work.
- 140 Pupils respond well to work in religious education at both key stages. Most pupils show respect for the ideas and opinions of others and are confident in sharing their thoughts. They are enthusiastic and eager to put forward their own ideas. At Key Stage 1, pupils concentrate well and ask sensible questions. Most pupils at Key Stage 2 discuss feelings and emotions at a mature level and cooperate well together. They relate well to their teachers and to each other. Pupils in Year 5 are sensitive to the feelings of other pupils and value each other's thoughts and ideas. They have good levels of motivation to learn and enjoy the depth of challenge in their work. Some pupils, at the beginning and end of Key Stage 2, experience difficulty in cooperating during discussion sessions. This impedes learning for many pupils.
- 141 At both key stages pupils use and apply their writing skills to produce interesting pieces of work about religious events. The presentation of this work is below the expectation of standards from pupils of similar ages.
- 142 Standards of attainment have improved since the last inspection when they were judged to be below expectations.
- 143 The teaching of religious education is, overall, good. Four out of five lessons observed were good or better. Two lessons were very good. Teachers are confident in the subject and prepare their lessons thoroughly. They give careful thought to providing a calm and reflective atmosphere in the classroom for the teaching of religious education. Planning follows the locally agreed syllabus for religious education and gives suitable attention to the areas of learning in the agreed syllabus. The school provides a wide range of opportunities to enable pupils to become aware of the religious element in life. Teachers encourage pupils to reflect on their own experiences and to relate them to those of other people. They are sensitive to sacred religious artefacts and insist on pupils treating them with respect and care. The school's scheme of work gives teachers clear guidance and suggestions to assist their teaching. Teachers keep records of the areas of work that pupils cover. They do not keep systematic records of pupils' attitudes towards religious education.