

# INSPECTION REPORT

**ST MARY'S CE (AIDED) PRIMARY SCHOOL**

Barnsley

LEA area: Barnsley

Unique reference number: 106631

Headteacher: Mrs L Davis

Reporting inspector: Mr N Hardy  
29262

Dates of inspection: 24-27 September 2001

Inspection number: 193629

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Stocks Lane Barnsley South Yorkshire
Postcode:	S75 2DF
Telephone number:	01226 206422
Fax number:	01226 734032
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Canon Ian Wildey
Date of previous inspection:	14 April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
29262	N Hardy	Registered inspector	Science Information and communication technology Design and technology	What sort of school is it? What should the school do to improve? The school's results and pupils' standards How well are pupils taught? How well is the school led and managed?
9505	D Haynes	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? Finance and efficiency
23453	C Cressey	Team inspector	Foundation Stage English History	English as an additional language Spiritual, moral, social and cultural development.
11419	J Underwood	Team inspector	Mathematics Art and design Geography Music Physical education	Equal opportunities Special educational needs How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

PBM Inspection Services Ltd  
PO Box 524  
Cheadle  
Staffordshire  
ST10 4RN

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Church of England (Aided) Primary School is of average size and within the Wakefield Diocese. It is situated close to the town centre of Barnsley and takes pupils from council and privately owned housing. The intake is a little different to that found at the time of the previous inspection when pupils came to the school from a wider geographical area. Currently there are 240 pupils attending the school with slightly more boys than girls on roll. St Mary's is a popular school and it is oversubscribed. There is little movement of pupils either into or out of the school. The attainment of pupils on entry is in line with that seen nationally. A below average number of pupils are eligible to receive free school meals. The number of pupils identified as having special educational needs, 7 per cent, is well below average. The number of pupils with statements of special educational needs is similar to the national average at 1.7 per cent. The very few pupils from minority ethnic backgrounds are of Indian and Arabic origin and speak English as an additional language. They are well integrated and make similar progress to other pupils in the school. There is no nursery at the school. Children spend up to three terms in the reception class before moving into the main school.

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

St Mary's is a good school where standards have consistently improved over the previous five years. Results are above average in reading and writing in Key Stage 1 and above average in English, mathematics, and science at Key Stage 2. The school adds good value to pupils' attainment compared with when they first enter the school. The leadership of the headteacher is very good and provides a very strong educational direction for the school. The governors' role has improved since the last inspection and they now contribute positively to the ethos of the school. There is a strong shared commitment to improvement among all the staff and governors. The quality of teaching is good and pupils make good progress in most subjects. The school provides good value for money.

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

- The standard of current work in Year 6 in English, mathematics, science, information and communication technology, history, geography, and art and design is above the national average.
- The development of pupils' writing and reading skills across most subjects.
- The development of pupils' personal relationships and their spiritual, social and cultural development is very good.
- The use of information and communication technology to improve pupils' education across most subjects.
- The quality of teaching.
- The partnership between the parents and the school and between the school and the community is good.
- The leadership of the headteacher ensures a strong and clear educational direction for the school and the contribution of others with management responsibility is good.

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

- The recording and tracking of pupils' progress in non-core subjects to provide better information on what pupils have learned and can do.
- The recording of children's progress towards achieving the Early Learning Goals.
- Ensure that suitable work designed to meet the needs of pupils of all abilities in mixed age groups classes is provided in all subjects.

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

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

The school was last inspected in April 1997. Since that time the rate of improvement has been good. Issues raised in the previous report have been addressed. Standards have been improved in writing at Key Stage 1 and maintained at above average levels in reading and mathematics. In Key Stage 2, standards remain at above average levels in English, mathematics, and science. In addition, standards have improved in art and design, geography, and particularly in information and communication technology. The governing body now oversees the financial planning and monitoring effectively and helps to set the positive tone for the school. Monitoring of teaching is well established and effective in raising standards. Schemes of work are used well in the planning completed for each subject and lesson.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A	A	B	D
Mathematics	A	B	B	C
Science	A	B	A	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The Department of Education has not yet confirmed the results of the tests undertaken by pupils in 2001. These results cannot therefore be included in the table above but have formed part of the judgements made by the inspection team. Results for pupils in Year 6 in English dipped in 2000 when compared with previous tests. Standards in English did, however, remain above the national average although they were below average compared to similar schools. Results in mathematics also remained at above average levels in 2000 and were average when compared to similar schools. Year 6 pupils performed well in science in 2000 and the results were well above average. In all three subjects, more of the Year 6 pupils exceeded expectations in 2000 than did so on average nationally. Comparisons of the results for these pupils when they took national tests in Year 2 and four years later in Year 6 show good progress. Over the past five years, standards have fluctuated in the Year 6 tests but, overall, there has been an upward trend in English, mathematics, and science and results in all three subjects have remained above average during that time. There are some differences in the results of boys and girls with girls tending to score more highly in English and boys in mathematics and science. Standards at the end of Key Stage 1 in 2000 were a little above average in both reading and writing with average results in mathematics. Results in science were at average levels.

The standard of current work in Year 6 is above average in English and mathematics. Current standards in Year 2 are above average in reading, writing, and mathematics. In science, current standards are above average in Year 6 and average in Year 2. In the non-core subjects, standards in information and communication technology are above average in Year 6 and average in Year 2; standards in art and design, geography and history are good throughout; standards in design and technology, music, and physical education are average throughout.

The targets for English and mathematics at the end of Key Stage 2 are appropriate and assume that good progress is maintained. The progress and achievement of pupils is good and they clearly build on the level of attainment they display on entry to the school. Pupils with special educational needs make good progress when measured against their prior learning. Personal targets are outlined within individual education plans and these are well matched to their needs. Pupils with English as an additional language reach standards similar to their peers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are happy at school and keen to learn.
Behaviour, in and out of classrooms	Satisfactory. The behaviour in and around the school is conducive to good learning. Behaviour in Key Stage 1 is often very good. The behaviour of a small minority of older pupils is sometimes unsatisfactory and slows the progress of others in their class.
Personal development and relationships	Very good. Relationships between pupils are very good. Relationships between pupils and adults are good and built on respect for each other. Pupils take their responsibilities seriously.
Attendance	Good. Attendance is above the national average and punctuality is good.

No bullying, sexism or racism or other oppressive behaviour was seen. Parents, teachers and supervisory staff report very few instances of unsatisfactory behaviour.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good throughout the school with particular strengths in Years 3 and 4. None of the teaching seen was unsatisfactory. Sixty five per cent of teaching is good or better including nine per cent that was either very good or excellent. This is an improvement on the previous inspection when there was some unsatisfactory teaching and the amount of very good and excellent teaching was below average for that time. The quality of teaching in English and mathematics is good. Support staff add to the quality of what the school provides and have acquired and developed skills in improving pupils' literacy skills. Pupils' needs are well met particularly in English and mathematics and in science where results remain high. In a small number of lessons, work to meet the needs of pupils of all abilities is not sufficiently well planned and some pupils, especially in the youngest classes, could be helped to make more progress. Teaching for pupils with special educational needs is good. Good progress has been made in the development of pupils writing skills across the whole school in all subjects. Information and communication skills are being well developed and are now being used across many subjects and are making a positive contribution to pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provides a broad and balanced range of subjects and covers all aspects of the National Curriculum and religious education.
Provision for pupils with special educational needs	Good. The provision enables pupils to make good progress throughout the school.
Provision for pupils with English as an additional language	The school has a small percentage of pupils for whom English is a second language. These pupils make good progress and attain at similar levels to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good as is provision for spiritual, social and cultural development. Provision for moral development is good.
How well the school cares for its pupils	The procedures for assessing pupils' progress in English and mathematics are good and are used well in aiding teachers' planning. Procedures for monitoring pupils' progress in subjects other than English and mathematics are being developed.

The schools partnership with parents is very good. The quality of information provided for parents is also good. Annual reports on pupils' progress are of good quality but do not yet contain sufficient information on targets for pupils to achieve next.

## HOW WELL THE SCHOOL IS LED AND MANAGED?

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher and senior staff provide a very clear educational direction for the work of the school.
How well the governors fulfil their responsibilities	Good. The involvement of the governors has improved since the last inspection and they now contribute positively to the direction and running of the school.
The school's evaluation of its performance	Good especially in English and mathematics. The school completes a detailed analysis of test results and identifies the strengths and weaknesses enabling pupils' progress to be tracked. Tracking in other subjects is at a developmental stage.
The strategic use of resources	Good overall. Efficiency has been improved since the previous inspection and the school is beginning to examine more closely the principles of best value.



The ethos of the school is very positive. Governors take an important lead in encouraging and developing this atmosphere. The leadership of the school encourages the pupils and staff to respond positively to their responsibilities and a will to improve is very apparent. The arrangements for the monitoring of teaching and the evaluation of performance are good in English and mathematics. The school is developing a system to track pupils' progress but this does not sufficiently involve all subjects. The number of staff is appropriate for the size of school. Care has been taken when appointing new staff to strengthen the overall knowledge and expertise on the staff. Accommodation is satisfactory but some rooms used by older pupils are cramped and sometimes restrict the teaching of practical subjects. The outside environment has been developed very well.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress.</li> <li>• The behaviour of the pupils.</li> <li>• The quality of teaching is good, pupils are expected to work hard and become responsible and mature.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils do not get the right amount of homework.</li> <li>• Parents would like to be better informed about their children's progress.</li> <li>• Parents would like to see a greater range of extra curricular activities provided by the school.</li> </ul>

Parents are very positive about the school. A small minority of parents suggested the areas for improvement as outlined above. The inspection agrees with parents on most aspects, although the behaviour of a small minority of older pupils sometimes reduces the effectiveness of lessons. Sufficient homework is provided and adds to pupils' learning. The inspection finds that parents are well informed about the progress of their children and many use the schools open door policy to find out more if they wish. The inspection finds that the range of extra curricular activities is wide but there are limited opportunities for younger pupils to participate.

## **PART B: COMMENTARY**

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

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

1. Current standards in Year 6 are above average in English, mathematics, and science. Since the last inspection, results have risen at rates comparable to those seen nationally and early indications are that results will remain above average in the present Year 6. In 2000, the eleven-year-olds achieved above average results in the national test in English and mathematics and well above average in science. Although there are annual variations, national test results in all three subjects have remained at above average levels for the previous three years. The 2000 results in English show that while results overall were above average the proportion of pupils reaching the more difficult Level 5 was only marginally above national averages. In mathematics, results were again above average but with the number of pupils achieving Level 5 well above those seen across all schools. In science, over half of pupils taking the test reached the higher levels, a percentage well above the national average. When compared to pupils from similar backgrounds, results were below average in English, average in mathematics but above average in science. However when results achieved at the end of Year 6 are compared with the results of these same pupils when they were in Year 2 this reveals that they made good progress in English and mathematics and very good progress in science. For the cohort of pupils who took tests in 2000, the attainment of boys and girls shows some appreciable differences in English, with girls out performing boys by a wide margin. This is however, a reflection of national results. In both mathematics and science boys reverse this and achieve higher results but not by such a wide margin, again reflecting national trends.
2. Although the comparative results for the tests taken in 2001 had not been published at the time of the inspection, initial indications are that achievement in both English and science remains above average, but falls to average levels in mathematics. These test results indicate that although attainment is above average overall it is the good performance of girls that creates this picture while the results of the boys falls to below and well below average in English and mathematics respectively. When these results are compared with the earlier below average results of these pupils when in Year 2, they show that they have made good progress.
3. Current standards in Year 2 are above average in reading, writing, and mathematics; current standards are average in science. In 2000, the seven-year-olds achieved above average results in reading and writing and average results in mathematics. When compared to the results of pupils in similar schools and from similar backgrounds the standards are at average levels in reading and writing but below average in mathematics. A larger proportion of seven-year-olds reached the higher standard in reading and mathematics than did so in writing. The results taken over the last five years show a trend that, while varying from cohort to cohort remains at average and above average levels and shows consistent improvement in reading and writing. Early indications are that this trend will continue. Results for 2001 show further improvements in reading and mathematics with greater numbers of pupils achieving higher levels. Writing remains at similar levels to those previously seen at the average level but has improved at the higher levels.
4. Pupils with special educational needs make good progress when measured against their prior attainment. Personal targets are outlined in individual education plans and these are well matched to pupils' needs. Targets are reviewed regularly. Pupils with English as an additional language reach standards similar to their peers and make good progress.
5. When children first enter the school, overall standards are very similar to those expected for children of that age. There are however, differences between cohorts of children. By the time that they enter statutory schooling, they have made good progress in personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; and creative development. Satisfactory improvements are made in physical development. The time pupils spend full-time in the reception class varies and, for most, it is only two terms, for a few, it is only one term. The good progress they generally make in the reception class nevertheless enables an average proportion of pupils to attain or exceed the nationally agreed Early Learning Goals by the end of the Reception Year.
6. In English, nearly all pupils in Year 6 have good independent reading skills and the phonic skills necessary to tackle unfamiliar words confidently. They can write for different purposes and demonstrate the ability to use a wide, well-chosen vocabulary. In mathematics, the Year 6 pupils have good computational skills and a broad knowledge of all aspects taught in the programme of study. Scientific knowledge is good in life processes and living things, materials and their properties, and physical processes, but is less extensive in

investigative science, reflecting insufficient emphasis on this aspect of the subject in the teaching. In art and design, observational drawing skills are well developed; pupils enjoy painting and their work shows a strong willingness to experiment and explore. Design and technology skills are appropriately developed, though design skills are more advanced than making skills. In geography, the Year 6 pupils have a good knowledge of settlement, natural and man made influences on the environment, and good mapping skills. They have a broad historical knowledge of different periods of British and ancient history and good skills of historical enquiry. Information and communication technology standards have improved since the previous inspection and nearly all Year 6 pupils have acquired a good range of skills and are confident and competent users of computers. In music, singing is particularly good. Pupils are developing the vocabulary and the knowledge to discuss appropriately the range of music that they hear and they are acquiring satisfactory compositional skills. In physical education, Year 6 pupils are developing satisfactory knowledge and skills across the programme of study but opportunities to excel and to attain a higher level are limited.

7. In Year 2, the pupils are enthusiastic readers of a wide range of challenging books and organise their writing appropriately, generally with accurate punctuation and spelling. In mathematics, Year 2 pupils are adding and subtracting tens and units and have developed an appropriate range of knowledge across each of the National Curriculum attainment targets. In science, a large proportion of pupils are on course to attain the expected national level at the end of Year 2 but there are not as many high attaining pupils as in reading and mathematics. Drawing and painting skills are good. Design and technology skills are average; pupils appreciated the advantages of designing before making. In geography, the Year 2 pupils have acquired good knowledge of the locality and are developing appropriate mapping skills. In history, they are developing an appropriate understanding of chronology and a wide knowledge of particular periods in British history. The substantial majority of Year 2 pupils can use a range of computer programs, including word processors and database programs. In music, singing skills are appropriate and the pupils have the knowledge to talk about music and express opinions. In physical education, the Year 2 pupils are developing appropriate dexterity and agility but not enough opportunities are provided for them to improve performance to a higher level.
8. The school's targets for English and mathematics at the age of eleven have been set in conjunction with the governors and the local education authority. The targets for the 2001 cohort were exceeded in English but the school fell short of its target in mathematics. Overall, the targets provide an appropriate challenge and use the analysis of previous tests to ensure an appropriate focus for pupils' achievement.
9. The evidence of the inspection clearly indicates that standards improve as pupil's progress through the school. This is illustrated by the improvements seen between results in Key Stage 1 and Key Stage 2. Standards in information and communication technology, geography, and art and design, have improved since the last inspection so that they are now above average. The quality of work seen in history remains above average for pupils of this age. The use of computers has improved across most of the subjects in the National Curriculum and the level of skill, knowledge, and understanding is now good. This is the result of a major focus in the school's improvement plan that has resulted in the provision of greater resources and in additional training for staff. Standards in design and technology and in music are satisfactory; the quality of singing is good.

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

10. Pupils' attitudes, values, and personal development are good and contribute greatly to the positive learning environment that exists in the school. Pupils are enthusiastic about school and settle quickly into the daily routine without undue intervention by the teachers. During lessons, pupils concentrate well and show enthusiasm in response to the good quality teaching that makes lessons interesting. This was particularly evident in Key Stage 1 and in Years 3 and 4.
11. Parents rate very highly the values and standards the school offers their children. The Christian ethos is evident in the aims and values and in the golden rules and classroom rules that are clearly displayed around the school; on only a few occasions do the children have to be reminded about the rules. Overall, the teachers' expectations of good behaviour and application to the task set are high. There is, however, a lack of consistency in approach in Key Stage 2, which sometimes slows progress in a small number of lessons. Behaviour is satisfactory overall; in classes is often very good although for some pupils in Key Stage 2 it is only satisfactory. There were no incidents of bullying or other inappropriate behaviour and this is not seen as a problem by either parents or pupils. The school is an orderly community. There is no evidence of vandalism and learning resources and property are treated with respect. Pupils demonstrate a natural courtesy to adults, which was well demonstrated by pupils from all year groups as they moved about the school and during lunchtimes. Pupils relate well to each other and to all members of the teaching and non-teaching staff. Pupils are at ease expressing their feelings to visitors and in front of their fellow

pupils. This was particularly evident during informal discussions with pupils at lunchtime and at play times when they talked openly about their likes and dislikes and about the behaviour of children about the school.

12. There are very good opportunities for pupils to take responsibility and become involved in the day to day running of the school. A school council has been formed; this requires pupils wishing to stand for election to make presentations to other pupils. Year 6 boys and girls have specific responsibilities before the start of the teaching day. These include opening the computers and preparing for school assembly. Other areas of responsibility include structured play with younger pupils, peer assessment including agreeing examples for levels of attainment, as well as specific tasks for pupils within the classroom and school office.
13. Overall attendance is good and is above average. Registration procedures are quickly undertaken and there are very few latecomers. Registers are maintained correctly using manual systems and the office staff are competent at analysing the data.

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

14. The quality of teaching is good throughout the school with particular strengths in Year 4. No teaching is unsatisfactory. Sixty five per cent of the teaching is good or better, including nine per cent that is very good or excellent. This is a similar picture to that seen in most schools nationally and is an improvement since the last inspection when some unsatisfactory teaching was seen. The percentage of very good and better teaching has also increased.
15. The amount of good or better teaching varies across the school. In Years 5 and 6 and in the combined Reception and Year 1 class, half the teaching is good or better. In the Foundation Stage, 60 per cent of teaching is good, with some very good teaching, and this gives the pupils a strong start to their education. The teaching in Years 1 and 2 rises in quality and 70 per cent of lessons are good or better. Pupils make good progress in Years 3 and 4 where teaching was seen to be at its best with 80 per cent of lessons being good or better of which almost 20 per cent were very good.
16. The teaching of the children who are in the reception year is good overall although there are some variations in quality ranging from satisfactory to excellent. It is good in literacy and numeracy where teaching is well structured and the work provided is well matched to the needs of all the children. In other areas of the foundation curriculum the provision is more varied.
17. The teaching of pupils with special educational needs including those with statements is good. Support for these pupils, which usually takes place in classrooms, is of good quality. On some occasions, pupils are withdrawn from lessons to receive additional support, particularly in reading and writing and this helps them to make good progress. Pupils are fully integrated into classroom activities. The organisation and general provision provided by support staff has a positive effect on pupils' learning. Planning of lessons especially those in English, mathematics, and science enables pupils of all abilities to join in the full range of work. Support assistants are well briefed in this role and actively work with pupils during the introductory session as well as when pupils are engaged in their main tasks. Individual education plans for pupils on the special needs register are used effectively to help teachers plan to meet the needs of these pupils. Good levels of training are provided for support assistants so that they can make a positive impact on the education of pupils. Pupils who have English as an additional language are well supported and are able to join in all lessons.
18. The teaching of English and mathematics is good across the school and this is a main reason why results in these subjects continue to improve when measured against national standards. Basic skills in these subjects are taught well and teachers' subject knowledge and the skill and confidence with which they teach these subjects is good. Their knowledge of the National Literacy and Numeracy Strategies is also good and this promotes progress. Teachers' skills in some other areas are more limited and there is scope for improvement in some areas of practical science, physical education, and in the making process in design and technology. Teachers' expectations of what pupils can and should be able to do are good overall but, in a small number of lessons, the challenge set is not appropriate for the ability of pupils. This results in older and sometimes more able pupils not being challenged appropriately especially in mixed aged classes.
19. Lessons are usually well planned. The school ensures that all curriculum areas are well covered through detailed long and medium term planning. This results in teachers knowing clearly what they are required to teach during each term. Planning, particularly that for English and mathematics, takes careful note of what pupils have learned in the previous lesson and builds well on their knowledge and understanding. In a small number of lessons work is not sufficiently well planned to meet the needs of all pupils which results in

inappropriate challenge for some higher attaining pupils and those who are less able academically. In English and mathematics, some pupils are set by prior attainment and this aids pupils' progress. The marking of pupils' work is completed but comments designed to improve the quality of work are not a regular feature in many pupils' books. Where marking is best pupils clearly know what is expected of them and comments encourage them to improve their work and achieve high standards. Target setting is also playing its part in raising standards especially in English, mathematics and science but this has not yet been extended to other subject areas although plans to do so are in hand. In a small number of lessons, teachers do not insist on good enough behaviour from all pupils and pupils' attention wanders slowing their progress and learning. The setting of homework is good and consistently applied to extend learning. The good teaching results in pupils making good progress in their learning. Pupils acquire good levels of basic skills, knowledge, and understanding. Most pupils work hard and effective support by staff results in very effective learning for most pupils. In lessons pupils are told what they will have learned by the end of the session and this channels their learning effectively.

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

20. The curriculum provided for the pupils is suitably broad and covers all the required subjects of the National Curriculum and religious education. This is similar to the finding of the last inspection, with the exception of information technology, which was not fully in place at that time. Information and communication technology requirements have now been fully implemented and, as a result, standards have risen. Detailed subject documentation using the latest guidance is being used for English and mathematics. Topic work is organised in a different ways. In Key Stage 1, because of mixed age classes, topics are taught on a two-year cycle but in Key Stage 2, where classes contain a single age group, topics are planned yearly. Teachers in each key stage plan together and develop the long-term plan. Medium term planning is detailed and contains objectives, activities for the pupils, resource implications and assessment opportunities. Most subject policies have been updated to take curriculum 2000 into account but a few areas such as art and design, remain to be developed. Plans are monitored regularly by the coordinators to ensure continuity and progression in the development of skills. End of topic evaluations highlight strengths and weaknesses in the lessons and plans can be amended accordingly.
21. Literacy skills are well developed in all aspects of the curriculum. There are examples of pupils using their literacy skills in science, history, and geography very effectively. There are good opportunities for pupils to develop their speaking and listening skills in a variety of situations such as during music lessons when they are asked to describe how a piece of music makes them feel or the images it creates in their minds. There is evidence of the use of mathematics across the curriculum such as measurement in design and technology, coordinates in geography and some limited data handling in science.
22. The provision for pupils with special educational needs is good, with appropriate time and effort being spent on ensuring that these pupils are able to make suitable progress. Regular assessment, particularly in Key Stage 1, ensures pupils who have special educational needs are identified early and are given additional support. Individual educational plans are devised for all pupils who are beyond the stage when concern is first expressed, with targets and success criteria clearly stated. These pupils are assessed and when targets are achieved this is noted and a new individual education plan formulated. Teachers keep these plans in their files and provide work appropriately matched to the pupil's needs. Additional staff liaise closely with class teachers and provide a valuable source of additional help for these pupils with their learning.
23. The school gives equal access to the curriculum for all its pupils, including those with special educational needs. Although some groups, particularly in the early years of Key Stage 2, are withdrawn for additional language development, this is provided during literacy sessions, so does not adversely affect the curriculum those pupils receive. A small number of pupils have instrumental lessons but care is taken to ensure they do not miss lessons on a regular basis. A number of pupils miss assembly because they are receiving extra help with spelling, reading, or numeracy. The school needs to ensure that all pupils attend the act of collective worship as required.
24. Provision for pupils' personal development, including health education is good. The pupils are encouraged to take responsibility for their learning particularly during literacy and numeracy lessons where they are sometimes expected to work independently. Time is set aside to provide pupils with opportunities to discuss moral issues. There is an agreed policy on sex education, which provides for the school nurse to talk to Year 6 pupils about puberty. Other questions relating to this topic are discussed sensitively as they occur or are part of a science topic on "Ourselves". Likewise, health education is incorporated in the science curriculum. Drugs awareness is provided through the success of a national scheme and involves provision by outside agencies to deliver the programme of study.

25. There are many opportunities for pupils in Key Stage 2 to take part in extra-curricular activities ranging from sports to gardening clubs. There are recorder clubs, a popular environmental club and a craft club organised by Year 6 pupils for the younger pupils from Year 3. All these activities add positively to the experiences of pupils and to the curriculum. There is little available for Key Stage 1 pupils.
26. The school has successfully established many links with the community. The rector leads assembly and the pupils visit the local church as part of their religious education. The police, school nurse, and firemen come into the school to talk to pupils. There are strong links with the local further education college, which helped support a project about buildings, and also with a supermarket. Parents, older people from the area, musicians, and theatre groups are often in school and all help to enhance the curriculum. Links with other schools are satisfactory. Liaison with pre-school providers is good. Overall, links with the community are good.
27. The school's provision for spiritual, moral, social and cultural development has improved since the last inspection and is now very good. The school's commitment to Christian values and principles is very apparent and this has a very positive effect on the quality of the teaching and learning.
28. The provision for pupils' spiritual development is very good. Daily acts of worship are very successful in developing most pupils' spiritual awareness, positive values and a respect for themselves, each other and their community. The lighting of candles provides a focal point and along with the playing of appropriate music creates a reverent atmosphere for worship. There are very good opportunities for reflection and pupils have quiet moments to communicate with God and think about the issues the headteacher has been talking about. A clear distinction between worship and assemblies is made, as pupils extinguish the candles before general announcements or rewards are given out. This helps to make the occasion special and sets a positive tone for the school day. Although most pupils attend assemblies, there are still some occasions when pupils are withdrawn for other activities and this prevents them sharing in special moments and the collective act of worship.
29. Pupils are encouraged to discuss fundamental issues, such as life and death and to share their feelings. This helps pupils to understand and value each other's feelings. The extent of some older pupils' attempt to grapple with the recent disaster in New York was apparent as they asked their teacher if they could write their own prayers and place them on the school altar. One pupil was so moved by the tragedy he went home and asked his parents to say a prayer with him before they began their evening meal.
30. Successes in both academic and personal achievements are recognised and valued by all. Throughout the school staff make very good use of incidental and planned opportunities to raise pupils' awareness of special moments and the wonder of their creation. This was apparent, for example, when pupils visited Whitby and were amazed as they watched the sea pounding the coast. This was a strong feature of the visit and was particularly effective in developing understanding of the wonders of nature.
31. Provision for moral development has been maintained since the last inspection and remains good. The school's Christian ethos and the belief in the value of each individual and their right to respect and self-esteem effectively support moral development. The school's 'Golden Rules' are prominently displayed and have been devised through consultation with the pupils themselves. However, not all staff refer to these when there are incidents of misbehaviour and there are missed opportunities to reinforce the rules. Pupils are encouraged to think about the impact of their actions on themselves and others. In one class a pupil's misdemeanour was dealt with very sensitively as the teacher asked the class who else was irritated by the offending action other than him. The whole class responded positively and the pupil immediately stopped the misbehaviour and was well behaved for the rest of the lesson. In assemblies, issues such as kindness, friendship and caring are taught well through Bible stories, fables, and everyday happenings in and around school.
32. Provision for social development is very good and pupils are encouraged to become aware of their responsibilities to the school and their local community and the wide world. Pupils have numerous opportunities to develop responsibility, self-confidence, and independence. The elected committee of pupils provides volunteers to take responsibility for a wide range of duties around the school. The organisation of lessons provides many opportunities for pupils to work with a partner or as part of a small group. Year 6 pupils work with younger pupils as 'playground chums' encouraging them to play games and make friends. This has a very positive impact on helping reception class children settle quickly and happily into school life. Within each class, pupils are specifically organised to support each other. There are very well planned programmes known as 'peer tutoring' in which pupils help each other with spelling, physical education, and maths games. This has a positive effect on pupils' achievement, self-esteem, and confidence. The very good relationships apparent in lessons ensure that pupils feel comfortable, discussing

sensitive issues that concern them. A sense of citizenship is developed as pupils take part in local schemes to improve the environment and take harvest gifts to senior citizens. Parents and pupils eagerly support fundraising events to collect money for local and world charities. A recent diocesan initiative involved pupils sponsoring their headteacher in a walk to raise funds for a nursery in India.

33. Provision for cultural development has improved and is now very good. Through religious education lessons pupils study major world religions. Well-planned visits and visitors help pupils discover what it means to be Jewish, Muslim, or Hindu through studying dress, food, dance, and drama. All pupils are made aware, not only of the important Christian celebrations and festivals but also of Divali, Eid and the Chinese New Year which feature prominently in the schools planned lessons and assemblies. A large mosaic dragon is a central feature of the school garden and was made jointly by a parent and the pupils. Parents from other cultures have been invited into school to share aspects of their life style with the pupils, such as food and dress and artefacts. Taster classes in French and dual language books foster an interest in other people's languages. Pupils have opportunities to learn and appreciate the richness of their own and other people's culture through literature, music, art and design, geography and history. Exciting opportunities to see plays such as Peter Pan and Oliver help to develop a love of the theatre, tradition, and the classics. Senior citizens are invited into school to bring the past alive for pupils and to stimulate their interest in their town.

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

34. The school cares well for its pupils. The head teacher is responsible for child protection and her detailed knowledge of her pupils and their backgrounds, together with clear guidance for teaching staff, provides a good level of protection. This could be improved if awareness training was extended to include all adults working in the school. First aid provision is good and the children know what to do should the need arise. Record keeping and communication at all levels within the school are very good and contact is maintained with outside specialists for example the school nurse, the police and fire service but their services are seldom required. The school caretaker and cleaning staff between them maintain a high level of cleanliness and any aspect of maintenance is attended to promptly. This helps create a safe learning environment and instils high values in the pupils, which are reflected in their respect for property and learning resources. A governor and the caretaker perform regular safety tours. Formal records are not, however, maintained. Class teachers make good use of the staff room notice board to note any safety concerns that are then promptly attended to by the caretaker. The health and safety awareness of the governors is very good and a similar very high level of awareness could be achieved amongst all staff by conducting more school specific and focused risk assessments.
35. The procedures for monitoring absence are good. Registers are maintained correctly using a manual system. A good feature is the return of the registers to the office after each registration; any late comers having to report to the office as all doors are secured during the teaching day. The school should consider developing this good practice further by allowing the office staff to become more involved in absence monitoring. School and classroom rules are prominently displayed and all pupils know what is expected of them. Effective procedures are in place to promote good behaviour and there were no incidents of harassment, bullying, or other inappropriate behaviour during the inspection. The school's policies on all aspects of behaviour, including bullying, employ a well balanced reward and sanction system but sanctions rarely have to be applied due to the generally good levels of behaviour seen both in and out of the classroom. Lunchtime supervision is good and the supervisors maintain a safe and relaxed social atmosphere.
36. Since the last inspection, the school has made good improvements in procedures and arrangements for assessing pupils' academic attainment and personal development and procedures are now good. Tests each term in English, mathematics, and science are used to track current standards and progress throughout the school. The results are carefully analysed to discover what a pupil knows and what needs to be taught next. All the information then informs curriculum planning. Results in the National Curriculum tests in English, mathematics and science for pupils aged seven and eleven are also fully analysed and the results used to identify trends in learning, evaluate the school's provision and inform planning for the curriculum. This is good practice. Non-core subjects are assessed annually as to the effectiveness of coverage of the curriculum. Careful assessment procedures lead to the early identification of pupils who have special educational needs. Each has an individual education plan that is reviewed and updated regularly as progress is made. Assessment of personal development is effective and unobtrusive. Annual records also focus on personal development. Parents are informed if concerns are identified. The school should build on the good progress made and continue to develop assessment procedures and improve individual pupil tracking. The school is appropriately developing an electronic rather than a paper based assessment system.

37. The annual report for parents records progress in all curriculum subjects. It provides opportunities for both parent and pupil comment but does not yet clearly set targets or indicate areas for improvement. At present, pupils do not keep a file of personal achievements, although these are often recognised in assembly and circle time.

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

38. Parents' views of the school, as expressed in the questionnaire and at the meeting, are very positive. This is a strength of the school and an improvement since the last inspection. Particular aspects of the school that are liked by parents are the open door policy, the accessibility of staff at the start and end of day, the approachability of staff, and the aims and values fostered by the school. Parents regard behaviour as very good and are supportive of the behaviour policy. Parents of younger pupils are encouraged to take part in regular reading and library sessions at the end of the teaching day. Open evenings are provided each term and parents are advised of their child's progress. There are regular school newsletters and class newsletters detailing topic work, work that could be undertaken at home and even suggested visits that would be beneficial to work being undertaken in class. Links with parents and the information provided for them are good.
39. The school prospectus fully meets statutory requirements and is comprehensive and easy to read. The pupil's annual reports contain details of achievement in all curriculum subjects and personal and social skills. However there is little reference to clear targets or areas for further development. Each report provides an opportunity for school, parent, and pupil comment. In the reports, good use had been made of the comment sections. Parents of children with special educational needs are well supported with individual education plans that are regularly reviewed. A home/school agreement is in place and parents benefit from guidance on what activities can be undertaken at home to support learning in school. The school consults with parents directly, via return slips on newsletters and through the parent governors. Changes to the school uniform have recently been agreed following consultation with parents. Homework is regularly set and appropriate but a small number of the parents feel that insufficient homework is given in Key Stage 2 and in particular in Year 6. The school has been successful in reducing class sizes but a small number of parents express a concern about the appropriateness of the curriculum in non-core subjects in the mixed age group classes. Parents regularly help the school with projects and visits but only a small number of parents actually help during the teaching day. Overall, the partnership with parents is good.
40. The school benefits from a strong and active Parent Teacher Association that in conjunction with the school, organises a well-balanced mixture of fund raising and social activities that include both parents and children. These events raise valuable funds for the school and promote community awareness.

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

41. The quality of leadership and management of the school is very good and has improved since the previous inspection. The headteacher and her senior management team consistently seek ways to improve the already good quality of education provided for pupils. Effective and efficient management structures contribute positively to a very clear mission statement based on a strong Christian ethos. The detailed and regularly reviewed aims are evident in the day to day running of the school. These provide pupils, staff, and parents with a clear focus for improving standards and providing a good education. The headteacher, together with the staff and governors have worked hard to maintain the considerable strengths of the school and to seek ways of improving further those areas identified for improvement. Headteacher, staff, and governors work well as a team.
42. The governing body is very supportive of the school and is committed to its further improvement. It fulfils its statutory duties effectively and contributes significantly to setting the tone for the school. This is an improvement since the previous inspection. The committee structure enables governors to carry out their duties effectively. Regular training has contributed to their increased knowledge of their roles and responsibilities. The regular meetings between the chair of governors and the headteacher provide a supportive foundation for the successful management of the school. Governors now take a positive role in shaping the direction the school is to take. Good quality information from the headteacher together with information gathered from regular visits to the school and into classrooms provides governors with clear ideas of the school's strengths and weaknesses.
43. The arrangements for monitoring and evaluating the performance of the school are very good. The head teacher and her staff complete a regular and detailed analysis of results and are able to target specific



areas of the curriculum for improvement. Regular assessments are completed to add further to the information held on pupils' progress. This enables the teachers to monitor and evaluate pupils' progress effectively and to provide carefully targeted help for pupils when required. The monitoring of the quality of teaching is well established across all subjects with particular emphasis paid to English, mathematics, and science. The monitoring of teaching in subjects, high on the list for development in the school's improvement plan, is regularly undertaken by both headteacher and subject coordinators. All subject coordinators undertake the monitoring and evaluation of teaching within their subject responsibility. The school has a well-developed programme for the review and development of subjects as well as for other areas of the school's life.

44. Arrangements for the training of school staff is well developed. Both teaching and support staffs receive regular opportunities to improve their skills and knowledge. Training to meet their needs is provided both in school and in the locality. A good example of this is the improvement in the teachers' information and communication technology skills so lessons can be more effectively taught. Training needs are identified through a very well established system to develop staff performance. This is having a very positive effect in enabling the school to meet its identified priorities for improvements to the school.
45. A noticeable feature of the work of staff and governors is their willingness to listen to and learn from others. There is a strong desire to improve both their own personal skills and the education they can provide for the pupils. New teachers have been appointed to the school and have been able to quickly become effective members of staff through the high quality help and advice they have received from their experienced teacher mentors.
46. The quality of financial planning is good, this is an improvement on the situation seen at the time of the previous inspection when governors' involvement in this aspect was limited. This situation has now improved and the governing body now takes a much better informed overview of the school finances. They also recognise that their knowledge and understanding of the budget could be improved through, for example, a clearer examination of 'best value' principles, as well as completing an evaluation of value for money in terms of educational outcomes. The budget is managed well by the headteacher and the office staff. Identified educational priorities have been underpinned by effective financial planning and the school improvement plan indicates that careful thought has been given to costing. The school improvement plan is an effective document containing targets for improvement in several areas such as educational standards, the governors, and the school environment. Specific grants are effectively used, for example, for the training of school staff that helps to raise standards of education provided for pupils. Teachers have also benefited from a well-developed performance system that helps them to identify and satisfy their training needs.
47. The administration of the school is good and the school runs smoothly. Effective management systems support the work of the teachers and pupils. There are efficient systems in place for administrative and financial routines although several of these are still paper based. Legal requirements for the monitoring of the financial aspects of the school are all met.
48. Teachers are suitably deployed in terms of their classroom responsibilities. Care has been taken to identify areas of strength and possible weakness in staff expertise and when appointments have been made these have been remedied. The school makes limited use of specialist teaching staff, for example, in music and this provision is effective. Support staff are well qualified and deployed and make a very good contribution to the quality of teaching and provision.
49. The school buildings are well maintained by the caretaker and his staff. Pupils and staff take good care of the premises, which are in good decorative order. No damage or evidence of vandalism was seen. Some classrooms used by the Key Stage 2 pupils are cramped and particularly for older pupils restrict movement around the rooms and inhibit practical activities. For the oldest pupils computers have to remain in the corridors to release sufficient space in the classroom. The school has developed its outside facilities well and considerable thought has been given to making it a pleasant area for pupils to use with shaded areas and seating. The level of resources is good in many areas of the curriculum, for example in information and communication technology and physical education. In all other areas, it is adequate to deliver the curriculum.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to raise standards still further the headteacher, governors, and staff should:

- develop clear systems to enable the progress of pupils to be recorded and closely tracked in all non-core subjects to provide teaching staff with information upon which to base individual targets for future improvement;
- develop a consistent system for recording children's progress towards achieving the Early Learning Goals in the reception classes;
- make full use of all available assessment information to ensure that work is sufficiently well planned and challenging for pupils of all levels of ability especially those pupils in mixed age group classes and those who are of above average ability.

(Paragraph 36)

51. In addition, the governing body may wish to add the less important areas for development to their action plan:

- ensure that there are consistent expectations of good behaviour across all classes in the school to reflect the good behaviour seen in most classes (paragraphs 11 and 19);
- improve the teaching of investigative and experimental science in all classes across both key stages (paragraph 88);
- improve the quality of marking of pupils' work so that it consistently informs them how to improve the quality of their work and helps to raise standards (paragraph 19).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	25	16	0	0	0
Percentage	2	7	56	36	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	240
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	20	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	19	17	18
	Total	31	30	30
Percentage of pupils at NC level 2 or above	School	91 (97)	88 (85)	88 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	13
	Girls	20	18	19
	Total	34	31	32
Percentage of pupils at NC level 2 or above	School	100 (94)	91(91)	94 (91)
	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 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	20	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	18	16	19
	Total	29	27	32
Percentage of pupils at NC level 4 or above	School	85 (79)	79 (74)	94 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	18	16	19
	Total	29	27	32
Percentage of pupils at NC level 4 or above	School	85 (76)	79 (74)	94 (82)
	National	70 (68)	72 (72)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	231
Any other minority ethnic group	4

*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	0	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)	9.0
Number of pupils per qualified teacher	26.2
Average class size	29.5

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

Total number of education support staff	8.0
Total aggregate hours worked per week	123

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000
	£
Total income	470607
Total expenditure	462936
Expenditure per pupil (232 NOR)	1994
Balance brought forward from previous year	43874
Balance carried forward to next year	51545

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	236
Number of questionnaires returned	79

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	4	0	0
My child is making good progress in school.	70	25	4	0	1
Behaviour in the school is good.	70	29	1	0	0
My child gets the right amount of work to do at home.	38	47	13	0	2
The teaching is good.	76	22	0	0	2
I am kept well informed about how my child is getting on.	54	37	5	4	0
I would feel comfortable about approaching the school with questions or a problem.	63	25	8	4	0
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	60	33	4	3	0
The school is well led and managed.	68	28	1	0	3
The school is helping my child become mature and responsible.	62	32	1	0	5
The school provides an interesting range of activities outside lessons.	43	33	18	0	6

### Other issues raised by parents

A small number of parents were concerned about the mixed age group classes in Key Stage1.

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

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

52. The provision for children in the Foundation Stage is in the reception class and a mixed age class of older Reception Year children and younger Year 1 children. As at the last inspection the provision is good. At the time of the inspection, the children had been in school for only two weeks and the priority of the class teachers was to ensure that children were happy and settled into the routines of school life. The curriculum is based on the nationally agreed six areas of learning. The school provides a wide range of stimulating, challenging and focused practical experiences to promote the nationally agreed Early Learning Goals. There is not significant difference in the quality of provision for Reception Year pupils between the reception class and the mixed age class.
53. The overall attainment levels of most children entering the Reception Year are in line with those agreed nationally. This is confirmed by baseline assessment carried out by the school. Older children attend school full time whilst the remainder attend part time until the term they reach their fifth birthday. This means that a significant majority of children have only two terms full-time in the reception class and a small minority have only one term before they move into Key Stage 1. Despite the short length of time some children spend in the reception class the good provision means that most children are on target to reach the Early Learning Goals by the time they leave the reception class. Teaching for children in the reception age group is consistently good and this has a very positive effect on children's learning. As a result, most children make good progress in relation to what they know and can do on entry to the school.

### **Personal, social and emotional development**

54. Personal, social and emotional development is given a very high priority and this ensures children make good progress and are on target to reach the Early Learning Goals by the end of their Reception Year. Children enjoy coming to school. The very caring, sensitive ethos and well-planned activities and careful explanations help children to understand the need for rules and routines. Relationships are very positive and children are encouraged to reflect on their feelings, actions, and experiences. They are encouraged to consider the feelings of other children and understand the consequences of their actions. Most children show confidence and an eagerness to learn. They work well together in twos or small groups sharing ideas and reinforcing and extending learning. For example, three children devised their own 'bright cherry' number game using the vocabulary the teacher had introduced earlier and then turned the game into a skipping game. The very good relationships the staff have with parents are particularly effective in developing children's positive attitudes to school. Parents are welcomed into the classes and a significant number spend some time each week working alongside the teachers helping their children with new games and activities. Learning is seen as a shared experience between home and school and this is instrumental in the confident start to school that the children obviously enjoy.

### **Communication, language and literacy**

55. The teaching is good in the main and this ensures children make good progress and are on target to reach the Early Learning Goals by the end of their Reception Year. The school provides a wide range of effective experiences and activities to develop and extend children's language and literacy skills. They are encouraged to become good listeners and enjoy stories, rhymes, and music. Structured play situations, together times, and planned formal activities provide good opportunities for children to develop their speaking skills. Confidence in speaking is developed as the children describe their chosen activity and, at the end of the session, talk to their teacher about what they have done. For example, children used language well to explore how to construct the model railway. They negotiated roles, vocabulary, and ideas using structures such as 'I know what this is, it's a transporter' or 'you need this one to go under the bridge'.
56. There are a few occasions when the organisation limits the opportunity adults have to talk with children to extend their vocabulary and thinking skills. Structured teacher directed activities help children to recognise familiar letters, sounds, and words to help them to write independently. Television programmes, songs, and rhymes reinforce new sounds. Formal activities to develop writing skills rely heavily on work sheets, however, and this reduces the opportunities for children to explore sounds, letters, and early writing through more stimulating and challenging activities. Children are encouraged to sign in and out at the end of each session and this has a positive effect on developing name recognition. A comfortable well-stocked book corner promotes a love of books and children are learning to handle books with care. Children choose books and are developing confidence in 'reading' stories from memory or with the help of pictures.

Appropriate elements of the National Literacy Strategy are implemented and this has a positive effect on their achievement.

### **Mathematical development**

57. The teaching of mathematics is good and this ensures children make good progress and are on target to reach the Early Learning Goals by the end of their Reception Year. The reception class provides a wide range of activities to promote mathematical understanding. Through well-planned topic work the pupils explore number, pattern, shape and measurement. Children are able to join in with the teacher and count how many are present at each session. Number lines, songs, and games are used effectively to develop an understanding of order, position, simple problem solving, and early addition and subtraction. Songs such as 'Ten bright cherries ' and 'Five little speckled frogs' were used particularly well to develop children's understanding of order and counting to ten. Children were encouraged to think for themselves as the teacher posed problems such as 'which number comes before and which comes after'. By the end of the activity, with support from the adults, most children tried to count to five or ten depending on their attainment levels and made very good attempts to put numbers in order. Teachers place great emphasis on developing appropriate mathematical language. Children consider size, shape, and position when playing with small world toys or emptying and filling containers in the water and sand play area. In the imaginative play situation, children weigh and measure themselves as part of their play in the 'clinic'. Appropriate elements of the National Numeracy Strategy are implemented for children in both reception classes and this has a positive effect on children's achievement.

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

58. The teaching is good and this ensures children make good progress and are on target to reach the Early Learning Goals by the end of the Reception Year. They are developing a good understanding of the world around them. The natural curiosity is enhanced as staff encourage them to talk about their discoveries and experiences, to ask questions and to explore made and natural materials. They learn about the passage of time through celebrating birthdays, talking about the days of the week and the changing seasons and the weather. Reception children learn about different ways of life through dressing up in a range of clothes from different cultures. Children develop their skills of cutting, folding and sticking through teacher directed activities. The computer is a popular choice and many children are becoming confident in using the mouse and using different CD-ROMS to support their learning in mathematics, language, and literacy. Children use the wide range of construction toys very well to design and make their own models and to discover how things work.

### **Physical development**

59. The provision has improved since the last inspection and is now good. Effective teaching ensures the majority of children meet the Early Learning Goals before the end of the Reception Year. Children's natural exuberance and energy is catered for well. Outdoors, there is a good range of challenging large equipment is available on a daily basis to help children develop their climbing and balancing skills together with a good range of wheeled toys, which the children manoeuvre well to avoid other children and obstacles. However there are some missed opportunities for adults to talk with the children in these outdoor situations to extend learning. Structured physical education lessons for the older full time reception children promote further their development. In these lessons, children are developing very good spatial awareness, control, and imagination as they respond well to their teacher. In physical education lessons, teacher intervention encourages children to improve skills such as throwing and catching and as a result they make very good gains in a short time. Emphasis is placed on developing children's independence and skill when handling tools, construction toys, and malleable materials. They are becoming competent and they handle a variety of tools and materials safely and with care. Outdoor provision is satisfactory and children are able to develop a good range of skills using the carefully thought out activities. Children's social skills are also developed well when they use these activities and staff take care to involve all children in activities.

### **Creative development**

60. Overall, the teaching is good and this ensures children make good progress and are on target to reach the Early Learning Goals by the end of their Reception Year. Children enjoy a good range of experiences in art, music, and story. Younger children enjoy singing rhymes accompanied by their teacher playing the guitar and older children use instruments well to develop an understanding of loud and quiet sounds. There are many well-planned teacher directed activities to develop children's understanding of colour, shape, and pattern as for example they print with a range of interesting objects to create repeated patterns. Observational skills are developed as children draw leaves and vegetables. Materials such as paint, sand, and water are available for children to explore on a regular basis but the range of materials available from



which children can choose to create their own designs, pictures, models, and collages is sometimes too narrow.

## ENGLISH

61. Since the previous inspection, attainment at the ages of seven and eleven has improved in line with the national trend. Standards continue to be above the national average. Since the last inspection, standards in writing have improved significantly and the number of pupils reaching the higher levels at both key stages has increased. Although there are not yet any national comparatives, the 2001 national tests confirm improvements. The attainment of children entering the school has changed since the last inspection and is now similar to those expected nationally. This means that most pupils make very good progress over time. Test results have risen over the last four years at a similar rate to the national trend and the school has been successful in reaching its targets. Inspection evidence indicates that the great majority of pupils currently in Year 2 and Year 6 are on course to attain standards above the national average.
62. Literacy is given a very high priority throughout the curriculum. In relation to their prior attainment, most pupils, including those with special educational needs, make good progress. The school is building well on the very effective foundation for learning provided for children in the reception classes.
63. All areas of weakness highlighted at the last inspection have been addressed with enthusiasm. Pupils of above average attainment are now suitably challenged and achieve standards commensurate with their ability. The school has enthusiastically implemented the National Literacy Strategy and this is having a very positive effect on the quality of teaching and learning. Considerable focus is given to ensuring pupils use in other subjects the skills they are taught in the literacy hour, for example, when writing thoughtful and imaginative letters in the style of young World War Two evacuees. This has been particularly effective in raising standards of writing across the school. The school also provides the Additional Literacy Support and booster classes for those pupils needing extra help to reach the expected standard.
64. The pupils with special educational needs receive very good support and achieve standards in line with their prior attainment. Pupils with English as an additional language make good progress and achieve similar standards to their peers.
65. Pupils at both key stages make good progress in improving their speaking and listening skills. Throughout the school, the emphasis is on encouraging pupils to think about their work and to express themselves well using interesting, technical and grammatically correct language. In assemblies, pupils listen reverently to music and story, joining in when it is appropriate. In lessons, pupils have good opportunities to express their ideas and opinions, confident that they will be listened to and taken seriously. By the age of seven, the pupils are confident speakers, eager to answer questions and to talk about and evaluate their work. They express themselves clearly when reviewing their work at the end of lessons. This good start is built on well in the juniors as pupils discuss texts using subject specific vocabulary. Pupils are learning to adapt their speaking and listening skills to a range of audiences. For example, Year 5 and 6 pupils held an election for the school committee and candidates confidently took part in a question and answer session. They used thoughtful well-argued persuasive language to try to win votes. Planned weekly lessons encourage speaking and listening as pupils in Year 6 talk confidently about their pets choosing the format and language to suit a question and answer session. The audience demonstrated their skills in asking mature and sensible questions to elicit further information from their classmates.
66. In Key Stage 1 pupils make good progress in their reading. The school provides a wide range of high quality and challenging books and texts to foster all pupils' love of books and develop their independent reading skills. The youngest pupils in Key Stage 1 are aware of authors and illustrators and are able to identify the main characters and events in their favourite books. Lower attaining pupils read simple stories with increasing accuracy and understanding. An understanding of phonics, word families and spellings give them confidence in tackling unfamiliar words and this has a very positive effect on the progress they make in becoming fluent and confident readers. Higher attaining pupils in Year 2 read aloud with considerable confidence and are beginning to use simple punctuation such as question marks to add expression to their reading. Pupils take books home regularly and family members are encouraged to hear their children read in order to increase their progress in reading. The introduction of reading partners and peer tutoring is effective in helping pupils improve their spelling and reading skills.
67. In Key Stage 2, pupils continue to make good progress. Pupils are encouraged to read for a variety of purposes including reading a map in a geography lesson or accessing information on Henry VIII using the Internet. Books are very well matched to pupils' attainment and interest levels and pupils are very enthusiastic readers of a wide range of texts. Higher attaining pupils express a preference for particular

authors and choose books because of particular interests. Higher attaining and average attaining pupils understand plot, setting, and characterisation. They show a mature understanding of different writers' styles and accounts and are able to make deductions and inferences from their reading. Pupils are developing good independent research skills as they use dictionaries, thesaurus, encyclopaedias, CD-ROMS and the Internet.

68. Pupils at both key stages make good progress in writing. Pupils write for a variety of purposes, such as recording simple science experiments, using appropriate layout and vocabulary and writing interesting stories and accounts. Pupils observe the rules of punctuation, using full stops, and capital letters. They spell common words correctly and making good attempts to spell complex words. Higher attaining pupils use question marks and some are beginning to use speech marks to add interest to their stories. Handwriting is neat and work is usually well presented.
69. In Key Stage 2, pupils progressively develop their ability to write for different purposes using a wide range of styles. Work shows an awareness of the need for different presentational skills, vocabulary, and style and a very good use of well-chosen vocabulary to capture the imagination of the reader. Pupils produce diagrams and posters to support their work in other subjects. They write poems, prayers, letters, scientific, geographical, and historical accounts. The pupils' writing is very well organised. Higher attaining pupils use paragraphs, correct punctuation, complex grammatical structures, and rich appropriate vocabulary to enliven their writing.
70. Information technology is now used very effectively to support knowledge and understanding and to help the pupils to draft and redraft their work. For example In Years 5 and 6 some pupils used Power Point to make a presentation to their peers on the forthcoming election to the school committee.
71. Behaviour is good in most lessons. Pupils show very favourable attitudes to learning and enjoy very positive relationships with their teachers. This makes a considerable contribution to their rate of progress and the high standards of attainment achieved. Most pupils are very eager to learn, stay on task, and show very good levels of independence and concentration. Pupils work very hard to improve their handwriting and presentational skills. As a result presentation has improved since the last inspection and pupils show pride in producing work of a high standard. Opportunities to work collaboratively and to develop personal skills are well used. Pupils enjoy English lessons and respond very well to the structure of the literacy hour. However in a minority of lessons, behaviour is less than good and pupils are slow to settle to tasks and are not always fully involved in whole class discussions. As a result work is not always finished on time and a minority of pupils do not make the progress of which they are capable.
72. Teaching in both key stages continues to be good. Teaching across both key stages is never less than satisfactory and is frequently good. All teachers are confidently implementing the literacy hour. Teaching is carefully structured and well planned to meet the needs of pupils of all attainment levels. Teachers share the learning objectives with the pupils and ensure that pupils are very clear about what it is they are expected to learn. Spelling, punctuation and grammar are given a particularly high priority and pupils are encouraged to use their knowledge and understanding of basic skills in their extended writing and when writing in other subjects. Opportunities for extended writing are made within the curriculum to ensure that progress in this aspect of English is maintained. Teachers use praise, comments and questions effectively to check understanding and extend thinking. When teaching is good expectations are particularly high and the teacher's enthusiasm, explanations, and knowledge have a very positive effect on attainment and progress. Displays in classrooms remind pupils of the strategies they need to improve their work such as good handwriting, correct spelling, and punctuation. Plenary sessions check pupils have understood the lesson and extend their thinking, pushing them just that bit further.
73. Provision for pupils with special educational needs is good. Support staff are used effectively to give additional help to designated individuals and groups of pupils. Their contribution greatly enhances the learning opportunities for the pupils.
74. Assessment and record keeping are now good. National Curriculum tests and school tests are used effectively to set class targets for pupils, to raise standards and to identify areas for school development. However, the school is only just beginning to share targets with pupils and to use the considerable amount of assessment information to track individual progress to raise standards further. Teachers mark work on a regular basis and pupils are given helpful suggestions on how they can improve their work. Homework is set to extend work done in lessons and to check that pupils have fully understood new learning.
75. The curriculum meets statutory requirements. The coordinator is enthusiastic and knowledgeable about the subject and has been very effective in improving standards. Formal monitoring of the teaching and

planning now takes place and staff are given feedback on how to improve the quality of the teaching and learning.

## MATHEMATICS

76. In the National Curriculum tests for eleven-year-olds in 2000, attainment at Level 4 or better was above the national average when judged against all schools. The proportion of pupils reaching the more difficult Level 5 was well above the national average. Overall the school's performance, when compared nationally was above average, although in comparison to the results of pupils in similar schools the performance was close to the average. Further analysis of the results shows that the performance in mathematics for both boys and girls exceeded the national average.
77. In the 2001 National Curriculum tests for eleven-year-olds, the results show a lower percentage of pupils attaining Level 4 or above. As no national data is available at present, it is not possible to make direct comparisons against the national average. Although results are not as high as in previous years, the progress made by these pupils in attaining Level 4, the expected level, and Level 5 is good as in their Key Stage 1 tests at the end of Year 2, their results were below average. Inspection evidence suggests that pupils in the current Year 6 will achieve at above average levels and will produce results similar to those gained in 2000.
78. In the National Curriculum tests for seven-year-olds in 2000, attainment at the expected Level 2 or better was above the national average. Overall, the school's performance when compared nationally was close to the national average. In comparison to the results of seven-year-olds attending similar schools, the performance was below average. Further analysis of the 2000 results in Key Stage 1 show that the performance of both boys and girls in mathematics exceeded the national average with boys exceeding the national average by a greater margin than did the girls.
79. In the 2001 National Curriculum tests, the results show a very high percentage of pupils attaining Level 2 or above. As no national data is yet available, it is not possible to make direct comparisons against the current national average. The results for this age group, however, suggest that the school's performance will be above average. Inspection evidence indicates that the majority of pupils in the current Year 2 are again achieving results in line with or better than the national expectation. With the additional support that is given to pupils, the results at the end of the year should reach levels above average.
80. The effective introduction of the numeracy strategy and its thoughtful implementation has been successful with teachers developing clear ideas of more effective ways of teaching the various elements of the mathematics curriculum. The benefits of improved mental recall and systematic development of mathematical knowledge, understanding, and vocabulary can be seen in pupils' approach to mathematics. The guidance provided by the numeracy strategy has supported teachers in their planning, leading to more detailed plans with well defined learning objectives.
81. In Year 1, pupils can add numbers to 20, recognise number patterns, and understand the concept of 'bigger' and 'smaller' when linked to numbers. Over the course of the year, pupils develop further concepts including counting forwards, backwards in 5's and 10's, doubling numbers, handling money, time and addition and subtraction. Year 2 pupils continue to extend understanding of addition and subtraction, eventually moving on to addition using two digit numbers to 100. The present Year 2 pupils are able to count forwards and backwards beginning at any random number below 100. They are fascinated to discover that by doubling odd numbers the answer is always an even number. The higher attaining pupils confidently double numbers such as 60 whereas the lower attaining pupils find this more difficult. Through the year a variety of other topics are covered including work on shape, both two-dimensional and three-dimensional. Extension of basic concepts of multiplication and division are introduced as well as fractions, symmetry and simple coordinates, a good link with their studies in geography.
82. Further development of skills and concepts can be tracked throughout Key Stage 2 beginning in Year 3 where they continue to build on the knowledge acquired in Key Stage 1. Pupils are becoming more secure in their knowledge of hundreds, tens and units and in using multiplication tables. They explore the pattern of answers in various multiplication tables and are able to estimate totals and recognising shape. Developing and reinforcing their understanding of fractions ensures pupils can use them with confidence. The higher attaining pupils in upper Key Stage 2 are challenged to write word questions for others to solve, relating the questions to a cinema timetable. The questions were not all straightforward with some requiring a number of operations to reach the correct answer. By the end of the key stage pupils can solve addition and subtraction to three decimal places, understand rotational symmetry and can work out the area and

perimeter of irregular shapes. All pupils are encouraged to use appropriate and accurate vocabulary and this is evident during lessons where pupils confidently use such vocabulary.

83. A scrutiny of pupils' work shows that they make good progress in developing their skills and in their understanding of mathematical concepts. This is also reflected in the lessons observed where teachers provide pupils with activities well matched to their needs and give clear information about what is to be learned.
84. Pupils across the school enjoy mathematics particularly the quick-fire mental sessions at the beginning of most lessons. They are keen to respond to teachers' questions. Pupils remain on task and concentrate well, giving of their best. They readily work together and share ideas and resources. Many pupils take pride in their work, laying it out neatly and putting in the date. Pupils confidently explain how they reach their answers, even when they are unsure of whether or not they are doing it correctly. Their peers are supportive if they are struggling and listen respectfully to their efforts. Pupils are keen to increase their knowledge and skills and enthusiastically rise to the challenge of solving some difficult problems.
85. The quality of teaching in both key stages is never less than good and is sometimes better. Lessons are well planned, move at a good pace, and present the pupils with a variety of challenges. Teachers use a range of strategies to increase the enjoyment of mathematics. Tasks are invariably well matched to pupils' needs. Teachers are knowledgeable and confident but where they are more enthusiastic, pupils are better motivated and excited by the subject. All teachers have good relationships with their classes, giving their pupils praise and encouragement. Questioning is used effectively to develop and reinforce pupils' knowledge. Plenary sessions are used well to reinforce pupils' learning and to ensure new concepts are fully understood. Additional support is used very effectively and enhances pupils' learning. There is regular liaison between the support staff and teachers and feedback after the lessons helps the planning of future work.
86. In both key stages, pupils are grouped by their prior attainment and this has had a positive effect on their learning. This is particularly true for end of key stage pupils where teachers can boost the standards achieved by giving pupils work that is more closely matched to their needs. For example the higher attaining pupils who, as Year 5 pupils worked alongside Year 6 pupils last year, are now, as Year 6 pupils, being taught aspects of the Year 7 curriculum normally seen in the secondary school.
87. An enthusiastic and competent coordinator has increased staff knowledge of the numeracy strategy and improved teachers' confidence in delivering the curriculum through the provision of in service training. Analysis of test results is regularly undertaken and lesson objectives are shared with the pupils. Individual targets are set twice a year and pupils made aware of how they could improve the standard of their work. Since the last inspection, the coordinator's role has been extended to include opportunities to monitor the quality of lessons and to analyse pupils' work.

## SCIENCE

88. Current standards are satisfactory in Year 2 and above average in Year 6. Results for Key Stage 1 in the 2000 national tests indicate that although the proportion of pupils reaching average levels was above that seen nationally the proportion of pupils reaching higher levels was similar to that seen across the country. For this age group, judgements are based on teachers' assessment of pupils' knowledge and understanding. These judgements indicate that pupils show greater knowledge and understanding in experimental and investigative science and in physical processes than in life and living processes and in materials and their properties. Results in Key Stage 2 at the end of Year 6 show that the number of pupils attaining the above average Level 5 are well above that seen in most other schools. Results over the previous four years show a trend of continuing improvement. In 2001, the proportion of pupils attaining expected level remained high although the proportion of pupils attaining the higher Level 5 fell significantly. This still represents good progress for the cohort of pupils involved as their results when they were in Year 2 were at below average levels. These results and current standards represent an improvement from those seen at the time of the last inspection.
89. Pupils in Year 1 make satisfactory progress. This could, however, be improved if greater challenge is provided for more able pupils and work for pupils who find learning more difficult was better matched to their ability. Much work in this year group is similar in content for pupils of all abilities and there is too much dependence on work sheets rather than allowing pupils to experiment. Several topic areas are covered in the combined Reception Year and Year 1 class but some of these, while interesting, do not add appreciably to pupil's knowledge and understanding of science. Progress is more rapid for pupils in Year 2. A wider range of science topics is covered at this stage with for example, pupils conducting experiments to find the

best conditions for the growth of bean plants. Great care is taken by pupils to draw and write about what they do and can see and they record their findings using good writing skills. Further interesting work on habitats for animals and insects follows and this helps to maintain pupils' interest in the subject. This work helps to increase pupils' understanding of scientific principles and aids improvement in increasing their writing skills, a strong feature of their work in science.

90. Much of the science in Key Stage 2 relies on what the pupils are taught rather than on investigative and practical science. This was commented on in the previous inspection report and scientific enquiry still needs to be improved appreciably. A balanced range of science topics is covered during pupils' time in Key Stage 2 and care is taken through careful planning to ensure that all the required areas are part of the planned two year cycle of topics. Pupils in Year 4 build on what they have previously learned when they discuss food chains and talk knowledgeably about producers and consumers relating this to the animal world. Through good quality questioning, the teacher encourages pupils to give reasons for their answers even when they are incorrect. Pupils answer confidently knowing that their answers will be valued and used well to extend the discussion. New vocabulary is learnt well as the words "carnivore" and "herbivore" are introduced and pupils understanding is extended well through further discussion. In a Year 5 lesson, specific scientific vocabulary was again well developed and confidently used by pupils as they learned the correct names for the different parts of flowers in their work on reproduction and seed dispersal. Many pupils in this age group are able to demonstrate good knowledge of topics such as my body and space and confidently introduce this knowledge into other parts of their science work. Written work is of a good standard with pupils presenting their writing well and using their extended vocabulary to enliven their work. Throughout the school pupils' knowledge develops well as a result of the usually good quality questioning by teachers and the provision and organisation of appropriately resourced activities that challenge and extend the knowledge of most pupils.
91. The quality of teaching and learning seen is good. Teaching is good when lessons are well planned, clear learning objectives are shared with pupils, and the tasks provided are interesting. Teachers demonstrate at least sound and often good subject knowledge within a purposeful learning environment but several teachers lack confidence in teaching investigative science, a judgement supported by the limited presence of such within the pupils books. Expectations of what pupils can achieve are good in most classes. The attitudes of most pupils are also good although a small percentage of pupils, especially in older classes find it difficult to concentrate on their tasks and the progress of these pupils could be better. Pupils with special educational needs are well provided for and good quality support enables them to join in lessons and generally achieve well. Some skills, especially in investigative science are not well developed. Pupils' ability to predict the outcomes of their experiments or to plan and carry out simple experiments are not sufficiently well developed. Homework is used satisfactorily to extend pupils' learning.
92. The scheme of work incorporates current national guidance. It is broad and ensures coverage of the National Curriculum. A system of monitoring the quality of teaching and learning is well established and teachers receive relevant feedback on their work. The coordinator recognises the need for improvement in investigational science and this is at the top of her priorities for improving the teaching of the subject. There is a tracking system to assess accurately the progress of individual pupils. Good early work has been completed in this area and when completed should help to improve standards.

## ART AND DESIGN

93. During the inspection there were few opportunities to observe art and design so judgements are made on the basis of displays, photographs of previous work and discussions with pupils and the coordinator. The standard of work across the school is above expectations, particularly in observational drawing. There are some very good examples of Year 4 pupils' drawings of trainers, which demonstrate how carefully they had looked at the footwear and the good pencil control they have developed. The further development of these skills is also well illustrated in the quality of line and texture seen in the drawings of seashells produced by pupils in Year 5. Photographic evidence illustrates well the wide range of art experiences the pupils are offered. This includes photographs of painting in the style of different artists such as Seurat, Lowry and Kandinsky, colour wash and silhouettes, poster design and some more advanced work on perspective. The pupils are encouraged to explore a variety of media ranging from pastel and pencils, to watercolour, chalk, and clay. Because the school does not have a kiln pupils use air-drying clay for their models. One very interesting photograph was of a fish sculpture made from pebbles on the beach at Whitby, a very imaginative use of natural objects to create artwork. The pupils have more limited opportunities to explore non-western art although this aspect can be found in some topic work, often with a geographical bias. For example, pupils extend their knowledge of symmetrical pattern to construct Rangoli patterns and explore aspects of Maori art as part of a geography topic.
94. From the photographic evidence and from the displays of artwork in classrooms and in corridors, it is apparent that pupils make good progress developing the relevant skills as they move through the school. Already mentioned is the extension of drawing skills and pencil control. Painting skills are also well developed and pupils experiment with the application of paint using a variety of methods and creating a variety of effects, for example using colour wash techniques to create landscapes. Their tactile skills are extended well through their use of clay. The pupils enjoy art and exploring different media. They talk enthusiastically about what they do, recalling a variety of activities. One activity they particularly enjoyed was making a mosaic tile from a slab of clay by adding small pieces of broken china and looking at the Gaudi architecture of in Barcelona. Some of their artwork is closely linked to history topics or story writing and they enjoy this aspect too.
95. There were no opportunities to observe teaching in this subject. However evidence from displays and photographs suggest that the teaching of relevant skills is in place and that teachers' knowledge is sufficient to ensure pupils make good progress in developing techniques and exploring different media. The coordinator has monitored the planning but, because art is not yet a priority on the school improvement plan, there have been no opportunities to observe teaching or to assess the pupils' standards of work.

## DESIGN AND TECHNOLOGY

96. Standards are in line with those expected by the end of each key stage, a judgement similar to that reached at the end of the last inspection. Although it was only possible to observe one lesson during the inspection, a scrutiny of evidence included pupils' work, photographic evidence, and an interview with pupils to confirm this judgement. Teachers' planning was also seen and this indicates that pupils are taught a good range of skills and gain experience in using a broad range of materials. This was confirmed through the interview with older pupils. Design skills are stronger and more developed than those in making. Pupils of all abilities make satisfactory progress in developing their skills and their knowledge and understanding of design but evidence of the quality of made products is more difficult to find.
97. Early in Key Stage 1 pupils begin to learn the importance of designing a product prior to its making. They produce good quality drawings of the things they are going to make and extend their writing skills well when they write about what they are going to do. Pupils decide on what materials they are going to need and list them as part of their recording of the design. Construction kits are used to make some of their models and pupils are developing suitable skills in making models, although little evidence other than photographic records exist of their efforts. By Year 3, pupils are learning technical skills using wood, plastic, and card to begin to construct models. This is well illustrated through their experiments to make strong joints using triangles. At this stage, some pupils begin to use information and communication technology to help them with their design process. Pupils experiment with gears and cogs, when making wheeled vehicles, to develop their skills. Design skills are again a strong feature of the work at this age with pupils producing well designed and labelled diagrams. Pupils develop a good understanding of the varying materials they can use in constructing their models and know how these can be shaped and joined using safe techniques. By the end of Year 6, pupils understand the need to evaluate their designs and to complete tests on their models to determine their success. Skills from other subjects are incorporated well into those lessons. There is ample evidence of pupils using accurate measurements and completing experiments in weighing when testing the quality of their models. Pupils' opportunities to experiment with materials is appropriately

covered, for example when pupils used levers when designing and making dinosaur models. Pupils' knowledge of the need to complete research into a product prior to the design process and to carry out rigorous evaluations of its quality, finish and purpose at the end of the process is less well developed.

98. Many of the positive elements of the subject were present in the one lesson seen. Pupils learnt to develop visual stimuli when designing packaging and identified the need to incorporate colour, pictures, and written description into a marketing strategy. Skills in measuring and drawing were well developed and pupils tested designs using construction kits sensibly to examine alternatives. Information and communication technology was also positively incorporated into the lesson with pupils designing their own logos and advertising material involving text, colour, and pictures.
99. Pupils have a very positive attitude towards the subject and support each other well. The coordinator is seeking to increase teachers' confidence in developing pupils making skills, which currently lag behind those seen in design. A system to record pupils' progress not only in what they have experienced but in what skills they have learned is also needed.

## **GEOGRAPHY**

100. The standards are good, an improvement on those found at the last inspection. Improvements have been made in the links between information and communication technology and geography and provision in this area is now good. Geographical skills are now more focused and these are built upon from one year to the next with fieldwork and geographical enquiry remaining important parts of the curriculum.
101. By the end of Key Stage 1, pupils they have acquired a good level of knowledge about their local area through a series of visits to the local shops and market as well as looking at housing, land use and business location. Additional skills in mapping are encouraged through drawing local maps tracing their journey to school and drawing plans to develop a new play ground. They begin to develop understanding of direction through learning clockwise and anti-clockwise and extend this to simple compass directions. Map work is systematically developed and by the end of Year 2 pupils show a good understanding of simple coordinates using numbers and letters, a good link with mathematics. The practical aspects of geography as well as the development of skills is particularly important and well developed and field work is introduced early so that pupils are able to recognise its importance.
102. Teachers in Key Stage 2 build on the good early foundation established in Key Stage 1. Mapping skills are developed using atlases, globes, maps, and plans, and compass work includes directions that are more complex. Pupils use these skills well when comparing maps of the same location in varying historical times, a good link with historical topics. They complete a land use survey and use the information to create graphs using information and communication technology skills. By Year 4, pupils have extended their understanding of why settlements have been developed in some places and not in others. In a very good lesson in Year 4, the pupils were helped to recognise the differences between, for example, the environment in Yorkshire and the Shetlands. They were able to discuss reasons for the differences in climate using appropriate geographical vocabulary. The increase in geographical vocabulary continues into Year 5 where pupils' geographical language includes words such as erosion, deposition, precipitation, and condensation. They develop skills in using maps and aerial photographs and begin to learn the meanings of symbols on Ordnance Survey maps. By Year 6, pupils are able to hold discussions on environmental change, for example, the disappearance of the coal mines from the local landscape. Links with other subjects such as mathematics are maintained well through the collection of data and creation of graphs. Progress for all pupils is good.
103. The subject is managed well and planning has been improved so that skills and enquiry are a constant focus of work and fostered continuously. The quality of teaching is regularly monitored and pupils work is examined to enable the coordinator to judge attainment and progress. What pupils have covered in the geography programme of study is recorded but the key skills learned are not yet a sufficient part of pupils assessments.

## HISTORY

104. Due to timetabling arrangements only a limited number of lessons were seen. Judgements are based on a scrutiny of pupils' work, teachers' planning, and discussions with teachers and pupils. As at the last inspection, the majority of pupils by the ages of seven and eleven achieve standards that are above those expected for their ages. Most pupils make good progress in relation to their prior levels of learning.
105. By the age of seven, the pupils show a good understanding of the distinction between the past and present as they examine household objects, homes, holidays and transport through the ages. Visits are used effectively to help pupils make comparisons with their own lives and those of children in the past. A visit to Kelham Island Museum recreated the Victorian past for pupils. They excitedly dressed up as Victorians and experienced a Victorian washday. Aspects of the distant past are learnt as pupils create medieval menus and plan the best location to build a castle. Important characters such as Christopher Columbus and Grace Darling are brought to life for pupils through expert story telling and the use of photographs, interesting books and maps.
106. By the age of eleven, the pupils have widened their historical knowledge and skills of enquiry and research to develop a deeper understanding of the past. Through their in-depth study of topics such as the Anglo Saxons, Vikings, Romans, Egyptians and Tudors and Britain in the thirties and forties the pupils gain good range of factual knowledge. Pupils are learning to examine the motives behind the way people behaved. Through very good questioning Year 3 pupils were encouraged to go beyond recording the names and number of Henry VIII's wives and to explore why he divorced Catherine of Aragon in his desire for a son. As pupils progress through the school they show a mature understanding of events in World War II as they write moving accounts of what life was like for evacuees. Pupils recall with considerable enthusiasm a visit to the Doncaster Dome to see replicas of the treasures of Egypt, which enhanced their understanding of everyday life in Ancient Egypt.
107. Across both key stages pupils develop a very secure understanding of chronology and can name significant events and people from the past. Younger pupils create a time line of transport from Stevenson's Rocket to the Shuttle. Older pupils in Year 6 confidently order the Egyptian, Romans, Tudors, and Victorians and can name the different Kings and Queens and characters from different periods of history.
108. The teaching was good in the limited number of lessons seen. Teachers use effective strategies for managing lessons and organising pupils. The curriculum is imaginative and well planned in order to motivate pupils' interest in people and events of the past and pupils of all attainment levels including higher attaining pupils are sufficiently challenged. Staff are very enthusiastic and have a very good understanding of the subject. Visits are used particularly well to provide pupils with first hand experiences of how life was lived in the past. Younger pupils begin their journey through history by studying and comparing their own lives and those of parents and grandparents. As pupils move through the school, they are encouraged to examine the more distant past and to think of themselves as historians. Pupils exhibit considerable independence in gaining a knowledge and understanding of past times using a range of artefacts, photographs, the Internet and books to record their findings in an organised way. Links with literacy are very good as the pupils record their findings in a variety of different ways including posters, detailed accounts, stories and letters.
109. History is very effectively coordinated and makes an important contribution to the aims of the school. The schemes and topics in place effectively ensure there is progress and continuity across the school, providing pupils with good opportunities to extend their historical knowledge, understanding, and skills.

## INFORMATION AND COMMUNICATION TECHNOLOGY

110. Standards are above average by the time that the pupils reach the end of Year 6. This is a considerable improvement on the quality of what was observed during the previous inspection. Skills are consistently taught and regular opportunities are given to exercise pupils' skills and increase their confidence across all subjects except music although even here, steps have been taken to improve the provision.
111. By the end of Year 2, standards are at levels expected for pupils of their age. Children are taught the necessary early skills and this enables them to use computers for a variety of activities that are linked to their learning in a variety of subjects. They become increasingly confident and are happy to talk about what they are doing and the skills they have learned. Computer technology is used in art and pictures using painting programs are created. Pupils of this age are also able to find information from a database, for example, on dinosaurs and present this information appropriately. Expectations of what pupils can and should do are high. The quality of teaching is good for this age group and teachers have acquired a good



knowledge of the skills they need to teach to pupils. Experience in several subject areas results in pupils beginning to appreciate the importance of information and communication technology to the quality of their learning both in school and in the wider world.

112. The attainment of pupils by the time they reach Year 6 is above average. The curriculum followed by the school allows pupils to build their skills carefully, year by year so that by Year 6 most pupils have a good range of skills and are confident and competent users of computers. By Year 3, pupils are able to combine text and pictures to improve the quality of their work. They can for example, create graphs using data collected from class surveys in mathematics activities. By Year 4 pupils confidently use the Internet to find information on a range of topics. Their skills are developed well in a range of subjects. A good example of this is their ability to create designs for a stained glass window to enhance the schools environment. Their understanding of the process is well illustrated by their creation of a series of accurate instructions to carry out this process. Year 5 and 6 pupils continue to use the computers regularly, developing skills in sending and receiving E-mails and using the Internet to collect information that is more complex. An important factor in this improvement is the regular opportunity pupils have to practise their skills in most subjects. This results in older pupils having sufficient confidence to tutor younger pupils helping them to make good progress.
113. The quality of teaching across the school is good. Training has been undertaken so that the teachers have acquired a good range of skills and can confidently deliver lessons. Opportunities for pupils to use information and communication technology are planned for most lessons and this is a strength of the curriculum. Expectations of what pupils can and should be able to do are high. Those responsible for the development of the subject have worked hard to improve resources and computers are available in all classrooms. Computer software resources are being systematically developed so that almost all subjects taught in the school can be effectively supported.

## MUSIC

114. Although several lessons were observed during the inspection, only one was in Key Stage 2. In both key stages, standards are average, although singing in Key Stage 2 is of a better quality than is normally heard, particularly by the choir, which was good. The pupils, from Years 5 and 6, are confident in sustaining a two-part song and when all the Key Stage 2 pupils gathered for a hymn practice they were able to sing a two-part round. The overall sound is pleasant and tuneful with long notes sustained. A few pupils play the recorder, both descant and tenor, and can read standard notation. Year 2 pupils are able to express their opinions about music and discuss in some depth how it makes them feel. The pupils listened to excerpts from Vivaldi's 'The Four Seasons' and one pupil said that listening to the introduction to 'Autumn' "made you feel like sticking out your bottom lip". Pupils are also aware of the instruments that make up the string family. Year 3 pupils, listening to 'Sail away' sung by Enya describe this music as making you feel as if you were, "drifting away to a happy place... relaxing... peaceful or calm". When asked about the images they see, pupils thought of "someone standing on the moon singing to earth, a snowy day or a field with wind blowing through the grass". The Year 4 pupils confidently clap rhythm patterns based on crotchets and quavers. They have success composing their own short rhythm pieces for two non-tuned percussion instruments, although there was no time to in the lesson try the music out with the instruments.
115. Pupils enjoy music and many are very enthusiastic about the subject, particularly enjoying the challenge of composing music to represent a tropical rain forest and listening to the music played for assemblies. During a singing session, there was a look of total involvement from the majority of pupils, who had to concentrate in order to keep their part of the song going.
116. The quality of teaching is good overall, with an example of very good teaching also observed. The quality of teaching is closely linked to the variable skills, knowledge and understanding of individual teachers. Where knowledge is secure and the pace of the lesson is good and teaching enthusiastic, learning is good. For example, during a singing lesson appropriate vocal techniques were taught including breathing, phrasing, and dynamics. These teachers have high expectations of what the pupils should be achieving and give them plenty of praise and encouragement to succeed. Where teachers are not as confident pace is slower, behaviour becomes more difficult to contain and learning is satisfactory.
117. The coordinator is a very enthusiastic and competent musician and supports the staff well in the delivery of the curriculum. There are a number of staff who play instruments and their expertise encourages the pupils' learning. There are opportunities to learn the recorder and join the choir and for the older juniors a chance to learn an orchestral instrument. The pupils perform regularly throughout the year in school concerts and are often given opportunities to demonstrate their skills in the community. Musicians also visit the school and this enhances the pupils' understanding and knowledge of music making.

## PHYSICAL EDUCATION

118. Standards of work in Key Stage 1 are in line with expectations, although the youngest pupils are attaining above expectations. There was limited opportunity to observe lessons in Key Stage 2. From the limited observation, these are in line with expectations although a few older pupils are beginning to demonstrate good skills in gymnastics.
119. All pupils, including those with special educational needs make satisfactory progress. The youngest pupils are making good progress. Pupils explore and repeat simple ball skills to show basic control and coordination. The youngest pupils are able to throw and catch a ball and to dribble it gently and accurately to a partner. The Year 2 pupils experiment with body shape, relaxing and tensing muscles. Junior age pupils develop an understanding of the need to warm up in preparation for physical activities. They work together to devise a series of balances but many still need to consider how the balances can be joined together to make a flowing sequence of movement. Few opportunities are given for pupils to improve their own performances or to demonstrate what they have achieved. This lack of opportunity is more noticeable in Key Stage 1 than in Key Stage 2.
120. Pupils enjoy physical activities and for the most part listen carefully to instructions and are keen to respond to teachers' questions. The youngest pupils are very well behaved and work sensibly together when passing a ball. Older pupils cooperate with each other although differences of opinion sometimes caused friction within the groups. This was illustrated in one lesson where pupils in one group could not agree on the apparatus to use for their balancing sequence.
121. Teaching and learning are satisfactory throughout the school, with the exception of the youngest pupils where teaching and learning is very good. This accounts for the achievement of the youngest pupils being better than the older ones. Good organisation is evident in most lessons and safety is stressed throughout. The behaviour of a few pupils in a small number of lessons adversely affects the learning of the rest of the class, and results in time planned for work on apparatus being limited. Planning is based on a published scheme of work, which helps to ensure appropriate development of relevant skills and gives support to teachers in the delivery of this curriculum. The pupils are offered a range of experiences including dance, gymnastics, games, and swimming and out door adventurous activities. Swimming has recently been reintroduced for Key Stage 2. Pupils take part in a suitable range of extra curricular sports activities such as football and netball and compete in local competitive sport. This adds to their sporting as well as their social skills and helps raise standards.
122. The coordinator has had the opportunity to monitor the quality of teaching but recognises that there is a need to increase staff knowledge and confidence in the teaching of physical education. A new coordinator has been appointed and will continue to develop the physical education syllabus. Although a published scheme is presently being used, the school is looking to develop this further.