

INSPECTION REPORT

RAINBOW FORGE CP SCHOOL

Hackenthorpe, Sheffield

LEA area: Sheffield

Unique reference number: 107005

Headteacher: Mr R Poole

Reporting inspector: Mrs Heather Evans
21374

Dates of inspection: 2-5 July 2001

Inspection number: 192932

Full 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

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Beighton Road
Hackenthorpe
Sheffield

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs M Stoneman

Date of previous inspection: 3 March 1997

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12682	Jim Griffin	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21910	Gordon Longton	Team inspector	English Music Physical education	How well is the school led and managed?
17685	Linda Spooner	Team inspector	The Foundation Stage Information and communication technology Design and technology	
31175	Arthur Allison	Team inspector	Equal Opportunities Mathematics Religious Education	How well are pupils taught?
21666	Andrew Margerison	Team inspector	Geography History Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rainbow Forge Primary School is situated in the township of Hackenthorpe on the outskirts of Sheffield. The majority of pupils live on local housing estates where there are some of the highest levels of social deprivation in the city and in any area nationally. There are 383 pupils on roll as well as 77 children who attend part-time in the nursery. Almost all of the pupils are of white British heritage and no pupils learn English as an additional language. There are 105 pupils who are claiming their entitlement to free school meals; at 28 per cent this is above the national average but other pupils do not always claim their entitlement. The majority of families are very disadvantaged and one part of the area is officially described by the area health report as an area of poverty and deprivation. There are more boys than girls in the school and more boys than girls have special educational needs. At the time of the inspection there were 127 pupils on the register of special need and at 34 per cent this is above the national averages. There are 24 pupils who are at stages 3-5, again above average and of these 3 have statements of special educational need. Most difficulties are in literacy and behavioural and emotional problems. A higher than average level of pupil mobility has an adverse effect on continuity and on attainment. 30 pupils left and 36 joined during the year. On entry attainment levels vary but, for the majority, the level of attainment is well below that of children of the same age nationally.

HOW GOOD THE SCHOOL IS

This is a school that offers a sound education to its pupils. From an attainment level that is initially well below the national average pupils make steady progress and attain standards that, whilst for many are still below the national average, are improving. Those pupils who attend regularly and work hard attain standards that are close to the national expectations for pupils of the same age nationally. Following a period of considerable staff absence, through illness, the quality of teaching at the time of the inspection was always at least satisfactory and overall was predominantly good. As a direct result of the present level of good teaching pupils are now learning well and are making gains in the standards attained. The leadership of the school is sound and the strategies for management are clear. However, some management initiatives have been hampered by the unusual amount of staff sickness during the present academic year. The school has reviewed its curriculum provision and new initiatives have been successfully introduced but the effect of these has not yet been fully realised. The provision for the care of all pupils is very good. Parents are informed about their children's progress but the school recognises a need to increase the frequency of this information. Since the time of the last inspection the school has responded well to many challenges and has faced the set-backs of the current year with courage and determination in a way that is now proving to be effective. Good strategies are employed to ensure that every child is valued whatever its talents, needs, views or beliefs. The governors have procedures in place in order to monitor and evaluate spending efficiently. The review of spending against its effect on standards shows that the school provides satisfactory value for money.

What the school does well

- The quality of teaching overall is good.
- The provision at the Foundation Stage is good.
- Pupils' attitudes to work are good, as is the behaviour of the majority of the pupils in lessons.
- The provision for pupils' personal development is good.
- Provision for pupils' spiritual moral social and cultural development is good overall and pupils' moral and social development is very good.
- Opportunities for sport and dance are good.
- Links with the community and other schools are good.

What could be improved

- Standards in English, particularly in speaking and in creative writing across the school.
- Standards in mathematics and science for pupils of all ages.
- The promotion of information and communication technology particularly in Years 3-6.
- The implementation and monitoring of planned management strategies.
- The frequency of written and verbal communication with parents.
- The level of attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in March 1997 improvement has been satisfactory. All of the 'key issues' have been addressed with varying levels of success. Important changes have been made to the curriculum to ensure full compliance including the implementation of the National Strategies for literacy and numeracy. The school has adopted nationally recommended guidelines for all other subjects but the completion of this work has been hampered by the extended absence of a number of key staff. Strategies for assessment have been strengthened and are used well in English, mathematics and science. There have been many changes to the governing body and the new governors have undertaken training and have a fuller involvement in the planning for improvement especially through the committees for finance and the curriculum. There has been regular monitoring of work in English and mathematics by the headteacher, the chair of governors and by other members of the curriculum sub committee. Statutory requirements for information and communication technology, religious education and collective worship are now being met. The school development plan is a useful document that includes sections relating to the improvement of the curriculum, buildings, management and finance. Staff and governors share in the process of listing priorities and devising ways of checking progress towards targets. There is now full implementation of the Code of Practice for pupils with special educational needs.

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	
	1998	1999	2000	2000	
English	E*	D	E	D	well above average A above average B Average C below average D well below average E
Mathematics	E*	E	E*	E	
Science	E*	C	D	C	

In 2000 the standards attained in English and mathematics for 11-year-olds fell well below the average scores for pupils of the same age nationally and when compared with results in similar schools they were average in English and were well below in mathematics. The star shows that the standards in that subject are in the bottom 5 per cent of pupils across the country. In science pupils' standards were below those of 11-year-olds nationally but were in line with those for pupils in similar schools. Attainment in information and communication technology for all pupils is still below the expected level but is improving because of the recently installed new equipment. For pupils of all ages attainment in religious education matches the requirements of the locally agreed syllabus. Attainment in most other subjects is close to that expected for pupils nationally although the low level of speaking and writing skills prevents pupils attaining higher than average levels. The majority of children in the reception classes do not attain all of the nationally recommended early learning goals by the age of five, sometimes because of irregular attendance but also because their vocabulary is very limited. By the age of seven, pupils' attainment in reading and writing in 2000 was well below the

national average and was below in mathematics. It was average compared with that of pupils in similar schools in reading, below in writing and the standards in mathematics were above those for pupils in similar schools. Attainments in information and communication technology and in all other subjects are close to national expectations although the school has identified a need to develop art and design and design and technology further. The overall level of attainment for pupils at the age of 11 has been below the national average for the past three years and improvement in standards has been inconsistent, mostly at a level below that in most schools nationally. At the time of the inspection, whilst there has been improvement, overall, standards are still below expectations in English, mathematics and science for pupils at seven and 11. However, analysis of the results shows that those pupils who do not have special educational needs and who attend regularly for several years do attain the expected levels. The school has agreed realistic but challenging targets that it expects to meet this year. Provisional results indicate that the targets have been met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school; they want to learn and they treat the building and the learning resources with care and respect.
Behaviour, in and out of classrooms	The overall behaviour of pupils is good because pupils are managed very well and they have a clear understanding of the system of rewards and sanctions of the behaviour policy.
Personal development and relationships	Relationships are good; pupils are developing an understanding of the beliefs and values of others. Pupils are starting to take increasing responsibility for managing their own work.
Attendance	Attendance is unsatisfactory overall. Pupils stay at home too frequently for no given reasons. Lateness hampers progress in some cases.

Although the level of unauthorised attendance has improved since the appointment of the learning mentor in January 2001, too many pupils fail to attend school every day. Holidays in term-time and condoned absence by some parents affects the quality of learning for these pupils and adversely affects the overall standards attained.

TEACHING AND LEARNING

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

During the inspection teaching was judged to be satisfactory in 34 per cent of lessons, good in 48 per cent of lessons, very good in 15 per cent and in two lessons (3 per cent) the teaching was judged to be excellent. There was no unsatisfactory teaching and overall the quality of teaching is predominantly good at the Foundation Stage and across the school. There is a higher than average percentage of very good and excellent teaching in classes for older pupils in the junior department and there was good teaching in classes across the school. As a result the rate of learning and progress for all pupils is improving. The provision and support for pupils with special educational needs and for those capable of higher attainment is always at least satisfactory and is frequently good. The quality of teaching of the basic skills in English and mathematics is good. However, from a well below average starting point, and with the frequent changes in the school population, as well as the difficulties caused by a great deal of supply teaching, the overall attainment in English and mathematics does not yet reach expected levels.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements. The extra provision through clubs, visits and visitors to the school is good.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and in some cases is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very well organised and pupils' personal skills are well developed. The school provides very well for the spiritual, moral, social and cultural development of pupils.
How well the school cares for its pupils	The policy and procedures for child protection are good. The school cares well for its pupils. Its aims are clear and are seen in practice.

The school works well with the majority of parents. However, a significant minority would welcome changes in the information provided about the work undertaken and the progress made. With the installation of the new computer suite the remaining weakness in provision for subjects has been remedied.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher, and all the key staff are satisfactory. Particular difficulties encountered during the past year have been resolved and progress is now being made.
How well the governors fulfil their responsibilities	The governors are fully involved in the committee structure and fulfil their responsibilities. Their understanding of the finance and their support for the curriculum is increasing because they attend regular training.
The school's evaluation of its performance	The school has satisfactory procedures for evaluating its performance. Governors have a growing understanding of where strengths are found and a realistic view of areas for development and how to address them.
The strategic use of resources	The strategic use of personnel and practical resources is good. Resources for teaching and learning are satisfactory. They are used well throughout the school.

There is an adequate number of suitably qualified teachers as well as a relatively small number of well-trained and enthusiastic support staff so that the needs of the pupils and the curriculum are fully met. The new and more established staff members share a good range of expertise and experience and the support systems for new teachers are effective and efficient. The accommodation is spacious but neglect in the past means that it is in need of constant review and repair. The grounds and playing fields provide very well for pupils' sporting opportunities. Every subject has an adequate supply of readily available resources. The leadership of the school has been developed since the time of the last inspection although staff sickness has hampered progress in the past year. Planning towards striving for high standards is in place and the strategies to monitor work throughout the school and evaluate the effectiveness of spending against improved standards are now satisfactory. Financial planning and management are good. Since the last inspection the school has adopted effective ways of ensuring that best value is sought in its use of time, money and personnel.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Most children like school.• Parents like the progress that their children make.• The fact that their children are expected to work hard.• The overall good quality of teaching.• They consider teachers to be approachable.• The way that the school helps pupils become increasingly mature.	<ul style="list-style-type: none">• The communication about what pupils are learning.• Information in the spring about progress.• An end to the too frequent supply teacher issues.• An increase of other than sporting after-school clubs.• The consistency of the provision of homework.

The inspection team agrees with the positive views of the majority of parents. Whilst the quality of communications with parents is clear and informative the team agrees with the parents that more information about pupils' progress between autumn and summer would be beneficial and the school is happy to make new arrangements to accommodate this. The members of the team and the governors and staff of the school are as eager as the parents to end the high incidence of reliance on supply staff and hope that the staff remain healthy for all of next year. The team considers that extra-curricular activities for sport are plentiful and the school has agreed to seek ways of extending their range in the coming year with clubs such as a reading or games club and a computer club. The homework policy is satisfactory but the team supports parents in seeking a more consistent pattern across all classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The nursery caters for 77 children all on a part-time basis. Children join the nursery in the September or January following their third birthday in the academic year in which they will be four and move into one of the two reception classes in the school after three terms. The assessment undertaken in the nursery class using a school based system indicates that children enter with overall attainment well below average when compared with that of children of the same age nationally. At the time of the inspection there were 58 children in the reception classes and at the time of the inspection 10 of these were still four. On admission to the reception classes, although attainment overall is still below expectations, most children have made good progress in all six areas of learning during their time in nursery. By the end of the reception year, attainment in mathematical development, knowledge and understanding of the world and physical and creative development is similar to that expected of children of this age. This is also true of the children's listening skills and personal, social and emotional development. However their skills in speaking are below those expected for most children nationally by the end of their time in the reception classes and their vocabulary is not extensive enough. Children with special educational needs make good progress as a result of the effective level of support provided.
- 2 No validated test results for the current year were available at the time of the inspection. The results of the National Curriculum tests at the age of seven in 2000, show attainment to be very low compared to the national average in reading and writing and below average in mathematics. The levels of attainment in 2000 were similar to those attained at the time of the previous inspection when the inspection judgement was not supported by results. When compared with results from similar schools standards were average in reading, below average in writing and above similar schools in mathematics. In reading and writing none of the pupils with special educational needs were reaching the expected level. Teacher assessments in science indicate that pupils' attainments in the school were below average compared to both the national average and to other similar schools. The reason for the lower scores is that since the inspection in 1997 there has been a decline in the economic prosperity of the neighbourhood, which has caused a few people to feel that however hard they worked progress was not a real possibility. In some classes teachers became ill and three had periods of long-term sickness, an unusual feature for the school but one that resulted in a succession of substitute teachers. This disturbed governors, teachers and parents who all wanted the pupils to be given a good start. Some teachers left, either through promotion or re-deployment and new staff, began work at the school. There are now secure staffing arrangements and standards are gradually improving. However, the well below average start level and the unsatisfactory learning experiences for many pupils caused by the exceptional pattern of staff sickness means that there is still much work to do before the situation is fully remedied. The above average change in the school population means that continuity and progression of planned initiatives is difficult to manage. Nevertheless, those pupils who do not have special educational needs and who have a regular pattern of attendance do as well as can be expected. These pupils almost always attain at least the expected levels and some pupils exceed them.

- 3 The results of the 2000 National Curriculum tests for pupils at the age of 11 show standards to be well below the national average in English, very low in mathematics and below average in science. Compared to similar schools, the school's results were below in English well below in mathematics and similar in science. When compared with published standards at the time of the last inspection standards in English and mathematics are broadly similar but standards in science have improved. The actual results published after the inspection in 1997 did not accurately reflect the judgements made. Inspection evidence indicates that the additional help provided for pupils in Year 6 this year and the specifically designed work, structured to help individual pupils to meet their targets, means that the majority of average and above average pupils are now well set to attain the expected levels. A minority is on target to meet higher levels. However, with more than a third of the group having special educational needs the attainment level overall is below national expectations in English, mathematics and science. Across the school standards of work are lower in classes and sets where there is a higher than average percentage of pupils with identified special educational needs and a significant mobility level.
- 4 Pupils' progress is often slowed whilst teachers work hard to overcome these problems and still enable other pupils to work to their capabilities. Progress is better in classes that have additional help from support staff and assistance from parental volunteers. However, the amount of support staff available is low for the number of identified pupils who have learning difficulties or with behavioural and emotional problems. The turnover of pupils has an adverse effect on test results in that aspiring parents move to other areas and new pupils need time to settle down before they can contribute to the work of the school and begin to prosper themselves.
- 5 In the infant classes for Years 1 and 2, pupils of all abilities learn purposefully although overall standards of work seen by most pupils are below the levels set by the National Curriculum in English, mathematics and science. In part this is attributable to the problems caused by the long-term sickness of some of the teachers and the constant changes of supply staff in the recent past. From a well below average starting point progress is at least satisfactory and is frequently good and attainment is beginning to improve. Those pupils with special educational needs are progressing at the same rate as the majority of their peers. In literacy, by the end of Year 2, reading is satisfactory. The most able pupils read texts with increasing accuracy and discuss the meaning in an interesting way, talking of characters they like and how they think the plot might be developed. However, the limited vocabulary of many pupils and their underdeveloped skills in speaking clearly and purposefully means that teachers have to be constantly encouraging, prompting and supporting their efforts. Some pupils who have experienced many difficulties in their lives choose not to speak until they feel secure in their personal lives outside school. Most pupils understand the role of the author and illustrator and the average and above average pupils are beginning to write simple stories using the words they know and are learning. Written work is limited but tends to reflect work that pupils have been following in subjects such as history or geography although much work in these subjects is carried out orally to encourage speaking aloud and extending special vocabulary. The quality of handwriting is not consistent, almost all pupils print and about a quarter of the pupils struggle to write clearly and legibly without constant support.

- 6 By the age of seven almost all pupils can add and subtract accurately up to 20 and some to 100 in mental mathematics, often using apparatus to check their results and when recording work in their books. In discussion many pupils use correct mathematical vocabulary and symbols with a developing understanding although there are times when other than correct terminology is used and this limits progress. In science, because of the increased amount of practical and investigational work undertaken, standards in all of the areas of the science curriculum, whilst still below expectations are improving.
- 7 In information and communication technology standards are at expected levels by the end of Year 2 although, as yet, pupils' skills in control technology are not fully extended. Pupils' knowledge and understanding of topics match the required elements of the locally agreed syllabus for religious education. In all other subjects, standards are close to expected levels except in physical education where they are above. This is because so much of the curriculum is supported effectively by practical experiences, visitors to the school and visits to places that extend pupils' knowledge. This is an improvement on the judgements made at the time of the last inspection where there was a lack of compliance in religious education and information technology.
- 8 In Years 3 to 6 pupils of all levels of prior attainment make good progress. Taking into consideration the well below attainment levels of pupils on entry to the school, the overall level of progress, attributable to predominantly good teaching and conscientious and diligent application by teachers and pupils, is commendable. Overall standards of work seen by the oldest pupils at the end Year 6 during the inspection are still below the expected levels set by the National Curriculum in English, mathematics and science. However, in all of these subjects there have been good improvements in the last two years. Work on display is often at the expected level but the time taken to achieve this standard means that it is not repeated in test situations by most pupils. This is because they lack confidence and seek encouragement and reassurance that cannot be part of the testing process. In other classes there are parts of the basic curriculum where teachers need to repeat work that has been missed because of the staffing difficulties of the past or times when pupils were at other schools or in disturbed classes during different periods of their earlier education. There is now a secure staffing structure and work is in hand to remedy identified deficiencies. Alongside this there is a limited amount of support for pupils in all classes. The improvements in teaching and curricular provision, along with improved strategies for monitoring and assessing teaching and work are beginning to make significant contributions to the level of attainment and this improving position means that an increasing percentage of pupils are attaining the expected levels. The effective implementation of the National Literacy and Numeracy Strategies has had a positive impact on raising attainment for the majority of pupils. In the classes for Year 6 many pupils read fluently and confidently and most locate information accurately using reference books with some using information and communication technology, although this strand of independent working is still under-developed. They write to a satisfactory standard and although presentation varies, many are developing a pleasing style of handwriting but accuracy in spelling depends heavily on their constant use of dictionaries and this slows the pace of work.

- 9 In numeracy most pupils understand the place value of numbers up to 1000. The majority adds and subtracts in sums using both decimals and fractions with a satisfactory level of accuracy and many of the pupils now select suitable ways of solving mathematical problems from a range of options that they have been taught. Some pupils capable of attaining higher standards look for patterns in their work and readily continue these using negative numbers.
- 10 In science, the increased emphasis on investigational and experimental strategies, where pupils find out things for themselves under the direction of the teacher rather than merely learning facts is playing an important part in helping to raise standards across all of the work undertaken. In information and communication technology, standards overall are below the expected levels. Attainment in word processing is satisfactory overall. Skills in control technology are under-developed and most of the software is very new and although pupils show enthusiasm for their work they still have much to learn. In all other subjects, attainment matches the levels expected at the end of Year 6 except in physical education and art where pupils achieve above expected levels. This is an improvement on the standards observed at the time of the last inspection. In those subjects where the opportunities for learning are linked to real experiences, practical work and visits to places of interest pupils' describe their learning and understanding very well because associated with it there has been so much pleasure and meaning. Work undertaken in religious education is closely linked with the school's programme of personal and social learning and matches the elements set out in the locally agreed syllabus. Overall standards across the curriculum at least match those found at the time of the last inspection and from the well below average starting level and with the constant changes are as good as might be expected for pupils at all levels of achievement. The use of skills learned in literacy and numeracy are used effectively to support learning in other subjects such as history, geography and science. The use of information and communication technology to support learning in other subjects is in the very early stages except for word processing skills used in drafting and editing work in English.
- 11 Taking into account the well below average prior achievements, pupils of all levels of attainment, at the end of both the infant and junior departments, are generally reaching appropriate standards. Pupils know what they have learned and recall experiences with pleasure and confidence. The targets set in English and mathematics for pupils in Year 6 for 2001 are challenging but the school is confident that they will be close to achieving them. Work seen during the inspection, and the most recent provisional test results indicates that the school is making effective progress towards achieving the set targets. The overall level of attainment for pupils at the age of 11 has been below the national average for the past three years and improvement in standards has been inconsistent. Overall improvement has mostly remained at a level below that in most schools nationally. During the inspection and when scrutinising written work, no significant differences were evident in the work of boys and girls although there are more boys than girls who have identified special educational needs. This is because the school modifies the work set for individuals following its assessment and analysis of the past two years' test results. Parents are very largely satisfied with the standards and progress that their children make.
- 12 Pupils with special educational needs make satisfactory progress towards learning the academic skills, knowledge and understanding required to achieve. Pupils with learning difficulties as their aspect of special educational need make satisfactory progress towards the targets in their individual education plans so that they achieve

appropriately. They invariably achieve in line with their ability although too generalised targets, in their education plans, sometimes restrict the progress of individuals. However, taking into consideration their progress towards developing good standards of behaviour and personal development, overall they achieve well.

Pupils' attitudes, values and personal development

- 13 Pupils show good attitudes towards school and their work, behave well, form good relationships and their personal development is good. The good teaching, in subjects and that designed to support pupils' moral and social development, makes a significant contribution to pupils' positive attitudes and values. The good attitudes and values, identified in the previous inspection report, are fully maintained.
- 14 Pupils' attitudes to school are good overall. Based on questionnaire returns, most pupils like school, which plays an important part in their lives. For example, a group of Year 6 pupils ranked school ahead of friends and hobbies and only behind family in a list of the important things in their lives. Most also look forward to coming back to school at the end of holidays. They are particularly proud of other pupils' sporting achievements which, in turn, makes them proud of their school. They like the positive atmosphere in the school. They consider that the way that most teachers make their learning enjoyable and the good relationships that they share with their friends make significant contributions to this atmosphere. In nearly all of the lessons seen most pupils listen and concentrate well and start promptly on their individual work. Pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, art and design, information and communication technology and mental mathematics. The best attitudes are seen in the nursery and reception classes and in Years 3-6, where teaching is predominantly good or better. The best attitudes and behaviour occur in lessons where expectations are high, work is demanding and pupils are busy and engaged in a variety of activities, which provide the right level of challenge for them.
- 15 Behaviour in classrooms, during lunchtime and playtimes is good overall. The good and reliable behaviour of most pupils is a key element in the positive atmosphere for learning. In a significant majority of lessons, pupils are well behaved. Prior to moving into groups, nearly all pupils form orderly lines and move about in a calm and responsible way. The behaviour of pupils at lunchtime and playtimes is good overall. However, it is no better than satisfactory in the junior playground, where the occasional squabbles occur, mostly amongst boys. There is no evidence of any bullying, racist or sexist behaviour. Indeed the calm sociable atmosphere that prevails, as pupils have their lunch, is a strikingly positive feature. There have been no permanent exclusions for many years. The level of fixed term exclusions, that was high in the last reported year, has fallen significantly and, since the start of the present year has fallen to a level that is now low. In particular, fixed term exclusions, associated with lunchtime incidents, have fallen significantly since the introduction of new arrangements, centred round partially staggered lunchtimes for infant and junior pupils. Parents' questionnaire responses broadly support this positive picture, with four out of every five parents positive about pupils' behaviour. Pupils take good care of property and resources and help keep the school in attractive condition.
- 16 Relationships between adults and pupils and among pupils are good overall. Nearly all adults act as good role models. Most teachers value pupils' work and effectively praise effort and good work. For example, pupils in Years 2 and 6 spoke very

positively about the support they get from teachers and the fair way in which they are treated. As a result, pupils are comfortable expressing views and asking questions of their teachers, for example. This assists their learning. Relationships among pupils, including those with special educational needs, are good overall. As a result, most pupils work well in pairs and become increasingly able to support each others' learning with explanations, for example.

- 17 Pupils' personal development is good overall. Nearly all pupils know and calmly carry out the daily routines expected of them. They enjoy speaking to visitors. Pupils show concern for others, if they are ill or otherwise upset. Pupils regularly and without prompting, hold doors open for each other and adults. Pupils becoming increasingly comfortable taking responsibility as they move through school. They become more able to work well in groups as they move through school. As a result, in the juniors nearly all pupils work well in pairs and small groups in lessons. When questioned in groups, Years 2 and 6 pupils are comfortable listening to different views expressed by others. They enjoy contributing to a number of charities. Evidence of pupils showing initiative in relation to their learning is less than normally seen.
- 18 Attendance is unsatisfactory. It is persistently well below the national average and has fallen further in the current school year. Closer analysis of the data, for the current year, indicates that illness, especially in the reception class, together with high levels of holidays during term time and unauthorised absence are the three main reasons for absence. Attendance is lowest in those classes where there has been a significant level of supply teaching. The unauthorised absence level is persistently above the national average. Punctuality is satisfactory overall. Most pupils come to school on time and settle to their work promptly and calmly. However, a small minority of pupils is regularly late for school.

HOW WELL ARE PUPILS TAUGHT?

- 19 The quality of teaching throughout the school is good overall. Teaching is excellent in three per cent of lessons, very good in 15 per cent; good in 48 per cent and satisfactory in 34 per cent of all observed lessons. There was no unsatisfactory teaching. This is an improvement since the previous inspection when five per cent of teaching was unsatisfactory. The teaching of children in the Foundation Stage, the nursery and reception classes, is good overall. One very good lesson was seen in a reception class. Teaching is satisfactory overall in Key Stage 1, (Years 1 and 2), where 37 per cent of the teaching was judged to be good. Teaching in Key Stage 2, (Years 3–6), is good overall. Five per cent was excellent and 20 percent was judged to be very good. The strongest teaching in the school is in the classes with the oldest pupils. The teaching of basic skills in literacy and numeracy across the school is good. The quality of teaching in the nursery and reception classes, the Foundation Stage is good with some examples of very good work. This is because the staff works well as a team and share a deep understanding of how young children learn.
- 20 Across the school every teacher knows the pupils in their class well. Lessons are well planned, sometimes in teams. Teaching is particularly strong in Year 6 and in one class in Year 5. The quality of teaching here is very well structured to encourage pupils in their learning. In the best lessons very good planning is based on very secure knowledge and understanding and the learning intentions are shared with the pupils at the beginning of the lesson. In most classes the pace of

the teaching is brisk, questioning is used well to promote and assess learning, expectations of what the pupils can achieve are high, resources are well chosen and used effectively and the activities are well matched to the different levels of prior attainment. This was well demonstrated in an excellent Year 6 literacy hour during which pupils had to write and perform a poem based on 'Go-Karts'. All pupils really enjoyed the opportunity to participate in the choral speaking performances and made constructive comments about the different performances. Another example was in a Year 5 religious education lesson where the teacher's high expectations of pupils' attitudes and behaviour, high quality resources and enthusiasm were key factors in ensuring that pupils were fascinated throughout the lesson and made very good progress in their learning about the Jewish Seder meal. In contrast where lessons are only satisfactory the pace is slower and expectations of what pupils can achieve is lower. Teachers' knowledge and understanding of the subject is then only satisfactory and less secure.

- 21 The teaching of pupils with special educational needs is at least satisfactory when they work in main school classes. High expectations of behaviour help them behave well and the use of group activities in literacy and numeracy as well as the setting arrangements in English and mathematics make sure that work is generally at the right level. In some instances individual education plans are not used consistently in order to provide specific activities that always match the targets. In some teachers' planning there are too few references to specific pupils or to the particular type of support that they will receive. In these cases support staff are not always sufficiently briefed before hand and then work undertaken in withdrawal sessions does not always link well enough with what is being taught in the main lesson. Nevertheless, because of the specialised skills of the support staff and personal knowledge of the pupils in their care, in these withdrawal sessions pupils are invariably taught well. Support staff give clear instructions and pupils are managed well. Activities are well matched to the age and ability of the pupils although they are not always individually matched. The programmes provided by external support staff are used well to provide carefully matched work for pupils with statements of special educational needs.
- 22 The teaching of literacy is satisfactory overall in the infant classes with some good teaching. In classes in the junior department teaching is good overall with most teaching being good. One lesson was very good and one was excellent. The entire staff has responded successfully to the introduction of the National Literacy Strategy and lesson planning reflects this. Teachers endeavour to make the introduction to lessons exciting and this captures the pupils' interest. All teachers have secure subject knowledge. They promote knowledge, skills and understanding successfully through clear explanation and effective questioning. They provide work that is well matched to the prior attainment of all pupils taking account of the targets in individual education plans for pupils with special educational needs. In most classes pupils are expected to work at a good pace and to complete the set tasks. All teachers promote good relationships and manage pupils very well, even those with challenging behaviour, and this ensures that effective learning is taking place. Information from the detailed and carefully recorded day-to-day assessment is used to inform subsequent planning. However, longer-term assessment and recording of attainment, whilst undertaken thoroughly by all teachers, varies in format and presentation. Teachers have high expectations of pupils, share the objectives of the lesson and ensure that pupils know the focus of each task.

- 23 The quality of teaching in mathematics is satisfactory overall in Years 1 and 2 and one lesson was judged to be good. In Years 3-6 teaching is good overall with 60 per cent of lessons being good or better and one lesson judged to be very good. The National Numeracy Strategy has been soundly implemented. Teachers plan lessons carefully throughout the school with activities matched to the learning objectives. These objectives are shared with pupils so that by the end of the lesson pupils are clear about what they have learned. Where teaching is good the pace is brisk, questioning is skilful and pupils are expected to explain the reasoning behind their responses using technical mathematical language. This ensures that learning is also good in these lessons. The knowledge and understanding of the teachers in Years 1 and 2 is satisfactory, whilst in Years 3-6 it is good or better in most cases. All teachers have high expectations of behaviour and manage pupils very well so that they listen attentively to the teacher and to each other. Teachers also praise and encourage pupils thus promoting confidence and a positive attitude to the subject. As a result pupils make satisfactory progress in their learning during their time in the school and in lessons where teaching is good, progress is also good. Insufficient use is made of information and communication technology to promote learning. Not enough opportunities are provided to use mathematics in other subjects to consolidate learning.
- 24 Teaching in science is good overall and it is consistently good in the infant classes. In Years 3-6 teaching all lessons seen were at least satisfactory, with 60 per cent being good or very good. The key strength of the teaching throughout the school is the good subject knowledge of the teachers. This means that lessons are purposefully planned using the latest national guidance and the activities match the learning intentions of the lessons well. The positive learning atmosphere in most classes is promoted by teachers' high expectations of behaviour. They constantly reinforce these expectations so pupils concentrate well and are attentive during class discussions and when instructions are being given. Practical activities are well organised with a good emphasis on health and safety.
- 25 The school is part of a locally based project for the teaching of gifted and talented pupils. Whilst this work is in the very early stages of development, some pupils have been identified and special opportunities are planned to enable teachers to share with colleagues in other schools in order to increase learning opportunities for these gifted pupils and their peers. The commitment of the school to a policy of including all pupils in all learning activities ensures that whatever a child's race, gender, interests or beliefs every individual is valued in the school.
- 26 There was insufficient evidence to assess the overall quality of teaching in information and communication technology, design and technology, music and religious education. In history and geography teaching in the lessons seen was satisfactory in the infant classes and was very good in the lessons seen in Years 3-6. In art, teaching was good overall in the lessons seen in the junior classes but no formal teaching was observed in Years 1 and 2. Where teaching is good it is based on secure knowledge and understanding, good planning, activities that match both the learning objectives and the prior experiences of pupils, high expectations of behaviour, effective questioning and clear explanations. However, teachers recognise that with the limited number of computers that have been available until this half term they have made insufficient use of information and communication technology to support learning in other subjects.

- 27 Within the school, the great majority of teachers' personal enthusiasm and suitably high expectations are encouraging pupils to learn well and develop their skills across a range of subjects especially in the core subjects of English, mathematics and science. The drive for higher levels of attainment is an important part of lessons. Teachers are sure of the purpose of planned activities and explain them carefully to pupils. However, very occasionally, this careful explanation extends the introductory session and limits the time for pupils to get on with the intended structured learning task. This then shortens the time available for pupils to access information for themselves. In the lessons observed, the teachers' knowledge, planning, control, organisation and management of pupils were always at least satisfactory and were most frequently good. Teachers' expectations are getting higher in response to pupils' success and in most lessons the work is usually challenging for pupils of all abilities. In the very few lessons where pupils were not challenged appropriately enthusiasm waned and the pace of the lesson slowed. It is because of the increasingly interesting and effective teaching that they now enjoy, that most pupils are now on course to attain improved levels of attainment across the curriculum by the end of this academic year.
- 28 In classes across the school, teachers make clear exactly what they expect pupils to learn. In most lessons the objectives for the lesson are discussed with pupils and are prominently displayed. During the lesson most teachers ask pupils to review the objectives and together they read them again and at the end they check whether they have all been accomplished. This focuses the pupils' thinking and attention on what they are doing and why. Pupils of all ages and abilities benefit from reflecting on the purpose of the lesson and this review enables them to be sure of what they have learned and how it fits into the pattern of their work in other lessons.
- 29 Teachers in classes across the school have very well organised strategies for managing pupils and for promoting good behaviour in lessons. For these reasons pupils were seen to learn effectively in all of the lessons observed and the pattern of good teaching and good behaviour are now enabling challenging work to be undertaken with success. Across the school in all subjects teachers mark pupils' books regularly and often write supportive comments. The most effective marking shows how pupils can improve their work. In the classes for younger pupils teachers often mark work alongside the pupils and offer useful oral comments as to how they might do better next time. Homework is used satisfactorily to support learning in many classes although the setting and marking of homework is inconsistent in classes across the school. The homework club for pupils in Year 6 has been a useful tool for teachers to help those pupils whose parents find this commitment difficult.

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

- 30 The school provides a broad and well-balanced curriculum, which meets the needs of all its pupils. The quality and range of learning opportunities provided for pupils are good. The planned experiences meet statutory requirements to teach all subjects in the National Curriculum and religious education. The younger children are provided with an appropriate curriculum based on the recommended 'Early Learning Goals' for children in the nursery and reception classes. This is a significant improvement since the last inspection. The school has dealt successfully with the key issues relating to the curriculum in the last inspection report. There are now appropriate schemes of work in place or, in the case of art and design, design

and technology and music, in draft form and about to be finalised, for all subjects and these provide secure continuity and progression in learning and guidance to teachers. The percentage of time allocated to each subject has been considered carefully in the light of the introduction of the National Strategies for literacy and numeracy and time allocation for all subjects is appropriate. The agreed schemes of work meet all statutory requirements and there is now a good range of links between subjects built into the curriculum. The school has successfully adopted the National Literacy and Numeracy Strategies and all lessons seen during the inspection followed the recommended lesson format and content.

- 31 At the time of the last inspection the provision for pupils with special educational needs was not judged favourably. Since then the school has worked hard to develop the quality of individual education plans and to make sure the provision satisfactorily meets the guidelines in the Code of Practice. Pupils are identified early and there are now suitable plans in place for all pupils on the register of special educational needs. All of the individual education plans across the five stages are reviewed termly with class teachers and support staff are always fully involved. Since January this year the newly appointed Learning Mentor has been involved in the reviews for some of the pupils. However, set targets in individual plans are not always sufficiently detailed or precise to offer sufficient help for support staff and class teachers to plan specific activities aimed to teach pupils all of the necessary skills or knowledge. This reflects the lack of assessment procedures in the past that were designed to establish the precise areas of difficulty a pupil has experienced in both learning and behaviour. Assessment procedures have been reviewed recently and these now offer a better basis for the identification of specific need than was previously the case. For pupils higher up the special educational needs register, those at stages 3 to 5, external specialists are used well to provide this information. At the early stages of intervention, until this year too little important information has been gathered to help teachers formulate specific and measurable targets for the planned work.
- 32 A good range of well-attended extra-curricular activities takes place after school, although most of these are sporting in nature. These include football for both boys and girls, netball, tennis, and athletics. Additional curriculum activities are provided throughout the year, such as puppet making with the Soopertroopers, visits to Bridlington and Derbyshire, work to promote safety awareness with 'Crucial Crew', visits to places such as Eureka in Halifax and other museums and art galleries. There are library and reading sessions open to parents and children and painting projects with parents. The school welcomes visitors to the school from industry, commerce and the arts. The workshops with the visiting theatre group extend learning in literacy, art and design and technology through practical activities. Additional activities such as these provide pupils with a variety of interesting and exciting experiences and enrich the curriculum. The school recognises that almost all of the after-school clubs have a sporting bias and there are plans to extend the range of activities to include art clubs and opportunities to develop computer skills in the future.
- 33 The school follows the Local Education Authority policy on equal opportunities and all subject policies contain a statement about pupils' equal opportunities. The school makes good provision for equality of access and opportunity for its pupils in terms of gender, ethnicity and special educational needs through the provision of appropriate teaching methods, support and materials. The recently appointed co-ordinator for inclusion works effectively to ensure that all pupils have opportunities to benefit from

all that the school offers. All of the teachers and support staff provide appropriate models for pupils as to how they should respect one another and behave as they would like to be treated themselves.

- 34 The school makes very good provision for pupils' personal, social and health education. An enthusiastic co-ordinator for 'personal, social, and health development' has been appointed and has attended a number of in-service training courses and begun in-service training for all teaching staff in the adopted scheme of work. Weekly lessons take place throughout the school in which issues are discussed sensitively and there is a well-established programme of work for these lessons to support teachers. Very good detailed records of pupils' personal development are kept and information from these is used to inform reports to parents. Sex education is currently provided appropriately through the science curriculum and through outside agencies. The teaching about the dangers of the use of drugs is well supported by the specialist knowledge and experience of one member of staff who helps to inform other members of staff in aspects of drug awareness.
- 35 The school has very good relationships with its partner institutions and the school has very good links with the nearby secondary school to which most of the pupils move when they are 11 at the end of their time in the primary phase of education. There are strong science, design and technology, music and physical education links. The contribution of the community to the curriculum is very good and the school has good links with initial teacher-training colleges and accepts students from linked colleges who work in the school.
- 36 Provision for pupils' spiritual, moral, social and cultural education is good overall and its work in developing pupils' moral awareness is very good. Starting with the 'Rainbow Code', which sets out how pupils are expected to behave both in lessons and outside school. The whole atmosphere for learning within the school is concentrated on developing pupils' self-esteem and widening their horizons, with the aim of helping them to overcome difficulties and benefit from life's opportunities. All staff work together, acting as good role models for pupils, who are led to appreciate that co-operation and thoughtfulness create a happy and purposeful community. Throughout the school, good quality displays please the eye and encourage pupils to look closely at work displayed and to think about acceptable ways to behave.
- 37 The school promotes pupils' spiritual growth effectively. Assemblies, which are broadly Christian and comply with requirements, are based around themes such as 'feelings', 'friends' and 'sharing', so that for pupils of different age groups, and within the whole school, they give consistent messages and food for thought. The very good methods for encouraging good behaviour, with much use of praise and rewards, depend on pupils reflecting on their own actions and considering how to improve them, thus increasing their self-knowledge. Through visits to the seaside and countryside pupils are taught to appreciate the natural world, and teachers are quick to capitalise on the potential of lessons to touch pupils' emotions. In a sensitively led personal, social and health education lesson, younger pupils in a Year 3 class were helped to express their concerns about taking responsibility for ones-self and of monitoring personal actions. In singing activities children from the reception classes worked with pupils from Year 1 to explore feelings through music and to concentrate on the words that they were singing. Older pupils' work with physically and mentally disadvantaged people demonstrate how thoughtfully they can respond, when given the right stimulus.

- 38 The provision designed to help pupils to strengthen their moral development is very good, as witnessed by the fact that the school operates as such a harmonious community, despite the higher than average level of pupil movement within the year. From the outset, the school's expectations of behaviour are made quite clear, so pupils are in no doubt as to the difference between right and wrong. All of the school's policies relating to this area of life are firmly based on the need to instil in pupils' morality, respect, responsibility and self-control. Pupils take part in much charitable fund-raising; for example they have recently contributed to the Chris Moon anti land-mine appeal, sponsoring staff members who ran in the London Marathon. Pupils, who in the past have demonstrated challenging behaviour, have responded well to the revised code of practice for behaviour and now readily accept that the correct pattern of behaviour makes play and work more fun for everyone.
- 39 The personal, social and health education programme makes a good contribution to pupils' social and moral education. The school further enhances pupils' very good social development through the range of extra-curricular activities and the large number of educational visits that they make, during which they increase their appreciation of belonging to a wider community that has similar expectations of behaviour to those of school staff. On a daily basis, pupils are encouraged to co-operate and take on responsibilities, such as keeping certain areas of the classroom tidy or helping to support younger children at lunch-times, all of which help to develop their social awareness. Pupils in older classes welcome visitors from special schools and work alongside them in a very supportive way. The strong links with pupils from the local unit for severe learning disabilities create a great awareness of how profitable the shared projects are for pupils from both schools.
- 40 The provision for pupils' cultural development is also good. Visitors to the school, such as artists and theatre groups, deepen pupils' knowledge of their own heritage and traditions as well as those of others. Their understanding of the traditions and culture of others is increased by learning about the religious traditions of those of other than western cultures. Pupils frequently visit museums in order to enhance their understanding of, for instance, life in Victorian times. In the summer many classes enjoy a traditional day out at the seaside or visit places in the countryside. Topics, such as work about the Ancient Greeks, broaden pupils' knowledge about different cultures. Pupils learn about different styles of painting from Africa and from the Aboriginal culture of Australia. They listen to music from other cultures in class during milk time and coming into and leaving the hall for assemblies. Pupils at the school are given rich and varied cultural experiences, which make a very positive contribution to the quality of their learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 41 As observed during the previous inspection, the care arrangements for pupils are good. Procedures and use of assessment information and pupils' educational and personal support are satisfactory overall. The procedures and use of assessment information have improved significantly since the previous inspection.
- 42 Procedures to promote and ensure pupils' care and well being are good. The school has effective arrangements for induction to the nursery, reception classes and other classes. All of the transfer arrangements to the main feeder secondary school are well developed. Pupils confirm that they are well cared for when they are ill or otherwise distressed. They feel comfortable approaching their teachers or members of the lunchtime staff if they have worries or problems. Under the direction of the

headteacher and teaching staff, the newly appointed learning mentor is making an important contribution to improving the lives and attitudes of those pupils, experiencing a range of difficulties. By having significant time to listen to these pupils, the nature of their difficulties is better defined and this helps to identify the most appropriate ways of helping them. The procedures for child protection are good. There is a well understood school policy and the procedures to follow are listed. A designated staff member is known by all of the adults in the school. Effective links exist with social services. Pupils are made appropriately aware of child protection issues as part of their personal and social education. In the school prospectus parents are informed of their own and the school's responsibilities in this area.

- 43 Procedures to ensure pupils' health and safety are good overall. The outcomes of regular site inspections are recorded and addressed appropriately. The separate playgrounds for infant and junior pupils make the playing areas considerably safer, whilst encouraging wider participation by all pupils. Teachers make pupils very aware of health and safety issues in practical lessons, such as, in science and physical education. This makes an important contribution to developing of a safety conscious attitude among them. Fire alarm testing is routinely carried out by the caretaker whilst the inspection of portable electrical equipment is carried out by external contractors. Fire drills are carried out regularly. Arrangements for first aid and medicines are well established and appropriate.
- 44 Procedures to monitor and promote good behaviour and discipline are good overall. The rules, which pupils value, provide a coherent basis for their behaviour, discipline and personal development. The main emphasis is on recognising and rewarding good behaviour. On-going praise in lessons, supported by stickers and recognition of good behaviour in assemblies are routine features. Nearly all pupils respond positively. Class teachers deal with low level classroom incidents in a practical way and have a clear route for referring more serious incidents to the senior staff and the headteacher. Teachers use praise effectively and routinely maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour. Another important feature is the good links that exist between the teaching and lunchtime staff.
- 45 Procedures for monitoring and eliminating oppressive behaviour, including bullying, are good overall. Incidents of unsatisfactory behaviour are systematically recorded and analysed for patterns. As a result, the small minority of pupils, with significant behaviour difficulties, are clearly identified. Behaviour improvement plans are used well to support these pupils. There is a clear set of sanctions, in relation to classroom and playground behaviour. The lunchtime staff feel that they are well supported by teaching staff and the headteacher in relation to playground incidents. Pupils and lunchtime staff speak positively about the effect of the new mid-day arrangements. Parents are effectively involved where concerns arise. Pupils confirm that they feel comfortable reporting incidents of bullying or other anti-social behaviour. Measures taken to resolve such cases are usually effective, although in some instances it takes several interventions before issues are permanently resolved.

- 46 Despite working hard on the needs of those pupils with poor attendance, procedures to monitor and improve attendance are not yet fully effective. The good work of the learning mentor who visits homes and discusses problems with parents is making a noticeable difference to the attendance of some pupils with previously poor attendance. However, improving attendance of all pupils still has too low a profile in the school and it is not yet listed as a priority area in the school development plan. Despite persistently low attendance for years, school has not set itself annual targets nor has it considered how to sustain improvements in attendance. Until very recently the school has not undertaken any thorough analysis of collected evidence to establish why some pupils are frequently absent from school. Initiatives to improve attendance are not reviewed regularly and are not evaluated as to their permanent effect. As a result, the school's work in this area lacks focus and short-term successes are not always sustained. Nevertheless, recently, measures to recognise good and improved attendance have been introduced and these are proving to be effective; this is an important improvement.
- 47 Assessment, which was identified as a key issue at the time of the last inspection, has been improved. There are now effective practical strategies for monitoring the academic performance of pupils. The national tests are completed in accordance with statutory requirements. Trends are analysed over years and good use is made of the information gathered to help the setting of school targets linked to the national requirement. This process is used to identify areas for improvement. The system enables realistic decisions to be made about where help needs to be targeted. The procedures are developed best in the subjects where there is regular statutory testing and in other subjects the process is less well developed.
- 48 The school is making good use of past National Curriculum test papers and optional test results to assess pupils' progress and to inform learning needs. Work is set for groups and individuals and, by using this marked work, levels of attainment are marked by staff, against levels agreed by teachers from the local family of schools. This work is done to best effect in English, mathematics and science. In Years 5 and 6 pupils are informed about what they need to achieve in order to attain the expected and the higher levels of attainment. In the nursery the teachers have devised the entry profile but in the reception classes a recognised assessment system is in use. These measures help teachers to identify children's attainment levels when they join the nursery and the school. The information gathered helps teachers to plan individual and group work and plan new work through small attainable steps. This assessment is undertaken in order to ensure that all pupils are given the opportunity to succeed in reaching the early learning goals in all of the areas of learning.
- 49 The school's assessment policy is clear and contains full and appropriate guidance on the monitoring of pupils' performance. Teachers in the majority of linked classes use assessment after lessons each day in order to ensure a good match of work and to help in the revision of short-term curriculum planning. This is important because of the above average number of pupils with special educational needs in each class. Across the school the quality of day-to-day assessment is undertaken carefully and works well. Where setting is used and when teachers teach some subjects to both paired classes such as art and design, matched with design and technology in Years 3 and 4, the management of full entitlement for all pupils is ensured according to their individual and group needs. Pupils are rewarded in a range of ways for outstanding effort, good work or progress. Pupils delight in being awarded stickers and certificates and being praised in celebration assemblies. This praise can be for

good work and exceptional efforts such as in writing or mathematics as well as for behaving responsibly or meeting challenges with enthusiasm even when the work proves to be difficult. The pupils' individual records of achievement show a clear picture of the progress of each pupil through the school.

- 50 Pupils benefit from sensitive support from the support staff. These staff members have very good relationships with pupils so that they feel safe and secure in school. This has a positive effect on the progress they make. Recently the learning mentor has begun to work with and offer support to some pupils with special educational needs. She is trying to find out where the trigger points are that cause them to misbehave and to help them to work out how to avoid these problem areas. Currently, the role of the learning mentor in the school's provision for pupils with special educational needs is not clearly defined, but the extra support provided is having a positive effect on the progress pupils make, particularly those with emotional and behavioural difficulties.
- 51 Procedures to monitor and support pupils' personal development are good. Pupils and their needs are well known to staff. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps to raise their self-esteem. The programme of personal, social and health education makes an effective contribution to pupils' personal development. The school creates effective opportunities for pupils to take responsibility for themselves and others. For example, older pupils help at lunchtime and at assemblies. Collections for charity provide pupils with good opportunities to reflect on the lives and needs of others. The plentiful range of sports clubs make a significant contribution. Junior pupils compete in a good range of team sports, including football, netball, athletics and wheelchair basketball competitions. These events, combined with visits, further develop pupils' discipline, personal application, team spirit, a sense of fair play and a wider knowledge of surrounding areas. Pupils remember what they learn through these practical experiences and the pleasurable memories help them to work better in the follow-up work in the classrooms and so raise attainment. Parents are positive about school's part in helping pupils become mature and responsible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 52 As at the time of the previous inspection, the partnership with parents makes a satisfactory contribution to the quality of education provided and the standards achieved. Parents are broadly satisfied with what the school provides and achieves. Over a third of parents replied to the questionnaire and 19 attended the pre-inspection meeting. Nearly all confirm that their children like school and they consider that they are making good progress. They consider that the school expects children to work hard and helps their pupils become mature and responsible. They are positive about the teaching. Most feel comfortable approaching school with suggestions or concerns. However a significant minority of those who responded express important concerns about weaknesses in the arrangements to keep them regularly informed about their pupils' progress and the inconsistent level of homework, even for pupils in the same year group. As a result, a similar proportion considers that school does not work sufficiently closely with them. About a quarter of the parents who completed the questionnaire are not satisfied with the range of activities that take place outside of lessons. In particular, opportunities other than the plentiful sporting ones. A significant minority of parents considers such non-sporting activities to be limited. A smaller minority expresses some concerns about

the way in which school is led and managed and the boisterous nature of many pupils' behaviour, particularly in the playground. The inspection team agrees with the positive views of the majority of parents. Whilst the quality of communications with parents is clear and informative the team agrees with the parents that more information between the autumn and summer would be beneficial and the school is happy to make new arrangements to accommodate this. The team considers that extra-curricular activities for sport are plentiful but believes that there is room for an increased range of other than sporting activities.

- 53 Overall the links with parents make a satisfactory contribution to pupils' learning. Staff, especially in the nursery class and classes up to Year 2 are readily accessible on a daily basis and listen to parents' concerns. The school works very hard to encourage parents into school and to involve them in pupils' learning. For example, transition meetings in all year groups and regular parents' workshops, organised by the deputy headteacher are organised well. These are based on themes identified by the parents. However, the effectiveness of such links is significantly reduced by the lack of sufficient regular and effective consultation with parents to identify their most significant concerns and needs. As a result, school has not been effective in addressing these parents' concerns about important issues which directly affect standards. The lack of an update on pupils' progress in the spring term, whilst there is still time to influence progress, is the greatest identified problem. The inconsistent pattern of setting and marking homework, to which staff absence has contributed significantly, means that a significant minority of pupils do not have regular opportunities to deepen their learning, outside the supportive classroom environment.
- 54 Despite these identified weaknesses, which the school has now recognised; overall the quality of information is satisfactory. All pupils have reading diaries, which provide a routine communication link between school and home. The practice of holding transition meetings and class meetings with parents early in the autumn term, means that key messages are shared between school and home. Copies of the 'Learning Journey' booklets and half-termly information on planned curriculum work give parents a useful overview of their children's work. The quality of pupils' written annual reports is good. Reports are clear, accessible to parents and benefit from a clear and consistent format. They convey a real sense of what pupils are doing and clearly indicate the levels of progress and effort pupils are making. Key areas for improvement in attitudes or subjects are systematically identified. Except in the formally required reporting years there is too little comparison with nationally expected levels for pupils attainment.
- 55 Information about the life and work of the school is of good quality. Frequent, attractive newsletters keep parents well-informed on ongoing school life. The prospectus gives a full picture of school's expectations and character. The governors' annual report provides a clear picture about the main issues on which the governing body is working. To be fully compliant, this report needs to include the agreed targets for the two following years and the school is committed to include this information in the next annual report.
- 56 Parents' involvement with the work of the school makes a satisfactory contribution to pupils' learning and the life of the school. Discussions with pupils indicate that most have somebody at home who checks that set homework is done. Most parents attend the consultation evenings and almost all parents of pupils with an identified special need attend their reviews. Parents are keen for their children to do well and

most will respond to individual requests to discuss issues, such as behaviour, attendance and punctuality. Unfortunately, too many parents do not keep the promise they make on the home school liaison document to get their children to attend school regularly. A small number of parents help regularly with reading, food technology, design technology and on educational visits. Many parents attend and enjoy the school's class assemblies, Christmas performances, the harvest festival and sports day. Parents provide good support for the fundraising committee who organise a range of events, including termly infant and junior discotheques, which contribute to pupils' personal development. The significant funds raised make a valued contribution to specific projects, such as the refurbishment of the library and providing curtains for the school hall. All five parent governor positions are filled.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 57 The leadership and management of the school led by the headteacher and deputy headteacher have a clear vision for improvement, which is shared by the management team, the teaching and support staff and the governing body. The intention is for the school will provide pupils with a positive attitude to learning in order to enable them to attain better academically, within a secure and supportive learning environment. The school plans to give its pupils hopes and aspirations to succeed in life at the highest possible level. It intends to provide pupils with ways that will enable them to develop into good citizens, with strong family values, who respect themselves, one another, and the world in which they live. The headteacher and the deputy have needed to extend their personal roles and undertake duties normally carried by other teachers during this year. This has created problems for time management and the completion of planned activities. Throughout all of these difficulties the school has remained an exciting place in which pupils have worked hard and prospered. The school is committed to retaining its valued place as a central element in the community.
- 58 Since the last inspection the headteacher and the management team have responded to the key issues identified in the report. Many of them have been satisfactorily resolved. By the summer of 2000 the headteacher, with the management team had formed two management teams with specific responsibilities. One team was to oversee the development of the building. The second team was formed specially to address the remaining curriculum issues from the previous inspection and to drive standards up to a higher level. Strategic plans were made and all staff were keen to share in the full implementation of the plans. Unfortunately, during this past year, the school has experienced many exceptional problems regarding staff absence. Several members of staff have had long periods off duty through sickness. One staff member has already been obliged to leave the school and retire from teaching through ill health and two others are leaving at the end of the summer term. In the early spring of this year up to eight staff were absent because of illness at any one time. There was a severe shortage of substitute teachers in the city and therefore in order to prevent pupils being sent home, other staff taught two classes together and for six weeks the headteacher taught a succession of classes when required. For these reasons some of the structured plans that were made have not yet been fully implemented. The headteacher and the governors are aware of this and have reviewed the intended plans and have made alterations to them in order to address the remaining issues as soon as possible. The headteacher and the governing body have re-structured a clear programme of work to address these issues in the coming autumn term when new staff have been appointed and new management responsibilities agreed.

- 59 Subject co-ordinators provide effective and supportive leadership to their areas. Many of these subject leaders have been appointed to their post only in the last few months and most have had access to subject specific training. As a result they are now beginning to make a positive impact in their subjects. As yet there have been insufficient opportunities for them all to observe lessons and to give advice to colleagues. Their role in checking planning and monitoring completed work is good in English and mathematics but is less well developed in other subjects. Regular opportunities for the structured monitoring of the quality of teaching in their subject are under-developed. In specific subjects, such as information and communication technology, a positive approach to the subject and a good awareness of the opportunities available through national and local funding has very recently resulted in significant improvements in the facilities available.
- 60 Since the last inspection the role of the deputy headteacher has been changed more than once in order to meet and manage specific difficulties within the school. At the present time, because her present role of special educational needs co-ordinator is to be allocated to another teacher next term, the role is likely to be reviewed yet again. From September, in addition to the well-structured support offered by the post holder to new teachers, newly qualified teachers and students in training and her existing pastoral role, new responsibilities, in line with the position of deputy headteacher, are to be agreed. At the same time the roles and responsibilities of all of the senior staff are to be reviewed.
- 61 The management team has put a number of initiatives into place, and these are gradually having a positive effect on standards in English, mathematics and science. A major problem is the very small proportion of pupils who gain the higher level, Level 3, at the end of Year 2, and Level 5, in Year 6, in the national tests. The high numbers of pupils on the special educational needs register, together with the above average proportion of pupils who join the school throughout the term help to explain this. Even so, the management recognises the need to establish strategies to challenge higher attaining pupils, so as to increase the proportion obtaining the higher levels at the end of both Year 2 and Year 6. To this purpose the school is involved in the Local Education Authority initiative to extend the learning opportunities and challenges of gifted and talented pupils.
- 62 In order to improve the quality of teaching the headteacher, assisted by consultants in literacy and numeracy from the Local Education Authority, has carried out systematic monitoring of teaching and learning. This has had a significantly positive impact on improving teaching and on raising standards, particularly in English, mathematics and science. There are plans to extend the monitoring role of the deputy headteacher and the subject leaders of other subjects in order to ensure that all of the curriculum is monitored systematically.
- 63 The governing body fulfils its statutory duties effectively. It is virtually a new body since the last inspection. It shares the school's vision for its pupils and is a valuable source of support. It has created a sensible structure of committees and has a good awareness of the school's strengths and weaknesses. Governors appreciate the need to continue to raise attainment, and understand that pupils will make good progress in their learning only if they feel secure and valued. They support the headteacher and staff in their determination to ensure that pupils see the school as a stable and supportive influence in their lives, as well as the source of their learning.

- 64 The provision for special educational needs is much better than at the time of the previous inspection. The deputy head teacher has given good leadership to this aspect of the school's work in an acting capacity. Administrative and management procedures are good and positive relationships have been maintained with external support staff and parents. The newly appointed co-ordinator has had good opportunities to learn these procedures by having time to work alongside the deputy head and by the opportunity for access to training. However, the current policy for special educational needs is ready for review in order to enable the school to prepare for meeting the requirements of the impending new Code of Practice and develop the provision. The new special educational needs co-ordinator is aware of this and has it as a priority for early action. The governor for special educational needs is newly appointed and has not yet been fully involved.
- 65 The headteacher and governors have made a good start on developing strategies to include all pupils fully in the life and work of the school. The school is part of pilot scheme within the Local Education Authority designed to examine ways of raising awareness and to develop strategies to help integrate pupils, staff, parents and the community into the life of the school.
- 66 The school makes effective use of information and communication technology in administration. In teaching and learning, its use has been very restricted whilst waiting for the creation of the new computer suite. The new suite has recently been delivered. It has been installed by voluntary help and is now ready for use. Arrangements have been made for teachers to attend additional training in line with national guidelines. The school is aware that there is considerable scope for greater use of this increasingly important source of information.
- 67 Finance is well managed. With the support of the part-time bursar the headteacher and senior management team draws up a draft budget, which is presented to the finance committee. After discussion the full governing body receives and approves it making alterations and recommendations if required. The budget is closely tied to the school development plan. The bursar, who works closely with the school finance officer, provides skilled support at every step of the budget setting and monitoring processes. Each subject leader manages a budget for their area of responsibility and receives a budget statement each half term. The school takes good care to ensure that it achieves best value from its expenditure on staff and resources and governors monitor the effect of spending on improving standards of attainment. For example the governors have noted that spending on literacy and numeracy to provide resources in these subjects has helped to improve standards across the school.
- 68 The school has a sufficient number of teachers to teach the National Curriculum and religious education. However, like many other schools, it is experiencing great difficulty in attracting suitably qualified and experienced staff to vacant posts, which need to be filled in time for the new school year. The number of learning support assistants is lower than that found in many schools of the same size where the number of pupils with special educational needs is so high. The staff who are in post are skilled and well trained and are effectively deployed to support teaching and learning. Teaching and support staff work well together and this effective partnership is a key feature in attaining improvements to the quality of learning the pupils receive. The deputy head teacher is very effective in helping new staff to settle purposefully into the school. The school takes pride in its regular support of

new teachers in training. Some of the teachers now in post speak highly of the part that the school played in helping them during their training in the school. As a result they are always keen to offer their expertise to new teachers.

- 69 The scope of the accommodation is good. A number of areas for refurbishment, agreed at the time the school moved into the present building, a former secondary school, that are still in a state of neglect. These include most window frames and the drains in parts of the school. These present significant health and safety issues. Internally the accommodation is bright, attractive and spacious. Classrooms vary in size and shape but are of an adequate size to accommodate classes. The nursery is spacious and provides good accommodation inside and out though the outdoor store for apparatus and large toys is rather small. Facilities in the reception classes are good but there is no secure designated outdoor play area. At the present time the children are allocated some time to use the attractive facilities in the nursery. The school's large hall has a stage, which is being improved at the present time. The library has been developed very well over the past two years. It is carpeted, very attractive and is used well by all classes. The governors are carrying out a feasibility study into the erection of a new security fence round the school. The headteacher and governors have plans for improvements as soon as funds are released. Attention to the toilets and drains in the gymnasium is required as a matter of urgency. There is no covered passage from one building to the other to shelter pupils in poor weather. The windows in the building are old and ill-fitting. During the inspection, which took place during a heat wave, pupils were seriously affected by the heat but most windows hardly open for safety reasons. It was reported that in very windy weather the classrooms are then very cold. The school has large hard surface areas for play and games as well as a large playing field. The refurbished gymnasium is used well and is an asset to the school. Resources for learning are satisfactory they are well deployed and contribute very well to learning in classes across the school.
- 70 At the start of this academic year the headteacher, management team and governing body had prepared clearly structured plans to improve the remaining identified areas of the curriculum and completely remedy the remaining key issues left from the previous inspection. Unfortunately some of these plans were delayed by the severe problems that the school has experienced during the past year, which included extensive staff illness, some related to key personnel and a pattern of reliance on supply teachers. Time spent covering for colleagues interfered with the systems planned to cover for the normal short-term problems that arise in most years. However, with new staff appointments and a thorough reorganisation of staff duties the school is now well placed to complete the implementation of these strategies in the next academic year. The plans are to aim at providing the means of the entire staff working together towards raising attainment levels and improved standards at both across the schools.
- 71 The pupils' level of attainment on entry is well below average. A good start is being provided in the nursery and both reception classes. The standards that pupils achieve across the school are slowly improving. The standard of displayed work is better than the results of tests indicate and the pupils who attend every day do well. Those with few advantages make good progress whilst at the school. There is effective leadership and management by the headteacher, the management team and the governors. The attitudes, behaviour, and relationships of the pupils, as well as the quality of teaching are good. When these factors are set against the well above average percentage of pupils with special educational needs and the above

average rate of mobility, with the slightly above average unit costs, overall this school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72 In order to build on the existing good practice, improve the school and further raise the standards the governors, headteacher and staff should:

(1) raise standards in English by:

- providing more regular opportunities for speaking and discussion which allow pupils to speak at greater length and with an extended vocabulary;
paragraphs: 1, 5, 70, 83, 101, 102.
- Using the improved skills in speaking to achieve higher standards in writing, specifically in sentence structure and the use of more precise and extended vocabulary;
paragraphs: 2, 5, 49, 74, 83, 84, 98, 100, 106, 108.

(2) complete the work aimed at raising standards in mathematics, science and information and communication technology by the full implementation of planned work as shown in the curriculum action plan within the school development plan;
paragraphs: 103, 113, 114, 120, 121, 125, 143.

(3) review the workload of the headteacher and the senior management team by:

- ensuring that all of its members are secure in the terms of reference described in their newly designated job descriptions;
- extending the pastoral and monitoring role of the deputy headteacher in order to ensure that the quality of teaching in all subjects matches that of the best;
- establishing formal reporting procedures for accomplished tasks within set deadlines as indicated in the revised planning documents within the school development plan;

paragraphs: 57, 58, 60, 62, 152, 159.

(4) increase the communication with parents about the work of the school and pupils' progress in order to enable better understanding;
paragraphs: 52, 53, 56

(5) undertake a thorough analysis of the patterns of pupil absence and create a whole school policy for improvement; setting challenging but attainable targets for attendance that are regularly monitored and reported to parents;
paragraphs: 18, 46, 56

(6) Pursue all possible means to liaise with the Local Education Authority in order to remedy the outstanding areas of neglect, which present health and safety hazards, such as the toilets and drains and the many ill-fitting windows that remain from the time when the school was managed by others.
paragraph: 69.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	15	48	34	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	383
Number of full-time pupils eligible for free school meals	0	105

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	6	127

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	36
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.9	School data	1.9
National comparative data	5.2	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	28	25	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	24
	Girls	19	21	21
	Total	37	40	45
Percentage of pupils at NC level 2 or above	School	70 (68)	75 (73)	85 (73)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	23	23
	Girls	19	19	20
	Total	37	42	43
Percentage of pupils at NC level 2 or above	School	70 (60)	79 (72)	81 (65)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	21	20	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	16
	Girls	16	5	20
	Total	26	13	36
Percentage of pupils at NC level 4 or above	School	63 (58)	32 (51)	88 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	14
	Girls	14	14	17
	Total	22	24	31
Percentage of pupils at NC level 4 or above	School	54 (51)	59(58)	76 (78)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	376
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	30	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	26.5
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	130

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	16
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	843,766
Total expenditure	815,988
Expenditure per pupil	1,986
Balance brought forward from previous year	21,220
Balance carried forward to next year	49,101

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	414
Number of questionnaires returned	146

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	42	9	3	1
My child is making good progress in school.	40	48	6	0	5
Behaviour in the school is good.	25	54	12	5	3
My child gets the right amount of work to do at home.	18	43	22	10	7
The teaching is good.	39	50	7	1	3
I am kept well informed about how my child is getting on.	21	35	32	9	3
I would feel comfortable about approaching the school with questions or a problem.	42	46	10	2	1
The school expects my child to work hard and achieve his or her best.	39	50	3	0	8
The school works closely with parents.	19	45	27	3	6
The school is well led and managed.	26	51	12	7	4
The school is helping my child become mature and responsible.	29	60	5	1	5
The school provides an interesting range of activities outside lessons.	19	41	19	5	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 73 Provision for children in the Foundation Stage, which comprises the nursery and both reception classes, is good. This is a similar finding to that at the time of the previous inspection. Seventy-seven children attend the nursery on a part-time basis and are admitted from the beginning of the term following their third birthday. Fifty-eight children are in the two reception classes. Children are admitted to these classes in September and January depending on age. The majority of children in the reception classes attended the nursery. When they start in the nursery, assessment evidence indicates that the knowledge, skills and understanding of the majority of children are well below that expected of children of this age although most levels of prior attainment are represented. On admission to the reception classes, although attainment is still below expectations, most children have made good progress in all six areas of learning during their time in nursery.
- 74 By the end of the reception year, attainment in mathematical development, knowledge and understanding of the world and physical and creative development is similar to that expected of children of this age. This is also true of the children's skills in listening and of their personal, social and emotional development. Overall, standards have been maintained in most areas of learning since the previous inspection when standards in all six areas were judged to be in line with national expectations. The exception to this is in speaking, reading and writing, where the majority of children are not likely to attain the expected levels by the end of the year. Children with special educational needs make good progress as a result of the effective level of support provided.
- 75 Elements of the National Literacy and Numeracy Strategies have been effectively introduced in the reception classes in order to prepare the children for the National Curriculum in Year 1. Planning for all six areas of learning addresses the Early Learning Goals for children in the Foundation Stage but does not yet take full account of the smaller steps in learning towards children achieving the expected outcomes. The staff are aware of this and there are clear plans in place for this work to be completed by the end of the next academic year. A Local Education Authority assessment procedure is used soon after children are admitted to the reception class.
- 76 Parents are provided with good information and opportunities to visit the school before their children are admitted. The nursery prospectus is of a good quality and provides parents with clear information. The reception admission leaflet provides satisfactory information for parents. In addition to twice-yearly formal meetings, all three classes have an open door policy with teachers available every day to talk with parents. End-of-year reports provide parents with an overview of what their children know, understand and can do. They also include helpful comments on the next steps in learning and how well their children have settled into school. However, the present format relies too heavily on placing ticks against the learning objectives in the Foundation Stage learning programme. Parents of children in the nursery are provided with weekly opportunities to take part in a joint parent/child/teacher reading session. This provides a good link between home and school and supports learning in this area.

- 77 As at the time of the last inspection, the quality of teaching is good overall. It was good or better in 77 per cent of lessons observed. No unsatisfactory teaching was seen. Teachers have a good knowledge of the learning needs of children in the Foundation Stage. Basic skills are taught well and teachers have high expectations of what the children should achieve. A major strength lies in the management of children and the promotion of positive relationships. Teachers and support staff meet together regularly to plan what the children will learn. This results in very effective teamwork in lessons and in the children making consistent progress throughout their time in the Foundation Stage. Recently introduced assessment procedures track the children's progress towards the Early Learning Goals in all six areas of learning. This is in the early stage of development and it is not possible to make a judgement on its effectiveness.
- 78 The accommodation is spacious and teachers work hard to make classrooms attractive through displays of work and the establishment of activity areas. However, the carpet in the nursery is badly stained. There is no secure outdoor play area for children in the reception classes. The teachers co-operate well with each other and make the best of this situation by ensuring that the reception children make at least one visit each week to the nursery playground. Planned opportunities for the children to extend their social and physical skills are limited although children have regular use of the school hall and facilities for out-door play are spacious. The Foundation Stage Improvement Plan includes the inclusion of this facility as a target for improvement. Resources satisfactorily support the development of learning in all six areas. The Foundation Stage leader has enthusiastically led the introduction of the recent changes in the programme of learning for children in the Foundation Stage. She has a good overview of current initiatives, is clearly committed to improvement and is very effectively supported by the Foundation Stage team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- 79 By the end of the reception year, most children will have attained the national Early Learning Goals in this area of learning and some children will have exceeded them.
- 80 Teaching in this area is very good. The children respond very positively to the teachers' high expectations of behaviour, attitudes and relationships. Many opportunities are provided for the children to listen to each other and talk about what they are doing, what they see, and what they know and understand. As a result, the children are developing good relationship skills and behave well at all times in lessons.
- 81 Good opportunities are provided through a range of well-planned activities for the children to develop independent learning skills. A good example of this is the half-hour slot each morning and also each afternoon in the nursery for the children to select an activity. These routines are very well established and most children remain interested in what they are doing for a good length of time. This time also provides parent with good opportunities to work alongside their children if they wish. The children achieve well in the nursery and learn to relate well to one another.
- 82 The children in the reception classes take part in school assemblies and this helps them to learn about being part of a larger community.

Communication, Language and Literacy.

- 83 The children make good progress over time. Most children are in line to attain the Early Learning Goals in listening. Fewer will reach this level in speaking, reading and writing.
- 84 Teaching in this aspect is good. Teachers and classroom staff take many opportunities to promote language. A minority of children in the nursery has emerging self-confidence to speak about what they are doing. The majority use single words or short phrases when talking to others or answering questions. The children are given a good start in learning about books. The library is comfortable and provided with good quality books that interest the children. As a result, they often choose to look at books as a natural part of the range of activities available. They talk simply about what is in the pictures and a small number of children are able to 'tell' the story as they turn the pages. A few children in the nursery use recognisable letters to represent meaning when writing independently but the majority of children make marks on paper to accompany their drawings. Many opportunities are provided for the children to learn how to write their first names and the majority make recognisable attempts.
- 85 In the reception classes the majority of children make good progress in reading due to effective teaching of the basic skills. Most are reading familiar words in the early books of the school's reading scheme and a few higher attaining children are beginning to use letters to build simple words. However, although technical skills are developing well, the majority of children find difficulty in talking about what is happening in the stories they are reading. Reading records provide parents with information about how they might help their children to learn to read the words but do not provide enough guidance on checking what they understand. In their writing, higher attaining children write recognisable words and short sentences to tell their news or write a story. The majority of the children write single words or letter strings to represent meaning.

Mathematical development

- 86 By the end of the reception year, the children's attainment in mathematics is on course to be in line with standards expected for their age. This is due to good teaching where an emphasis is placed on counting and sorting and providing opportunities for the children to use their knowledge of number in many situations. Children in the nursery are interested in mathematics. They count aloud to five and a few count reliably to ten. With adult help, they match teddy bears by colour and size and remember the names of simple shapes.
- 87 In the nursery children make good progress in their mathematical development. They begin to count objects including people and toys and can say numbers to ten with reasonable accuracy. Using number rhymes they are learning how to add on and take away using real models or counters and fingers to assist them. When using construction equipment they join and count sometimes following the sequence of a pattern. In food technology sessions they count how many biscuits or cakes they will need to make to enable every child and teacher to have one. Children's progress is good but when they move into the reception class it is still below that of average children nationally.

- 88 In the reception classes, the effective teaching of skills continues to promote good progress. In the lessons observed, the children counted confidently in twos to twenty, and were able to make sequenced patterns using different shapes and colours. Higher attaining children, working independently, were able to sequence patterns using both shape and colour.

Knowledge and understanding of the world

- 89 The children are interested in the world and want to find out more. Teaching in this area of learning is good. Children in the nursery talk about the educational visit they are going to make to Cleethorpes. The work during the half term has been based on the theme of the seaside and this is reflected in the good displays in the classroom and the children's work. The children say that a lighthouse 'helps boats' and 'a fishing boat has a big net'. With the teacher, they pack and unpack a suitcase and identify some of the things they might need to take on holiday.
- 90 In the reception classes, work done during the year indicates that the children are developing a satisfactory understanding of people who help them at home and in school. They have drawn observational pictures of a range of fruits and vegetables and many know that a plant needs water and compost to help it grow. They are developing a sound understanding of floating and sinking, are learning how to predict and beginning to give tentative reasons to underpin their predictions. For example, in one lesson observed, they were able to predict that a ball of plasticine would sink but that a boat-shaped piece might float. Children are provided with some opportunities to use precise vocabulary but this is not consistently expected of them. The large majority of children demonstrate satisfactory skills in using a mouse to control programs on the computer.
- 91 In walks around the school and on visits to places such as the art gallery and museum children are introduced to cultures and traditions other than their own. Many children can explain about places they have visited and know which pictures and experiences tell about times past and what the school was like when their parents or grandparents attended. Although some children have travelled to other countries overall the children depend on the school to develop their learning, knowledge and understanding about the world.
- 92 The quality of teaching is good across the three classes and teachers are adept at reinforcing work learned in one teaching session by using the knowledge and skills learned in other activities.

Physical development

- 93 Teaching is good overall in this area of learning. However, opportunities for planned, challenging outdoor activities for children in the reception classes are limited by the lack of a secure outdoor play area. The children in these classes have regular access to the secure play facilities in the nursery and there are extensive playing facilities as part of the main school accommodation. In the nursery, a good range of interesting activities, both indoors and outside are effective in helping the children in their development of control and directional skills in addition to opportunities to play together in a range of situations. In the lessons observed, children were able to choose from a range of activities, for example, to read quietly in the shade of the cherry tree, 'paint' the playhouse and playground surface with water using large decorators' brushes, or move over and around the climbing apparatus.

- 94 Children in the reception class, in the gymnastics lesson observed, demonstrated good skills in performing a forward roll and knew to bend their knees when jumping from the apparatus to a landing mat. They know that they need to warm up their bodies before exercise and take care of their own and others' safety when moving on the apparatus. Control skills in holding a pencil, cutting and sticking are similar to those observed in most schools. By the time children leave the reception classes their physical development is in line with that expected for children of the same age nationally.

Creative development

- 95 Satisfactory opportunities are provided for the children to develop creative skills. Work on display and attainment observed in lessons indicates that the majority of children attain levels that will enable them to attain the Early Learning Goals by the end of the reception year. In the nursery and in both reception classes there is an area for creative activities. The children explore colour in their paintings. The chalk 'snail trails' as part of their work on mini-beasts, and the pastel drawings of sunflowers indicate that the majority of children are working at appropriate levels and are developing sound observational and creative skills. In the reception classes, the children make collages of fish as part of a whole class display about the seaside. In the lesson observed, children mixed their own colours to paint pictures of the seaside. Although no specific music lessons were observed, children joined in with songs they had learned and reception children took a full part in singing during assemblies.
- 96 Teaching in this area is satisfactory. All of the teachers and support staff share their individual skills well and collaborate well to ensure that every child has access to good quality experiences and opportunities for learning. Teachers organise resources effectively so that children have ready access to materials such as paint and brushes, use them sensibly and learn how to take care of them.
- 97 In the last report the judgements were not ordered in the way described above and so it is impossible to make direct comparisons. At the time of the present inspection work in all of the six areas work is at least as good as that seen in 1997 in all areas of learning and resources to promote cultural awareness have been improved.

ENGLISH

- 98 The 2000 National Curriculum tests for seven-year-olds show that the pupils' achievement in reading and writing is well below the national average. When compared to similar schools the pupils' attainment in reading is average but their writing is below the average. The results of this years unvalidated tests and assessments indicate that there has been satisfactory improvement and more pupils have attained the higher level.
- 99 The 2000 National Curriculum Tests for 11-year-olds show that the pupils' achievement in English is well below the national average. When compared with similar schools the attainment is still below the average. The indication from this years assessments show that whilst there has been steady improvement the standard is still below the expected level for all pupils nationally.

- 100 The previous report indicated that standards overall were in line with national expectations but the test results were similar to the 2000 results in both key stages. The low results in 2000 reflect the fact that a high proportion of pupils had special educational needs. Also many of the pupils who moved from other schools to Rainbow Forge in Years 3-6 also had special educational needs. The implementation of the National Literacy Strategy, has brought about an improvement in teaching and the school's focus on writing is leading to increased confidence and the overall level of attainment is now improving.
- 101 In the work seen during the inspection, standards at the end of Year 2 are average in listening, and reading and below average in speaking and writing. By the end of Year 2, most pupils listen attentively and follow instructions closely, though in one Year 2 lesson a few pupils tended to call out instead of putting their hands up. Pupils listen to teachers' instructions and this helps them to make a confident start to their activities. When given frequent opportunities to speak, for example at the end of lessons when they read out their completed work, some pupils demonstrate self assurance, but for others there is a reluctance and a lack of confidence to speak out loud in front of others. Teachers make very good use of the carpeted areas in classrooms to make it easier for pupils to listen attentively in lessons.
- 102 By the age of 11 most pupils have improved their listening skills, though due to the high proportion of pupils with special educational needs, progress in speaking is not as good. For example, during whole school assemblies pupils listen very well. By the time pupils reach Years 5 and 6 many pupils have improved their speaking skills. The clarity of speech and the confidence in speaking in front of the whole school by pupils in a Year 5 class in their play about King Henry was very good. Pupils in the present Year 6 classes show very good progress in speaking and listening. In one Year 6 class pupils demonstrated excellent speaking skills when performing their choral speaking presentation of a poem they had composed in the style of Alan Ahlberg entitled 'The Supply Teacher's Nightmare'. This poem was based on their own unfortunate experiences of the past twelve months. In the other Year 6 class pupils debated the difference between the poetry of Michael Rosen and William Blake. Many pupils offered well-reasoned opinions, one pupil commenting that William Blake's poems were like a puzzle; they need to be worked out while Michael Rosen's poems were much easier to understand.
- 103 Teachers have worked hard to improve the standard of reading. Inspection evidence indicates that by the end of Year 2, standards in reading are broadly in line with the national average and most pupils make satisfactory progress. Those who have special educational needs, achieve standards that are satisfactory in relation to their prior learning. Guided reading is used effectively in Years 1 and 2 and there is a good match of texts to pupils' prior attainment and developing skills. Phonic skills such as recognition and articulation of letter sounds are developed effectively and this helps pupils tackle unfamiliar texts. Those pupils in Year 2 who are capable of higher attainment confidently use the contents and index sections in books and readily locate books in the library. The school tries hard to encourage parents to assist their children in learning to read by regular practice at home. Parents of pupils in the reception classes and Years 1 and 2 are regular visitors to the school library from where they borrow books for their children to read at home. During the inspection the school had organised a book sale and many parents were buying books for their children.

- 104 Pupils continue to make satisfactory progress in reading in Years 3-6. Higher attaining pupils in all year groups are confident readers. Pupils in Year 6 were familiar with many books by Roald Dahl and enjoyed reading books telling of the adventures of Harry Potter. The majority of pupils who were heard to read make good use of the local library and this gives them an added interest in reading and good skills when using a recognised catalogue system.
- 105 Throughout the school, reading standards are improving. Higher attaining pupils in Years 3-6 describe how to use the library classification system to locate a book in the library. Inspection evidence indicates that most pupils are in line to reach national expectations in reading with higher attaining pupils in Year 6 exceeding the national standards for their age. However, there is a significant number of pupils who find reading quite difficult.
- 106 Pupils' attainment in writing is less well developed than that of their reading. By the end of both Years 2 and 6 it is still below the standard expected for their ages. Overall, pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3-6 from a very low base when they first enter the school. Pupils in Year 1 are beginning to write sentences independently. They show some understanding of full stops, capital letters and question marks. They use their knowledge of sounds when attempting to spell unfamiliar words. One teacher had brought exotic fruits into school to help pupils understand and write about differences in the cultures of people living in Hackenthorpe and the Caribbean. By the end of Year 2 pupils write for a range of purposes. They understand the need to use speech marks when writing conversation and are much more confident in using full stops and capital letters. Appropriate attention is given to the development of grammar. Pupils were observed using the story of Little Red Riding Hood to find descriptive words.
- 107 In classes for older pupils writing becomes more organised. The pupils capable of higher attainment in Year 3 write imaginative and exciting stories, for example, My Journey into Space. Others write book reviews for a specified audience. Examples of very good work were on display in both classes. Pupils had expressed their feelings in poetry, writing a poem entitled, 'Good Days Bad Days'. In one class at Year 3 pupils had written letters to a monster asking it to spare their friend. In Year 4 pupils continue to improve their purposeful and imaginative writing with letters to a store manager complaining about a defective toy and some had written about their favourite sport. Teachers encourage pupils to link their literacy skills to their history lesson writing about The Egyptians. The majority of the pupils managed this task well. More progress is made in Year 5 when pupils use the plot of the Shakespeare play 'Macbeth', to explore older text. Some pupils write a newspaper report of the murder of Duncan, while others write a statement that might have been made to the police and compose eye-catching newspaper headlines.
- 108 The quality of work seen in Year 6 during the inspection was of a high standard. The time taken to achieve this high quality work is not available to pupils during the test situations but the quality of work demonstrates how much they have actually learned. One class has had the benefit of excellent teaching on a regular basis all year while the other class has not been so fortunate. When present, their teacher has been equally effective as she was during the inspection, but illness has forced her to be absent very frequently and a succession of supply teachers have not been able to keep up her very high standards. During the inspection the literacy theme of the week was poetry. In different ways both classes reached high standards and produced excellent performances of their own poems by the end of the inspection.

An analysis of the work in Year 6, completed over the year illustrates the school's focus on writing with many examples of opportunities for pupils to write for a wide range of purposes in one class though much less in the other when the teacher was absent. The overall judgement is that the majority of pupils in Year 6 are now making good progress and a small proportion are attaining at a level that is above national expectations.

- 109 Pupils' attitudes to English are satisfactory in Years 1 and 2 and are good in Years 3 and 4 and, because of the work that has been undertaken in these earlier classes they are very good by Years 5 and 6. This steady progression brings credit to the work undertaken by all of the staff throughout the school. Most pupils enjoy reading and are keen to read to their teachers during guided reading sessions. The majority are eager to recount what they have learned in previous lessons. They know the routines of the literacy lesson well and organise themselves without disruption to the flow of the lesson. Higher attaining pupils are developing their abilities to organise themselves and structure their own work with support from the teacher, when working alone or when undertaking work with others in groups. Most pupils are interested in the activities offered to them and remain fully occupied throughout the group work sessions. They respond positively in plenary sessions and are keen to make contributions.
- 110 The quality of teaching in English is better than at the time of the previous inspection. It is never less than satisfactory and is usually good as pupils' understanding develops over the years. In nine of the sixteen lessons observed it was good. In Years 5 and 6 the teaching was very good and in one lesson it was excellent. Teachers have responded successfully to the introduction of the literacy hour and this was evident in lesson planning which complies fully with the National Literacy Strategy. Teachers endeavour to make the introduction to lessons exciting and this captures pupils' interest and attention. All teachers have secure subject knowledge. They promote knowledge, skills and understanding successfully through clear explanation and questioning. They provide work that is well matched to the needs of all pupils taking good account of the targets in individual education plans for pupils with special educational needs. In most classes pupils are usually expected to work at a good pace and to produce a reasonable amount of work.
- 111 All teachers promote very good relationships and manage pupils very well; even the small minority in some classes with challenging behaviour, and this has a very favourable effect on the learning that is taking place. Teachers carry out detailed day-to-day assessment of pupils' work and they keep careful records of all pupils' achievement and use this information to plan future work. However, at the present time the format for assessment and recording of attainment differs as teachers have evaluated different strategies. In the lessons observed, teachers demonstrated high expectations of pupils, they explain the objectives of the lesson and ensure that pupils know the focus of each task. Marking is carefully completed and teachers provide pupils with a clear idea of how they might improve their work.
- 112 Due to the long-term absence of the lower-school subject leader for literacy the co-ordinator who had responsibility for Year 3-6 now oversees the work throughout the whole school. She is very knowledgeable and enthusiastic and has worked very hard in her successful leadership of the subject. She monitors planning and the head teacher has carried out a full programme of monitoring teaching with the aid of consultants in literacy from the Local Education Authority. This has made a significant improvement to the quality of teaching in the subject. The school

allocated sufficient amounts of money from the curriculum budget to ensure that satisfactory resources were in place to support the introduction of the National Literacy Strategy. The school library has been completely refurbished by voluntary labour and is now very bright and welcoming to pupils. It is well stocked and is kept very tidy by groups of pupils. Teachers make good use of pupils' skills using the word processor facilities in classrooms to help with drafting, editing and final presentation of work but too little use has been made of information and communication technology in the past. Since the acquisition of the new computer suite during the present term plans to extend this work have been made, but in just three weeks there is too little evidence on which to base a judgement. The subject makes good contributions to the pupils' spiritual, moral, social and cultural development. National Curriculum requirements are met.

MATHEMATICS

- 113 In the National Curriculum tests for seven-year-olds in 2000, the pupils' results were below those expected for pupils of their age when compared with the national average. Pupils' performance was close to the results achieved by schools with pupils from similar backgrounds. Standards were below those expected for pupils of their age when compared with the national average because, although the percentage reaching a higher level was above the national average, too few pupils reached the level expected of most seven-year-olds. This is because of the above average number of pupils with special educational needs. These results represent an improvement since 1997 when national tests showed that standards were well below the national average. Over the past three years the trend in performance in mathematics was above the national trend. There was no difference between the achievement of boys and girls. The improved standards at the end of Year 2 are in part a result of the successful introduction of the National Numeracy Strategy. Progress is satisfactory for all pupils, including those with special educational needs. This is an improvement since the previous inspection.
- 114 Pupils' results in the National Curriculum tests for 11-year-olds in 2000 were very low compared with the national average. They were also well below average when compared with the results achieved by schools with pupils from similar backgrounds. Standards were very low because no pupils attained the level above that expected of most 11-year-olds and less than half of the pupils failed to attain the expected level. This is accounted for in part by the above average number of pupils with special educational needs and the above average number of low attaining pupils admitted to the class during this school year. There was no significant difference between the performance of girls and boys over the past three years. However, the percentage of pupils attaining the standard of most 11-year-olds is rising although the trend is below the national trend over the past three years. The unvalidated results for 2001 indicate that there is a significant increase in the number of 11-year old pupils attaining the level expected of most pupils nationally. This is because teaching in these classes is good overall and for pupils in Year 6 is sometimes very good. However, the inspection evidence indicates that with more than a third of the class identified as having special educational needs the overall level of attainment is below that expected of 11-year-olds nationally. This is similar to the previous report. Progress is satisfactory for all pupils including those with special educational needs.

- 115 By the age of seven, pupils count, read, write, order and add and subtract numbers to 100. They have a secure understanding of place value to at least 100. They count on in 5s from a given starting point to a hundred. They know the 2, 5 and 10 multiplication tables. They interpret simple graphs, for example about the different plants and trees in the school grounds. They know the names and properties of simple two and three-dimensional shapes, for example squares, triangles, cubes and prisms. Pupils have an understanding of time, reading and recording the hour, 5 past, 20 past and half hour accurately. Problem solving skills are fostered by challenges such as 'If a ruler is 25 centimetres long and a crayon is 10 centimetres shorter. How long is the crayon?'
- 116 By the age of 11 pupils work with increasing confidence with large numbers. Most pupils do paper calculations such as 623×99 and divide to two decimal places. They identify patterns within sequences of numbers or shapes and some construct a formula to predict, for example, the number of dots in the tenth number in the sequence. They have satisfactory skills in mental arithmetic, demonstrated during the inspection with questions about the properties of numbers such as 'Tell me about 100' with responses including the fact that it is a square number and explaining what is meant by a square number. They calculate the area and perimeter of regular and some irregular shapes and record this correctly. Higher attainers understand what is meant by range, median and mode and construct frequency graphs. They have a good understanding of the properties of two and three-dimensional shapes and measure and construct angles accurately. Average and above average attainers understand that decimal and fraction equivalents such as $124/1000$ are the same as 0.124. They solve problems such as 'If there are 20 boys for every 25 girls. How many boys are there if there are 100 girls?'
- 117 The overall quality of teaching and learning is good. This judgement is similar to that in the previous report. In Years 1 and 2 the teaching is most frequently satisfactory overall and only occasionally good. Teaching and learning are good overall in classes for pupils in Years 3-6. Very good teaching was observed during the inspection in a Year 6 lesson. The excellent attitude of the teacher, very good relationships with all pupils, effective use of challenging questions varied according to the prior attainment of the pupils, very brisk pace and positive feedback and praise enabled the pupils to consolidate and extend their knowledge and understanding of the properties of numbers and of how to recognise and extend pattern sequences. As a result learning was very good. Where teaching and learning are only satisfactory the expectations of what pupils can achieve are lower; the pace of the lesson slower and sometimes the opportunity to use the correct mathematical terminology is missed. However, throughout the school teachers plan work carefully, have high expectations of behaviour, manage pupils very well, question pupils effectively, praise and encourage so that confidence is boosted and use ongoing assessment to provide challenging tasks for pupils of all abilities that usually matches their prior attainment. As a result pupils listen well to both the teacher and their peers, are interested, concentrate well on tasks, behave well and have a positive attitude to the subject. This enables pupils of all attainment levels to make progress in lessons that is frequently good, sometimes better, and never less than satisfactory. In a lesson in Year 5 with the lower attaining set, where almost 50 per cent of pupils had special educational needs, the positive effect of high expectations on learning was seen. The teacher selected strategies aimed at confidence boosting and used probing questioning, matched to the prior attainment of pupils. This was demonstrated particularly well in the mental mathematics session at the beginning of the lesson.

- 118 The successful implementation of the National Numeracy Strategy has resolved the issue identified in the previous report about learning being built on in planned steps. All teachers use the structure of the National Numeracy Strategy effectively to promote learning. This is particularly so in relation to mental mathematics in Years 5 and 6. The majority of teachers in this part of the school maintain a brisk pace, enthuse and involve all pupils by skilful questioning and expect pupils to explain clearly the reasoning behind their response using mathematical terms. The need for pupils to listen very attentively and to answer clearly and logically effectively promotes the literacy skills of speaking and listening. Teachers mark books regularly. There is some use of encouraging comments to raise the self-esteem of pupils for correct work or when a particular pupil has made a good effort. In some sets of books there are very few comments or short-term targets presented to help pupils improve their mathematical skills. Suitable homework is set though this is not consistent across the age bands or between classes.
- 119 Information and communication technology is used insufficiently to support the teaching and learning of mathematics. The school has a satisfactory range of software and now has access to programs via the Internet to support number, space and shape and data handling in mathematics. In information and communication technology some use is made of data handling software to consolidate learning and enable pupils to produce, for example pictograms and bar graphs. There was too little evidence of the use of mathematics to support learning in other subjects, but where it is applied it consolidates learning in mathematics and supports learning, for example in geography and science.
- 120 The subject is managed well. The subject leader, who has been in post for a year, has a clearly defined role and is very knowledgeable. His teaching is a very good example for others to follow. The analysis of statutory and optional test results is very meticulous and has a significant effect on long- and medium-term planning. As a result standards are rising through clearly directed teaching. Subject leaders moderate medium-term planning and short-term planning is monitored by the head teacher. Resources for mathematics are satisfactory. School-wide assessment and better resources for teaching mathematics are improvements since the previous inspection. The school's involvement in the 'Springboard' initiative for Year 5 pupils, extended to Year 6 pupils as well as the booster classes for Year 6 pupils, have improved the confidence of pupils and as a consequence, their level of attainment. Tracking analysis is also used to set targets for pupils that are recorded on the annual report to parents. One outcome of the monitoring the subject's performance is that the school's curriculum improvement plan and the school development plan reflect the priorities for development in the subject. This is having a positive effect on standards of attainment in across all classes. The school recognises the need for more opportunities to monitor teaching and learning to further raise attainment and has a strategy to implement this ongoing developmental work.

SCIENCE

- 121 Pupils achieve well in science as they move through the school. Achievement in Years 3-6 is better than in Years 1 and 2 because there is a greater consistency in the curriculum across classes in the same year groups. The proportion of pupils in Year 2 and Year 6 achieving the nationally expected standards is below average, but this is against a background of a high proportion of pupils in these year groups on the register of special educational needs. For the current Year 2 group this is over 40 percent and in Year 6, 30 per cent. This year there has also been

considerable disruption of teaching due to unusually high level of staff absence. At the time of the last inspection, standards of attainment were satisfactory and pupils were making satisfactory progress so the school has maintained the position. This judgement is further supported by the standards achieved in the 2000 tests for 11 year olds when the school's results were close to the national average for all schools and above those for schools from similar contexts. That group of pupils' performance in the tests was close to the national average for similar schools based on their prior attainment at the age of seven. There is evidence from pupils' work and the lessons seen during the inspection that standards of attainment in years 3 and 4 are close to those expected for their age. This is supported by the results of the optional tests taken by these pupils. In addition, since the last inspection, the school has introduced the most recent national curriculum guidance and designed a comprehensive action plan for the subject in order to improve standards further. Teachers' assessments in the summer term 2001 indicate that whilst still below expectations overall more pupils are attaining the expected levels in Year 2 and Year 6 and some are attaining higher levels.

- 122 Seven-year-olds develop a secure understanding in the three knowledge aspects of the National Curriculum – living things, materials and processes. For example, they understand that a circuit has to be complete for a bulb to light when connected to a battery. They know the different parts of plants and develop a basic understanding of what the leaf, stem and roots do. They can use a simple key system to group different types of living things and give logical reasons for their choice. Most pupils know what a plant or animal needs to grow and higher attaining pupils are developing a sound understanding that animals and plants have preferences where they live depending upon the light or moisture available. By looking at the materials used to build a house they learn that different materials are more suited for different purposes. Pupils conduct their own simple experiments and are beginning to be able to predict the possible results of an investigation. In many cases pupils' spoken and written language and number skills are not at the levels expected for their age and as a result their ability to explain their ideas and to record the results of their investigations effectively is below the expected level. This is one of the reasons that the assessment process does not reflect their actual knowledge.
- 123 By the age of 11 pupils have a growing knowledge and understanding across all aspects of science. For example, they investigate the volume of carbon dioxide in different brands of fizzy drinks. Their measurements and recordings are reliable and they work well together using equipment with care and good awareness of safety. Where ever possible the teachers in Year 6 use an investigative approach. This has been interrupted this year by unavoidable staff absence, but overall this practical approach suits the significant number of lower attaining pupils and those with special educational needs. Through a range of investigations they learn four different ways of separating mixtures such as evaporation and filtration. They also learn the importance of a healthy diet to good health and growth. The few higher attaining pupils have a good subject vocabulary and use it when describing an event of experience. However, most pupils have a less secure grasp of the right terminology and need to be prompted to use it accurately. In addition, their ability to design investigations and to evaluate in detail what they have found out from an investigation is below the standard expected for their age.

- 124 The teaching was at least good in all but one lesson where it was satisfactory and was very good in two lessons. This good teaching has a positive effect on pupils' learning. In Years 1 and 2 there is some inconsistency between the methods and content of the work pupils in different classes do and this has a detrimental effect on the pace of their learning. Some of the inconsistencies have been caused by too frequent staff changes and the established staff are now making good the shortfall but this is adding to the apparent variation in content. During the inspection in all of the lessons seen in these classes teaching was judged to be good. Teachers have good knowledge and understanding of the subject and use this to provide a broad range of activities that deepens pupils' knowledge and understanding. Teachers across the school have high expectations of behaviour and manage pupils well so they behave well. The intentions of lessons are made clear at the start and for this reason pupils respond well to questions and activities. In Years 3-6 the shortcomings in the consistency across classes are, in the main, not in evidence. Teachers in most classes have good subject knowledge, plan together well and share a similar approach. For example, in Year 3, pupils in both classes were investigating how water is transported through a plant by using white carnations and coloured dyes. The practical and effective method where the white edges of the flowers gradually become tinged with the dye immediately captured pupils' interest so they behaved well and responded well to the skilful questions that the teacher directed to specific pupils. The careful planning is supported by high expectations of behaviour and clear explanations and instructions so there is no ambiguity in what the pupils are expected to do. Similarly very good teaching skills were seen in Year 6 where pupils were investigating the volume of carbon dioxide in fizzy drinks. Follow up written tasks were very well matched to the wide range of ability in the class that gave opportunities for all pupils to develop and demonstrate their understanding to their own level. This activity is one of a series taught in conjunction with the local secondary school and makes a very good contribution to preparing the pupils for transfer in September. The approach in Year 4 is different in that one teacher takes both groups for science. However, this is equally effective in ensuring a consistency of teaching and learning. As in the other classes seen, the teacher's emphasis on developing pupils' practical experiences, high expectations of behaviour and an infectious enthusiasm for the subject creates a positive learning atmosphere. Consequently, pupils learn well and are achieving levels close to those expected for their age. Marking of pupils' work is variable and rarely sets small targets for pupils to work towards in their next piece of work, but the best examples give pupils clear ideas on how to improve their work.
- 125 The subject co-ordinator provides good leadership to the subject. Unfortunately, due to unavoidable absence from school for much of this year some of the subject action plan has not been introduced as planned. Although national tests and teacher assessments are carried out appropriately there is no consistent whole school approach to monitoring pupils' progress as they complete units of study to help teachers plan the next unit or sufficient opportunities for the co-ordinator to check planning and the quality of teaching. This has an effect on the standards that pupils' achieve and the consistency in teaching, particularly in Years 1 and 2. Information and communication technology is not used enough within lessons for pupils to present work, analyse data or to use in investigations. However, the school has recently purchased a range of sensors that link to computers and provide good opportunities for this aspect of the teaching to be developed.

Art and Design

- 126 Very few lessons were observed during the inspection. However, there was sufficient evidence to show that standards for pupils of all ages have been maintained since the previous inspection. At the end of Year 2 attainment levels are in line with those normally expected for pupils of this age. By the end of Year 6 they are above average overall with high quality work being produced by some pupils. This is an improvement since the last inspection. Throughout school pupils make good, and often very good, progress in the acquisition of skills and in their understanding of art as a medium to express emotion and creativity. This includes all pupils with special educational needs. The work seen across the school shows good coverage of the range of two-dimensional media and techniques. There is some evidence of three-dimensional work and this represents individual thought as challenges are set, such as how to fix a base or a lid onto a paper tube or a cylindrical pot.
- 127 In classes for pupils in Years 1 and 2 pupils experience a variety of experiences in two and three dimensions. Observational drawings are begun from the earliest time in school and pupils look closely at themselves and study the world around them. Drawings of samples of flowers and plants show that pupils know about light and shade and attempt to reproduce them. They used magnifiers to look closely at the samples and experimented with the effects made by pens, pencils and pastels on a range of papers. This work was completed successfully. Pupils have good control of drawing implements. The standard of finished products was good. The work of recognised artists is used in all age groups as a starting point for imaginative and accomplished work. Pupils have considered the shapes and bright colours of Mondrian's work before creating their own vivid interpretations some using a painting program on the computer.
- 128 In the Years 3 to 6 classes pupils continue to develop their skills and extend their knowledge and understanding. Good standards of observational drawing were seen in classes when pupils produced either a detailed photographic image or line representation of plants and still-life collections. They select and use materials well to suggest, for example, textured towelling or smooth leather. Pupils readily reflect on and evaluate their own work, looking for ways to improve. Pupils in Year 3 had undertaken paintings using the pointillism style to good effect. In Years 5 and 6 pupils' observational drawings of various objects showed good attention to detail and the confident use of pencil line and shading to represent accurately what they saw. The work in the style of Picasso by pupils in the Year 5 classes was of a high standard.
- 129 Art from different countries and times is used to help pupils to understand their own and other cultures. As pupils progress through school they learn to look critically at the work of famous artists. Pupils in Year 6 have begun to research well-known artists including Monet, Van Gogh, Renoir and Kandinski and they write passages in appreciation of favourite artists and their paintings. Pupils observe lines, colour and detail such as how the light makes a pattern on the floor. They record their personal responses to artists' work using skills learned in literacy.
- 130 No lessons were observed at In Years 1 and 2 but in the lessons observed in Years 4 and 5 the quality of teaching seen was good and once was very good. It was all well planned with clear learning objectives and effective use was made of questioning to promote the objectives. For example, the teachers in Years 4 and 5

used questioning well in order to develop pupils' recognition of the visual elements of a painting such as pattern, shape and form. Techniques were well taught and in addition, the interest and confidence shown by the teachers encouraged pupils to perform well. In all lessons seen pupils made good progress. In one class every pupils imagination was tested as additional challenges to improve their drawing techniques were added at each review point and planned extension work ensured that talented artists were provided with appropriate tasks. Pupils were always interested and involved in their work, showing good concentration. Pupils across the school were keen to experiment and develop their own ideas. Their positive attitudes had a beneficial effect on the progress they made.

- 131 Art is co-ordinated effectively; the draft scheme of work meets National Curriculum requirements and enables teachers to ensure that skills are developed. The assessment procedures are simple and have been introduced only recently but record the progression of skills and the work accomplished in a manageable way. The subject leader monitors provision by evaluating teachers' half-termly planning and keeps a check on standards by examining samples of pupils' finished work. The co-ordinator manages a realistic budget and ensures that the staff has a suitable range of good quality tools and materials. There is a good range of pictures and objects to use as stimuli, and this makes a good contribution to pupils' attainment. The art club for parents and children is well attended and creates a link for parents with the school that is appreciated by all the participants. Art is displayed well in classrooms, school corridors and other areas, celebrating achievement and creating an attractive and stimulating environment.

Design and Technology

- 132 During the inspection, there was insufficient evidence to make secure judgements about standards at ages seven and 11. It was possible to observe one lesson in Year 3 and, therefore, no overall judgement can be made about the quality of teaching. The subject is taught in units of learning and takes account of the recommended time allocation for teaching the subject. There was limited evidence of work around the school and very little photographic evidence. Discussions with small groups of pupils in Years 2 and 6 pupils indicated limited recollection of work done during the year. At the time of the previous inspection standards were judged to be in line with expectations.
- 133 In the lesson observed, the pupils' achievement was similar to that made by pupils of a similar age in other schools. They produce realistic designs in preparation for making a photograph frame that would stand on a horizontal surface and are developing early skills in evaluating their own work and that of others.
- 134 Samples of work on display around the school show that pupils in Year 1 have made simple musical instruments using containers, paper and elastic bands and in Year 2 have made stick puppets. In Year 3, pupils have worked with pneumatics to make 'Moving Monsters' and in Year 4, have produced bookmarks that will not fall between the pages of a book. Samples on display in the Year 6 area indicate a satisfactory understanding of the use of nets to make boxes. This was linked to work in art and design about how products are advertised.

- 135 A subject policy is in place but this is identified for revision. The school has adopted the most recent national curriculum guidelines for planning and teaching in the subject. This addresses all aspects of the programme of study and provides guidelines to support learning as pupils move from year to year. Teachers keep their own records of the assessment of progress and use these to inform the end of year reports.
- 136 Some opportunities are provided for the co-ordinator to monitor planning. The strategies planned to evaluate standards and the quality of teaching and to ensure the planned programme of study is fully addressed are based on nationally recommended assessment documents but have only just been introduced. The co-ordinator draws up an annual action plan for the subject. Adequate resources are in place to support teaching and learning in the subject.

History and Geography

- 137 The last time the school was inspected, standards in geography and history were average throughout the school. Pupils' work and lesson observations show that standards have been maintained so most pupils achieve well to reach the expected levels for their age at both seven and 11. The two subjects are taught as part of a linked programme that means that each subject is taught in turn, changing each half-term. Pupils with special educational needs make satisfactory progress in both subjects although, because of their difficulties many do not reach the expected levels. Since the last inspection the school has satisfactorily maintained the quality and range of resources and introduced the new national guidance for both subjects.
- 138 Teachers have a secure understanding of what they need to teach pupils so they develop the full range of skills, knowledge and understanding. In geography, by the age of seven pupils develop their knowledge of the countries of the United Kingdom and the capital cities. They know the main points of the compass and understand maps use symbols and colour keys to show particular buildings and features. They learn this by thinking about their route to school and drawing simple maps. By the age of seven in history, pupils have secure understanding of some famous people such as Florence Nightingale and important events such as the Great Fire of London. They are able to sequence events in the correct order and have a secure understanding that places and peoples' lives change overtime as new buildings are put up and new ideas are invented. The quality of teaching was satisfactory overall but there were some good features in all lessons. Teachers use a range of methods appropriately to teach the topics, but there are significant differences in the approach taken by different teachers in both Years 1 and 2. This inconsistency in planning means pupils' depth of understanding varies across the topics depending on the class they are in and the emphasis placed by the teacher. In some years there is very little variation in activities to match the different abilities within the class so pupils have insufficient opportunities to use their skills in information and communication technology and literacy to express their own ideas and their understanding of what life was like for people who lived in the past.
- 139 The quality of teaching is good in Years 3-6 and in lessons for the oldest pupils it was judged to be very good. By the age of 11, pupils have a consistently secure understanding of the key skills, knowledge and understanding of both subjects. Through studying a range of topics such as The Celts and the Ancient Greeks pupils learn about different civilisations and the legacy that these people have left behind. For example, they know about the roads the Romans built and how some

modern roads follow the same routes. The oldest pupils understand how archaeologists use evidence from objects of historical interest to draw conclusions about how people lived long ago, although as in the Indus Valley civilisation, there are still many unanswered questions. In geography pupils develop their understanding of maps so they can use grid references and symbols to find specific places. They know about the continents and oceans of the world and the climatic zones. They develop a secure understanding of the key features of these zones and how the amount of rain and the temperatures affect the people who live there. The oldest pupils understand the effect human activity has upon the environment such as pollution and that there are conflicts of interest between developments and the effect on the environment.

- 140 During the inspection, very good teaching of history and geography was seen in Year 3 and Year 6. Both of these lessons had similarly strong features. Both were very well planned with a good range of activities for pupils of different abilities. Class discussions were used very well to start the lessons so that pupils were fully involved and committed to work well. Due to the very good control by the teachers and the high quality resources provided for pupils to work with, in both lessons pupils behaved very well, learnt new ideas that built on and developed previous work. The high quality of individual lessons and the greater consistency between classes means that the variations in pupils' learning in Years 1 and 2 are eradicated by the end of Year 6. Pupils learn best when teachers in Year groups work well together so the emphasis in lessons and that the activities each class undertakes are similar. For example, in Year 3 there is a very close match between the work the two classes do so pupils achieve well. Pupils' learning is helped by teachers' marking work well with helpful comments that give pupils clear ideas about what they have done and what they need to do to improve their work. However, this close collaboration is not seen across the whole school, particularly in those classes that have been most affected by the sickness and absence of the regular teachers which has created some imbalance in the taught curriculum.
- 141 The curriculum fulfils statutory requirements, but the new assessment strategies are not implemented consistently. The teachers in charge of the subjects have supported their colleagues by making sure sufficient resources are available to teach the subjects. However, they have not had any opportunities to monitor how lessons have been taught nor the pupils' completed work in either subject. The inconsistencies in the teaching methods, time allocated to the subjects in different year groups and classes is a result of the frequent change in teachers and the lack of regular monitoring.

Information and Communication Technology

- 142 By the age of seven, standards are broadly in line with national expectations. By the age of 11, although pupils' competencies in word processing, drafting and editing have improved the overall standards are below the levels expected for pupils of this age. This indicates some improvement since the previous inspection when standards were judged as below expectations for both seven- and 11-year-olds. Good improvements have been made in the number and quality of computers since the previous inspection, when provision was judged to be inadequate. The school has very recently installed a computer suite. This contains enough computers and other equipment to enable a whole class to be taught. It is currently in the very early stages of use and the school has not yet organised a timetable that guarantees access by all pupils. Each classroom or teaching area has at least one

computer. This provides opportunities for information and communication technology to be used flexibly. The school now employs a technician and this ensures that the computers and other resources are well maintained.

- 143 At the time of the previous inspection, the provision of training to improve teachers' confidence and expertise in the subject was identified as a weakness contributing to the low standards. Many of the teachers have gained in skills and are much more confident in their own abilities and the school has now put a schedule of training into place for all teachers. However, much of the training is in its early stages and has not yet had time to influence the overall quality of learning.
- 144 During the inspection it was only possible to observe one lesson in information and communication technology. This was in a Year 5 class. It is not possible, therefore, to make an overall judgement about the quality of teaching throughout the school. Evidence from observations, samples of previously completed work and discussions with pupils indicate that some teachers have strengths in teaching specific aspects of the programme of study. However, in other areas, there remain specific weaknesses in some teachers' knowledge and understanding. The school's planned schedule of training is in place to address this issue.
- 145 In the lesson observed the pupils' achievement was in line with that of pupils of a similar age in other schools. They were able to open a program, navigate icons and highlight text. During the lesson, the majority of pupils learned how to cut, copy and paste text within a document.
- 146 Samples of work indicate that by the age of seven, pupils are developing satisfactory skills in word processing. They can alter the appearance of text when using the computer to write stories, accounts, lists and rhymes. They have produced simple graphs as part of their work on bird identification. By the age of 11, pupils' work indicates satisfactory skills in organising and changing text and combining text with graphics using a desktop publishing program. Discussions with Year 6 pupils indicate that a some of them have had the opportunity to work with a digital camera, and scan and print photographs. However, by Year 6, most pupils have limited skills in data handling, control technology, problem solving and the use of the Internet. This is because they have not been provided with a consistent programme of skills progression in all aspects of the subject during their time in the school and very few pupils have access to personal computers at home.
- 147 A satisfactory policy is in place. The school has adopted the most recent subject guidelines for planning, teaching and learning. During the inspection, there was very limited evidence of information and communication technology being taught as a subject in its own right. However, the subject action plan indicates that this is to be addressed. The analysis of work in other subjects indicates that information and communication technology is rarely included in planning and very limited evidence was seen of this in work done earlier in the year and in lessons observed during the inspection. Teachers maintain their own records of pupils' attainment and progress and currently, there is no formally agreed assessment system in place.
- 148 The subject manager is enthusiastic and has a clear commitment to improvement. He has worked hard to improve the quality and quantity of resources and has been successful in this.

Music

- 149 By the time they are seven and 11, pupils attain standards that are similar to those expected nationally. In spite of cuts to spending on music the school has maintained the standard established at the previous inspection. Given the low attainment on entry to the school, pupils make good progress and attain well. The gains made in learning are a product of their enthusiasm in music lessons, their good behaviour and strong teaching. Few lessons of music were observed. Judgements are based on musical activities; work in music seen incidentally, a scrutiny of school documents and discussions with teachers.
- 150 In the work seen, pupils of all ages attain standards that are in line with those found nationally. Pupils sing well throughout the school. They have clear diction, have a good sense of pitch and sing out enthusiastically. Pupils develop a good understanding of correct breathing to sustain tone and understand how to use dynamic to give meaning to the words being sung. Pupils know a good range of songs including songs for assemblies. In Year 1 pupils listen to 'The Music of the Week' as they drink their milk. Listening to 'Peter and the Wolf', during the inspection, they learn to identify instruments and name the characters that they represent. During music time in Years 1 and 2 pupils add actions to their songs enjoying singing 'The Magic Penny', and 'I have seen the Golden Sunshine'. They sang 'Jesus, Jesus here I am' very calmly and sweetly with amazingly clear diction in comparison to the way that many of them speak. This helps pupils with their development of speaking and listening skills in literacy. Pupils in Year 2 learn to recognise high and low sounds as a class. The teacher plays the electric organ and pupils enjoy deciding the pitch of the notes. Pupils then divide into groups. One group makes a tune using a series of bottles filled with varying amounts of water. Another group experiment with various musical instruments while another group works with a classroom assistant on the computer, selecting notes and dragging them to their correct positions on the stave. In one part of a lesson observed in Year 5 pupils listened to music and understood the relationship between tempo and dynamics. Year 6 pupils reached a high standard of understanding, as they analysed the structure of a movement from a Baroque Concerto. The First Movement of Spring from Vivaldi's 'Four Seasons'. After listening to the movement several times and identifying the onomatopoeic musical ideas, where the sounds echoed the meaning of the music, pupils were set the task of identifying the structure of the piece and illustrating it on a grid. The class teacher sustained the pupils' interest with very good, whole class teaching during which all the pupils were very actively engaged. There was good use of the white board and the overhead projector to set attractive displays of words against coloured backgrounds and give focus to the whole lesson. All pupils enjoyed the lesson and the teacher provided special assistance to those who found the challenging work quite difficult. In spite of the overpowering heat the pupils worked hard and were thrilled with their final performances during the exciting end session when they discussed the best parts and how some areas might be improved.
- 151 The teaching of music is good overall. In the lessons seen teachers had a secure knowledge of the subject and their high expectations of pupils' responses to music means that pupils enjoy their work and are suitably challenged. They work hard to make their own music and appreciate the music they hear, whether it is by famous composers or their classmates.

- 152 Until recently the leadership of the subject has been unsatisfactory. This has been because of the long-term absence of the co-ordinator through sickness. The headteacher has supervised the subject on a temporary basis but it is not his greatest accomplishment. From the start of the summer term 2001 another teacher has agreed to manage the subject. She is enthusiastic and committed to music and has very good plans for its further development. There is a satisfactory policy in place but the revised scheme of work is still in draft form and in need of some further revision. Resources for music are adequate and the new co-ordinator has a sufficient budget to enable her to increase stocks and reorganise the distribution of resources to make it easier for all pupils to have regular access to both pitched and non-pitched musical instruments. The provision and procedures for assessing pupils' skills and progress are very new and require more thorough implementation by the teachers across the stages.

Physical Education

- 153 During the inspection pupils were observed in gymnastics, dance, swimming and games. Standards of attainment are above those found nationally for pupils when they are seven and 11 years of age. Standards of dance are very good. Given attainment on entry to the school, pupils make good progress. The full range of physical activity is undertaken over the year and pupils have some opportunities to engage in more adventurous activities on their residential visit to the Outdoor Pursuits Centre. Pupils in the junior department participate in swimming lessons. This is a popular activity in the school. Most pupils achieve the level expected in swimming and many attain high standards by the time they leave the school. Pupils with special educational needs make progress in line with the majority of their peers. Throughout the school standards have improved since the time of the last inspection. In all classes pupils carry out appropriate warm-up and cool-down exercises at the beginning and end of each lesson and know the reason for doing so.
- 154 Pupils in Year 1 use the school playing field to practise their throwing and catching skills. After coaching from their teacher and a time for practice, most pupils throw with some accuracy and the majority catch balls well, extending the distance from the thrower as they become more confident. In Year 2, pupils use the large apparatus in the school's gymnasium to practise movements of various kinds. Pupils are well organised, divided into groups and set out the apparatus quickly, obeying the safety routines, which are well developed. Pupils climb and swing on ropes, work in a variety of ways on benches, perform forward and backward rolls on the large mats and think of a sequence of movements they can perform on an inclined plane. In another Year 2 class pupils match their movements to music linking the sounds to different moods as they explore ways of expressing their feelings.
- 155 In Year 3 pupils practise batting, bowling and fielding skills in 'kwick cricket'. They move round in turn giving all pupils an opportunity to take part in each activity. Pupils in Year 4 classes explore the effect of exercise on the body. As part of a series of lessons to explore the effect of exercise on the body, pupils carry out simple circuit training exercises. When working in pairs they take the recording of their partner's performance very seriously and each pupil is very keen to improve on their previous best. Many pupils said that they had been practising at home to improve their technique and their performance. Pupils are encouraged to work towards improving their own scores not to beat others. They test each other's pulse rate at the beginning and after exercise. These are very carefully recorded. All

pupils are keen and eager to join in the lesson and are delighted when they see their improved result. In Year 5, pupils reach a very high standard in their dance lesson. Using the music of China, 'The Dragon' by Vangelis, pupils were observed in the second of a series of four lessons on the theme 'Earth', 'Air', 'Fire' and 'Water', all inspirational words connected to the theme of The Dragon. The emotive words to echo the theme were selected by the pupils in a brainstorming session in the first lesson. The pupils' interest, attitude to work and the excellent teaching by their teacher, who has a particular interest and skill in teaching dance, made this an outstanding lesson. Working well together both boys and girls were totally involved throughout the entire lesson and were thrilled to see how much progress they had made at the end of the session. A group of pupils were also observed in an extra-curricular activity, preparing a performance for the Sheffield Arts Festival, to take place during the following week. Again, their standard of performance was very high and they obviously enjoyed themselves, putting a great amount of effort into their performance on the hottest day of the year.

- 156 Due to the heat the teacher in Year 6 changed the lesson plan and arranged a series of physical tests which, while not being unduly energetic, nevertheless challenged all pupils to think for themselves and work closely as a team. For example, a team of six pupils had to devise a way of moving a bucket of water from one side of the playground to the other using only six cups, two benches and with the added problem that no pupils should touch the ground. Another group were taxed with the problem of moving a square plastic container into a yellow bucket which was in the centre of a large circle being given only two long ropes with nobody being allowed in the circle. All groups took the challenges seriously and worked well together to solve the problems and use their skills to complete the tests, moving round to experience all the challenges. Most teams succeeded in solving the problems and were very pleased with their success. Besides improving their skills of manipulation this taught pupils very valuable lessons about working together as a team as well as giving all pupils great enjoyment on a very hot day.
- 157 Pupils' attitudes to these lessons are good. Pupils clearly enjoy the opportunity to engage in physical activity and all pupils behave well, even when they have to sit still, listening to the teacher or waiting their turn to demonstrate. They co-operate sensibly with one another in pairs and small groups and use their initiative and imagination creatively.
- 158 The quality of teaching is never less than satisfactory. In five out of eight lessons observed it was good and in one it was excellent. Teachers are always dressed appropriately and all have secure knowledge and understanding of the requirements of the subject. In most lessons teachers have high expectations of pupils behaviour and performance. In all the lessons observed, all teachers demanded constant effort from pupils in order to extend their movements and skills beyond a satisfactory level. Teachers invariably insist on pupils striving for a higher level or press for a more imaginative response. Teachers have good control and very good rapport with their pupils. This makes pupils want to co-operate and do their best, resulting in good progress being made in lessons This was particularly noticeable in the after school coaching sessions in football and dance when pupils made very good progress in their learning.

- 159 The co-ordinator of the subject has recently left the school. The headteacher has accepted the responsibility for this subject until a new teacher is appointed. There is no formal system of assessment in place but pupils' progress is reported to parents annually. The school's facilities for physical education are good with hard surface areas, a large hall and an excellent gymnasium recently refurbished, as well as a large playing field. The school's facilities are used well by the community. Resources are organised effectively and there is a wide range of good quality equipment, which is well-organised.

Religious Education

- 160 The school has improved on the standards identified in the last report. Inspection evidence – lesson observations, samples of pupils' work, discussion with pupils in Year 6 and displays – shows that by the age of 11 pupils reach the objectives set out in the locally Agreed Syllabus. All pupils follow the new policy and well-structured scheme of work based on local and national guidance. This structured approach to the planned work contributes significantly to the achievement of these objectives. The policy and scheme of work also ensure that the provision for religious education meets statutory requirements. This is an improvement since the last inspection when it was stated that this subject did not meet statutory requirements. Religious education lessons are also supported by regular visits to the local church, for example for harvest festival.
- 161 Much of the work in Years 1 and 2 is done orally. From the limited amount of written work available it was not possible to judge the overall level of attainment or how much progress is made by the age of seven. However, from the well below average level of attainment on entry the evidence indicates that progress is made and the scheme of work is being followed. Pupils know the main festivals of Christianity, particularly Christmas and Easter. Through teaching about Hinduism they know about the festival of Diwali. Rangoli patterns used in Asian art are drawn and this supports learning in mathematics about symmetry.
- 162 By the time they leave at the age of 11 pupils' knowledge and understanding of the Christian faith has been further fostered through learning about the Bible. They also have a good knowledge and understanding of the main beliefs of the Jewish and Moslem faiths and traditions. In Year 3 they learn in detail about the life of Joseph and Moses. The events leading to the escape of the Israelites from Egypt led by Moses links with their learning in Year 5 about the Passover and the Jewish customs relating to the Seder meal when celebrating the Passover. They also learn about the life and work of Jesus. When a topic is revisited it is studied in more detail. Pupils in Year 6-year-olds discuss the Five Pillars of Islam in some detail and compare Islamic and Christian beliefs. In Years 3-6 pupils' progress is satisfactorily promoted by the many and varied learning opportunities provided.
- 163 It was only possible to observe two lessons, in Years 3 and 5, so no judgement can be made about teaching overall. One of the lessons observed was satisfactory and teaching in the other lesson was very good. This is an improvement on the previous inspection when some teaching was judged to be unsatisfactory. In both of the lessons observed the planning and resources used stimulated the interest of the pupils. As a result they concentrated and were able to attain the learning objectives. This was particularly so in a very good Year 5 lesson about the Passover and the Jewish customs and symbolism associated with the Seder meal. The knowledge, enthusiasm, challenging questions and high expectations of both

work and behaviour of the teacher combined with the range of objects of religious and biblical interest, including the opportunity to taste 'matzos' (unleavened bread) ensured that the pupils were very fascinated from the beginning to the end of the lesson. They were keen to answer questions, listened very attentively and worked on tasks matched to their previous learning with a high level of concentration. As a result of this very good teaching all pupils, by the end of the lesson, knew the reason for the Seder meal and symbolism associated with it. In the lesson judged to be satisfactory, the knowledge and understanding of the teacher was less secure but sufficient to enable pupils to achieve the intended learning. A good feature of this lesson was the use of a CD-ROM that enabled pupils to investigate the Islamic faith to learn more about the mosque and customs and practices associated with prayer.

- 164 Pupils have some opportunities to consolidate and enhance their literacy skills through planned activities. Year 6 pupils, for example, had recounted the events leading up to the crucifixion and resurrection of Jesus through a diary that they thought might have been kept by one of Jesus' disciples. This imaginative exercise enhanced their learning about the life of Jesus because, in discussion, pupils talked with interest and enthusiasm about the Easter story.
- 165 Management of the subject is satisfactory. The subject leader is enthusiastic and has attended training courses to ensure that her own knowledge and understanding will enable her to fulfil her clearly defined role. She has carried out an audit of resources and as a result has purchased additional resources to ensure effective teaching of the new policy and scheme of work devised in consultation with the members of the advisory service of the Local Education Authority. As yet the role is insufficiently developed in respect of monitoring teaching and learning and the school recognises this. There is a need to implement monitoring strategies that ensure that the curriculum is being fully taught in all classes. There is also a need for a more detailed assessment procedure to enable the learning and progress of pupils to be tracked. Despite occasional good examples, overall information and communication technology is insufficiently used to support learning although additional software has been ordered. The priorities for development of the subject identified by the subject leader should improve teaching and learning.