

# INSPECTION REPORT

## **HAWTHORN PRIMARY SCHOOL**

Cantley, Doncaster

LEA area: Doncaster

Unique reference number: 106741

Headteacher: Mr M Skinner

Reporting inspector: Mr J Manning  
2893

Dates of inspection: 27<sup>th</sup> - 31<sup>st</sup> March 2000

Inspection number: 192682

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 to 11
Gender of pupils:	Mixed
School address:	Elmham Road Cantley Doncaster
Postcode:	DN4 6LQ
Telephone number:	01302 535906
Fax number:	01302 371192
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Ridge
Date of previous inspection:	17 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
J Manning	Registered inspector	Music; Religious education	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
M Moore	Lay inspector	Equal opportunities	Pupil's attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
J Haves	Team inspector	Special educational needs; English; Geography; History	How good are curricular and other opportunities?
S Twaits	Team inspector	Mathematics; Science; Physical education	
I Idle	Team inspector	Under fives; Information and communication technology; Art; Design and technology	

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

### **INFORMATION ABOUT THE SCHOOL**

Hawthorn Primary School is situated in the Bessacar ward to the south of Doncaster, near the village of Cantley. There are 214 pupils aged 5 to 11 years old on roll and a further full time equivalent of 30 children in the nursery. The school is slightly smaller than the average primary school. In the last inspection the school only had pupils up to the age of ten as it was in the process of being reorganised. The roll has fallen since the last inspection. The majority of pupils who attend the school live in local authority housing close by. The proportion of pupils eligible for free school meals is double the national average. There is a higher than average proportion of pupils on the register of special educational needs, and with statements of special educational needs. There are no pupils over the age of five from ethnic minority backgrounds and very few in the nursery. The school has a mobile population where around thirty pupils each year leave during term time and over twenty new pupils are enrolled. The attainment of pupils on entry to the school at the age of five is below average.

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

The school provides a satisfactory education for its pupils. There are more strengths than weaknesses. Standards of attainment are lower than the national average but most pupils make at least sound progress. Teaching is often good and very rarely less than satisfactory. Leadership and management are sound with the new headteacher having a very clear vision for how to improve the school. Overall, the school gives satisfactory value for money.

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

- Most lessons are well taught
- Teaching in the nursery is often very good and the quality of education for children under five is a strength of the school
- There is a strong and productive link between the governors and the school's management team
- Provision for pupils with special educational needs is good
- The programme for teaching personal, social and health education is well planned
- Pupils' cultural understanding is broadened by school visits linked to topics in the curriculum

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

- Standards of writing are not good enough
- Pupils need to read more widely to gain greater understanding of literature
- Standards in information and communication technology, and in religious education are too low
- There is no clear and consistent policy to reduce the amount of unacceptable behaviour in the playground

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

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

The school was last inspected in February 1997. There has been satisfactory improvement since that time in many aspects of the school's work but progress on a few key issues has been too slow. The co-ordinators have improved the planning for all subjects of the curriculum. The monitoring of teaching and learning in English is beginning to result in the sharing of good practice in lessons. The same degree of monitoring has not yet occurred in other subjects on a regular basis. Some lessons provide pupils with opportunities to learn independently but this is still an area of weakness. Pupils are too dependent on teachers for much of their learning. The organisation of the library is better than it was. There are still not enough books on the shelves to encourage pupils to read more. The school is taking time to evaluate the quality of available fiction and non fiction. Standards of attainment in the core subjects have not consistently risen. The rate of improvement varies from year group to year group.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	N/A	E	E	C	well above average A above average B average C below average D Well below average E Very low standards E*
Mathematics	N/A	E*	D	B	
Science	N/A	E	E	C	

The results show that by the age of eleven, pupils' performances in English and science have not risen in comparison with national averages in the last two years. Attainment in mathematics had improved significantly from a very low base in 1998. There was average performance compared with similar schools in English and science but mathematics results were better. The school exceeded its targets in English and mathematics for 1999. In the tests at the age of seven, pupils' performance was very low compared with the national average in 1999 in reading and writing, and well below average in mathematics. These were well below results in 1998 and in previous years but had been predicted by the school based on pupils' attainment on entry. Standards seen in English during the inspection were below average except in speaking and listening at the age of seven but overall below average at age eleven. In mathematics and science, attainment was in line with the average at the age of seven. At the age of eleven, attainment in both subjects was below average. In information and communication technology and religious education at the end of both key stages, standards were not high enough. Pupils' achievements in art, geography, history, music and physical education were satisfactory at both key stages. There were some weaknesses in their design and technology work throughout the school. Children under five achieve well and all pupils make at least satisfactory progress over their time in school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Generally good.
Behaviour, in and out of classrooms	Behaviour is good in most classrooms but is often too boisterous in the playground
Personal development and relationships	Personal development is satisfactory and relationships are good
Attendance	Attendance is unsatisfactory

Most pupils like coming to school and show good attitudes to work. Pupils generally work hard and respond well to interesting lessons. Behaviour in most classrooms is good because there is a clear understanding between pupils and teachers about what is acceptable. Outside the classroom, however, a significant minority of pupils lacks self control, and some of their behaviour is not acceptable. A small but persistent proportion of pupils have poor attendance records. There are more unauthorised absences than the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
53 lessons were observed.	Very good	Satisfactory	Good

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

The quality of teaching is good in fifty three per cent of lessons and very good in nine per cent. It is nearly always at least satisfactory, that is in ninety six per cent of lessons. For children under five, teaching is very good in over twenty five per cent of lessons. The teaching of English is often good in both key stages. In mathematics, teaching is regularly good in Key Stage 2 and is usually at least satisfactory in Key Stage 1. Teaching in the literacy sessions is well planned and pupils achieve good standards in much of their oral work. Pupils are systematically taught the strategies needed to read and most make sound progress. In the new numeracy programme, pupils have started to improve their skills in mental arithmetic because teachers carefully structure the work to help them understand the tasks. The strengths in the teaching are sound planning and effective classroom management in most lessons. The main weakness is an over-reliance on simple work sheets with the result that pupils do not have enough chance to think for themselves. The quality of homework set is inconsistent. Whilst some is good and helps pupils to improve, at other times it does not extend the work going on in lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and good for children under five
Provision for pupils with special educational needs	Good provision, with very effective support from classroom assistants
Pupils with English as an additional language	Not applicable
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision of spiritual, moral and social education is satisfactory. There is good provision for cultural education which includes preparing pupils for life in a multicultural society
How well the school cares for its pupils	This is a caring school. Pupils' personal development is well supported. Their academic progress is monitored satisfactorily. Pupils need more practice in working on their own

The school tries hard to involve parents by communicating through clear and regular information. Few parents, however, respond fully enough to make a significant difference to the pupils' education. Reports to parents do not always include comments on all subjects. This is a breach of statutory requirements. The main strengths in the curriculum are the good planning for personal, social and health education, provision for pupils with special educational needs and productive links with the partner schools. The school links work in the curriculum with carefully planned educational visits.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher is providing sound, thoughtful leadership with a clear plan of action to raise standards. He is well supported by all staff
How well the governors fulfil their responsibilities	The governing body make an effective contribution to the development of education in the school
The school's evaluation of its performance	There are good systems to track the performance of pupils but they have not yet had a significant effect on improving pupils' results in tests
The strategic use of resources	Most resources are well used except for the relatively small number of books in the library

The new headteacher, supported by a strong deputy headteacher, has made a good start towards setting the school realistic targets for improvement. Action on the school's main priorities identified in the last report has not been swift enough, however. There have been several recent staff changes but the school has integrated all teachers well. Staffing, including support staff for pupils with special educational needs, resources and accommodation are generally good. The poor acoustics in the hall make it an unhelpful teaching space. The school is starting to make sound judgements about how best to use the resources at its disposal to get better results.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

22 parents attended the meeting before the inspection and there were 47 responses to the questionnaire, most of these expressing positive views about the school.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Most children like the school.</li> <li>• Their children are making good progress.</li> <li>• The school is welcoming to them.</li> <li>• Children are helped to become mature and responsible</li> <li>• Teaching in the nursery is very good</li> </ul>	<ul style="list-style-type: none"> <li>• More extra curricular activities</li> <li>• The behaviour of a minority of pupils.</li> <li>• Consistency in the setting of homework.</li> </ul>

In the inspection team's view, the parents' opinions are accurate. This is a school with busy, happy classrooms but the play grounds are too rough at times. Most pupils make satisfactory progress but more thoughtful setting of homework would help them to achieve even better results. The teaching of children under five is often very good. Pupils gain confidence and maturity by the time they reach Year 6. There are not enough opportunities for pupils to take part in extra curricular activities such as music and sport.

## **PART B: COMMENTARY**

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

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

1. The attainment of the majority of pupils on entry to the school is below the national average according to the available data. In the National Curriculum tests for seven year olds in 1999, the proportion of pupils gaining the expected level 2 and above in reading, writing and mathematics was well below the national average. In the assessments for science they were in line with the national average. Compared with similar schools in 1999 they were well below average in reading, writing and mathematics but were above similar schools in science. The results in 1999 were a lot lower than the previous year. The school had predicted the drop based on the increased number of pupils with special educational needs and had put in place strategies to support them. The results exceeded the targets set by the school but were still very low.
2. Attainment by eleven year olds in the National Curriculum tests in 1999 showed the proportion gaining the expected level 4 and above was well below the national average in English and science, and below in mathematics. Those gaining the higher levels were few in number, slightly more in mathematics than science, and none in English. However, compared with similar schools, the standards in English and science were in line with the average, and in mathematics were above average. The results at level 4 and above were considerably higher in 1999 than in the previous year in all three subjects and exceeded the targets set by the school for English and mathematics. The school's first Year 6 class was in 1998.
3. When children enter the nursery their achievement is below the levels expected, particularly in their speaking and listening skills and their personal and social development. Good progress is made by the age of five in their physical development, knowledge and understanding. Achievement in literacy, numeracy and creative work is satisfactory. The development of their speaking and listening and their personal and social skills is good. In lessons and work observed, attainment of children under five is at least in line with expectations. Most children are well in line to meet the desired learning objectives by the time they start Year 1. This is the result of experienced teachers who structure the work carefully, add a sensible variety of approaches and bring the best out of very young children. Only half of these children enter the school's reception class, however.
4. In the present Key Stage 1, attainment is broadly in line with national expectations, and better than last year's test results, especially in the Year 2 classes where pupils are in ability groups for English and mathematics. In Key Stage 2, attainment is higher in Years 4 and 5 than in Years 3 and 6, where there are high proportions of pupils with special educational needs. Overall at the end of Key Stage 2, attainment is below average and not as high as last year's standards.
5. In English at the end of Key Stage 1 (seven year olds), standards of attainment are in line with expectations in speaking and listening but below in reading and writing, except for a minority of higher attaining pupils. At the end of Key Stage 2 (eleven year olds), standards are generally below expectations in English. The particular weaknesses in both key stages are the poor standards of handwriting and the untidy presentation of work. Most pupils learn to recognise letter sounds well in the

younger classes and they improve their reading fluency over time. There are still too many who lack a clear understanding of what they read. The consistent application of the literacy strategy is starting to have an effect on pupils' progress in reading. There is less of an impact on writing across the curriculum. Pupils do, however, make satisfactory progress in Key Stage 1 and often achieve well in Key Stage 2, where work in the classroom is well planned and, under the watchful eye of teachers, pupils do well.

6. In mathematics lessons pupils attain what is expected of them because of close teacher supervision. Their folders, however, show lower standards when they are expected to work unaided and apply their learning from lessons. Since the introduction of the National Numeracy Strategy pupils have shown improvement in their mental arithmetic skills. There is also good attention to numeracy in other lessons, such as science. This is having a beneficial influence and many pupils are starting to achieve better results in their mathematics lessons.
7. In science lessons, pupils' standards of attainment are in line with that expected in Key Stage 1 and vary from below expectations in Years 3 and 6 to above in Years 4 and 5. Their oral ability is much better than their written work. They can use scientific terms accurately in both key stages. The over-reliance on worksheets limits their capacity to develop their ideas in writing, however, and progress is variable from class to class.
8. Most of the work in information and communication technology was observed in other subjects. Attainment is below expectations at the end of both key stages. Though the subject was identified as an area for development in the last inspection there are still weaknesses in pupils' understanding, especially in handling data, controlling, monitoring and modelling. Some good attainment is evident in word processing in a range of subjects including English and history. Progress in the other elements of information and communication technology is not as good as it should be.
9. Standards in religious education are lower than in the last inspection because the school has decided to place its major emphasis on numeracy and literacy. Recent staff changes have resulted in senior staff having to take on several additional areas of curricular responsibility. Within the narrow range of work being offered at the present time, pupils' work is below expectations. They achieve well in lessons when teachers make the subject interesting by relating it to pupils' own lives but the work generally lacks continuity. This shows in the lack of progress noted in exercise books and folders.
10. In other subjects of the curriculum, pupils' make satisfactory progress in geography, history, art, music and physical education at both key stages, largely because the teaching is committed and closely directed. Pupils' weak writing skills inhibit their achievements more in history and geography than in the practically based subjects such as art, music and physical education.
11. Pupils with special educational needs achieve as well as most other pupils. They make progress best in those lessons where they have support in class and where teachers set work related to their individual education plans. Good examples were seen in Year 3 and in Year 6 in both literacy and numeracy sessions. Some younger boys, for whom self-control is difficult, prove challenging unless closely supervised in lessons, and their progress is more variable. In most classes boys

and girls make equally good progress although in recent tests in Key Stage 1 girls performed better than boys in reading and writing. In Key Stage 2, however, the reverse was true. No significant pattern emerges. Work set for the higher attaining pupils was appropriate except in some mathematics classes. Very few pupils come into the category of gifted or talented but the school still has to identify the small number that do.

12. Standards have not significantly improved since the last inspection although strict comparisons are not possible because the age range of pupils at the school has changed. A steady rise in attainment at the end of Key Stage 1 had been maintained at the rate of national levels in writing and mathematics until 1999 when the proportion of pupils with special educational needs took a sharp increase. The school also has a regularly changing population during each year when as many as thirty pupils enter and over twenty pupils leave. Realistic targets have been set based on a careful analysis of pupils' attainment on entry and from test results at regular stages through their school career. Nevertheless, the school has to meet the challenge of raising standards at a higher rate, especially in reading and writing.

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

13. Most pupils have good attitudes to the school and to their learning. They are pleased to come to school and happily answer questions about the work they are doing. The attendance of a few pupils is irregular and overall attendance is below the national average. There is also a higher than average rate of unauthorised absence.
14. Behaviour in the classrooms is generally good but outside the close supervision of these areas behaviour is often unsatisfactory. In the playground particularly, boys are too boisterous and unrestrained. Some are rude to lunch time supervisors. When there is challenging behaviour in the classroom, staff have good individual strategies to channel the energies of most pupils into positive activities. There are some exceptions in one or two classes when poor behaviour has a detrimental effect on the learning of others. A small but persistent minority of pupils with special educational needs does not realise the effect their sometimes aggressive actions have on other people. Some parents voiced concern about the actions of this very small proportion of pupils, and the school does not always use consistent procedures to deal with incidents of misbehaviour outside of lessons.
15. Pupils show a level of personal initiative appropriate to their age. In lessons they nearly always apply themselves to their tasks. They are able to make informed choices on a fair range of learning activities and are taught to be responsible for the choice and care of the equipment they use. They enjoy the relatively few extra-curricular activities that are provided for them. During lunch times a number of pupils work hard on the computers to add to work done in lessons. Some girls are busy organising books in the library area. In Year 2 pupils are given tasks to help the teacher and others, and they respond willingly to the trust put in them.
16. Relationships are satisfactory. Pupils enjoy sharing opinions and ideas. They work at a good pace in lessons and when given responsibility, are able to respond in a positive way. Some boys and girls from Year 6 voluntarily give up their time to help in the Key Stage 1 playground at lunch times. They have a very positive influence on younger pupils and help them to play sensibly together.

17. Though attitudes and behaviour are mostly satisfactory and sometimes good, the incidence of excessively boisterous behaviour in the playground remains since the last inspection. The school has not taken enough action to remedy the situation.

## HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is at least good in nearly two thirds of lessons and very rarely unsatisfactory. Teaching is as good as it was in the last inspection, with more examples of good and very good lessons. Some of the best teaching occurs in the classes for the children under five where teachers have high expectations based on a very clear understanding of the learning needs of all the children. In Key Stage 1 half the teaching is good and in Key Stage 2 nearly two thirds is good.
19. The teaching of children under five shows many positive qualities. Caring relationships lead to a secure learning climate and children are keen to learn. The range of activities is wide, resources are stimulating and bright, and teachers constantly challenge children to think. For example, when teaching initial letter sounds the teacher would say *"Our puppet needs time to think. Let us think too."* Pupils then came out with better answers and more participated. There are no real weaknesses in teaching the under fives
20. English has many good features though there is not enough emphasis on the careful presentation of written work. Many of the examples of good teaching in English relate to effective planning of the literacy session and the management of pupils' learning, especially in their speaking and listening activities. Teachers are enthusiastic and try to raise the self-esteem of pupils to give them more confidence in their learning. They have helped pupils to gain an understanding of how to recognise word sounds and other clues to support their reading. Support staff are involved in the planning of lessons and in working with pupils who have special educational needs. The school has invested a lot of its funding to provide good quality support staff. When these staff are involved in classes, most pupils usually make good progress. Pupils' English folders are often disorganised whereas their writing in exercise books is better. In several subjects, teachers use too many unchallenging work sheets, and they do not always concentrate enough on helping pupils to focus on spelling and handwriting in their books.
21. In mathematics, teaching is usually satisfactory and sometimes good. The numeracy guidelines are closely followed and the teaching of mental arithmetic and basic number skills is good. In Key Stage 2 some of the work for pupils with special educational needs is well planned and helps them to achieve their best. As in English, the support staff make a good contribution to their learning. Opportunities for higher attaining pupils are not always well matched to their developing needs.
22. The strengths and weaknesses in teaching other subjects are similar in both key stages. Teaching in most subjects is at least sound and often good but pupils' achievements are better in lessons under the direct control of the teachers than when they are left to work unaided in school or at home.
23. All teachers competently cover the programmes of study in the National Curriculum with some exceptions in information and communication technology and design and technology. Staff need more training to help them to teach these subjects more

effectively. Teachers ensure that pupils have good reinforcement of the technical language they need in English, science and mathematics. For example, pupils understand *antonyms and synonyms*, *denominator*, and *magnetism* at appropriate stages. Classroom walls all display word charts and teachers provide glossaries to help pupils become more familiar with technical terms relevant to their subjects.

24. Mostly the work set for pupils of different attainment levels is appropriate. In Year 2 where the pupils are grouped by ability in mathematics and English, expectations of them are satisfactory. In art many can talk with interest about topics such as realism and form in famous paintings. Pupils with special educational needs are fully involved in most oral activities. In the company of support staff they can cope with simple written tasks. Left to their own devices most of them struggle though the work is at the correct level. In design and technology more could be expected of pupils who are capable of designing from their own ideas. In history there are some imaginative tasks in Key Stage 2 where pupils are asked to act like archaeologists in their investigations on ancient Egypt.
25. The teaching in the literacy and numeracy sessions follows the guidelines and is largely effective. However, some other lessons lack impact. Pupils occasionally become bored and need more stimulating approaches to learning at a more varied pace and where they have more investigative work to do. Pupils require more time to reflect on their work and to think in silence.
26. Behaviour management in lessons is good and even in those classes where pupils are difficult to motivate, the strategies employed are appropriate. In some lessons in physical education and music, and in assembly, the poor acoustics in the hall make teaching and learning difficult. Teachers and pupils cannot hold sensible discussions about their progress in the work or practise their compositions satisfactorily because the sounds echo.
27. Time in lessons is well used except in some classes in Key Stage 1 where milk time spills over into preparing for physical education, and pupils do not make a prompt and committed start to the lesson. In most classes, pupils are punctual to class and teachers are well prepared with good, stimulating resources.
28. Teachers use data from tests to plan their work for classes but there is less consistency in the work set for individual pupils except in the early years. Marking is good in English but makes too few demands on pupils to write neatly. Their word processed stories and poems are, however, very carefully presented. Not enough of this type of work was seen. Sometimes marking in mathematics is brief and not helpful.
29. Several parents were not happy about the amount of homework set or the variability in the time taken to do it. They have just concerns over this. There is no regular pattern of setting homework from class to class. Some of the homework is very good and is contributing to higher standards because pupils are learning to work on their own with growing skills in independent research. The lack of monitoring means that this is not the universal picture from class to class.

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

30. The quality of provision for the under fives is good and is a strength of the school. Planning is very good and provides fully for all the areas of learning. Provision is carefully planned to enable children to play purposefully, for example using construction kits to explore structures and wheels, and to talk with adults in role-play games. The daily routines provide a good balance between activities that the children choose for themselves and those that are led by adults. The climate for learning created is stimulating and encourages children to explore and want to be involved.
31. The school provides a broad and balanced curriculum that includes all subjects of the National Curriculum and religious education. All statutory requirements are met. In religious education, the school adequately meets the requirements of the locally agreed syllabus. Sound strategies are in place to underpin the teaching of literacy and numeracy skills and sufficient time is allocated to these curricular areas. The quality and range of opportunities provided for all pupils are sound.
32. Appropriate policies and schemes of work are in place. Medium term planning is usually thorough, with schemes of work drawing upon statutory requirements or relevant national guidelines. In information technology, planning is of variable quality in lessons and the narrow coverage has not been corrected because of a lack of monitoring. The school has not clearly identified how time is allocated to this subject. Otherwise, time allocations to subjects are appropriate.
33. The curriculum is enriched by the personal, social and health education programme. This provides good opportunities for promoting health education throughout the school. For example, the school nurse works in all year groups to talk to pupils about good health and hygiene. Sex education is provided within guidelines agreed by the governing body, and parents have the opportunity to view the resource materials. A programme of drugs awareness operates within Years 5 and 6 and these pupils also attend a drugs awareness day with the local police force. The school has not yet formally extended drugs education to younger pupils. Suitable ethical and moral issues are dealt with through discussion and within school assemblies.
34. A further area of enrichment to the curriculum is through educational visits. These involve pupils in all age groups. They include opportunities to visit the theatre and museums. For example, pupils take part in a design and technology recreation day. Pupils in Year 6 attend a residential outdoor pursuits weekend in the Pennines. Visiting speakers and groups also enrich provision. These include a Manchester actors' company. Despite this, the provision of extra-curricular activities for sport and music is limited and is currently unsatisfactory.
35. The provision for special educational needs is good. This is very effectively managed by the co-ordinator who has clear priorities for its development. All statutory requirements are met, the register is updated regularly and individual education plans contain specific targets and are appropriately reviewed. Support staff are very effective in providing individual help to pupils with statements of educational need and to groups of other pupils. There is a good partnership between class teachers and learning support assistants. A designated school

governor maintains regular oversight of provision and ensures that the budget for special educational needs pupils is wisely managed.

36. All pupils have full access to the curriculum and this includes educational visits. Care is taken to ensure that gender issues are recognised and accounted for. For example, all sports activities are available to boys and girls. However, on occasion, flashes of disruptive behaviour in a minority of classes interrupt the learning of some pupils.
37. The contribution of the community to pupils' learning is satisfactory. There is a small but valuable amount of voluntary support for reading. Local businesses provide help in fund raising activities; for example, donating prizes at school fetes. The curriculum partnership, 'Pathways', scheme is being used to improve playground facilities. There are useful links with the police and fire service. The local church encourages pupils to visit as part of their studies in religious education and history. The vicar leads school assemblies on a regular basis.
38. Relationships with partner institutions are good. Older pupils from local secondary schools attend Hawthorn as part of their work experience programme. Good links exist with the high school and a number of their staff work with Year 6 pupils, coaching physical education and supporting transfer arrangements. The school accepts trainee teachers from initial teacher training institutions and is also involved in a 'technological challenge' within the Doncaster Curriculum Partnership. These good links provide pupils with a growing awareness of life beyond their own school.
39. Overall, the school provides a sound curriculum for all pupils with good provision for pupils with special educational needs and has maintained this position since the last inspection.
40. The spiritual development of pupils is satisfactory. There is a thematic plan for collective acts of worship, which is reinforced during religious education lessons. The act of worship complies with statutory requirements. The settings for collective worship are not conducive to spiritual reflection. The projection of the words of the hymns is hardly visible and the acoustics are poor. There are some opportunities for pupils to reflect on their own feelings and experiences in lessons but the daily gathering provides only limited opportunities for spiritual development. In lessons, however, Year 2 pupils consider how Jesus' friends felt when they realised that his tomb had been disturbed and his body gone. Pupils in Key Stage 2 use personal experiences to discuss and express their thoughts in writing. The Christian faith and also those of Judaism and Sikhism are studied in religious education. There are some examples of pupils reflecting on beautiful works of art and stimulating music such as Vivaldi's "*Four Seasons*"
41. The school's provision for moral development is satisfactory. Codes of conduct are displayed in all classrooms and assembly often provides opportunities to develop moral themes. Although a whole school behaviour code is in existence pupils are often unaware of the consequences of poor behaviour. Sanctions for bad behaviour are not clear enough. An achievement assembly is held weekly to celebrate positive achievement and the staff who are good role models work together to praise good citizenship. Charities are supported and recently pupils were involved in a millennium year tree planting.



42. The provision of social development is particularly well established in the nursery. Pupils work together co-operatively, taking turns and listening to each other's views. The quality of relationships in the school as a whole contributes to the majority of pupils' satisfactory social attitudes. They are encouraged to take responsibilities, for example by collecting registers and setting up music facilities in assembly. However, opportunities are limited for pupils to act on their own initiative.
43. Cultural provision is good. Pupils occasionally research the Internet to find out about other cultures and traditions such as the Egyptians. Opportunities are provided through religious education, geography and history to learn about lands and cultures which are different from their own. Pupils have benefited from meeting visitors from other cultures such as African drum artists. Nursery children study aboriginal art, and assemblies sometimes includes music from Indian cultures. Resources to support multicultural aspects are limited and books in the library relating to various faiths are sparse. Visits are made to a range of places of interest to enhance the curriculum. For example, pupils visit local museums, shops and places of historical interest, all of which enlivens the curriculum offered to them. The school also invites visitors for environmental projects and theatre performances and pupils are given the opportunity to study other artists and learn how to paint in their style.

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

44. The school is effective in ensuring its pupils' welfare, health and safety. There is a named child protection officer. Child protection procedures are thoroughly understood by all staff and are carefully monitored. Health education is incorporated into the curriculum, and opportunities are identified by staff to make pupils aware of health issues. The school has an adequate number of staff qualified in first aid and procedures for the supervision of out of school visits are good. Education support and guidance for pupils, including those with special educational needs, are good and procedures for monitoring and improving attendance are satisfactory. Support and guidance for children under five are very good.
45. The school has a code of conduct, which is applied consistently in the classrooms. Some classrooms have celebration boards and pupils' good behaviour is regularly and positively encouraged. A weekly assembly rewards effort, politeness and good behaviour. The code of conduct does not have the same effect outside. Pupils' occasional rudeness and thoughtless behaviour in the playground are not consistently dealt with. Some parents commented on this before the inspection. Their concerns are justified and this is a key issue for the school to act on although only a very small minority of boys is involved.
46. Pupils' attainment and progress are regularly monitored. Teachers are using available data from tests to track pupil progress and to set targets for improvement. They are not yet adapting their lessons, as a result of this information, to meet the needs of all pupils, however. The procedures employed are satisfactory and the headteacher closely monitors the progress of individual pupils. The school plans to introduce more information technology systems to facilitate the process next term. Annual reports to parents are satisfactory for the core subjects but they do not always contain references to strengths and weaknesses in all the foundation subjects. This is a breach of statutory requirements. Systems to monitor the

academic and personal progress of pupils with special educational needs are thorough and well managed.

47. Procedures for supporting pupils' personal development are good. All teachers know their pupils and relate well to them on a daily basis. There were many examples of teachers and pupils working together at lunch time on computers and in the library area. Teachers create a good working atmosphere in their classrooms with attractive displays of work where pupils can learn social and academic skills.

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

48. Most parents have a positive view of the school but few contribute enough to make a significant difference to pupils' learning. There is some dissatisfaction with the homework which is set and with the behaviour of a minority of pupils. The school needs to improve these aspects of its work.
49. The school tries hard to involve parents on a regular basis. There is a keen and dedicated small core of parents who give regular support. Most of those in school during the week of the inspection felt that the school was doing all that it could to inform and involve parents. They expressed confidence in the work of the school. The school prospectus is informative and annual reports on pupils' describe pupils' strengths and weaknesses. They give some suggestions as to how targets set may be achieved. Not all subjects are clearly described in all reports, however. Parents whose children have special educational needs are kept fully informed by the school about their progress.
50. An informative reading policy has been distributed to parents. Some parents use the reading diaries for their children effectively. The school has a few very regular helpers in school, and the new parents' association is small in number but those that attend are vigorous supporters of the school.
51. The school continues to make every effort to involve parents in the education of the children, as it did in the last inspection.

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

52. Management and leadership are sound as they were in the last inspection. The new headteacher has a clear vision for what the school needs to do to raise standards and he has set realistic targets for improvement. He is well supported by a strong deputy head, who has a high profile in the school. The governing body is growing in confidence and has a good understanding of the school's strengths and weaknesses. It is energetically led by a chairman who shares the school's determination to raise standards. The governors have been involved in planning school priorities which are appropriate and which have been clearly costed. Action on these priorities has not been swift enough, however.
53. The monitoring of teaching and learning has started to have a positive effect in the literacy lessons where teaching is often good. This monitoring has not yet extended to many other subjects nor has the school's homework programme been carefully evaluated. As a result the good teaching in many English lessons is not always built on systematically in all other areas of the curriculum.

54. Teachers work well as a team and the headteacher has a good understanding of their individual strengths. Delegation of responsibilities to co-ordinators has been inhibited by a larger than usual change in teachers recently, placing a heavy burden on some senior staff. Not all co-ordinators have a clear understanding of their role, especially with regard to monitoring of the quality of the teaching and learning. Appraisal is largely informal and the school is presently making plans to introduce formal systems for performance management. The headteacher and deputy have been set appropriate performance targets by the governing body. Statutory requirements are generally met except that pupils' progress in every National Curriculum subject is not always reported to parents.
55. The co-ordination of special educational needs procedures is good. Teachers make consistent reference to pupils' individual education plans, which clearly describe their personal targets. Reviews are set up according to requirements and parents are fully involved. The governors have a good overview of developments in the special educational needs programme and have ensured that funding is used appropriately.
56. There is a plan to introduce information technology to assist the school's measurement of pupils' progress. The headteacher uses test results and other available information to track progress and to set targets effectively. Last year the school exceeded its targets in mathematics and in English at the end of Key Stage 2. Some teachers use information from test results to analyse the performance of pupils but they do not all consistently modify their teaching programmes as a result of these findings.
57. Teachers are well qualified to cover the curriculum and the age range of pupils. They have been well trained in the new literacy and numeracy strategies. More training is needed for design and technology and for some aspects of information technology. Support staff are well deployed and make a very good contribution to the progress of many pupils. All other staff connected with the daily running of the school are rightly valued by pupils for their cheerfulness and efficiency. New teachers, of whom there have been several recently, receive good support and are all well integrated into the school.
58. The accommodation is spacious and there has been a carefully planned redecoration programme to make the environment better for pupils to learn in. This has been completed in most areas of the school. The display in classrooms and around the school is very well presented and offers a stimulating background for pupils to learn. Unfortunately not all of them respond in the same thoughtful way when presenting their work. The halls do not provide good accommodation for learning. The acoustics are very poor and adversely affect pupils' learning in assemblies, music and physical education, especially when it involves listening and appraising work. The school's learning resources are satisfactory overall but the library is still rather bare though the books on the shelves are good. The use of information technology across the school is also under developed.
59. The governing body has some experience of using best value principles and is helping the staff in school to gain greater confidence in their application. The recent audit report suggested several areas for improvement but the school has now instituted a sound action plan and has corrected procedures where necessary.

There is good administrative and financial control and the school has turned round a deficit budget by prudent management.

60. The cost of educating pupils in the school is quite high compared with the national average but much of this is needed for extra support staff for the large number of pupils with special educational needs, and to maintain the extensive grounds and buildings. Considering the below average attainment of pupils on entry and the good teaching and learning that occurs, the school gives satisfactory value for money overall.
61. There has been satisfactory improvement in the management of the school since the last inspection. The governing body is now more active. The new headteacher has only been in post for one and a half terms but has already introduced some useful monitoring systems for teaching and learning and for target setting for pupils. There are still some weaknesses to be overcome in order to raise standards. It is necessary to establish a calmer ethos in the playground and outside the classrooms, accompanied by a clear plan to encourage pupils to take more pride in their written work.

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

62. The governors, headteacher and all staff should make every effort to

Improve the quality of pupils' writing by

- creating more opportunities for pupils to think quietly when preparing their ideas
  - extending the audience for whom pupils write and reducing the number of work sheets given to them
  - developing a consistent policy on handwriting and spelling across all subjects
  - planning homework more carefully to build on their writing skills
- (See paragraphs, 5, 20, 28, 29, 78, 81, 88, 97, 117.)

Broaden pupils' skills in reading by

- putting a wider selection of good reading books in the library areas
  - testing more frequently that pupils clearly understand what they are reading
  - offering more interesting ways for pupils to read aloud
  - linking pupils' reading to the writing they do, more frequently
- (See paragraphs, 5, 77, 80, 88.)

Improve standards of work in information and communication technology by

- providing more time during the teaching week for the subject
  - integrating information and communication technology more systematically into other subjects
  - giving staff relevant training in all aspects of information technology, including evaluating appropriate software
- (See paragraphs, 8, 23, 57, 124 to 128.)

Improve standards of work in religious education by

- providing more extended writing on religious education topics in all classes

- linking work in religious education with other subjects in the curriculum such as history and English  
(See paragraphs, 9, 139 to 144.)

Reduce the amount of unacceptable behaviour by a minority of pupils on the playgrounds and outside of classrooms by

- agreeing and publishing a whole school policy to deter anti-social behaviour, for all to see
- training all staff in behaviour management
- making pupils more responsible for their own actions
- continuing to involve parents on a regular basis when their child's actions are not appropriate

(See paragraphs 14, 36, 45.)

Other issues to be considered

- Continue to raise parents' awareness of the importance of their child's good attendance in order to help them achieve better results in school
- Develop the teaching of design and technology to encourage the design element more consistently

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9.	53	34.	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	214
Number of full-time pupils eligible for free school meals	-	78

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	8
Number of pupils on the school's special educational needs register	1	46

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	33
Pupils who left the school other than at the usual time of leaving	20

### Attendance

Authorised absence	%
School data	6
National comparative data	5.7

Unauthorised absence	%
School data	1.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	12
	Girls	11	9	10
	Total	20	17	22
Percentage of pupils at NC level 2 or above	School	61 (77)	52 (81)	67 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	15
	Girls	10	12	14
	Total	19	24	29
Percentage of pupils at NC level 2 or above	School	58 (82)	73 (85)	88 (82)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	17	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	14
	Girls	13	10	13
	Total	25	25	27
Percentage of pupils at NC level 4 or above	School	60 (46)	60 (31)	64 (49)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	13	11	13
	Total	26	26	28
Percentage of pupils at NC level 4 or above	School	62 (46)	62 (37)	67 (58)
	National	68 (65)	69 (65)	75 (71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	-
Pakistani	-
Bangladeshi	-
Chinese	-
White	214
Any other minority ethnic group	-

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	11.3
Number of pupils per qualified teacher	23.8
Average class size	23.8

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

Total number of education support staff	9
Total aggregate hours worked per week	134

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	66

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

### **Financial information**

Financial year	1999
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	£
Total income	487,979
Total expenditure	474,558
Expenditure per pupil	1,785
Balance brought forward from previous year	9,755
Balance carried forward to next year	23,176



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

### **Questionnaire return rate**

Number of questionnaires sent out	244
Number of questionnaires returned	47

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	0	2	2
My child is making good progress in school.	49	49	2	0	0
Behaviour in the school is good.	40	47	2	9	2
My child gets the right amount of work to do at home.	38	40	11	2	9
The teaching is good.	58	34	6	0	2
I am kept well informed about how my child is getting on.	46	43	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	0	0
The school expects my child to work hard and achieve his or her best.	56	40	2	0	2
The school works closely with parents.	44	45	9	0	2
The school is well led and managed.	47	45	4	0	4
The school is helping my child become mature and responsible.	51	45	2	0	2
The school provides an interesting range of activities outside lessons.	32	23	15	9	21

## **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**

63. Sixty children attend the nursery for half-day sessions. Nine children are in reception under the age of five. Children are admitted to nursery at the beginning of each school year when they are three years old. About half of them transfer to reception at the start of the year in which they are five years old. The others go to different schools in the area. When children start at the nursery their attainment is below that expected for children of their age.

#### **Literacy**

64. Children make attain standards that are in line with what might be expected at this stage. They make good progress in their speaking and listening skills. They build up a limited range of vocabulary with confident but not always clear speech skills. Many of the children are confident speakers and listeners when they enter nursery but an equal number are reluctant to speak, find listening difficult and have a limited vocabulary; for example, pointing and nodding rather than speaking. Good teaching provides plentiful opportunities for them to develop their language skills. All children can talk about the activity they have chosen, and activities are carefully planned to encourage talk. Teachers build on previous learning by reminding the children of their visit to a local café when looking for words beginning with “b”. “*Buns and burgers*” were quickly identified with one child saying “*If my name began with a ‘z’ I would be Zonnor*”. Letter games, jigsaws and sock puppet activities are planned to reinforce their understanding of letters and sounds. They answer questions such as “*What happened when?*” in the story of *Jack and the Beanstalk*. They predict what happens next and talk about the characters.
65. Children are engaged in writing/mark making using pencils, felt tip pens and printing shapes in role play. They independently come to the writing table to write their first name on their patterns after printing them on the computer. Most of them write unaided but a small number use name cards to support their writing. Some children describe their story using pictures for support and many of them can match words “*my books, my teddy, my brother*” to pictures. Children make their own books and put in order information in *Humpty Dumpty* and *The Three Bears*. All children choose books to take home and many are happy to select books to share with adults in the reading area. Most children understand that text carries meaning. They recognise letter shapes but have some difficulty in recognising letter sounds. By the age of five they enjoy books, looking at the pictures to help them with simple words. The majority of children recognise the difference between capital and small letters in their reading books. They describe the content of their book and offer additional information

#### **Numeracy**

66. Good teaching helps children to make satisfactory progress in developing numeracy skills and most are on course to attain the standards expected by the time they reach the age of five. The younger children match numbers 1-5 with the number on a card and can select the correct number of bears. The majority counts to ten backwards and forwards and many of the children add and subtract using numbers to ten unaided, other children achieve this with support. A small number counts

larger numbers and show their understanding by putting numbers in the correct order to 20 using magnetic numbers. All the children understand *'more than, 'less than'* and can practise this using a program on the computer. Number work is reinforced in many ways, for example, using dice games, counting to music and rhythm on the listening station and in singing, counting the number of children present each morning. Number work is also practised when children fit jigsaws and other games. They understand *'taller than'* and *'smaller than'* when comparing soft toys and pans. The children explore shape in the sand tray, cutting out shapes during baking and while using play dough. They recognise simple shapes such as the square, triangle, circle and rectangle and sort these by shape and colour. Children continue a repeating pattern both using colour and shape on the computer and are developing skills in using the direction keys to take the teddy bear through the wood.

### **Personal and social development**

67. Progress in personal and social development is good. The children enjoy coming to school and are keen to learn. They have established good relationships with adults and other children. They work well in pairs on the computer and help each other when difficulties with printing arise. They are able to make choices when they are not directed. For example, when they arrive at school they go to their own selected task and settle quickly without fuss. They are sufficiently confident to express their own ideas; for example, *'my crocodile will eat the big bad wolf because he's horrid'*. They move around the classroom quietly and are considerate towards each other. The children accept simple social rules, such as when teachers ask *'There is only room for four, can you wait to do your picture about Red Riding Hood?'* They concentrate well when involved in individual tasks and when working in small groups, unsupported or with an adult. The children are happy to seek help when it is needed but work very independently. They know where to put their work when it is finished and clear away at the end of their activities. During outdoor play the children happily take turns when using the basketball net, kicking and throwing balls and when throwing the toy frogs into the bowls.

### **Physical development**

68. Children's physical development is satisfactory and they make sound progress. On entry to the nursery many children find cutting very difficult but the technology table provides constant opportunities to practise their cutting skills and these develop well. Teachers and adult helpers provide many opportunities for children to practise cutting; for example, by drawing round a laurel leaf and cutting this out to make books for the story of *Jack and the Beanstalk*. The children use cutters in the play dough and when baking gingerbread men. They make their own books about toys and food using pictures from catalogues. They improve their handling skills by using hole punches, staplers, pencils, felt tip pens, brushes and by skilful use of the mouse when using the computer keyboard. The children have opportunities to play outside each day. They throw, catch and kick small and large balls. The children climb in, out, through and over large plastic tunnels. Hesitant children are well supported during activities and are encouraged to take part. The majority of children ride bicycles and balance on blocks and beams. The older children are given opportunities to work in the hall for movement and physical education.

## Creative development

69. Children's achievement in creative development is satisfactory. Some children arrive at nursery having had opportunities to create at home but the experience of the majority is limited. A wide selection of materials is regularly made available for the children to select and use. For example, they are able to use stencils, tracing paper and materials for rubbings. They are able to fold paper, cut out a pattern and, after opening the paper, use this as a stencil for a wax crayon rubbing, stapling the pattern on the front to make the cover for a book. They use wax crayons to draw the veins of the leaves and cover this with paint to decorate the cover. The children use spaghetti to print patterns with paint and observe and draw different pasta shapes through a square cardboard frame. They draw and paint Aboriginal musical instruments, such as a Dijjery Doo and wind chimes. The only music observed during the inspection was the singing of rhymes and children listening to number songs on the listening station in nursery.

## Knowledge and understanding of the world

70. Children's achievement in knowledge and understanding of the world around them is satisfactory. Through baking gingerbread men the children learn that changes take place when ingredients are mixed together; for example, "*butter makes it look like play dough but it doesn't taste the same*". They develop early scientific skills by observing and caring for the rabbit and by planting beans and watching them grow, linking their learning to the story of *Jack and the Beanstalk*. They have opportunities to explore many types of paper by feeling and looking carefully at them. The children test the different surfaces by writing on them in pencil and using paint. They learn how to make paper by putting shredded paper into a blender, adding water and mixing it together to form a soft pulp. They spread the pulp out onto a paper towel and let it dry to make a new piece of paper.
71. Children gain confidence in using the computer. They can select colour, and use the colour to make patterns. They understand how to load paper into the printer and print out their patterns. Using the direction keys to move the teddy bear through the wood further develops their keyboard skills. They visit the local shops to extend their understanding about the real world and this experience is further developed in the classroom. For example, the children make pizzas, choosing their own topping and take on the role of the delivery person in the role play area.
72. Children use construction materials to create their own environment. They use simple spanners, screwdrivers, plastic nuts, screws and bolts to join pieces together and can recognise and match pieces when asked to find another piece. Teachers and adult helpers ask them good questions to get them to describe what is happening. Children show knowledge of technical terms such as "*They are magnets, you have to pull them apart.*"
73. Good teaching has been maintained since the last inspection for children under five. Support staff make a vital contribution to the good provision overall. Parents' favourable opinions about the education of the under fives are justified.

## ENGLISH

74. In the 1999 National Curriculum tests for seven year olds the proportion of pupils attaining level 2 and above in reading and writing was very low when compared to the national average and well below similar schools. The same was true for the proportion attaining the higher level. Teachers' assessments reflected these levels. Overall these figures show a sharp decline in performance between 1998 and 1999. Girls have tended to do better than boys but not to a significant degree.
75. In the tests for eleven-year-olds in 1999 the percentage of pupils reaching level 4 and above was well below the national average and none attained level 5. Teacher assessments broadly supported these figures. However, there was an improvement higher than the national trend between 1998 and 1999. Boys performed slightly better than girls. Pupils' test results at level 4 and above was broadly in line with the average for similar schools in 1999, but well below the average at level 5.
76. In lessons and work observed, standards of attainment in English are below the national average at the end of Key Stage 1 in reading and writing. In speaking and listening, standards broadly meet national expectations. In Key Stage 2, standards of attainment are below the national average in reading and writing. They do not meet national expectations in speaking and listening. This represents an improvement in standards within Key Stage 1 and comparable standards in Key Stage 2, when compared with the previous year's national test results. The improvement in Key Stage 1 is primarily due to the ability range within the year group which has significantly fewer pupils with special educational needs than the previous cohort. In addition, the current Year 2 is organised into two ability groups. This arrangement is well supported by specialised teaching and is having a positive effect on raising standards.
77. By the age of seven pupils listen carefully and respond appropriately in discussion. They build on skills learned in the nursery. For example, in the reception class, pupils recall the story of the 'hungry caterpillar,' answering questions appropriately and then name a variety of foods beginning with specific letters; for example, 'b' banana, 's' sausage. They recognise and repeat rhymes, from well known nursery stories such as the '*Three little pigs*'. By the end of the key stage pupils in the upper ability group speak clearly in sentences, demonstrating a good understanding of questions. Some confuse adjectives with verbs, but most pupils use them correctly; for example identifying the adjective in '*my cat is black*'. Pupils in the lower ability group listen carefully and respond appropriately, though their language is more restricted.
78. Standards in reading are below the national average, with only the more able pupils in reception and Year 1 achieving a level 1 reading standard. By the end of the key stage, only higher attaining pupils achieve level 2. Most pupils are technically competent in reading accurately from texts set at an appropriate level. They use quite effective strategies to assist pronunciation. However, in all ability ranges, there is a lack of understanding of many words read. Pupils have difficulty in discussing their current reading and expressing views on it. They cannot recall many details of other books read.
79. Standards in writing, particularly handwriting, are unsatisfactory at the end of Key Stage 1. Higher attaining pupils develop their ideas imaginatively and write in some detail. For example, pupils write imaginatively about the '*magic tree*'. They produce

poetry on '*winter*' and re-write the story of '*Red Riding Hood*'. In other groups, there is insufficient extended writing, vocabulary is restricted and punctuation under-developed. In all abilities, letter formation is uneven in shape and size and presentation is frequently poor. About half the pupils in Year 2 are using a joined-up writing consistently, whilst the remainder mix it with print. The development of language, through speaking and listening, is not sufficiently well reflected in pupils' written work.

80. By the age of eleven most pupils listen carefully, understand many questions and respond accordingly. Higher attaining pupils confidently join in class discussions and express themselves clearly. Pupils of other abilities are far less confident and their responses tend to be factual and lacking in personal opinion. They do not readily commit themselves. Within Key Stage 2, standards in Years 4 and 5 are more closely related to national expectations. In Year 4, for example, most pupils joined in a discussion on punctuation and offered reasons for its use; "*it makes more sense of the writing.*"
81. Standards in reading are below national expectations at the end of Key Stage 2 with the majority of pupils reading at level 3. Most read accurately and have effective strategies, based on sounding out the words, to overcome difficulties with pronunciation. Degrees of fluency vary according to ability, but few pupils read with expression. Most pupils have under-developed powers of discussion, partly through limited vocabulary. They find it difficult to analyse plot and motive successfully. Their range of reading is too narrow. For example, none could recall reading classical children's literature. Few read for information except when required to do so.
82. Standards in writing are unsatisfactory and handwriting standards are well below national expectations. Higher attaining pupils write in detail for a range of purpose. For example, they present arguments such as, '*Fishing for and against*'; write persuasively, and produce biographies and scripts. Average and lower attaining pupils also write for a range of purposes, but less extensively. Some effective work is taking place; for example, a biography on Galileo and an analysis of '*Jabberwocky*'. Higher attaining pupils spell and punctuate accurately but others are less secure in these essential skills. Many pupils use drafting effectively to produce fantasy writing on goblins and dwarfs. Handwriting is significantly weak. Only a minority of pupils use joined writing consistently. Letter formation varies in consistency and there are considerable variations in the quality of presentation between pieces of work.
83. The standard of teaching in both key stages is often good. The strongest features are related to planning lessons with suitable resources matched to the tasks and the management of pupils. Lessons often adapt ideas suggested in the National Literacy Strategy. This ensures that effective whole class teaching occurs when necessary and that group work is matched to ability. For example, in Year 2, well-chosen questions promote an effective dialogue based upon the story of '*Whistling Thorns*'. In Year 3, a very effective lesson resulted from clear, firm pupil management and tasks which clearly gave value to all pupils' work. In Year 5, a well-resourced lesson capitalised effectively upon a recent class visit to the local discovery museum. An additional feature of good teaching is the effective working relationship between class teachers and support staff. Roles are carefully identified and planning ensures that all pupils are well supported.

84. Overall the literacy hour is taught well. Whole class teaching is particularly effective in presenting pupils with clear ideas and concepts. Group work is well planned on most occasions. The weakest area in the literacy hour is often the final session, where insufficient time is allowed for work to be fully evaluated. The effect of the good teaching is that all pupils make sound progress with their work and most skills are steadily developed. The school has rightly identified the need to improve written work and additional time is allocated within the Key Stage 2 curriculum for this. However, this has yet to raise standards significantly. Across the school curriculum, there is insufficient emphasis placed upon reinforcing standards of handwriting and presentation.
85. Most pupils have positive attitudes towards learning and contribute appropriately in discussion. Behaviour is satisfactory overall. Most pupils concentrate well and collaborate during group tasks. However, many lack the confidence to develop independence in learning.
86. The co-ordinators of English have a clear view of priorities and carefully analyse test results, using this information effectively to identify teaching strategies and pupil targets. Pupils with special educational needs receive sound support within the classroom and when withdrawn under the additional literacy scheme. In comparison with the previous inspection report, standards are now lower in Key Stage 1 and slightly lower in Key Stage 2. However, current trends within the school indicate that standards are now moving upwards, supported by a greater proportion of good teaching.

## **MATHEMATICS**

87. The school's results in the National Curriculum tests in 1999 were well below the national average at Key Stage 1 and below the national average at Key Stage 2. The results also show that the proportion of pupils achieving the higher levels was below the national average in both key stages. Compared to similar schools, attainment at Key Stage 1 was well below average but attainment at Key Stage 2 was above average.
88. According to published figures, the attainment of pupils at the age of seven showed a gradual improvement since 1996, however a marked fall in attainment is evident in the most recent reporting year 1999. At the end of Key Stage 2 the results in 1999 showed a marked improvement since the previous year with a higher than average attaining year group.
89. In lessons and work observed, by the end of Key Stage 1 standards are broadly in line with national expectations. At the end of Key Stage 2 standards are below the national average. In some aspects of mathematics pupils' limited reading and writing skills are hindering their progress. Pupils enter the school with below average attainment and make satisfactory progress by the end of Year 2. The grouping of pupils at the end of Key Stage 1 has benefited them and has given the more able pupils the necessary challenge to raise their expectations. The progress of pupils in both key stages, including those pupils with special educational needs, is satisfactory and indications are that if these standards are maintained, results at the end of each key stage should rise over the next three years.

90. There is an appropriate emphasis in numeracy throughout the school and teachers in both key stages are making good progress in implementing the National Numeracy Strategy. Teachers plan their lessons using the national guidelines and a strong emphasis is placed on developing mental strategies and the teaching of number. This approach is having a positive effect especially in improving pupils' mental arithmetic skills. Number skills are regularly practised across the curriculum, and this helps pupils to reinforce numeracy skills. For example in science, pupils collate data and create charts and graph their findings.
91. At the end of Key Stage 1, most pupils can confidently add and subtract numbers to ten; they can round to the nearest ten and put in order numbers to 100. They are beginning to understand the value of tens and units. Pupils know the names of simple shapes and they understand concepts such as '*larger*', '*smaller*' and can draw a measured line. Little work was seen involving problem solving or data handling.
92. At the end of Key Stage 2, pupils know about percentage, ratio and simple decimals. Their grasp of mental calculation is satisfactory and they are confident in explaining their strategies. Many find difficulty in showing logically their method of working in written form. Pupils' knowledge of multiplication tables is good and they have a sound understanding of ratio and can measure and calculate perimeters of rectangles and polygons.
93. In both key stages teachers tend to rely too much on the use of worksheets, which not only limits the formal organisation and recording of mathematics but also limits the development of independent work skills. Pupils are not given the opportunity to carry out investigations into problems they pose themselves in either key stage. The quality of presentation of work is unsatisfactory throughout the school. In both key stages the pupils cope well with oral questions but their difficulty with reading and writing, coupled with poor presentation, hinders attainment of the higher levels.
94. The quality of teaching throughout the school is satisfactory overall. The teaching in Key Stage 2 is often good. Instances of unsatisfactory teaching occur very occasionally in Key Stage 1 because of the poor behaviour of a small minority of pupils which disrupted lessons and prevented learning taking place. Teachers have clear learning objectives, good subject knowledge and organise their lessons well. Good provision is made for pupils with special educational needs. Good use of support staff, particularly in Year 6, contributes to the progress of such pupils. In good lessons, teachers' expectations are high and children are given opportunities to explain their strategies. They make demands of more able pupils with testing questions and generate brisk pace in lessons. When pupils are taught the technical vocabulary for mathematics, most are confident to use it. This practice is not as widespread as it should be, however.
95. Where teaching is unsatisfactory, pupils lack concentration, become restless, are distracted and their learning is limited. The quality of marking is inconsistent across the school. Little written feedback is given to pupils because their worksheets are filed into folders and pupils do not have the opportunity to reflect on their work. They are not given clear targets to enhance their learning.
96. The co-ordinators have prepared a detailed and effective action plan for the school. There is a useful assessment and recording policy but this is in its early stages and has yet to make a real impact on learning. The monitoring of teaching and



scrutinising the quality and range of pupils' work are also undeveloped. The school has made a good start to the implementation of the National Numeracy Strategy and the quality of planning has improved since the last inspection. Better teaching of mental arithmetic has led to an improvement in pupils' understanding since the last inspection.

## SCIENCE

97. Attainment in science in the 1999 teacher assessments was below the national average at Key Stage 1 but in line with the average for schools in similar social circumstances. At Key Stage 2, the proportion of pupils attaining level 4 or above in the 1999 national tests was well below the national average but close to the standards attained by pupils in similar schools. Those pupils attaining the higher levels in the tests at the age of 11 were well below the national average and were below the average in similar schools. Since 1998 there has been an improvement in the attainment of pupils in the end of Key Stage 2 tests, largely because the attainment level of the cohort was higher on entry to the school. Standards of work seen at the end of Key Stage 1 are now broadly in line with national expectations and attainment at the end of Key Stage 2 is below national expectations. There are more pupils with special educational needs in the current Year 6.
98. Satisfactory progress is made by pupils with special educational needs but the more able pupils are given insufficient challenge. Pupils' can usually understand scientific ideas that are explained to them in class though some find difficulty in demonstrating their understanding in written form. Scrutiny of pupils' work showed standards below national expectation in Key Stage 2. Pupils had little opportunity to give extended written responses because questions on the worksheets limited their answers to a direct, structured response. Pupils do not develop independent thinking or use ideas of their own. Their limited reading and writing skills have a detrimental effect on progress.
99. In Year 2 pupils can describe different materials and their characteristics using scientific terms such as '*transparent*', '*shiny*', and '*rough*'. Through practical experience and handling materials they are developing skills of observation whilst increasing their vocabulary. A few pupils had difficulty predicting which material would soak up water. By the end of Key Stage 1, they know that a '*push*' and a '*pull*' are different forces and they can identify which materials are attracted to a magnet. Pupils can classify living things into groups using a range of simple criteria.
100. In Key Stage 2 the older pupils are developing their knowledge that unbalanced forces can change the direction and speed of an object. They make simple observations about heating materials and know what makes a fair test. They know that living things adapt to their environment in many ways. Their use of correct scientific technical language is secure. Examples of good work were seen in Year 4 when pupils were making good progress recording their investigations into the effect friction has on forces. Scientific investigation skills are developing well and there is often good guidance from teachers but little opportunity is given for pupils to plan, make predictions and draw conclusions on their own.
101. Teaching is satisfactory overall with some good teaching in Key Stage 2. There is evidence of good practice particularly in Year 4. This is shown by enthusiasm for the subject which involves the pupil and good planning which focuses activities on

what interests pupils. High expectations for all pupils and good quality questioning encourage pupils to draw their own conclusions. Lessons throughout the school are well-planned and organised with clear objectives and activities which engage the pupil's interest.

102. The main areas of weakness are that too much emphasis is given throughout the school to responding to undemanding questions on worksheets. There are not enough chances for pupils to set up practical experiments to help them understand fair tests or to develop their powers of prediction. Few opportunities exist for them and to observe and draw appropriate conclusions.
103. Pupils are interested in their science lessons and most pupils are well-behaved, and show positive attitudes to learning. Their oral skills are better than their writing. The immature behaviour of a small minority of pupils in younger classes in Key Stage 2 is inappropriate in science lessons where safety is important.
104. A clear action plan has been prepared by the co-ordinator and the curriculum provided for the pupils is satisfactory. The scheme of work is based on national guidelines and is well organised except that the time allocation to some units of the programme is insufficient to allow good coverage. Assessment is in its early stages of development but some useful systems have been developed which track the progress of individuals. Teachers do not always use the information they gain to modify their teaching for individual pupils, however.
105. Since the last inspection there have been improvements in the planning of the science curriculum and pupils now study aspects in more depth. Opportunities for pupils to use their initiative in planning and carrying out investigations are still limited although there are indications that good guidance to promote this are being developed.

## ART

106. By the end of both key stages pupils' attainment is in line with what is expected for pupils of their age and they make at least satisfactory progress in developing new skills and techniques. Younger pupils experience a range of art activities using a variety of media and materials but they have insufficient opportunities for expressing their own ideas and experimenting with paint through mixing colours. Since the last inspection pupils have been encouraged to look at the work of a range of artists. In Year 2 pupils are introduced to the work of Cézanne and discuss a still picture showing an arrangement of fruits. They observe real fruits looking carefully at texture, colour and shape. The pupils compare the skin of a kiwi fruit, using words such as *spiky, rough and prickly*, to that of a pepper, which they describe as *smooth and shiny*. They look carefully at pattern when fruit is cut in half and discuss the tones of colour observed in various fruits. The pupils use chalk, crayon and powder paint to record their observations very successfully.
107. Pupils in both key stages have opportunities to develop their observational and printing skills and have access to a wide range of materials. In Year 4 pupils examine "The Tree of Life" painting by Gustav Klimt as one of a series of paintings by this artist. They discuss colour, composition, realism, pattern and form. The pupils identify a vulture on the tree and offer suggestions such as "*the artist is showing a different kind of life*" and "*it's waiting for an animal to kill for food*". Pupils

are encouraged to look more closely and identify shapes that look like “*leaves with eyes*”. They draft a design of their own using different patterns and additions to the tree and complete their work using watercolours.

108. The overall quality of teaching is good. This is the result of thorough planning and secure subject knowledge. Teachers are clear about what they wish pupils to learn. Teachers have high expectations, pupils’ responses are good and they show their enthusiasm for practical work. In these lessons pupils behave well, listen attentively to the teacher and follow instructions carefully. They are able to concentrate for an extended period of time and work independently with minimal supervision. Sometimes tasks are too narrowly focused and this results in limited opportunities for pupils to express their own ideas and show their initiative.
109. The co-ordinator for art has a good overview of the subject but has few opportunities to assess and monitor the teaching of art throughout the school to ensure progression. Sound progress has been made since the last inspection.

## **DESIGN AND TECHNOLOGY**

110. It was not possible to observe any teaching of design and technology during the inspection. However, sufficient evidence was available through scrutiny of a range of pupils’ work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made.
111. By the end of both key stages pupils’ achievements are below what is expected of pupils aged seven and eleven and they make unsatisfactory progress. There has been a decline in standards of achievement since the last inspection. The work is not developing and extending the skills of the pupils. There is no evidence of the design stage of the design and make process throughout both key stages. The pupils do not develop an understanding of the technical language of the subject. They have insufficient experience of simple mechanisms and structures and very limited use of resistant materials, such as wood and plastic.
112. In Year 1 pupils are making sound progress and have satisfactory skills and techniques; for example, pupils make spiders using plastic for bodies, concertina paper legs and use adhesive tape for fastening. They make snowflake mobiles using copper wire, raffia, beads and a variety of threads. The pupils in this class are using waste materials to create dinosaurs linked to their topic. The teaching here is good, the pupils enjoy their work and they are happy to talk about it.
113. The scheme of work provides ideas for planning to help pupils to develop their design and technology skills in a coherent way. Teachers do not yet put the plans into practice consistently. There is no evidence that pupils’ progress in design and technology has been monitored and evaluated clearly. Insufficient resources are available for this subject and the organisation of these resources does not make use easy. There has been little training to enable staff to develop an understanding of the design and make process. As a result standards in design and technology are unsatisfactory.

## **GEOGRAPHY**

114. During the week of the inspection there were no observations of lessons in this subject. Most work was completed last term or is planned for the summer term. From the work sample there is sufficient evidence to indicate that pupils of all attainment levels are achieving satisfactory progress in acquiring knowledge and skills. However, they only make limited progress in the written recording of their work, and presentation skills are weak. Pupils with special educational needs achieve as well as the rest of their year group.
115. In Key Stage 1, pupils begin to explore their immediate environment through mapping routes around school. They carefully record daily variations in the weather and log these accurately on a simple chart.
116. In Key Stage 2, younger pupils focus on their locality, developing appropriate mapping skills to record land usage. They visit local sites and compare their observations with aerial photographs. They begin to learn useful mapping skills. Older pupils continue to develop these, including the use of scale and compass direction. They practise using four figure co-ordinates on a grid. However, there is no evidence of them working with ordnance survey maps. They study environmental change within their immediate region and conduct surveys to assess priorities for the future development of leisure facilities in Doncaster, for example, they assess the potential of the local leisure park complex. Although, further work is planned to study the Caribbean region, no work is currently undertaken to compare contrasting localities within the United Kingdom.
117. An appropriate scheme of work is in place, which includes geography within topic blocks. This ensures that essential skills are developed. Pupils are provided with opportunities to use sources of evidence, such as photographs, and collect data. Field studies play a major role in their studies, with the locality providing good sources of evidence.
118. The co-ordinator has produced a clear policy document and the scheme of work is effectively planned. Priorities to improve procedures for monitoring and assessment have been appropriately identified. Some imaginative thinking has taken place to develop links with the personal and social aspects of the curriculum. The subject makes a useful contribution to numeracy, where map work involves measurement. The contribution to literacy is less effective. There is insufficient emphasis placed upon using the accurate writing skills practised in literacy lessons in geography work. Overall, standards in geography have remained at least satisfactory since the last inspection.

## **HISTORY**

119. Pupils are achieving well in history as they move through the school. They cover a range of topics, which steadily take them from their immediate family experience to considering past civilisations both in Britain and abroad. Through this they acquire a range of skills, such as a sense of time and the ability to empathise with people from the past. However, pupils do not make sufficient progress in the written recording of their work and overall presentation is weak. Pupils with special educational needs make comparable progress with the rest of their year group.

120. In Key Stage 1 pupils begin to understand how artefacts tell a story. Younger pupils make comparisons between toys, such as teddy bears. This enables them recognise how objects change over time in appearance and through wear and tear. Pupils study the lives of famous people, such as Guy Fawkes, and learn about their actions. When studying Victorian kitchen artefacts, some pupils make good progress in identifying their use. For example, one pupil quickly recognised a ceramic jelly mould, having seen his mother using a plastic one at home. A museum visit provides opportunities for pupils to develop increased awareness of what it was like to take part in a Victorian day.
121. In Key Stage 2 younger pupils' studies include Britain in the 1930's and ancient Greeks, whilst older pupils include the Tudors and ancient Egyptians. An element of local history is incorporated into their work and a second cycle of topics is also taught. Through studying different eras in British history, pupils achieve an understanding of both political events and the way that they affect the lives of ordinary people. Younger pupils, studying the Greeks, are able to make comparisons between the original Olympic games and the forthcoming Sydney Olympics. They develop an understanding of change over time. Older pupils become more familiar with differing sources of evidence. When studying the Egyptians they learn about archaeologists working in the Valley of the Kings. They learn how to interpret hieroglyphs and use these to write simple sentences.
122. The standard of teaching is satisfactory overall in both key stages, with many good features. Pupils are managed effectively in class and some careful strategies are used to tackle successfully the behaviour of a few disruptive pupils. Work is carefully planned to ensure that tasks match the intentions of the lessons. Good use is made of artefacts to stimulate discussion; for example, old kitchen implements. Some imaginative tasks are designed for pupils in Year 5 simulating the work of archaeologists. Pupils are encouraged to think, and questioning skills reveal staff have a secure knowledge base. The pace of a few lessons is not always productive and not all tasks stretch higher attaining pupils sufficiently.
123. The majority of pupils are well motivated, have positive attitudes towards their work and behave in a satisfactory manner. A minority of pupils are inattentive at times and a few of these can be disruptive. Overall, most pupils sustain concentration well and participate fully in lessons.
124. The co-ordinator has developed a sound policy document and scheme of work. Priorities for development are clear and include monitoring and assessment procedures which are presently under-developed. The subject makes a sound contribution to the development of numeracy; for example in encouraging pupils to be aware of change over time. Its contribution to literacy is not as successful. The rate of pupils' progress has been maintained since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Pupils' attainment in information and communication technology is below national expectations at the end of both key stages. At the time of the last inspection, information and communication technology had been identified as the focus for whole school staff development. Since that time the school has rightly decided to give priority to raising literacy and numeracy skills. Teachers have increased their knowledge and confidence in using information and communication technology.

Pupils make progress in the word-processing aspect of communicating information. However pupils make unsatisfactory progress in handling data, controlling, monitoring and modelling across the curriculum.

126. In Year 1, pupils select a picture of their favourite dinosaur from a compact disk, colour and print it. They record simple data about their favourite dinosaur into a prepared database and this is printed as a block and pie graph. Year 2 pupils use the computer to write simple sentences. They correct their mistakes and print their work. Year 2 pupils have had some opportunities to work with the programmable robot and to explore adventure games but their access to computers is limited.
127. In Key Stage 2 pupils continue to develop their word-processing skills across curriculum areas. For example Year 5 pupils correct their work using spell checking facilities, change the font style and size, use paragraph indents and present their poetry in a variety of ways when writing. They link their word processing and design skills to produce interesting examples of onomatopoeic words in English. The pupils use programs to support their understanding of perimeters in mathematics.
128. Pupils use the Internet to retrieve information; for example, about the Egyptians, Ancient Greeks and William Shakespeare. In Year 6 most pupils have had experience with the programmable robot and created a spiral pattern that they described as *“not being really a circle but lots of little straight lines to make a circle”*. The majority of pupils can use word processing skills to fill in a simulated admission form for the school. They are just beginning to prepare their own database using information relating to the colour of hair and eyes and weight of a class of pupils. However not all can talk with understanding about how to use the computer to access or analyse the information on databases. Some pupils have produced a multimedia presentation about Ancient Egypt and two pupils have added their own commentary. A small number of pupils can control traffic lights by using suitable programs and can give directions to turn lights on and off using commands from the computer. A similar number of pupils also can use email. Most pupils, however, have insufficient access to the range of technological applications and as a result do not acquire the skills expected of eleven-year-olds.
129. Pupils are enthusiastic and enjoy working with computers. They work well in pairs, sharing their knowledge and supporting pupils who are more hesitant. There was little class teaching of information and communication technology to be observed. The majority of teachers are confident users of computers but do not have sufficient knowledge of the range of programs available to help information technology have a more significant impact on the wider curriculum.

## **MUSIC**

130. The scheme of work for music is well structured so that the subject receives good coverage across the school. The sound standards in most aspects of the subject have been maintained since the last inspection. The standards of singing are, however, not as good as they should be.
131. It was only possible to observe a small number of music lessons during the inspection. In Key Stage 1, pupils listen carefully to taped music and suggest appropriate instruments to complement the varying moods. They are able to clap out rhythms fairly accurately and their singing is enthusiastic if rather uncontrolled.

Most pupils can name the instruments, such as maracas, tambour and tambourine. Their playing is keen but lacks a sense of tempo. Pupils are articulate in their responses and they learn new words because of the teacher's careful questions. For instance, she leads them to an understanding of the words "*lumber*" and "*collision*" by asking them to use their own experiences to think about the meaning.

132. In Key Stage 2 the poor acoustics in the hall hamper teaching and learning. They result in rehearsals being very noisy and the evaluation of work by both teacher and pupil is difficult to hear. However, pupils did show good appreciation of music. They listen carefully to taped music and are able to answer questions about different instruments and the sounds that they make. Even younger pupils can talk about timbre and tempo. The clearly planned lessons ensure that all pupils have opportunities to practise playing a variety of instruments. They try simple graphic notation for their own tunes and can describe what the symbols mean. Their performances are satisfactory with some individual pupils showing flair in composition. For example, an older boy had learned from listening to "*Peter and the Wolf*" and had adapted a clever motif for his own performance.
133. Teachers use the scheme of work well and, despite their lack of specialist knowledge teach satisfactory lessons with some good features. They are keen and vary the content of the lessons well. They encourage pupils to use musical instruments whenever possible and ensure that they have a good understanding of technical terms. Pupils of all ages enjoy music. They sometimes become a little restless and inattentive in the younger classes but teachers are generally skilful in managing their behaviour.
134. There is not enough extra curricular music offered at present though a small number of pupils are enthusiastic in their learning of the guitar, violin and cello. Assemblies give pupils a chance to hear music from different countries, and create a suitably calm atmosphere as pupils enter and leave the hall.

## PHYSICAL EDUCATION

135. Standards in physical education have been maintained since the last inspection. A policy is in place and a useful scheme of work is in operation. Standards achieved at the end of Key Stage 1 are sound. Younger pupils can dribble a ball with some accuracy. They play co-operatively and know how to use a bat and ball. Pupils can use their bodies to form a balanced shape. They work together successfully in small groups and in pairs practising and perfecting their balances and using apparatus. In dance, they produce interesting movements to capture the spirit of some dinosaur music.
136. Skills are developing in line with expectations throughout Key Stage 2. Game skills are demonstrated and pupils have varying degrees of success controlling a hockey ball with a small hockey stick. Pupils in Key Stage 2 interpreted a circus theme in movement and considered speed, strength and size in the animals they had chosen to represent. They thought about facial expression and collaborated in pairs using turns and balances to create sequences. Year 5 have the opportunity to go swimming and the majority of pupils make good progress in swimming technique and have an understanding of personal water safety and survival.

137. Pupils enjoy their lessons. However, the immature and poor behaviour of a minority of pupils sometimes inhibits learning in the hall where safety is important. The majority of pupils concentrate well and are capable of successfully evaluating each other's contribution to the lesson.
138. The quality of teaching seen during the inspection was generally sound with some good features in both key stages. Particularly good teaching is characterised by enthusiastic and knowledgeable teachers who plan the content of the lesson thoughtfully. Pupils' skills are developed at a good pace and challenging activities are given to all pupils. Good attention is paid to safe practice including the need for warming up before any activity and cooling down afterwards.
139. Leadership is good. The planned programme gives clear guidance to teachers and offers a range of activities. Resources are good except for the poor acoustics in both halls. These are not conducive to concentration or developing good listening skills and, in fact, hinder learning. There are presently too few opportunities for school clubs or team games after school.

## **RELIGIOUS EDUCATION**

140. The school complies with statutory requirements and follows the locally agreed syllabus. Standards in the subject are not as high as they should be in either key stage. Pupils make satisfactory progress in lessons but their achievement over time is less marked. This is largely because the teaching of religious education has not been monitored as closely as the teaching of English, and literacy sessions in particular.
141. A scrutiny of the portfolio of work for 1997 and 1998 shows higher standards than in the current year. There is now less extended writing, and too much reliance on work sheets results in fairly low level responses where pupils answer in short sentences with no development of thought. In Key Stage 1, pupils' deficiencies in literacy inhibit their writing. They are able to write basic comments, which identify parts of a church or synagogue. They can describe similar and different beliefs in the Christian, Jewish and Sikh faiths. Pupils at the end of the key stage write accurately but simply about their ways of helping others. There is a lack of personal response otherwise to the issues raised by the syllabus.
142. In lessons pupils show involvement with the subject. They talk with interest and are often enthused by the teacher to describe their feelings about the events surrounding the celebrations at Easter. Most of them understand the symbolism of using plants to represent the start of new life. The follow up writing is often rushed and untidy and they have to be kept at work by vigilant teachers. Some pupils in the reception class write simple sentences about their families. Older pupils consider the need for fairness in dealing with each other.
143. In Key Stage 2 classes, pupils show good oral ability and eagerly contribute to discussions. Teachers ask searching questions and relate the topics well to modern events such as the Pope's visit to Israel. Pupils show good understanding of current affairs and they know where Israel is and can name places with Biblical significance. In another class, because of sensitive control by the teacher, pupils were able to discuss how betrayal can harm others and linked this to the story of



Judas. However, when asked to write down their ideas, most pupils struggle despite being given appropriate guidance matched to their level of understanding.

144. The scrutiny of work at Key Stage 2 showed varying degrees of commitment from class to class. There are examples of careful thought being put into the composition of prayers by younger pupils in the key stage though the actual content of most of the writing is too thin and undeveloped. Presentation is not satisfactory and there is little pride shown in the work. Folders are often untidy and badly presented. This is in stark contrast to the lively and attractive display in most classrooms. Higher attaining pupils have written at length about Moses, and they show that they can interpret the ideas of the story in their own words. Some challenging tasks have been set such as discussing the idea that "*Joseph was in the right place at the right time*". The best work on this topic shows depth and clarity of thought and is above average. Few pupils can sustain this level. Pupils with special educational needs are given good support in most lessons but they find the work difficult and make limited progress.
145. In the small number of lessons observed, the quality of teaching was generally sound and pupils responded well in class but this is not often carried on in their writing. Teachers plan well for the lessons and set relevant and interesting tasks. They now need to consider carefully how to help pupils translate the enthusiasm for oral work into more sustained writing. There are too many worksheets and too few opportunities for pupils to write from personal experiences. Not enough use is made of the word processor to help pupils to draft their work and they have not been taught how to organise their folders.
146. The subject makes a satisfactory contribution to pupils' spiritual development but there is often not enough time given for pupils to think about issues in class. Pupils do learn good moral lessons through religious education and improve their understanding of cultural and social issues.
147. The subject has been satisfactorily managed since the last inspection but recent staff changes have placed a heavy burden on the co-ordinator. As a result, religious education does not have the high profile of a core subject. Not enough has been done to link the teaching of religious education with the literacy strategy to ensure that pupils' reading and writing skills are improved in a consistent manner.