

INSPECTION REPORT

Sitwell Junior School

Rotherham

LEA area: Rotherham

Unique reference number: 106854

Headteacher: Mrs S White

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 28th – 31st January 2002

Inspection number: 194480

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	community
Age range of pupils:	7-11
Gender of pupils:	mixed
School address:	Grange Road Rotherham
Postcode:	S60 3LA
Telephone number:	01709 531867
Fax number:	01709 701210
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr H Hall
Date of previous inspection:	19.5.1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S E Hall	Registered inspector	English as an additional language. Art and design.	The school's results and achievements. How well are pupils taught. How well is the school led and managed. What could the school do to improve further.
31729	Mr B Harrington	Lay inspector		Pupils' attitudes and values. How well does the school care for its pupils or students. How well does the school work in partnership with parents.
7983	Mr I Johnston	Team inspector	Special educational needs. Science. Design and technology.	
30864	Mrs C Boyce	Team inspector	Equal opportunities. Geography. History. Music	How good are the curricular and other opportunities offered to pupils.
3227	Mr D Hughes	Team inspector	English. Religious education.	
24052	Mr T Taylor	Team inspector	Mathematics. Information and communication technology. Physical education.	

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sitwell Junior School is in Rotherham, South Yorkshire. The school is larger than average, with 290 pupils aged from seven to eleven, and has a higher proportion of children from high social class households than average. Two per cent of pupils are eligible for free school meals, which is well below the national average. The majority of the pupils are of white ethnic heritage. Forty nine pupils speak English as an additional language, which is above average. There are 63 pupils on the school's special educational needs register, which is average. There are two pupils with statements of special educational need. There are quite low levels of family mobility in and out of the local area. The attainment of pupils when they start school is above average in most areas of development.

HOW GOOD THE SCHOOL IS

This is a school with many very good features. Pupils are enthusiastic and responsible learners. The quality of teaching and learning is very good, as is the leadership and management of the school. Standards in most subjects are above the national average and pupils achieve well. The school provides very good value for money.

What the school does well

- Standards of attainment are well above average in science and above average in most other subjects.
- Relationships in the school are excellent, and the pupils' attitudes to the school and their learning are very good.
- The quality of teaching is very good and this enables pupils to make very good progress.
- Provision for pupils' moral and social development is very good.
- The leadership and management of the headteacher and key staff are very good and financial planning is excellent.
- The school's links with other schools and educational institutions are excellent.

What could be improved

- Standards in writing across the curriculum.
- The monitoring and evaluation of the work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good overall improvement since the previous inspection in 1997. This is shown in the general improvement in the standards achieved and the quality of teaching and learning. Following the previous inspection senior staff, teachers and governors worked hard to address the issues identified. There has been very effective improvement in school development planning and the setting of long-term targets. There has been good improvement in the development of schemes of work, particularly identifying the needs of the

higher attaining pupils. There has also been effective improvement in learning resources and financial planning. The school has fully addressed the safety concerns reported in the previous inspection. There has been satisfactory improvement in the assessment of pupils' attainment and completing planning in design and technology and art and design. The governing body has become more involved in strategic management and the school has reviewed the roles of senior staff.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	C	B	D	well above average A above average B average C below average D well below average E
mathematics	B	A	B	C	
science	A	A	A	B	

The table shows that pupils' attainment at the age of eleven, on the basis of the end of Key Stage 2 national test results, is above average in English and mathematics and well above average in science. However, in comparison with schools with similar numbers of pupils entitled to free school meals, attainment is below average in English, average in mathematics and above average in science. The test results have been reasonably consistent over the last three years and usually best in science, where there has been considerable improvement since 1998. In 2001, more than half of the pupils aged eleven achieved standards in science above the national expectation. Standards have been more variable in English and particularly in writing. Pupils' technical skills in writing have not been at a high enough level, although skills in speaking and listening and in reading have been consistently at a higher level. The school's very ambitious target for 84 per cent to achieve Level 4 in English and 92 per cent to achieve this in mathematics, were not achieved in 2001.

The inspection findings largely reflect the national test results and indicate that overall standards are continuing to improve. Attainment in English and mathematics is above average and standards in science are well above average. The improvement of standards in writing has been a main priority for school development for some time. Whilst there has been some improvement, the quality of pupils' writing is still not as good as it could be. Standards in speaking and listening are good, many pupils are confident speakers and have a wide and mature vocabulary which they use well in a range of subjects. Most pupils read well, with enjoyment and with good accuracy and expression. Standards in mathematics are good. Pupils are confident in using a range of strategies to solve mathematical problems. Standards in science are particularly good with many pupils having a high level of skill and confidence in conducting experimental and investigative activities. In mathematics and science a much higher than average number of very able pupils are working close to Level 6 which is well above that expected for their age.

The pupils' attainment when they enter the school is generally above average, except in writing. They make good progress in English and mathematics and very good progress in

science. Pupils of all ages do their best, and achieve well in relation to their ability. Boys and girls achieve equally well. Pupils with special educational needs and those speaking English as an additional language make similar progress to their classmates. Standards in religious education, art and design, design and technology, history, geography and physical education are above average at the age of eleven and pupils make good progress. Standards in information and communications technology and music are in line with expectations for their age and pupils make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and have very positive attitudes to their learning and an interest and involvement in the full range of activities that the school has to offer.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous and are self-disciplined. There is a notable absence of bullying, sexism and racism and pupils have great respect for the feelings, values and beliefs of others.
Personal development and relationships	Relationships are excellent and pupils work extremely well together. They show respect for their teachers and other adults. They take on responsibilities happily where opportunities are available.
Attendance	Good. Most pupils attend regularly although too many arrive late for the start of morning school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	Very 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 very good and has improved since the previous inspection. Underpinning the very good teaching is the teachers' commitment to enabling the pupils to reach the highest standards they can. All pupils are valued for their achievements. The management of pupils is excellent. A key feature of teaching is the use of praise and teachers' affirmation to pupils that their work and efforts are valued. This encourages self-confidence and a climate where pupils try hard. High expectations are set for pupils to behave appropriately, to persevere with their tasks and to do their best. Teachers provide a good level of challenge to the pupils. Teachers have good subject knowledge and a good understanding of the appropriate methods for teaching literacy and numeracy skills. The teaching of English and mathematics is very good. Teaching is particularly effective for the oldest pupils, which enables them to achieve well in end of key stage assessments. Pupils learn well as they progress through the school, not only in their knowledge and skills but also in their personal development. All pupils, including those with special educational needs and

English as an additional language make very good overall progress, and particularly in science. Higher attaining pupils achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and reasonably balanced, but the proportion of time available for the teaching of English is less than usual and this impacts upon standards of writing. Some aspects of music and information and communications technology are under developed. There are very good opportunities for extra-curricular activities, which pupils enjoy.
Provision for pupils with special educational needs	Good. The planning and provision for pupils with special educational needs is effective. Very good teaching enables pupils to have access to the curriculum at a level that is appropriate to their needs.
Provision for pupils with English as an additional language	Good overall. The part-time teacher and class teachers effectively support the development of pupils. Support is mainly focused on the school's desire for the older pupils to prepare for end of key stage tests, and not always on the specific needs of younger pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is very good. Provision for their spiritual and cultural development is good. The school does much to promote sensitivity and pupils' knowledge and understanding of others' feelings and experiences.
How well the school cares for its pupils	Good overall. There are excellent procedures for monitoring and promoting good behaviour. Assessment procedures are satisfactory as is the use of this information to plan lessons and identify small-scale targets for improvement.

The school has good links with parents and encourages them to become fully involved with the learning of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy headteacher have complementary skills and work effectively and determinedly with all other staff in leading the school forward.
How well the governors fulfil their responsibilities	Good. The governors are very well led. They are developing their involvement in strategic development well and are keen to extend their direct involvement in day-to-day activities and curriculum matters.
The school's evaluation of its performance	Good. The monitoring and evaluation of standards in English, mathematics and science is efficient and has had a positive impact on standards. The monitoring of other subjects and areas of the schools' work is less rigorous or effective and there is scope to develop the role of subject co-ordinators further.
The strategic use of resources	Very good. Educational priorities are supported through excellent financial planning, and the school applies the principles of best value to purchases. There is a good match of teachers to the demands of the curriculum, but relatively fewer support staff than often seen. The accommodation is used effectively and resources are satisfactory, although classroom computers are not fully utilised to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects pupils to work hard and achieve their best. • That behaviour is good and pupils are happy. • That the quality of teaching is good. 	<ul style="list-style-type: none"> • The organisation and use of homework. • The school working more closely with parents and informing them more about the progress pupils make. • A greater range of extra-curricular activities.

The inspection team agrees that pupils are happy, are well taught and expected to work hard. The school could ensure that more consistent arrangements are made for homework. Extra-curricular activities are very good and the school offers a good range of information to parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards attained by eleven year olds in National Curriculum tests over the last 4 years have been above the national average especially in science. The slight fluctuations in standards from year-to-year mainly reflect the ability levels of the pupils in the different groups taking the tests. Nevertheless given these differences there has been greater variation in standards in English and especially in writing than in other subjects. The school has clearly identified as its main priority, the need to raise standards in writing. It has created an ethos which encourages pupils to try their hardest to achieve what they are capable of.
2. In the 2001 end of Key Stage 2 national tests, the attainment of pupils in English and mathematics was above the national average and standards in science were well above average. A good proportion of pupils achieved standards above the national expectation in all subjects, and especially in science where more than fifty per cent of pupils attained the higher Level 5 or above. When standards are compared to those in schools with similar characteristics, based on the number of pupils entitled to free school meals, attainment was below average in English, average in mathematics and above average in science. The school's very ambitious target for 84 per cent of pupils to achieve Level 4 in English and 92 per cent to achieve this in mathematics, were not achieved in 2001.
3. Inspection findings generally mirror national test results and show that standards in English and mathematics are above average and attainment in science is well above average. By the age of eleven, most pupils use specific subject vocabulary well. This is illustrated in both mathematical and scientific activities. Speaking and listening skills are taught very well and as a result standards are good in this aspect. Pupils speak confidently and this has a very positive impact on the manner in which they conduct problem solving and investigative activities and on their learning, for instance when higher attaining pupils discuss reversible and irreversible processes and discuss their hypotheses as a group. Pupils' questions to a visiting teacher are at such a high level that this puts demands upon the teacher. Throughout the school pupils are often keen to describe what they are doing, what they think and how they feel.
4. Boys and girls achieve equally well. Standards in reading are above the national average. The majority of pupils are confident, expressive, independent readers, using a range of strategies to read their chosen books accurately, and with fluency. Standards in writing are not as good as in other areas of the curriculum and the improvement of writing skills is a key issue for further development. Pupils are mostly confident independent writers who write for a wide range of purposes. Pupils' knowledge of grammatical skills and understanding of punctuation and parts of speech improves well as a result of very good planning by the teachers. However, pupils' work sometimes lacks technical accuracy and occasionally is sloppily presented. Pupils do not enjoy writing as much as they do mathematical and scientific activities and do not always try as hard as they could to produce individual and really interesting work.
5. When the pupils start school, their Key Stage 1 National Curriculum test results show that writing is weaker at this stage. The school, together with the adjoining infant school has recently prioritised the development of writing skills. Since the introduction of the National Literacy Strategy pupils' attainment in English overall has risen, but standards

in writing at not such a pace as in reading. Some pupils' writing is sometimes well presented, and the spelling, grammar and punctuation are at a level appropriate to the pupils' age. However, pupils' writing skills do not match those needed for the higher levels and pupils who achieve higher than average standards in other subjects, do not always do so in writing.

6. Standards in mathematics are above average. Pupils calculate accurately and quite speedily both on paper and in their heads. This was illustrated in Year 6 lessons where pupils used a plastic window to calculate and cover such answers as half of 980 or a three-digit number divisible by two. They use their developing mathematical skills effectively in other subjects, particularly in scientific investigations. All pupils achieve well in mathematics and higher attaining pupils achieve very well. The school has implemented the National Numeracy Strategy well and teachers' subject knowledge is very secure in this area and a good level of challenge is provided within lessons. Higher attaining pupils also receive additional teaching through 'Maths Club' activities, which motivate the pupils and challenge them even further, so that approximately 16 per cent of pupils are already working close to the very high Level 6 standard.
7. Standards in science are a strength of the school. The notion of a fair test is established early in the school and pupils are able to make predictions and record their findings accurately. A particular strength is the way in which pupils are able to confidently discuss their ideas and then conduct their experiments with high levels of interest and accuracy and quite low levels of adult intervention. Pupils make very good progress in developing experimental and investigative skills. Higher attaining pupils make even further progress through activities involving a teacher from a local college, who regularly visits to work with pupils preparing to take Level 6 national test papers.
8. The pupils' attainment in religious education is above the expectations of the locally agreed syllabus. Pupils are interested in religious education and their speaking and listening skills enable them to take part in mature and thoughtful discussions. Standards in art and design, design and technology, geography, history, and physical education are above national expectations at the age of eleven and pupils make good progress. Standards in information and communications technology and music are in line with national expectations and pupils make satisfactory progress, although that in music is barely so. Standards in these subjects are not as high as in other subjects, because full use is not made of classroom computers and not enough challenge is provided in music lessons.
9. The quality of pupils' learning and the progress that they make is often very good and boosted by high quality teaching. Progress improves as they move through the school and the older pupils make the best progress. All pupils are fully included in lessons and this enables them to have equality of access to the range of activities. Pupils speaking English as an additional language are well supported by a part-time teacher with responsibility for this area of learning. However, such help is mainly geared towards older pupils in preparation for end of key stage activities. The help available to younger pupils, possibly with less confidence in speaking English, is more limited but because of good class teaching most pupils quickly gain in confidence and achieve well.
10. There are good levels of support for pupils who have special educational needs both in their classroom activities and through carefully managed withdrawal for extra help in small groups. These pupils make good progress towards meeting the targets in their individual education plans. They reach appropriate standards in view of their prior attainment. In the pre-inspection information parents showed some concern at the large classes in Years 5 and 6. Inspection evidence is that the standards of pupils in

these classes are good and that the class size is not having an adverse impact on pupils' attainment.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are very good. Pupils are eager to come to school and are interested and involved in all aspects of school life. They feel that they belong to a successful team of which they are very proud. Most pupils are confident in lessons and are prepared to attempt to answer difficult questions with no fear of ridicule should they be wrong. In conversation with adults, they are polite and present their viewpoints clearly, often quoting examples to support their views. Older pupils are highly motivated learners who appreciate that hard work brings rewards. They are able to predict how stories work out and make hypotheses on scientific outcomes. The previous inspection noted that pupils demonstrated very positive attitudes to their learning and that behaviour in and around school was very good. These high standards have been maintained.
12. Pupils' behaviour is very good. The school very successfully pursues its aim of "instilling acceptable patterns of behaviour through good example" and all adults in school are effective as role models for good behaviour and discipline. Good behaviour is further promoted through a system of rewards which is valued by pupils. The rules of one class are presented as the pupils' 'promises to their teacher', alongside which the teacher has placed her promises to the pupils. The confidence inspired by such open relationships promotes extremely good behaviour at all times from these pupils.
13. Lunchtimes are a pleasant, social experience where pupils may establish their own friendship groups by sitting where they choose. There is no evidence of oppressive behaviour and friendship bonds in all classes cross ethnic boundaries. Team spirit is evident in games lessons and extra-curricular sporting events such as matball. This camaraderie extends to pupils voluntarily supporting one another in lessons, especially where one partner has difficulty in managing his or her own discipline.
14. Relationships throughout the school are excellent and this is a strength of the school. Teachers and pupils listen carefully to one another, acknowledging the needs of others to participate, and respecting opposing points of view. This is particularly effective during discussion sessions at the end of lessons with older pupils. Exchanges are friendly and generous, and pupils are developing a fluency of presentation which is interesting to others. During a science lesson in Year 6, pupils showed an awareness of working as a team through their sharing of views and opinions, and their desire to reach a consensus on their findings. Such activities support their personal development very effectively
15. Pupils and teachers speak well of one another and relationships are mature to the extent that humour becomes an aid to teaching and learning. Throughout the school pupils show respect for the feelings and beliefs of others, and are aware of the need for measured responses when sensitive issues are discussed. Almost all parents agree that the school is helping their children to become mature and responsible. Pupils with special educational needs benefit from the positive attitudes which exist throughout the school. The school provides very secure opportunities for them which builds their confidence and encourages them to make good progress towards their learning targets.
16. Attendance is good. The rate of attendance in the last year was 95.3 per cent. which is well above the national average. The rate of unauthorised absence for the same period

was 0.1% which is below the national average. This good rate of attendance has been achieved over a number of years and attendance registers indicate that the trend is being maintained this year. However, a number of pupils arrive late in the morning and this interferes with the start of the school day by causing intrusions in lesson time and has a negative impact upon learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching and learning is very good and as a result pupils make very good progress as they move through the school. Teaching was identified as a strength of the school in the previous inspection and has improved even further since this time. In the period of inspection, teaching was excellent in nine per cent of the 64 lessons observed, very good in 33 per cent, good in 44 per cent and satisfactory in 14 per cent of lessons. There was no unsatisfactory teaching observed. Underpinning the very effective teaching is the teachers' commitment to fulfilling the school's aims and enabling the pupils to make the best progress that they can. Pupils learn well, not only in acquiring knowledge and understanding, but also in their personal development.
18. Most teachers have excellent relationships with the pupils. Because a very positive learning environment is created in the school, pupils trust the teachers and try hard for them. The management of pupils is excellent. This has a very positive impact upon their learning. This was well illustrated in an excellent swimming lesson in Year 5, where the class teacher spent the lesson in the water with the less confident swimmers. The trust she has established with the pupils and the high level of praise and encouragement given, resulted in pupils trying their hardest to improve their swimming. As a consequence, some pupils who had never been in water until the start of the swimming programme were observed swimming two thirds of a length unaided and were delighted with their own improvement.
19. A consistent feature of teaching, especially in Year 6, is the high expectation teachers have of the pupils. The level of challenge presented and clear explanations given mean that pupils know exactly what is expected of them and what they have to do to achieve the tasks set for them. This is epitomised in all the excellent lessons observed, including the very challenging and open-ended activities in Year 6 mathematics lessons. Here the teachers in parallel classes set linked tasks for different groups of pupils to sort selections of three-dimensional shapes into inter-related sets. The shapes used such as a frustrum of a square pyramid presented the higher attaining pupils with many challenges and extended their use of mathematical vocabulary very well.
20. Teachers' knowledge and understanding of the subjects they teach is very good and is strongest in mathematics and science. Staff have implemented the National Literacy Strategy appropriately and provide many opportunities for pupils to discuss their ideas and show what they know. The quality of teaching in the English lessons observed was very good. Particularly effective use is made of specific subject vocabulary that raises pupils' knowledge and confidence in different subjects. The well-organised discussions at the end of lessons are very effective in clarifying what the pupils know and developing their critical awareness of what they need to do to improve their work further. However, there is room to even further improve the teaching of writing skills to enable higher attaining pupils to reach the standards that they are capable of. The school has implemented the National Numeracy Strategy well and the teaching of mathematics is very good. The teaching of science is also very effective and enhanced

by visiting staff from a local college extending the level of challenge provided for higher attaining pupils.

21. The teaching of basic skills is good, but is better in mathematics and science than in writing. Teachers have developed skills in experimental and investigative work very effectively, so that pupils have confidence to tackle and solve mathematical and scientific problems with enthusiasm. The teaching of writing skills, whilst satisfactory, lacks the clarity and impact of other areas of teaching. This is because staff have not identified in enough detail the small steps needed to improve writing in a continuous and progressive manner. Pupils' writing sometimes lacks technical accuracy and is occasionally sloppily presented. Because the marking of pupils' work does not consistently identify relevant issues and offer information as to how to improve work some basic skills are not as advanced as they might be.
22. The planning of lessons is generally very good and identifies different but linked activities planned for pupils with higher, average and lower levels of attainment. This ensures that all pupils have access to the curriculum at a level that is appropriate to their needs and that they are fully included in lessons. The methods that teachers use are very good. They give information to pupils and organise problem solving activities very well and there is usually a very good balance of explanatory and practical activities. However, very occasionally teachers spend too long explaining tasks and giving information to pupils and this limits the amount of time for pupils to find things out for themselves. Where support staff are available they are used effectively in class and in withdrawal sessions to support the learning of groups of pupils. The use of resources is often very good. For instance, in art activities, pupils are presented with good choices of a range of pencils and drawing materials, which considerably enhance their work when creating designs of a futuristic building.
23. The quality of teaching is very good in English, mathematics, science, religious education and design and technology because teachers have high levels of subject knowledge and enthusiasm for teaching these subjects especially in Years 5 and 6. The teaching of art and design, geography, history and physical education is good. The teaching of information and communications technology and music is satisfactory. However, there are some variations in the level of staff confidence and expertise in using computers and teachers do not make enough use of classroom computers in daily lessons. Similarly there are some staff with less confidence in teaching music and not enough use is made of staff expertise where it exists.
24. The quality and use of on-going assessment is satisfactory, but with some areas of strength and others that are less effective. Strengths include the good quality of verbal feedback to pupils, which clearly indicates what has worked well and other areas that they might consider when solving problems. Staff use praise very well to motivate the pupils to try even harder and to raise their self-esteem. The main area for development is in the quality and consistency of the marking of pupils' work. There are some good examples of detailed marking which indicates to pupils exactly what they have done well and the small steps they need to make to improve their work. However, other marking is extremely brief and does little to identify further areas for development. This has an impact particularly on the quality of pupils' writing, as they are rarely given specific indicators of what they need to do to improve.
25. The use of homework is satisfactory, but sometimes inconsistent. At the parents' meeting before the inspection and in the parents' questionnaire, several parents indicated that they think that pupils are given too much homework. The school is very keen to give all pupils the best possible chance to do well in end of key stage

assessments and homework is an appropriate part of preparing the pupils for such activities. On the whole the amount of homework given is suitable, although giving 60 spellings for pupils to learn is more than strictly necessary. The school is rightly considering further monitoring of homework procedures.

26. Teachers make good provision for pupils with special educational needs. They know the pupils well and are aware of the targets in their individual education plans. The work set for these pupils closely matches the needs which have been identified and the pupils are effectively assisted in their classrooms by support staff.
27. The quality of the teaching of pupils with English as an additional language is predominately good. The part-time teacher with responsibility for this area has quickly developed effective links with class teachers since her appointment to the role. Planning for lessons and group activities is carefully considered and particularly effective for older pupils although there is less support available for younger pupils.

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

28. Overall, the quality and range of the learning opportunities on offer to the pupils are good. The school provides a broad and largely balanced curriculum to meet the requirements of the National Curriculum and the locally agreed syllabus for religious education. The structure of the school day results in the teaching and learning time for pupils being above the 23.5 hours recommended. However, the percentage of this time used for the teaching of English is below the national average and the school does not make best use of the time available to teach the skills of writing.
29. There have been good improvements in the curricular provision since the last inspection. The curriculum is now appropriately detailed and planning effectively identifies the skills, knowledge and understanding to be taught in particular units of work. National guidance for schemes of work has been suitably incorporated and has been adapted to meet the needs of the school. Teachers in the same year group plan well together and this means all pupils receive the same curricular opportunities within their year. The governing body has adopted a curriculum statement and is now more involved in the monitoring of planning, although there is further work on developing the role of all governors to be done.
30. Opportunities to develop pupils' information and communication technology skills are not consistently identified or reflected in lesson planning including in other subjects. This lack of regular focused teaching results in inconsistencies across the school and only satisfactory standards at the end of the key stage. There are minor weaknesses in some foundation subjects, such as art and design, where an emphasis on drawing and painting does not give sufficient time for three-dimensional work or in music, where singing is timetabled regularly, but composing and performing is not taught regularly enough.
31. The school has tackled the key issue from the last inspection of raising the standards of attainment of higher attaining pupils and opportunities for them to extend their learning are regularly provided by the school. The National Literacy and Numeracy Strategies have been introduced successfully and are having a beneficial impact on standards in English and mathematics. Pupils' literacy and numeracy skills are improving. There is a serious commitment by the school to raise the standard of

writing. The opportunities to write in a range of styles and formats across the curriculum are limited and occur mainly in history and geography.

32. The introduction of the 'Springboard' and 'Booster' groups in mathematics for pupils, who are having difficulties with the subject, has had a positive impact on driving up standards. There are some examples of numeracy skills being used to enhance pupils' learning in other areas of the curriculum including in science but more could be done in other subjects.
33. The school ensures that all pupils have equal access to the curriculum and to extra-curricular activities. It actively promotes racial, religious and other forms of equality. The school celebrates the thirty different countries from which the school population is drawn and involves parents and pupils in, for example, the preparation for the festival of Eid. A range of visiting specialists offer individual musical tuition, but this is restricted to a small number of pupils. There are a few minor weaknesses with pupils being withdrawn at the same time each week, for example, for musical tuition. Pupils with special educational needs have access to all of the curriculum opportunities provided by the school. The curriculum for pupils with English as an additional language is successfully co-ordinated by the part time teacher with responsibility for this area and good support is provided for older pupils.
34. The school provides a very good range of interesting extra-curricular activities for all year groups, which are very well attended. Lunchtime activities comprise computers, mathematics, writing, recorders, orchestra and 'le club français'. After-school clubs are held on three days each week, and include science, sports, music, designers, outdoor activities and chess clubs. These clubs make a significant contribution to the formal curriculum. However, despite the school's best efforts, some parents feel that the school does not provide an interesting range of activities outside lessons.
35. The school makes good provision for the personal development of all pupils. A Personal Social and Health Education (PSHE) programme is planned for all classes. Through circle time younger pupils learn that there is a protocol to speaking and listening and that support is available should they have any problems within or outside school. Older pupils discuss more complex issues and have a very good grasp of world events and the moral implications of conflict. The school currently makes no special provision for the teaching of sex education, although this policy is currently under review. Drugs awareness is presented to Year 6 pupils by the Crucial Crew who also instruct pupils in safety awareness at home and on the road.
36. The school has good links with the community that it serves, and the locality is used well to promote features of the curriculum. Pupils in all classes benefit from visits to museums and places of interest, which are carefully linked to topics being studied. This enables pupils to write from their own experiences and enhances their learning. Visitors to school such as an Indian dancer and storyteller provide pupils with experiences that they may not otherwise share, and allows them to value and enjoy other cultures.
37. The schools' links with other schools and educational institutions are excellent. Teachers share curricular and other information within the local group of primary schools. A formal association with a Beacon School in Sheffield provides staff with significant opportunities to study best practice in curriculum and school management, and to adopt this best practice by undertaking in-service training. Relationships with the adjacent infant school are very strong with pupils from the infant school visiting to experience life in the junior school prior to transfer. A teacher from the comprehensive school visits alternate Year 6 classes each week to teach science to the highest

achieving pupils. These links have a positive impact on the work of the school and the quality of pupils' learning.

38. Overall provision for pupils' spiritual, moral, social and cultural development is very good. This is an improvement on the previous inspection. The ethos of the school is very good and one where all pupils are valued and respected in a very caring and inclusive community. Pupils feel safe, secure and valued in their personal development. This makes a significant contribution to the school's stated aims.
39. Provision for pupils' spiritual development is good. The school fulfils the statutory requirements for collective worship and meets daily for an assembly. During the week of the inspection the theme related to caring, and pupils considered the many ways human beings help each other. A weakness, however, is the lack of time allocated in assemblies for pupils themselves to participate and reflect on the issues explored, so there are missed opportunities for pupils to share their own experiences of life and understand the feelings of others. Religious education lessons enable pupils to reflect on the nature of belief and faith. Around the school thought-provoking displays help pupils to reflect on the significance of the Lord's Prayer to Christians. In lessons throughout the school, pupils make confident contributions because teachers value what they say. They show a respect for themselves and others and a sense of empathy, concern and compassion in their daily routines in school.
40. Provision for pupils' moral development is very good. The school's behaviour policy is implemented thoughtfully throughout the school, providing a very clear framework for moral development. The school helps pupils to understand the difference between right and wrong with a clear code of conduct displayed in classrooms. There is a very positive approach to behaviour and all adults in the school provide good role models and help pupils to be considerate and co-operative. Teachers and pupils discuss and reflect on moral issues at circle time, for example, when the effects of bullying are examined and in a religious education lesson, when pupils discuss the concept of blame and awareness of guilt and the question "Can you steal in your own home?" is explored. Pupils show respect for property and the school environment and behave responsibly and courteously to each other. Pupils show a willingness in lessons to express their views on personal values as in a circle time discussion on kindness in a Year 3 class, when one pupil refers to "self control" and in a Year 6 class, when a pupil offers a view on taking the law into one's own hands. These opportunities make a significant impact on pupils' moral development.
41. Provision for pupils' social development is very good. Teachers and other adults in school provide very good role models and relationships are excellent. Pupils with special educational needs and those from ethnic minorities are well integrated into school life. Playtimes are sociable occasions, when all pupils share playground equipment amicably. All year groups take responsibility for routine matters in their classrooms and older pupils act as prefects helping with playground games, lunches and delivering messages. There is a 'Friendship Bench' in the playground, where pupils sit if they feel lonely or unhappy. This effectively provides a signal to others that help and companionship are needed. Pupils have opportunities to enhance their social skills on educational visits, and in after school clubs by participating in, for example, sporting activities with neighbouring schools. Pupils raise money for charities and have held a coffee morning for a national group but there are few planned opportunities provided for pupils to take the initiative and instigate an activity without the direction of adults. The school is considering the introduction of a school council to provide a structured vehicle for a greater involvement of pupils in decision making.

42. Provision for pupils' cultural development is good. This is an improvement on the previous inspection. All pupils are taken to visit local museums and places of interest to support a topic on Britain since 1930 and geographical fieldwork. These make a good contribution to the pupils' understanding of the influences which have shaped British heritage. Artefacts, from a range of cultures, are on display, including African masks, instruments and fabrics and the school has held an Eid party for all pupils and staff, which involved parents, who could contribute to the authentic Asian food, music and culture on offer. The range and variety of artefacts and resources from other cultures has improved since the previous inspection and is now good. The school is twinned with a primary school in Hungary and visits are made to a mosque, synagogue and local churches. Assemblies celebrate the festivals of Hanukah, Divali as well as the Christian festivals of Christmas and Easter. These make a significant contribution to pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The pastoral care of pupils is good. The headteacher is nominated to deal with any issues that may arise regarding Child Protection. She has received recent training for this role, which is regularly updated through the local education authority who, with the education welfare officer, provide significant support for the school. New teachers to the school and newly qualified teachers receive instruction in child protection and other procedures as part of their induction and additional staff are to receive training in the absence of the headteacher.
44. The health, safety and welfare of pupils are carefully considered and there are effective procedures in place. There is a member of staff who has received training in first aid, and pupils are aware of where they should go if they feel unwell or have had an accident. This was seen to work very effectively during the inspection, when a significant number of pupils succumbed to an outbreak of influenza. First aid kits are placed about the school with one being made available to the lunchtime supervisors. Parents are notified of any medical concerns especially 'head bumps'. Teachers and support staff are very caring of all pupils who have special educational needs. They know them well and respond to their needs in a very positive manner. These pupils are well supported and encouraged in their work.
45. Pupils are well understood and nurtured by their teachers and this has a very positive impact upon their personal development. Pupils are given personal targets in some subjects and some pupils receive targets for behaviour modification, which provide them with information about themselves and their own learning from which they are able to develop further. The procedures for monitoring and promoting good behaviour are excellent and clearly impact upon the standards of behaviour in and around the school. Many pupils take advantage of the voluntary booster classes which the school provides, and are proud to be associated with these events.
46. The monitoring of personal development is good. Formal monitoring of pupils' personal and academic development is supported by informal monitoring, and in some classes documented reporting by non-teaching assistants. Lunchtime supervisors report any untoward events in the playground directly to the headteacher. The awareness of staff of pupils' needs and the quality of relationships in school enable pupils to approach adults with confidence if they have any problems. Procedures for monitoring and improving attendance are good.

47. At the time of the previous inspection, procedures to assess pupils' attainment and achievement were judged to be inadequate. There were few procedures to record such assessments and to ensure that the judgements being made were consistent and secure. The school was not well placed to use this information to set targets for pupils' future work. This is no longer the case. The school has made improvement in this area and the current arrangements are now judged to be satisfactory overall and good in mathematics. However, though there is assessment in all subjects, there is a lack of consistency in its implementation because in many foundation subjects formal assessment has not been in place for a lengthy period. All teachers know their pupils well and use information wisely in their planning and teaching and this has a positive impact upon progress.
48. The use of assessment information to inform planning is satisfactory. Staff are in the process of increasing the amount of sampling and levelling of pupils' work, but the process is in its infancy except in writing which has been identified as a priority by the school. There are also plans and a start made in some subjects, to formulate portfolios for each subject to guide teachers in their planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents generally have positive views of the school and are supportive of its work. Their views have become more positive since the previous inspection. All parents responding to the survey believe that the school expects their children to work hard and achieve their best, and that behaviour is good. Almost all parents state that their children like school and are making good progress. They also think that the school is well led and managed, that teaching is good, and that they would feel comfortable about approaching the school with questions or a problem. However, a number of parents would like less homework given to the pupils, more extra-curricular activities and to receive more information about the progress their children make.
50. The school has good links with parents and provides them with a good range of good quality information about life in school and forthcoming events. Regular letters and a bi-monthly newsletter support formal documents such as the school's prospectus and the governors' annual report to parents. Parents receive good quality annual reports and are invited to termly consultation evenings to discuss their children's progress and to raise any concerns that they may have. A very small number of parents feel that they are not kept sufficiently well informed about how their children are getting on, and that the school does not work closely with parents.
51. There is an active Parent Teacher Association, which organises monthly events, which, along with the Christmas fair and a summer barbecue raise substantial funds for the school. Although few parents regularly help in school, many help on school visits and most support the work that their children do at home and listen to their children practising their reading. Some parents are unhappy about the amount of work their children are expected to do at home. Inspection findings are that arrangements are satisfactory and that the tasks set reflect the very high expectations of the school. However, the school could ensure that arrangements for the giving of homework are more consistent and are understood by parents.
52. Good links are established with parents of pupils with special educational needs. These parents are invited to be involved with the school's arrangements from the earliest opportunities and are included in the drawing up of their child's individual education plan

and the regular reviews of progress and the setting of new targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the headteacher and senior staff are very good. Leadership ensures a very clear educational direction is identified and actively pursued. The headteacher and deputy headteacher have complementary skills and work well together as a team. The headteacher is a strong and determined force in moving the school forward and has a clear vision for school development and strategic management. This has a considerable impact on standards. The school's aims are clearly expressed to parents, and senior staff work hard to maintain a very positive school ethos. The deputy headteacher liaises with staff and provides personal and professional support and has worked hard to develop and manage school assessment routines. There is very good delegation of responsibilities to staff and all are actively involved in subject management roles. The headteacher continually monitors the effectiveness of colleagues' work and provides a firm steer to further development.
54. The school's provision for pupils with special educational needs is good and fully meets statutory requirements. The school is already prepared for full implementation of the new Code of Practice. Pupils who are on the school's register of special educational needs receive good support and individual education plans provide appropriate targets. There is a good balance of support in the classroom and brief high quality sessions when pupils are taken out of their classrooms for additional help. The headteacher is the co-ordinator for special needs and this allows her to monitor the work of colleagues and to evaluate the support which is provided.
55. The school has recently appointed a part time teacher to manage the support for pupils speaking English as an additional language and the quality of this work is good. There is good support for the oldest pupils preparing for national tests. However, the amount of support for younger pupils who are sometimes relatively new to speaking English is not very great and in several classroom activities these pupils have little support other than that provided by the class teacher.
56. The Governing Body is very well led by an enthusiastic, active and well-informed Chair. The work of the Governing Body is good. Since the previous inspection, the Governing Body has been fully restructured and although the new procedures are not yet fully established, it is clear that the school receives better support and guidance from the committees and governors. The Governing Body is kept well informed about all aspects of the school and they are aware of its strengths and areas for development. Governors meet all statutory requirements and fulfil their responsibilities well. There are governors with special interest in literacy, numeracy and special educational needs. However, there are times when the governors would benefit from more first hand knowledge than relying upon the Chair and senior staff to keep them informed. This particularly concerns their responsibility for the curriculum.
57. Educational priorities are supported through excellent financial planning. The finance committee carefully monitors spending against income and manages the school's finances very well. The school's control and management of spending against income have been increasingly important, as the amount which the school receives per pupil is lower than the national average. To this end the partnerships which have been established with other agencies have had a significant and positive impact upon the way in which the school has managed its development plan and set sensible targets for the future. The minutes are carefully kept and are an accurate record of the regular

meetings of committees and the full Governing Body. They review progress made towards the targets of the school development plan. This is a useful working document and is appropriately costed and monitored. It is in sufficient detail for the current year and there are clearly defined outline targets for future years including the development of premises, resources and curriculum areas.

58. The school makes good use of all of the specific grants which have been allocated during the last year and there have been several other grants and donations which have been effectively negotiated by the headteacher and the Chair of Governors. Good working partnerships have been developed with the local authority and there are close links with local businesses and the nearby secondary schools. The school does not have much room for manoeuvre in spending decisions. Because of this, the principles of best value are carefully applied in all areas of expenditure. Appropriate use is made of information and communication technology in the everyday administration of the school. Day-to-day systems are well established and well managed by the efficient administrative assistant who contributes significantly to the smooth running of the school. The school monitors and evaluates its performance well and takes effective action to bring about improvements.
59. The school has appropriate arrangements for appraisal and performance management. Staff morale and confidence are given a high priority and are seen as an important ingredient in the effectiveness of the school. There is a very good team spirit amongst the staff, which has a significant impact upon the quality of education which is provided. All staff are used to being observed teaching and the use of feedback to staff and the continued development of this programme have been instrumental in improving the already good standard of teaching to now being very good. The school has clear plans to further involve curriculum co-ordinators in monitoring the quality of teaching and learning in subjects for which they hold responsibility.
60. The school has an appropriate number of suitably qualified teachers for the number of pupils on roll. There is a satisfactory balance between experienced and newly qualified teachers and the match of teachers to the demands of the curriculum is good. However, there are fewer classroom support staff than is often seen in a school of this size. In some classes there are more than 30 pupils, but this does not detract from the quality of lessons as teachers have excellent strategies for managing their pupils and pupils are, in general, well behaved and enthusiastic learners. A high number of teachers are new to the school and some of these are recently qualified. The robust system that is in place for the induction and mentoring of new teachers has ensured that they have quickly been assimilated into the school's culture.
61. The standard of accommodation is satisfactory with most classrooms being bright and airy. Three classes are situated in portable buildings in the playground, and these rooms are poorly ventilated, not as well equipped as other classrooms, and poorly carpeted. Throughout the school, the quality and quantity of pupils' work on display provides a bright and interesting stimulus for all. The hard and grassed play areas are well used for physical education lessons, and benches in the playground help to nurture social groups during playtimes. The environmental study area is overcome with litter but is nonetheless a useful addition to the learning environment of the school. The school hall is very well used for lessons, extra-curricular activities, assemblies, and lunches. The school has plans in place for the development of all areas of concern including the building of new classrooms.
62. Learning resources are generally satisfactory, but only in science is there a very good range and quality of resources. There is a need to improve the range of equipment for

geography and update some of the maps used. The absence of a library makes it difficult to manage the distribution and use of books. Pupils do not have sufficient opportunities to undertake independent research in either medium, nor to browse for pleasure.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve standards even further, the headteacher, staff and where appropriate the governing body should: -

- 1) Further raise standards in writing by:
 - extending the range of opportunities to write in a variety of styles and formats across the curriculum;
(paragraphs 5, 20, 64, 71 - 73)
 - improving the quality and consistency of the marking of pupils' work to identify how to improve
(paragraphs 21, 24, 71, 75, 112, 118).

- 2) Extend the monitoring and evaluation of the work of the school by:
 - providing the staff with opportunities to monitor and evaluate the quality of teaching and learning in subjects and areas for which they hold responsibility and especially in information and communications technology and music.
(paragraphs 59, 100, 113, 119, 129, 136).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	21	28	9	0	0	0
Percentage	9	33	44	14	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	290
Number of full-time pupils known to be eligible for free school meals	10
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	63
English as an additional language	No of pupils
Number of pupils with English as an additional language	44
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	47	41	88

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	41	46
	Girls	30	33	38
	Total	68	74	84
Percentage of pupils at NC level 4 or above	School	77 (77)	84 (91)	95 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	36	43
	Girls	27	32	32
	Total	61	68	75
Percentage of pupils at NC level 4 or above	School	69 (80)	77 (75)	85 (79)
	National	72 (70)	74 (72)	82 (79)

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	4
Pakistani	36
Bangladeshi	0
Chinese	2
White	243
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3– Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	23.8
Average class size	29

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6
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

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.

Financial information

Financial year	2000 / 01
	£
Total income	500,734
Total expenditure	497,955
Expenditure per pupil	1670.99
Balance brought forward from previous year	217
Balance carried forward to next year	2996

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	299
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	1	1
My child is making good progress in school.	53	40	4	0	3
Behaviour in the school is good.	50	47	0	0	3
My child gets the right amount of work to do at home.	34	46	16	3	1
The teaching is good.	49	44	1	0	6
I am kept well informed about how my child is getting on.	41	44	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	26	5	0	2
The school expects my child to work hard and achieve his or her best.	69	29	0	0	2
The school works closely with parents.	32	50	15	2	1
The school is well led and managed.	41	49	4	0	6
The school is helping my child become mature and responsible.	46	44	4	0	6
The school provides an interesting range of activities outside lessons.	38	46	11	0	5

Summary of parents' and carers' responses

Parents are generally supportive of the school and think their children are happy and are expected to work hard.

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

ENGLISH

63. Standards of attainment in English have been variable in recent years, although never below the national average. In 2001 the schools' results were above the national average but were below the average compared to similar schools, especially in writing. Overall improvement in English since the last inspection is good although standards in writing have proved stubbornly difficult to raise. There is a marked improvement in standards in all aspects of English since the previous inspection. Inspection findings are that pupils attain above average standards in speaking and listening and reading and average standards in writing. Boys and girls achieve equally well. Whilst the amount of time given to the teaching of English skills is suitable the proportion of time allocated is less than is often seen and may have some impact upon the development of writing skills.
64. Pupils make very good progress in English. They are given a broad and interesting range of purposeful language activities to help to develop their speaking and listening, reading and writing skills effectively. Activities are well structured to ensure that all pupils have secure knowledge of the basic principles of sounds, sentence structure and rules of grammar. To achieve this, the school has put appropriate strategies in place, including the National Literacy Strategy and additional literacy support to help those who need it. The introduction of a recognised scheme to teach handwriting, reading and spelling skills alongside the National Literacy Strategy is now well established and is beginning to have a positive effect on pupils' progress. The school is aware of the need to continue their concentration on pupils' writing in order to raise attainment further particularly in the accuracy and quality of writing across the curriculum.
65. In all year groups, pupils with special educational needs develop their confidence and self-esteem well, because of the good support provided by expert encouragement from trained adults and teachers. They benefit from the systematic programme of support both individually and in small groups, which is well matched to their stage of learning. Pupils make good progress towards set targets in spelling, reading and writing. As a result of good organisation and very good teaching, pupils have full access to the learning opportunities in lessons which include them fully. Pupils speaking English as an additional language make satisfactory progress especially when additional support is available.
66. There is particularly good provision for the development of pupils' speaking and listening skills. Pupils listen attentively to teachers who provide interesting introductions to lessons to capture their imaginations effectively. They show by their enthusiastic responses to good questioning that they have listened and understood. The most able pupils respond to challenging questions, for instance in Year 6 when they are working on the text "Bones", they respond in clear and articulate sentences and discuss the characters very competently. As a result of the excellent relationships established throughout the school, the majority of pupils are confident to express their thoughts and ideas to one another in small or large groups, knowing they will be listened to and their contributions welcomed. They talk to adults about their current reading habits, their favourite activities and discuss their ideas and beliefs with assurance. Teachers take care to ensure that all pupils join in discussion and speak clearly and audibly. This

ensures that the pupils with special education needs and English as an additional language make equally good progress in developing their speaking and listening skills.

67. The teaching of speaking and listening is good. Teachers provide very good role models and provide ample opportunities for pupils to develop their skills in a wide range of contexts. They have high expectations of pupils' understanding and use of vocabulary. Teachers make good use of questioning skills. For example, in a good lesson in Year 4, pupils confidently contributed their ideas and asked and answered questions when writing about a snowy landscape linked to the story "The Ice Palace". The teacher listened carefully to pupils' responses, giving them time to answer correctly and encouraging them to extend their replies.
68. Standards in reading are above the national average by the end of Year 6. Pupils have many opportunities to read aloud, with the whole class, in groups and individually, developing their confidence effectively. The majority of pupils are confident, expressive, independent readers, using a range of strategies to read their chosen books accurately, and with fluency. The youngest pupils have a secure knowledge of sounds and letter blends, giving them a firm foundation for tackling unfamiliar words. They read aloud with good expression and understanding from their familiar class texts, following their teachers' good example. Pupils enjoy choosing from a wide range of fiction and non-fiction books, which are well organised in colours according to levels of difficulty.
69. By the end of the key stage, the most able pupils read with understanding and great enthusiasm. Most are avid readers of an increasing range of short novels, stories and poems. Pupils are encouraged to read widely, to record the different kinds of books they have read, indicate their preference and to give sensible reasons for their choices. A few lower attaining pupils have suitable strategies for working out unfamiliar words and although they sometimes read haltingly they show understanding and read familiar words accurately with expression. By the time they are 11, pupils readily find information on a range of topics, using their knowledge of the library system and their understanding of index and contents pages to do so.
70. The teaching of reading is good in all year groups. Teachers have good presentation skills and their expressive and enthusiastic reading of books motivates pupils to be readers themselves. The very detailed and purposeful reading records, which parents have access to, ensure that pupils' attainment in reading is accurately noted in order to positively influence future reading progress.
71. By the end of Year 6, the standard of writing is in line with the national average. However, standards in writing are not as good as in other aspects of English and the improvement of writing skills is a key issue for further development. Pupils are mostly confident independent writers who write for a wide range of purposes, including book reviews and questions to ask a visiting author. They write letters, use bullet points to make notes, label diagrams, produce lists, tables, charts and posters to present information and communicate messages in a meaningful way. Their choice of writing form has real purpose and shows an awareness of their audience. Through a systematic programme of work, pupils currently make good gains in their learning. They add to their knowledge of grammatical skills and gain understanding of punctuation and parts of speech as a result of very good planning by the teachers. However, pupils' work sometimes lacks technical accuracy and occasionally it is sloppily presented and the marking of work does not always identify such issues. Pupils do not enjoy writing as much as they do mathematical and scientific activities and do not always try as hard as they could to produce individual and really interesting work.

72. Pupils in Year 3 show a wide range of ability when they write sentences about 'The Giraffe and the Grapes' and produce descriptive writing. Their writing is often lively and interesting. The most able make confident use of connectives and accurate punctuation. They have a good understanding of the meaning of dialogue and the use of speech marks, but their spelling is sometimes phonetic, with some awareness of spelling patterns but with some basic inaccuracies that are uncorrected. Year 5 pupils identify adverbs, such as cheerfully and sadly. They are motivated by an imaginative presentation from the teacher to write in different styles, reinforcing their understanding well. Pupils show sound levels of understanding of simple punctuation, including apostrophes, speech marks and exclamation marks. The school has put in place suitable strategies to improve writing across the curriculum but this new initiative has not as yet had a significant impact on the raising of standards in writing in all subjects.
73. The overall quality of teaching is very good. Lessons are well structured with the aims of the lesson clearly identified and shared with pupils. In most classes, very high expectations of work and behaviour lead to very good attitudes towards language work and very good progress for most pupils in reading and speaking and listening. Teachers make appropriate use of the National Literacy Strategy. Its satisfactory implementation is having a positive impact on pupils' progress in reading and writing. However, the sample of pupils' work indicates that some activities lack imagination to fully interest and motivate the pupils and teachers are not always quite as enthusiastic in their teaching of English, and especially the skills of writing, as they are in science or mathematics.
74. Teachers plan varied activities that successfully generate interest and excitement for literature and language activities. Hallmarks of the very good teaching are the stimulating activities that the teachers plan within the structured framework. Teachers ensure that all pupils are fully engaged in their work and that the level of challenge is suitable for all ability groups in the class. All teachers strive to fully involve all the pupils in their lessons. The management of pupils is excellent and the teachers use appropriate assessments of learning and progress to inform and adjust future planning. The lesson pace is brisk and maintains pupils' interest and enthusiasm. Teachers plan carefully to develop English skills across the curriculum. In lessons where teaching was less than very good the summing up session at the end of these lessons was rushed and did not give the pupils enough time to consolidate and reflect on their learning.
75. The school has clearly defined learning targets for pupils. These have carefully planned learning steps and the pupils' work hard to achieve them. The school deploys support assistants effectively. This ensures all pupils are fully included in lessons and this makes a positive contribution to pupils' progress. The quality of presentation throughout the school is variable, and ranges from barely satisfactory to very good. Marking is inconsistent, and only rarely do teachers use comments that will help the pupils progress further in their learning and this is an area for further development.
76. The school has successfully improved its assessment procedures in English since the last inspection and it makes very careful and astute analysis of a wide range of data. The experienced co-ordinator has a clear and accurate picture of the subject's strengths and weaknesses, accurately identifying areas for improvement. She has put strategies in place to bring about an improvement. They are beginning to have a positive effect on standards. Resources in the subject are judged to be satisfactory. The school plans to replace the central book area with a more suitable central library that will further enhance pupils' reading and research skills. The stock of classroom

materials is often good and the lack of a library does not have a significant effect on reading standards. However, staff do not make enough use of available computers to support the development of writing skills and this does impact upon the standards achieved.

MATHEMATICS

77. The results of the 2001 National Curriculum tests, taken when pupils are age eleven, are above the national average but average when compared to similar schools. This is confirmed by the standards seen during the inspection and is similar to the pattern of attainment during recent years. The proportion of pupils attaining standards that are higher than those expected for their age is above that found nationally. Over the period since the previous inspection good improvement has been made in mathematics
78. The majority of pupils, including those with special educational needs, achieve well and make very good progress. Pupils speaking English as an additional language make similar progress to their class mates especially when additional help is available. All pupils are fully included in lessons and there is no difference between the attainment of girls and boys. In the current Year 6 there is a significant proportion of high attaining pupils working above the expected level, and approximately 16 per cent of the year group are working towards Level 6. Parents are justifiably pleased with the progress these pupils make as they move through the school.
79. Higher attaining pupils in Year 6 work extremely well together to sort out complex three-dimensional shapes into Venn diagrams. They are motivated by the challenge and develop very good skills in using and applying their previous knowledge. They are able to classify a range of shapes into different and complex categories. Lower attaining older pupils look at a branch diagram to enable them to answer questions and classify a variety of three-dimensional shapes, and predict what shape will be the result as they work down the different branches. They do this with great confidence, willingly sharing their thoughts with the rest of the class. Their knowledge of the properties of three-dimensional shapes is well developed and they can identify different types.
80. The mental arithmetic of the pupils is well developed. This is illustrated by the challenging problems they are set in Year 6, where they are asked to find, from a number square, three adjacent digits that are divisible by two, three, or four. They add, subtract, multiply and divide in their heads to a standard that exceeds that expected for their age. Their teacher provides activities that link their knowledge of number, and the pupils use a variety of strategies to find the answer. The teachers ensure by careful questioning that pupils explain and share their method of working. Lower attaining pupils have appropriately developed knowledge of number when they 'double' numbers, such as twenty nine correctly and explain the strategy they have used. These pupils use a bag of shopping to make a list, make calculations to find the total cost, then calculate change from differing amounts tendered, and use calculators correctly to confirm their findings.
81. The quality of teaching and learning is very good overall. Teachers throughout the school are enthusiastic about the subject. As a result, pupils become confident and enthusiastic learners. They are eager to answer questions and they volunteer to demonstrate their work and explain what they are doing to their classmates. Teachers' knowledge of mathematics is often very good and this, along with thorough and detailed planning, ensures pupils are challenged appropriately by activities that are matched well to their abilities. Teachers are good at setting the scene for the work pupils are

going to do and helping pupils to consider how they might draw on what they have learned previously. This helps pupils to be aware of the high expectations their teachers have of them and of what they are intended to learn during lessons.

82. Teachers throughout the school use questions very effectively and frequently provide pupils with problems that challenge their mathematical knowledge. The practice of asking pupils to explain how they arrive at their answers is used throughout the school to ensure the pupils are given plenty of opportunities to clarify their thinking and to raise the awareness of others to the way they solve problems. Good use is made of homework to extend pupils' learning in the subject. Extra support is offered to the lower attaining pupils to ensure they are given every chance to achieve Level 4, whilst the higher achievers are also given additional support within the school and gifted pupils attend a Saturday school to extend their subject skills even further.
83. The curriculum is broad and balanced and good attention is given to mental mathematics and its application. Pupils' mathematical knowledge and number skills are well promoted in other subjects. For example pupils use their skills in measuring and handling data in science. The subject makes a good contribution to the pupils' moral and social development through the wide range of paired and small group activities offered to them. Sufficient use is made of information and communications technology to improve pupils' learning during mathematics lessons.
84. Opportunities for pupils to apply their numeracy skills in other subjects are used well, particularly in science, design and technology and geography. The introduction of the national strategy is effective and is helping to maintain high standards. Lessons include a good balance of mental skills and opportunities to consolidate and extend understanding through direct teaching and practical activities. The learning is well reinforced in the last few minutes of the lesson.
85. Pupils throughout the school have good attitudes to their mathematical work. They enjoy their lessons and work hard. In all lessons pupils work enthusiastically and co-operatively in groups, such as in Year 5 when they worked together to find the total cost of a bag of shopping. The pupils respect each other's contribution in discussion in lessons. They behave well and respond positively to the varied learning opportunities offered to them. The subject benefits from strong and effective leadership. This contributes much to the maintenance of high standards and the search for ways of raising standards further. Arrangements for assessing pupils' attainment and progress are thorough and accurate.

SCIENCE

86. Standards in science are a strength of the school. The results of the most recent national tests show that pupils performed at levels which were well above the national average and above average compared with similar schools. This picture is set to continue this year and current standards are well above the national average. Inspection evidence shows that more than half of the pupils in Year 6 are on target to attain the higher Level 5 and a significant number are likely to achieve Level 6. This is an outstanding achievement and is the result of planning and teaching which is of an extremely high standard. The high standards in this subject which were reported at the time of the previous inspection have been fully maintained and built upon to raise standards of learning and attainment even higher. All pupils are fully included in lessons and boys and girls achieve equally well.

87. A particular strength in pupils' attainment is the way in which they are able to discuss their ideas confidently and then conduct their experiments with high levels of interest and accuracy and with a minimum of intervention by the teachers. Pupils make very good progress in developing experimental and investigative skills. Their ability to set up an investigation, to work through the hypothesis and draw sensible and plausible conclusions is well established.
88. By Year 6, investigations are conducted very efficiently and the pupils engage in sophisticated scientific discussions using the appropriate technical vocabulary. The notion of a fair test is established early in the school. At an early stage of learning about fair tests, controls, and variables, pupils make accurate predictions and record their findings effectively and efficiently using a range of reporting procedures which show their high levels of knowledge and understanding. Higher attaining pupils make even further progress through activities involving a teacher from a local college who regularly visits to work with pupils preparing to take Level 6 national test papers.
89. Throughout the school, pupils are successfully encouraged to work in a scientific way. In Year 4 pupils were observed investigating the effect upon lamps and buzzers by increasing and decreasing the electrical power in the circuit. These pupils are already aware of the need to test the equipment before embarking upon the research. They do this systematically and then add to the circuits and add to the battery power in controlled increments so that the experiment produces the answers to the hypotheses. The pupils predict outcomes accurately and talk sensibly about what they have found out and how they could extend their research. Standards are also high in other areas of science.
90. The teachers provide very good support and there is a very good range of resources available from which pupils can make their selections. The quality of the resources has a significant impact upon the quality of work. In Year 5 all pupils had access to skeletons and models of the human body to support their investigations into the heart and bloodstream. Pupils in both Years 3 and 5 were observed making good use of information which they were seeking and downloading from the Internet in order to extend their learning further.
91. Pupils are very enthusiastic about science lessons because the lessons are so interesting and challenging. Pupils of all abilities approach their tasks with excitement and engage in tasks with a minimum of fuss because they are keen to investigate the issues and find the answers. Their attitude to their work is very positive. Pupils work very well together in pairs and small groups and the standard of behaviour in lessons is very good.
92. The overall quality of teaching and learning is very good and during the inspection there was some examples of outstanding teaching. Teachers are enthusiastic. The tasks they set are exciting and stimulating. They are very secure in their own subject knowledge and they know clearly what they want the pupils to learn. They are skilful in handing over the investigations to the pupils, although sometimes teachers in their enthusiasm are inclined to influence pupils more than necessary before the investigations begin.
93. Planning for lessons is of a very high quality and well supported by the school's scheme of work. This ensures that all aspects of the national curriculum programmes of study are tackled. The school lays considerable emphasis on the pupils' application of knowledge, which has resulted in such high levels of understanding. A programme of visits and visitors, which enhance the provision, further satisfies pupils' interest. There

is an active science club which meets regularly and which has visited the Rolls Royce aerospace division. These extra activities greatly enhance the interest of the pupils and the quality of learning they are offered. Leadership and management of the subject are very good and the focus the school has given to developing work in science over recent years has proved very effective.

ART AND DESIGN

94. Pupils' attainment in art and design is above national expectations at the end of the key stage because of the high quality of work achieved in the two core art and design skills. This shows an improvement since the previous inspection. There are particular strengths in the development of the basic skills of drawing and painting. The quality of this work is often very good and something that the pupils, staff and parents are proud of. However, despite the above average standards there are some weaknesses in the development of two and three-dimensional work. Whilst the school has satisfactory curriculum planning for the subject this does not fully reflect the wide range of craft and design skills usually seen. Pupils do not always have enough opportunity to make choices in the materials and techniques to be used and this limits the development of some skills.
95. Pupils make good progress in developing drawing and painting skills as they move through the school. Pupils with special educational needs and those speaking English as an additional language are fully included in lessons and make similar progress to their classmates. By the end of Key Stage 2, pupils have acquired good basic skills in drawing and painting. In Year 6 pupils produce attractive 'paintings of the sea' reflecting the work of Robert Tilling and following their visit to Filey. The final displayed work is further enhanced by the addition of background music of seashore sound effects and seaside memorabilia. Pupils' work on perspective shows very good progress in the development of detailed work in the style of L.S. Lowry. The effective working in charcoal and paint shows the clear development of an understanding of how to create work in the foreground and distance. The depth of study enhances the quality of this work so that pupils return to previous work and evaluate how this can be improved.
96. Pupils have a high level of interest in art and design activities. They have very good concentration and work very carefully and co-operatively. They share materials very happily. In Year 5 pupils have produced high quality work in the style of Kandinsky which shows the care pupils take in individual representations of their own designs reflecting the style of the artist. This work is then very effectively developed when using a computer programme to produce further designs. Pupils' drawings and paintings of the ear, and sketches of gas masks show careful observation and skilful sketching techniques. Pupils in Year 4 also make good progress in the development of painting skills when producing attractive Tudor portraits. These show that pupils have acquired the skills of colour mixing so that adding other colours varies the shade of the paint. Pupils have developed a good understanding of how to produce portraits reflecting the correct positioning of facial features and accurate proportions of the body.
97. Pupils have suitable opportunities to use paint, pastels and fabric to add interesting texture to their work. Pupils in Year 3 make good progress in developing skills using pastels and paint to produce careful observational work on fruits and vegetables, so that they are able to show the fine detail of a red cabbage and red onion when it is cut in half. They also make suitable progress in developing simple sewing skills when sewing felt shapes of a range of fruits, which they will subsequently turn into two-dimensional

work. However, there are limited opportunities to make large-scale models, use clay or imaginative materials and techniques or use the school environment as a resource.

98. Teaching in art and design is good overall. In some lessons observed during the inspection, teaching was very good and occasionally excellent. The management of pupils is consistently very good. Teachers are well organised and there are good opportunities for pupils to evaluate the quality of their work. Where teaching is excellent, the teacher makes very high demands of the technical quality of the pupils' work, encouraging them to "do your best to create a master-piece". Imaginative and humorous introductions indicate that an imaginary monster will destroy the pupils' design of a futuristic building, if it is an unattractive building. Group and one-to-one demonstrations of how to reflect the light on a metal structure and improve the shading of a curved structure, combined with the use of vocabulary such as gradation lead to pupils making very good progress in this work.
99. Teachers have a high level of interest in the subject and very good knowledge and understanding of how to improve pupils' skills in painting and drawing. This leads to the large majority of pupils making very good progress in these areas. However, because there is relatively little teaching of other art skills, this limits the progress made in developing pupils' individual styles and their own ideas. Pupils in the class often produce the same or very similar pieces of work based upon the work of a well-known artist or reflecting the teacher's demonstration and this limits the development of imaginative pieces.
100. The newly appointed subject co-ordinator has clear plans for the further development of a wider art curriculum to ensure more appropriate coverage of the full range of art and design skills and techniques. The recently produced proposals for the subject are an effective base for further developments. The use of information and communications technology is generally under-developed. Assessment has largely been informal and the monitoring and evaluation of the subject lacks rigour. These are areas the school has rightly identified for improvement. Work in art and design makes a good contribution to pupils' cultural development through the study of the work of a range of artists.

DESIGN AND TECHNOLOGY

101. Standards attained by pupils have improved since the previous inspection and are now above the levels expected at the age of eleven. Pupils make good progress in all aspects of the design and technology and particularly in the development of skills associated with these activities. A strength of the provision is the wealth of opportunities which pupils have for experimenting, and for investigating the suitability of designs and materials and the finished product. Teachers ensure that the tasks and design briefs are both stimulating and interesting and are often closely linked to other areas of the curriculum such as history, geography and science.
102. Year 6 pupils' levels of skill and understanding have developed well. During the inspection pupils were engaged in designing and building model shelters. This topic was effectively linked with history and science and the pupils had considered carefully the purpose of the shelters and the suitability of the designs. The wide range of these designs showed the willingness of pupils to try out new ideas, the confidence they have in planning and construction and in the selection of appropriate resources and materials. Pupils work together effectively in pairs and small groups and share their knowledge and expertise. Pupils were able to consider the need for insulation against

heat and cold and protection against the weather as well as the relative comfort which might be expected. The well considered scheme of work and good teaching ensure that pupils are given work which builds effectively upon previous experiences and systematically improves their skills.

103. Pupils are given good opportunities for experimenting. Year 3 pupils' recent attempts at making toys, which move using pneumatic power, are of high quality. The pupils are enthusiastic about their work and they have very secure knowledge and understanding. The models themselves are well constructed and use appropriate methods of fixing and joining. These pupils are currently engaged in a topic concerning food and this is closely linked with science work on healthy eating. In designing their sandwich pupils carefully consider taste and nutrition as well as appearance.
104. Pupils are given good opportunities to develop their own design ideas. In Year 4 pupils have recently made good quality containers for holding money. The designs are varied and use a range of materials requiring different methods of fixing including sewing. Clearly appearance is important as well as usefulness and the standards of decoration are high. Pupils are encouraged to be original and creative in their design work. In Year 5 pupils have recently made their own attractive and well considered range of musical instruments. These are based on traditional instruments, but have been made from a vast array of recycled materials with many effective and original ideas. The older pupils in the school clearly understand the need for good planning and they evaluate their work very critically looking for ways of improving the designs.
105. The quality of teaching and learning is very good. The scheme of work gives good support to teachers who provide stimulating activities. These are presented as 'challenges' which involve fun as well as giving pupils the opportunity to try things out for themselves and discover their own solutions. Class management is a real strength of the teaching. There are high expectations of good behaviour and pupils work collaboratively on their activities with the minimum of supervision. This allows teachers the space to assist individual pupils or groups in order to encourage them to greater efforts and to support them more directly in their learning.
106. The subject is led by an enthusiastic and well-informed co-ordinator. Teachers are secure in their own subject knowledge and in what they want the pupils to learn. Planning for lessons is very detailed and follows an established pattern of topics designed to systematically develop pupils' skills and understanding as they move through the school. The subject is planned in blocks of time on a regular basis. This has been well considered and gives the pupils a chance to start and complete a project in a relatively short period of time, which helps to maintain their interest and enthusiasm until the task is completed. Teachers know the pupils well and set the challenges according to perceived levels of attainment. The school has begun a formal procedure for the assessment of pupils' attainment, but this is at an early stage and not yet providing sufficient information to support curriculum review and planning.

GEOGRAPHY

107. Standards of attainment at the end of Key Stage 2 exceed the national expectation. This is a significant improvement from the previous inspection, when standards were found to be broadly in line with national expectations. Progress is good throughout the key stage and pupils with special educational needs and those pupils with English as an additional language make similar progress to their classmates. Boys and girls achieve equally well.

108. By the end of Year 6 pupils have a good knowledge of geographical facts and can recognise features of localities, such as routeways, rivers and hills. They develop geographical skills well by using Ordnance Survey maps, atlases and globes to locate places in the local area, in Great Britain and in the world. Pupils in Year 6 study rivers, the water cycle, flooding and pollution. They know and understand that rainfall is caused, when it is forced to rise as it passes over higher ground and they learn about coastal erosion and how beaches are formed.
109. Teachers make lessons relevant and interesting and pupils start to link geographical characteristics. For example pupils in Year 3 make good progress in finding out where different types of food come from and what conditions are necessary for their production. They use atlases effectively. Pupils have good knowledge of geographical features and in Year 4 enjoy studying the local area, looking at the features of a settlement and can accurately identify routeways and how they connect places together. They give directions between two points on a local map of Rotherham confidently using 4 figure grid references and points of the compass. They look at land use in Whiston and identify features on an aerial map of the area, which they then transfer to a model. Pupils in Year 5 make a contrasting study of Rotherham and Whitby. They devise well considered questionnaires to obtain information, look at the different amenities, economies and industries and analyse evidence and draw conclusions.
110. Pupils throughout the key stage have good mapping skills and begin to appreciate and interpret the geographical factors that lead to particular patterns of human and economic behaviour. They know how environments change over time, recognise positive and negative aspects of an area and suggest sensible improvements. Higher attaining pupils are offered more challenging tasks within the class; such as in a Year 4 class, where they were asked to compare two different maps and note the different scales.
111. Geography makes a good contribution to pupils' spiritual, moral, social and cultural development through the study of different people, places and cultures. Work is enhanced by a good number of field trips to Filey, Whitby, the caverns at Castleton and the Rotherham area. This enables pupils to gain first hand experiences of their own locality and further afield. Cross-curricular links with other subjects, such as English, give pupils good opportunities to write, for example, poems about the sea, or discuss why old people in Rotherham might be frightened to go out at night, when they would leave their doors open in the past. There is only limited use of information and communications technology in geography, when for example; it is used for research from web-sites and for word processing.
112. Teaching is good overall. Teachers' knowledge and understanding are good and planning is effective. All teachers in the same year group plan together to make sure there is equality of opportunity. Lessons are taught at a brisk pace, resources are used effectively and teachers make good use of questioning. Pupils' attitudes to geography are good. They are keen to learn and behave very well in class. They share maps and equipment well, co-operating and working in a quiet, productive atmosphere. However, the presentation of work is variable, ranging from very good to barely satisfactory. Teachers' marking encourages pupils but does not give enough guidance for further improvement.
113. The newly appointed subject co-ordinator already has a good grasp of the needs of the subject and the direction it needs to take in the future in order to raise standards further. She has made a start on monitoring teachers' planning and work sampling, but has not

monitored the teaching and learning yet. A start on assessing and recording pupils' progress has begun, using the national guidance for assessment but it has not as yet had an impact on improving standards. This is the same as was reported at the previous inspection. Resources are satisfactory, but there is a need to improve the range of geographical equipment and update the supply of maps.

HISTORY

114. Pupils make good progress throughout the school and the majority of pupils attain above the national expectation by the end of Key Stage 2. This is an improvement since the previous inspection, when standards were found to be broadly in line with national expectations. Pupils with special educational needs and those pupils with English as an additional language make good progress.
115. By the end of Year 6 pupils have good knowledge about different periods of history. Pupils in Year 3 learn about Invaders and Settlers and make good progress in their work because teachers provide good cross-curricular links with subjects such as art and design to make activities interesting. They understand the reasons for the Roman invasion of Britain and when and why the Romans left. They study the impact on the Celts and learn about Boudicca and her rebellion against the might of Rome. They enjoy studying the Viking invasion and look at real objects from the Jorvik Centre and make careful observational drawings. Pupils in Year 4 learn about the Aztecs, why they settled in Tenochtitlan, their life-style and customs and its relevance to modern day Mexico. They study the Tudors and show a good understanding of many aspects of the period, including the differences between the lives of the rich and poor.
116. Pupils in Year 5 make good progress when learning about Britain since 1930. They show a developing understanding of the issues of unemployment in the 1930s, the reasons for the Second World War and what life was like in war-time Britain. They study the impact of the Nazi occupation in mainland Europe and its effect on groups of people such as the Jews and discuss issues and events with interest. They write as if they were Anne Frank and empathise with her predicament. Pupils in Year 6 study the Ancient Greeks. They make good progress in understanding the daily life of ancient people, the Greek myths and the contribution that Ancient Greece has to British cultural heritage
117. Overall, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Work in history throughout the school is enhanced by good cross-curricular links with other subjects such as English and this has a positive impact upon historical learning. Pupils write poems, diaries, letters and factual accounts. There are good links to geography when maps and localities are studied and in art, when pupils look at and paint Tudor portraits and examine how powerful people were represented in the past. A Roman day enhanced pupils' understanding of everyday life in those times, when pupils dressed in Roman outfits, sampled appropriate food and made clay lamps and armour. Visits and visitors are used well to bring history to life. Pupils visit a good range of places such as Eden Camp, the Jorvik Centre, Gainsborough Old Hall and Thackeray Medical Museum. They use a satisfactory range of sources of information to develop their enquiry skills, but this element of the subject and an understanding of chronology needs further development. Only limited use is made of information and communications technology and this is largely for word processing work.

118. The teaching of history is good. Teachers' knowledge and understanding are good and they plan their work well. Good use is made of displays, which provide a stimulus for pupils and sometimes pose a question. Pupils' attitudes to history are good. They show interest and enthusiasm and discuss issues confidently because good quality teaching provides suitable opportunities to discuss what pupils know and find out. The presentation of work is variable, ranging from very good to barely satisfactory. The marking by teachers is encouraging but does not often show pupils how they might improve their efforts or examine some aspect differently.
119. The co-ordinator for history has vision and a clear understanding of the needs of the subject and its future development. She is enthusiastic and keen to improve standards throughout the school. She has made a good start on monitoring standards through planning and work sampling and has drawn up useful and manageable assessment sheets. A start has been made on assessing and recording the progress of individual pupils and a portfolio of pupils' work, matched to national standards, has been set up. This is too early, however, to have an impact on improving standards. The resources for history are satisfactory, stored centrally and are tidy and easily accessible. They cover each study unit and are enhanced by artefacts from the museum loan scheme.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Pupils reach the standard expected for their age at the end of Year 6, which matches the findings of the previous inspection of the school. Pupils make satisfactory progress as they move through the school. However, opportunities to use information and communications technology are not always identified in lesson planning across the curriculum and this restricts the progress made. Boys and girls make equal progress. Pupils with special educational needs, and those from other ethnic groups are included effectively in all aspects of provision and make similar progress to their classmates. Many pupils have computers at home and staff are aware of the need to ensure all pupils are suitably challenged. Overall improvement since the previous inspection has been predominantly good because the quality of teaching has kept pace with the many changes in the subject since that time, and the school has considerably improved the ratio of computers to pupils.
121. By the end of Year 6 most pupils have good keyboard knowledge and effectively use the mouse to activate appropriate responses. Older pupils confidently use a mathematical revision programme when working in pairs on school laptops. Pupils develop satisfactory word processing skills and are able to change font style and size, use upper and lower case letters correctly and amend text if necessary. They save, retrieve and load information as well as using painting tools and importing clip-art and pictures. Some pupils are able to do this independently whilst others need the help of the teacher. Whilst pupils have some opportunities to develop skills in control and use sensors and develop modelling techniques some pupils lack confidence in such activities.
122. Pupils in Year 3 master the skills needed to appropriately program a 'turtle', using a computer program to plan the routes the turtles will follow and predicting what will happen. They satisfactorily store information on databases, such as what pets they own and the colours of pupils' eyes, publishing the information on graphs and charts. They write stories, using the computer to edit their work and change the font, layout and colours to ensure their writing is presented in an interesting style. Other pupils create stamps using painting and drawing programs in the styles of well-known artists, such

as Paul Gauguin. They also use the World Wide Web skilfully to find information, for example, comparing prices of everyday groceries in national supermarket chains.

123. Older pupils increasingly make evaluative comments about the quality of computer generated effects. For example, they undertake graphic modelling by drawing plans of an internment camp and reproduce their plans using a computer drawing program. This involves the skills of selecting and positioning features of the plan accurately on the computer monitor, and then printing, which they do well. They comment thoughtfully about the advantages of using the computer to create a plan of better quality.
124. Throughout all these activities pupils respond well to the infectious enthusiasm of their teachers. Teaching is satisfactory overall and occasionally is good. In the more effective lessons, teachers have a good knowledge of information and communication technology and have the necessary skills and confidence to take pupils' learning forward. In these classes, the teachers realise the potential of computers to support pupils' learning in all areas of the curriculum and they provide opportunities for pupils to use computers as a tool to aid learning in a range of subjects. The pupils create magazine style articles about their areas of study and their hobbies and interests, accessing pictures from a range of sources, such as clip art and the Internet. They copy these onto their pages and add text. As pupils progress through the school they learn to edit text by cutting and pasting to ensure it appears in the correct order. These skills are applied effectively to their writing for other subjects, such as geography, and history.
125. Information and communication technology is starting to be used effectively to enhance the quality of pupils' learning in some subjects, particularly in science, geography and history. This is when teachers have planned an activity to take place and pupils have access to the schools recently purchased 'ibooks'. The co-ordinator has plans to ensure that the laptops have the software ready loaded. However, computers are not always used sufficiently in some subjects, such as literacy and this impacts negatively upon developing literacy skills. Not enough use is made of classroom computers in lessons to support pupils' learning across the curriculum.
126. The school has worked hard to improve provision and has recently added sixteen laptop computers, to enable teachers to directly teach the necessary skills to a greater number of pupils at the same time. In addition, all classrooms have at least two computers, networked and able to access the Internet. A substantial amount of in-service training has recently been provided for all staff and this has increased staff confidence in using computers and is beginning to be a significant factor in increasing pupils' attainment. However, this has not yet had sufficient time to impact across the curriculum and classroom use is not yet embedded in every day practice.
127. The school has a satisfactory policy statement and a scheme of work, which have provided an appropriate framework for the considerable development of the subject recently. Planning effectively supports teaching and learning in the subject and is to be reviewed in the near future. The school has taken on board national guidelines, which ensure that all the necessary skills and knowledge across all elements of the subject are systematically and progressively taught as pupils move through the school. However, there have been some gaps in pupils' learning that the school has not yet fully overcome.
128. Pupils' attitudes to information and communication technology are very good. They enjoy using the computers and work with obvious enthusiasm. Pupils use the equipment sensibly and collaborate well, taking turns and sharing in the task.

Standards of behaviour are very good. A successful and well attended computer club is organised and the oldest pupils extend their knowledge and skills to develop their work on control by illuminating a model of a house, and making automatically opening garage doors.

129. Provision for the subject benefits greatly from the strong and effective leadership of the co-ordinator. She liaises closely with senior managers to ensure that effective use is made of the funds given to the school to develop the subject. An example of this is the sixteen recently purchased laptop computers all with access to the Internet. The co-ordinator has also revised the planning and assessment in the light of curriculum 2000 and the national guidance. This helps her colleagues to ensure the requirements of the National Curriculum for the subject are met. The recently introduced pupils' progress chart will assist the teachers in levelling pupils' work against the attainment targets. However, there are insufficient opportunities to monitor the quality of teaching and learning throughout the school and this has led to some inconsistencies in the use of computers as a tool to aid learning.

MUSIC

130. Pupils make satisfactory progress and the majority attain standards that meet the national expectation at the end of Key Stage 2. This is broadly the same picture as at the previous inspection. Pupils with special educational needs and those pupils with English as an additional language make satisfactory progress. There is no significant difference in the achievement of boys and girls. However, the subject suffers as a result of having too low a profile in the school. Singing is timetabled regularly but composing and performing are not taught on a sufficiently regular basis. This results in pupils' skills, understanding and progress being barely satisfactory.
131. Pupils throughout the school sing tunefully, but in assemblies it is often muted and the older pupils make only limited effort and are sometimes reluctant to sing with gusto. They know a satisfactory range of songs and hymns. They are developing knowledge and understanding of musical notation and beginning to explore and organise musical ideas.
132. Pupils in Year 4 initiate and maintain a steady beat, then introduce a secondary beat, layering the music with the singing of "Let it be" and untuned percussion. Pupils find some difficulty in maintaining a pulse but were able to evaluate and improve their performance with the guidance of the teacher. They understand the term "ostinato" and "rhythm". In a Year 6 class, pupils satisfactorily explore how sounds can be used descriptively and recorded, using symbols. Pupils experiment with tempo, rhythm and pitch using untuned percussion instruments and record their work on whiteboards in "pictures" of the sounds produced. However, the standards achieved are only satisfactory because of the limited time in the past for pupils to work on composition. Pupils have some opportunities to appraise the work and styles of different musicians and forms of music. They have suitable opportunities to listen to music each day in assembly and this ranges from classical, jazz and light modern music.
133. Some pupils throughout the school are given additional musical tuition by visiting teachers with a range of instruments, including violin, double bass, flute and trombone but there is currently little input from these musicians into the whole school music curriculum. There is an after school recorder club and guitar club open to all pupils. The standards that these pupils reach are often above average.

134. The teaching of music is satisfactory overall. Teachers have satisfactory knowledge and understanding of music. Several teachers have a good level of personal skill in the subject and try to pass their love of music on to the pupils. However, other staff lack the confidence and training to teach the subject in the most effective way. Planning follows national guidance. In those lessons seen during the week of the inspection, there was some focused teaching and good use of time and resources.
135. Pupils show good attitudes in class. They are interested and keen to explore the possibilities in improvising and developing rhythms and melodic material. They listen courteously to each other's efforts and offer confident suggestions as to how a performance might be improved. In Year 6, pupils work sensibly in pairs and groups, share views with each other and work towards a consensus, when practising for a performance using sounds descriptively. This makes a good contribution to pupils' social development. Overall the subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. However, there are missed moments, especially in assemblies, to discuss the week's chosen music and its effect on the emotions and feelings of the listener.
136. The co-ordinator has recently been appointed but already has a good vision and understanding of how standards can be improved in the future. He is a music specialist and is able to offer the school his expertise in order to support teachers and raise the subject's profile further. He has made a start on monitoring the teaching and learning through teachers' planning and assessment, but this is too early to have made any impact on improving standards in music at present. The resources are only just satisfactory for a school of its size. There is a range of untuned percussion but a limited number of tuned instruments such as glockenspiels, xylophones and keyboards. There are few instruments from other cultures and this does little on a daily basis to enhance pupils' cultural development. Information and communications technology is rarely used in class lessons.

PHYSICAL EDUCATION

137. Standards at the end of Year 6 are above those expected for pupils of a similar age. This is an improvement from the time of the last inspection, when standards were judged to be in line with expectations. This has been brought about by the better quality of teaching than at the time of the last inspection. Teaching is good overall. It is never less than satisfactory and at times very good. The teaching of swimming is excellent. The quality of pupils' learning is good overall as is the progress that pupils make.
138. Pupils experience a good range of physical education activities and achieve well because of the high expectations of teachers, which the pupils are keen to live up to. In games lessons, Year 3 pupils learn good hockey skills by controlling and returning balls using a hockey stick. Year 4 pupils develop throwing and catching skills through practise, which then leads to involvement in competitive games. All activities are characterised by effective warm up exercises. Pupils have a clear understanding of the impact of such exercises on their heart rate and physical well being. Pupils in Year 6 participate in very effective dance activities that require control and grace. They are able to improve their own performances well by trying hard and through refinements of technique. Year 5 pupils are taught to swim and the non-swimmers make excellent progress, so that by the time they leave school almost all pupils are able to swim the benchmark of 25 metres.

139. In all the lessons seen, pupils were enthusiastic and worked willingly at the challenges their teachers presented. The good and often very good pace of learning characterised the overwhelming majority of lessons for all groups of pupils. Pupils show tremendous enthusiasm. They work well together, they support and encourage each other, sometimes responding spontaneously with applause when individuals improve their performance. The pupils listen attentively to their teachers, follow instructions carefully and have a clear understanding of safety issues
140. Teaching and learning are good. Standards of work seen are high because all pupils concentrate very well, and respond with enthusiasm. Teachers are very good at judging when to increase the level of challenge of an activity, which further increases pupils' confidence in their abilities. Teachers show a very secure knowledge of the subject in the ways they give clear instructions so that all pupils know what is expected of them. Lessons are well planned and organised to make best use of the time available and give appropriate opportunities for pupils to practise and develop their skills. This was evident in a Year 4 games lesson in developing rugby and netball skills, where the pupils were very committed in successfully passing, catching, and intercepting. In a Year 6 dance lesson, the steady encouragement and direction of the teacher enabled all groups of pupils to vary, practise and refine their performance effectively in the time available.
141. Teachers are skilful at making appropriate interventions so that pupils are encouraged to experiment for themselves. This helps the less able to practise movements they feel secure with, and give average and higher attaining pupils a challenge for improvement. Teachers are careful to ensure that all have a chance to demonstrate their learning and achievement. This was seen to best effect in a Year 5 gymnastics lesson where pupils demonstrated their sequence and were able to discuss sensibly their own work and that of others, and make suggestions for improvement.
142. The subject is led well by the recently appointed co-ordinator who has worked hard to raise the status of the subject across the school. Teaching and learning are well supported by a scheme of work that helps teachers to plan the systematic development of skills across all the strands of the National Curriculum. The school has enjoyed successes in competitive games and athletics within its local area. There is a good range of extra curricular sporting clubs and activities, such as matball (indoor netball), and athletics that enhance the provision of physical education for many pupils. Good use is being made of the available resources to help raise standards across the school.

RELIGIOUS EDUCATION

143. The attainment of the pupils in Year 6 is above the expectations of the locally agreed syllabus, which is an improvement since the time of the previous inspection of the school. All pupils including those with special educational need and English as an additional language make very good progress throughout the school. This is an improvement since the time of the last inspection. Teachers ensure that all pupils are fully included in the lessons. The school closely follows the locally agreed syllabus for religious education. The good planning and consistently very good teaching in the subject is having a positive impact on raising standards.
144. Pupils in Year 6 have a good understanding not just of Christianity but also of other world faiths. Pupils show good understanding of how these religions are different. They are fully aware of the practices of Islam following a detailed study of that faith. They know where Muslims worship and that their Holy Book is called the Q'uran, they also are aware of the significance of Ramadan. The pupils have a good understanding of New Testament stories, such as parables and the validity of parables today as observed in a Year 3 lesson linked to the study of the Good Samaritan.
145. Pupils in many classes demonstrate that they know the power of symbols such as the cross, and also that bread, water and wine have a symbolic importance in a number of religions. There is a strong sense among the majority of pupils that sacred texts and other artefacts are to be treated with reverence and respect. In discussion, pupils of all ages show very positive and mature attitude towards their learning in religious education. Circle time in many classes is used productively to discuss positive feelings such as kindness and consideration for others. Teachers use Bible stories well to initiate discussions, which develop pupils' ability to learn from religions.
146. The excellent relationships in the school make it possible for pupils to discuss their feelings and ideas knowing that their opinions will be valued. In an excellent Year 4 lesson, the pupils studied and discussed how God has given us all a choice as to how we live our lives and how we use this freedom in our every day life for the benefit of everyone. In this particular lesson the teacher and her pupils shared very intimate and profound thoughts and experiences linked to their own faith in God.
147. A wide variety of well-presented and informative displays around the school contribute to the pupils' good understanding of other religions and faiths. Attractive displays of Hindu art and the beliefs of Islam supports all pupils' ability to understand and appreciate the comparisons between the Christian faith and other faiths such as Buddhism, Islam, Judaism and Hinduism. Pupils' understanding of faith and belief is well supported and enhanced by visits to local places of worship, such as the local church, a mosque and a synagogue. They gain an appreciation of the importance of sacred buildings and the long history of their use.
148. The quality of teaching is very good. Teachers are well prepared and very secure in their knowledge of the subject. The teaching of the subject contributes significantly to the spiritual moral, social and cultural education of the pupils and to the very caring ethos of the school. During the lessons observed, the management of the pupils was excellent and the interaction between teachers and pupils was challenging and helpful in developing their understanding. The teachers show personal enthusiasm in the teaching of the subject and this is reflected in the pupils' eagerness and willingness to express their deepest feelings and beliefs in a confident manner.

149. The subject is well managed. The co-ordinator has a clear vision about what needs to be done to improve standards even further but has not yet had the opportunity to monitor and evaluate the teaching of the subject at classroom level. There are satisfactory assessment procedures in place and the school plans to develop these procedures to ensure that step-by-step development of skills and knowledge is guaranteed as pupils move through the school. As yet insufficient use is made of information and communications technology to support pupils' learning.