

# INSPECTION REPORT

## **RAWMARSH ROSEHILL JUNIOR SCHOOL**

Rawmarsh, Rotherham

LEA area: Rotherham

Unique reference number: 106875

Headteacher: Mr Martin Wagstaff

Reporting inspector: Mr Robert Robinson  
21024

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> April 2002

Inspection number: 196031

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Kilnhurst Road Rawmarsh Rotherham South Yorkshire
Postcode:	S62 5QH
Telephone number:	01709 710574
Fax number:	01709 719695
Appropriate authority:	The Governing Body
Name of chair of governors:	Michael Bramall
Date of previous inspection:	7 <sup>th</sup> July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21024	Robert Robinson	Registered inspector	Science Information and communication technology Physical education	What sort of school is it? How high are standards? The school's results and achievements How well is the school led and managed? What should the school do to improve further?
13786	Susan Walsh	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
4074	Roger Gill	Team inspector	English Geography History Music Special educational needs	How well are pupils taught?
30823	Brenda Clarke	Team inspector	Mathematics Art and design Design and technology Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Independent School Inspection Services (ISIS)

3 Harrowby Road  
West Park  
LEEDS  
LS16 5HN

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

### **INFORMATION ABOUT THE SCHOOL**

This medium-sized junior school for boys and girls aged seven to eleven years is situated in Rawmarsh close to Rotherham. The school serves an area comprising a mixture of mainly private housing and council accommodation. The school has 264 full-time pupils. Very few pupils are from minority ethnic backgrounds and no pupils are at an early stage of learning English as an additional language. Fifty-three pupils (20 per cent) are on the register of special educational needs which is about average; these pupils have mainly moderate or specific learning difficulties. Nine pupils have a Statement of Special Educational Needs; this is above the national average. Seven of these pupils are in Year 6. Pupils' attainment on entry to Year 3 is improving, although over time is about average. The percentage of pupils known to be eligible for free school meals is 22.7 per cent which is in line with the national average. The headteacher commenced his appointment in September 2000.

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

Rawmarsh Rosehill Junior School provides a sound education for its pupils. Standards are improving and pupils' performance in English and science is in line with the national average but standards in mathematics are below average. Pupils' achievements are satisfactory on balance. Pupils' attitudes to work and behaviour are good. The quality of teaching is satisfactory overall. The provision for pupils' spiritual, moral, social and cultural development is good. Parents hold the school in high regard. The leadership and management of the school are sound. The school provides satisfactory value for money.

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

- Pupils' spiritual, moral, social and cultural development is fostered well.
- Pupils' attitudes to school, behaviour and relationships with staff and one another are good.
- The provision for pupils with special educational needs is good, and these pupils make good progress relative to their prior attainment.
- Standards in art are above the national expectations by the end of Year 6.
- Personal support for individual pupils is very good.
- The school has very good relationships with parents and they hold the school in high regard.

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

- Standards in mathematics are below the national average.
- Pupils' attendance is well below the national average.
- The monitoring of pupils' progress is not used sufficiently to effect improvements in standards, particularly of higher attaining pupils.

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

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

The school has made satisfactory progress since the last inspection in July 1997. Standards in English have been improved to be line with the national average, standards in science have been maintained at the national average but standards in mathematics remain below average. The following items represent responses to the areas for development identified in the last inspection:

- The curriculum has been reviewed and is now a good curriculum; however, the opportunities for pupils to show initiative and take on responsibilities are still limited.
- The procedures for checking pupils' attainment have been improved but the use of the information to affect future lesson plans and to set targets for raising levels of attainment for all pupils is at an early stage of development.
- The partnership with parents is now a particular strength of the school.
- Standards in information and communication technology have improved and are now in line with the national expectations.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	C	A
Mathematics	D	E	E	C
Science	E	D	D	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

- Standards in the national tests for pupils at the end of Year 6 in 2001 were overall below the national average. Over time, girls have outperformed boys significantly in English and boys have done much better than girls in mathematics. Standards overall have risen broadly in line with the national trend from 1997 to 2001, but standards over time show some inconsistency with pupils not doing as well in mathematics and science as in English.
- The performance of this year's group of pupils in Year 6 in English and science is in line with the national average but standards in mathematics are below average. Girls outperform boys because a significantly higher proportion of the boys have special educational needs. Pupils exceed the national expectations in art and design. In all other subjects standards are average.
- Overall, pupils' achievement is satisfactory, although pupils with special educational needs make good progress relative to their prior attainment but higher attainers do not achieve as well as they could.
- The school's targets for the proportion of pupils likely to achieve the level expected by the end of Year 6 are demanding; however, because of the high proportion of pupils with special educational needs in this age group, the targets are unlikely to be met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils join in activities and work hard in lessons. Pupils take a pride in their work and the presentation of their work is good. They enjoy school.
Behaviour, in and out of classrooms	Good overall; behaviour is good in lessons and very good around school.
Personal development and relationships	Good overall; relationships between pupils are very good. Gentle good-humoured relationships between pupils and teachers help pupils gain in confidence. Personal development is satisfactory but there are insufficient opportunities for pupils to show initiative and responsibility within lessons.
Attendance	Unsatisfactory; attendance rates are well below the national average. Most children attend school regularly but many parents take their children on holiday in term time and this has a significant effect on attendance rates.



## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

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

Teaching is broadly satisfactory. Pupils respond well to lessons and make sound progress. The teaching of English, literacy, mathematics and numeracy is satisfactory. Literacy is developed well in other subjects and this positively affects pupils' acquisition of skills in English. Limited opportunities are available for pupils to practise numeracy skills in other subjects or to use information and communication technology to assist their learning. Members of staff plan thoroughly and ensure pupils understand what they are to learn in lessons; however, too little attention is given to meeting the needs of pupils at each level of attainment, particularly higher attainers. Pupils work hard and fulfil their tasks conscientiously. The management of pupils is good, and this has a positive impact on pupils' interest and concentration and engenders an eagerness to learn. A number of lessons are characterised by too much talk from the teacher and not enough time for pupils to make their contribution and discuss their learning. The marking of pupils' work does not indicate clearly how well pupils have done and how they can improve. Pupils with special educational needs make good progress, largely within a system that uses classroom assistants well. Higher attaining pupils do not achieve the same degree of progress due to low expectation in some classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is broad and balanced and it is enriched by a range of planned activities, such as the creative arts week and a broad range of extra-curricular clubs.
Provision for pupils with special educational needs	Good; teachers and classroom assistants work well as teams to give pupils the help that they need.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for pupils' spiritual, social and cultural development is good. The school is very successful in promoting pupils' self-esteem. It invests considerable time and energy in encouraging pupils' moral development. There are very good relationships at all levels of school life though pupils have limited opportunities to use initiative in lessons. The opportunities for pupils to celebrate their own culture are good but there is limited provision for pupils to develop an awareness of the ethnic and cultural diversity of British society.
How well the school cares for its pupils	The school offers very good help to individual pupils who are experiencing difficulties. There are very good methods for promoting good behaviour. The school does not use information of pupils' attainment sufficiently to monitor pupils' progress. Lesson plans do not fully take into account pupils' prior attainment.

The school's partnership with parents has improved substantially. Parents find the school welcoming and they are encouraged to be involved in their children's education. The format of the annual reports to parents on their children's progress is uninformative and contains educational language which may not be understandable to some parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is sound and he is managing change appropriately so as to improve the school. Other members of the senior management team and co-ordinators assist the headteacher to manage the school satisfactorily.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and now understand and fulfil their strategic role. The governors' annual report to parents and the prospectus do not fulfil statutory requirements because of omissions.
The school's evaluation of its performance	The governors and staff are beginning to monitor and evaluate their work in order to improve standards. The tracking of pupils' performance and the rigorous monitoring of standards are at an early stage of development.
The strategic use of resources	Members of staff are deployed satisfactorily. Additional funding is used well to assist pupils with special educational needs. The governors apply the principles of best value appropriately to the benefit of pupils.

The school has sufficient numbers of staff. The accommodation is satisfactory. Learning resources are satisfactory and used suitably to support teaching.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children enjoy school, behave well and make good progress because the teaching is good.</li> <li>The school helps children to become more mature and responsible.</li> <li>Children are expected to work hard and are given a satisfactory amount of homework to assist their learning.</li> <li>The school works closely with parents, and parents find the staff approachable.</li> <li>The school is led and managed appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Parents expressed no significant concerns.</li> </ul>

Inspectors agree with most of the positive views of parents; however, they judge that higher attaining pupils could make better progress.

## **PART B: COMMENTARY**

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

1. Standards in the national tests for pupils by the end of Year 6 in 2001 were as follows:
  - In English, pupils' performance was in line with the national average and well above the average of pupils in similar schools.
  - In mathematics, pupils' performance was well below the national average, although in line with the average of pupils in similar schools.
  - In science, pupils' performance was below the national average, although in line with the average of pupils in similar schools.
2. Attainment of the present Year 6 remains in line with the national average in English. Standards in mathematics have risen because of the increased focus to improve pupils' attainment, but are still below the national average. In science, standards are now in line with the national average as a result of the increased emphasis on investigative science.
3. Standards have improved since the last inspection in line with the national trend. In the national tests, at the time of the last inspection, standards were below average in English and mathematics and in line in science. In the national tests in 1998 and 2000 overall pupils' performance in English, mathematics and science was well below average, and in 1999 and 2001 pupils' performance was below average overall.
4. Over time in the national tests girls did much better than boys in English but not as well as boys in mathematics. Inspection evidence indicates that in the present Year 6 girls will outperform boys as the proportion of boys with special educational needs is significantly higher than that of girls. No significant differences in the performance of boys and girls were apparent in other year groups.
5. Pupils with special educational needs make good progress and achieve well relative to their prior attainment. These pupils meet their targets and sometimes show rapid improvements because of the additional help they receive from teachers and classroom assistants as well as from specific learning programmes such as the Learning Support Initiative.
6. Pupils achieve satisfactorily on balance from the time they enter the school in Year 3 to reaching the end of Year 6. In Year 3 pupils do not achieve as well as they could, because teachers do not take sufficient notice of pupils' prior attainment and do not plan sufficiently challenging work for higher attainers. Throughout the school, many higher attainers are not reaching their potential because the tracking of pupils' attainments is unsatisfactory and senior managers and teachers do not have a clear view of how well pupils are progressing in each class.
7. In English, pupils achieve satisfactorily though the specific planning for higher attainers is underdeveloped. Progress in literacy is enhanced by pupils being given many good opportunities to practise their skills in other subjects. In mathematics, pupils' achievements are unsatisfactory because teachers do not plan sufficiently for pupils at different levels of attainment, particularly higher attainers, and the pace of learning is not brisk enough to quicken pupils' progress. Often teachers talk too much and leave insufficient time for pupils to practise their skills. Numeracy skills are not developed enough in other subjects. Standards in mathematics are below those in English and this has been the case for the last four years. This is because of the greater emphasis the school places on developing literacy skills.

8. In information and communication technology pupils achieve satisfactorily and reach the standards expected of their age by the end of Year 6, but pupils have too few opportunities to use their skills in other subjects. In religious education, pupils' achievement is satisfactory and standards are average.
9. In art and design and in music pupils achieve well, and in other subjects pupils' achievements are satisfactory. In art and design, pupils' performance by the end of Year 6 is above the national expectations. In other subjects, pupils' performance meets national expectations.
10. The school has set very demanding targets for the proportion of pupils who, by the end of Year 6, are expected to achieve the level set for their age in English and mathematics; however, because of the high proportion of pupils with special educational needs within the present Year 6, it is very unlikely to achieve these.

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

11. Pupils have good attitudes to school and learning. They come to school each morning happy and smiling and eager to see their friends. Parents are conscientious about getting their children to school on time. Parents report that their children enjoy coming to school. They eagerly join in activities such as the drama club where a substantial number of children worked well together in groups.
12. Pupils have good attitudes towards their school work. They take a pride in their work which is usually neat and well presented. Younger pupils of all abilities work hard and try to please their teacher. In Year 3 English lessons they answer teachers' questions but rarely form their own questions or make comments about what they have learnt. There was a similar situation in Year 4 English and personal and social education lessons where pupils were keen and lively but opportunities for pupils to contribute were slim. In a Year 4 history lesson pupils were extremely interested in artefacts and photographs from World War II. They entered into some very animated discussions with each other and this helped their learning.
13. Older pupils usually behave well but they can be passive; for example, in an English lesson pupils enjoyed the story but there was no tangible enthusiasm. There was no discussion that might have promoted learning and little praise for the pupils and this limited personal development. In religious education, however, where pupils considered the story of the Prodigal Son, there was some good personal development as pupils were able to consider sensibly selfishness and repentance in their own lives. They could recognise the value of saying sorry and reflected on what they had done. It was obvious that the pupils had a clear sense of right and wrong. Year 6 pupils who took part in drama activities based on the Amazonian rainforest were able to co-operate well and produced collaborative work.
14. Opportunities for personal development are very mixed. Pupils show initiative and demonstrate responsibility in some lessons, although in assemblies pupils accept extensive responsibilities for setting out chairs, operating the overhead projector and playing most of the music, and they fulfil these duties very well.
15. Behaviour is good. Pupils behave very well around school. Pupils are very welcoming to visitors. They have good manners, holding doors open and saying 'please' and 'thank you'. They treat each other well. The school is a very orderly community and a pleasant place to be for both children and adults.

16. Behaviour during assemblies is very good and pupils are very keen to volunteer to be involved. They sing with gusto and give due respect to prayers. Pupils have been very involved in formulating the school's code of conduct and they know it very well. Themes in assemblies encourage pupils to respect the feelings, values and beliefs of others. They are good at listening carefully to each other's viewpoints. The very good relationship among pupils, and between teachers and pupils, allows pupils to speak out without fear of derision.
17. Behaviour in lessons is good on balance and younger pupils are usually very well behaved. There are a small number of older boys who have difficulty controlling their behaviour and very occasionally their behaviour can slow down the learning of others. Teachers usually manage behaviour very well and keep these incidents to a minimum.
18. There is very little bullying in the school. Parents report that incidents are dealt with well. The school seeks to cater for all pupils and works hard to ensure that exclusion is a last resort. Consequently, exclusions are rare.
19. The school's methods of managing behaviour, the way teachers talk to pupils and lessons, such as religious education, ensure that pupils understand about the impact their behaviour has on one another. This was very evident in a religious education lesson where pupils felt guilty if they had behaved badly towards someone.
20. Relationships in the school are very good. Pupils respond very well to the teachers' gentle and friendly manner. Some teachers use a touch of humour which promotes positive relationships and enhances pupils' self-esteem. The relationship between the headteacher and pupils is particularly good and he takes every opportunity to talk to pupils in informal situations such as in the dining room or on the playground.
21. The attendance rate is well below the national average but unauthorised absence is broadly in line with national averages. The vast majority of pupils attend school regularly and very few pupils have significant attendance problems; however, many pupils take time off to go on holiday and some take Mondays and Fridays off to extend the weekend. This has a serious detrimental effect on school attendance rates and leads to pupils missing important work which adversely affects their progress.

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

22. The school provides its pupils with a satisfactory quality of teaching and this ensures that pupils learn at a sound rate. The teaching promotes good attitudes to learning among pupils and allows them to make at least satisfactory progress in most lessons. The majority of parents who expressed an opinion before the inspection rated teaching as being effective in helping their children to make good progress. Teaching was described as being good on balance at the time of the last inspection. The National Strategies for Literacy and Numeracy have been implemented soundly since 1997 and standards have risen. Now pupils enter the school with average levels of achievement and most leave having met the nationally expected level. Sound teaching causes this satisfactory progress through the school.
23. Teachers have good knowledge of the requirements of the National Curriculum and use this well to plan thoroughly. The purpose of lessons is clear and the activities given to the pupils are well chosen to help them learn. The best lessons are designed to help pupils of all levels of attainment make at least reasonable progress. In at least

half of all lessons, planning and its effect on pupils' learning are strong features of teaching. The National Literacy Strategy and the National Numeracy Strategy are both used to good effect in many lessons. They allow teachers to concentrate on the basic skills in reading, writing and mathematics. In the good and occasionally very good lessons in English and mathematics, teachers use their own enthusiasms and very good relationships with the pupils to augment the structure of the national strategies thereby encouraging productive learning at a good pace. In a mathematics lesson in Year 5, for example, the pupils learned how to describe three-dimensional shapes properly using correct mathematical language. The teacher's very good knowledge of the subject was communicated in a very challenging and interesting manner, making sure that all pupils made very good progress. By contrast, the satisfactory teaching in many English and mathematics lessons is often characterised by a lack of pace and challenge for higher attaining pupils who, in the end, achieve little more than the average and not as much as they should.

24. Throughout the school, teachers and other staff work well together to assist pupils with special educational needs and as a result they often make good progress. Some of these pupils in Year 6 are taught in what the school describes as an 'over learning group' that is designed to help them achieve the national expectation by the end of Year 6 if they need an extra boost. In addition to the good help in the classroom, pupils are occasionally withdrawn for small group or individual support in literacy. The school's Learning Support Initiative and Additional Literacy Support are both effective in helping pupils make up ground in their learning. In a very good science lesson in a Year 4 class, for example, pupils with special educational needs worked with a classroom assistant to create a fair test to measure different amounts of friction using a force meter. In the end they understood as well as other pupils due to the help that they had received. The grouping of pupils in Year 6 into classes based on similar prior attainment for some subjects is beneficial, particularly in English, but the large numbers in the groups reduce the effectiveness of the strategy, especially in mathematics.
25. Most teachers are skilful at organising their teaching to make sure that pupils are fully involved in the lessons, showing good attitudes and behaviour. The positive nature of lessons helps pupils gain a good degree of self-esteem. Some lessons contain an additional dimension that injects an extra enthusiasm into learning. The school, for example, makes very good use of the City Learning Centre at the local secondary school to assist learning in information and communication technology. Dance and drama lessons stimulate pupils' imaginations and a history lesson in Year 5 came alive when pupils were asked to design and make their own version of a Roman pot. The school also makes very good use of an instructor from a county cricket club to train Year 6 pupils in the basics of the game. All of these lessons result in at least good learning. The weakness in provision for pupils' personal development is in the lack of books and materials designed to give pupils a broad cultural education that recognises the diversity in our society.
26. In a significant proportion of lessons, teachers find difficulty in including all the pupils in the work, particularly when the whole class is learning together. Although these lessons are usually of a satisfactory quality, they are not as sharply focused as the best lessons. The methods used to ensure that all pupils, particularly the higher attainers, are fully engaged in their learning are not good enough and this sometimes results in pupils becoming too passive and this slows their learning. Other weaknesses include the lack of time and opportunities for pupils to discuss their own learning. Teaching, particularly in English and mathematics, does not contain a simple enough system of analysing where pupils are up to in their learning and setting

clear enough targets for future lessons. This is reflected in the marking of pupils' work which rarely provides detail of how pupils can improve. Moreover, information and communication technology is not used well enough to assist learning in all subjects across the school. Homework is used satisfactorily to consolidate and extend work done at school.

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

27. The curriculum is good overall. While appropriately focusing on raising pupils' attainment in English, mathematics and science, the school has successfully maintained a broad and balanced curriculum which is enriched by a good range of interesting visits and events, such as the creative arts week. The school provides all subjects of the National Curriculum and religious education.
28. The school has satisfactory strategies for teaching the basic skills of literacy and numeracy. The national strategies have been successfully implemented and used satisfactorily to raise standards in English and mathematics. A good proportion of time is allocated to the teaching of English, providing good opportunities for pupils to write for a variety of purposes. The skills gained in literacy are used well in other subjects. The use of numeracy in other subjects is limited.
29. Overall improvement made to the curriculum since the last inspection is satisfactory. Guidance material has been developed for all subjects, enabling pupils to acquire new skills and knowledge in a consistent way, building well on previous learning. Yearly time allocations are given to individual subjects, but there is no procedure for monitoring teachers' long-term plans to ensure that time allocations are met. This sometimes leads to insufficient time being spent on subjects such as music and religious education in some classes. There is not enough monitoring by senior staff to ensure that subjects receive their full time allocation.
30. The school actively promotes equal opportunities for all pupils, irrespective of gender or social background. It ensures that all pupils, including those with special educational needs, are fully involved in all aspects of the curriculum; for example, the football club caters for both genders equally. Teachers of parallel year groups plan co-operatively, ensuring that pupils receive the same curriculum. Higher attaining pupils have less opportunity to advance because they are frequently given the same work as others, rather than being able to start from a higher level. Pupils receiving music tuition from visiting specialists miss the same section of a class lesson each week. The organisation of pupils into groups of similar attainment level in Year 6, and the extra support given to pupils in special classes to help boost their progress, is having a positive impact on learning; however, pupils are placed in the same groupings for English and mathematics. This does not take into account the differing needs of individual pupils within the two subjects.
31. Sex education is taught satisfactorily as part of the science curriculum, with specific teaching in Year 6. The school is also involved in a project where older pupils learn about personal safety and substance abuse. Provision for pupils' personal, social and health education is satisfactory overall. Teachers spend time promoting good relationships and a healthy lifestyle in lessons; however, there is no policy or subject guidance. The school has identified this as an area for development and a teacher has been trained in readiness to lead and co-ordinate the subject.

32. The school provides a good range of activities outside lessons, which gives pupils opportunities to develop further their skills and interests, for example, in sports, music, drama, art and in learning another language. Pupils have good opportunities to take part in sports competitions. Pupils in Years 3 and 6 regularly visit the City Learning Centre information and communication technology suite where they develop sound computing skills; however, computers are insufficiently used in school to assist learning in other subjects, for example, producing computer-generated graphs in mathematics.
33. The school has satisfactory links with the immediate community and visits the local church. Satisfactory links are developing with the local infant school with a well-developed system of planned visits prior to entry. However, some aspects of liaison are less effective; for example, Year 3 teachers do not make full use of the academic information they receive on pupils' attainment and progress. Links with the local senior school are better, with good opportunities for pupils to visit and take part in activities such as sports challenges.
34. The provision for pupils' spiritual, social and cultural development is good. Moral development is very good. This is a very caring school where every opportunity is taken to help pupils feel a sense of belonging and of being valued individually. Members of staff provide very good role models in their care and concern for pupils and one another. The headteacher is readily available to see children to discuss any worries they may have. The daily assembly is a very special time in the school day and of high quality. The assemblies make a significant contribution to pupils' developing self-esteem and self-confidence. The talents of pupils are exploited fully, for example, when they play a wide range of instruments to accompany the singing. The weekly celebration of achievement and perseverance emphasises the school aim of 'Positive Steps' well. The school provides good opportunities for pupils to reflect in prayer during the assemblies.
35. The school's behaviour policy is applied consistently. Rules for behaviour and for resolving conflict have been devised corporately, so that pupils have ownership. This results in a largely harmonious school where pupils co-operate well. Most pupils know the difference between right and wrong and respect the person, property and rights of others. Pupils' behaviour in most classrooms is consistently good, and frequently very good. The school promotes an appreciation of the important role of national charities and engages pupils in fund raising.
36. Provision for pupils' social development is good overall. All pupils take part in annual musical and dramatic productions, and older pupils enjoy a residential trip to Filey. There are sound opportunities for pupils in differing age groups to work together and support each other during the creative arts week. Pupils are given some responsibilities, for example, collecting registers, or arranging chairs for assembly, but more could be done in this area to promote citizenship. There is no formal system for pupils to express their views on school life, for example, through a school council. In classrooms, many activities are too closely planned and controlled by teachers and this hinders opportunities for pupils to use their initiative.
37. There is good provision for cultural development. The school enables pupils to appreciate their cultural heritage through visits to learn the history of the area, or to see works of art in local museums and art galleries. A varied and interesting range of visiting theatre groups, musicians and storytellers enrich this aspect; for example, in a history topic about the Romans, a theatre group performed in role. Pupils held a banquet, eating Roman food, and wearing Roman dress. Some subjects provide



suitable links with other cultures such as the study of world faiths in religious education, or watching the performance of a Bulawayan musician. However, pupils' multicultural awareness and understanding of contrasting areas of Britain remain comparatively underdeveloped.

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

38. The school cares for individual pupils very well. Very good relationships between pupils and staff help to ensure that pupils who are having difficulties feel secure and encourage them to gain confidence. Parents report that both themselves and their children receive very good support from the school. Members of staff get to know children well on a personal level. Monitoring of personal development is informal. The school does not keep records but astute comments written on pupil reports show teachers know the pupils very well.
39. Arrangements for child protection are very good. The headteacher is the named person and is very conscientious. Working within locally agreed procedures, the school monitors children at risk carefully and keeps meticulous records. It takes a similar rigorous approach to ensure that children who are in the care of the local authority have their needs met. Health and safety procedures are satisfactory and there is regular risk assessment. The school recognises the shortcomings of some of the outside play areas and has taken steps to resolve these issues in the near future.
40. The arrangements for monitoring and promoting good behaviour are very good. The school has recently produced a new code of conduct developed in association with the pupils. It also provides pupils and staff with a useful guide about how to resolve conflicts. The school has a very positive system of ensuring good behaviour based on a broad range of rewards; for example, pupils respond well to getting their names on the wall of achievement. The school also has a clear hierarchy of sanctions but these are rarely used. This is because individual teachers are very skilled at managing behaviour within their own classroom and there is a calm and consistent approach to discipline throughout the school.
41. The school has very good procedures to discourage bullying and oppressive behaviour. Record keeping is very good and difficult situations are well documented. The headteacher is very skilled at promoting good behaviour and resolving conflict, and plays a central role in managing behaviour in the school.
42. The systems for monitoring and improving attendance are good. Most parents are very good about contacting the school early on the first morning of their child's illness. If members of staff have not heard from the parents, they are contacted early on the first morning of absence. If parents cannot be contacted and no reason is forthcoming, the school continues to make strenuous efforts to identify the reason why the child was absent through telephone calls and letters. The school has produced a very useful leaflet to parents, which stresses the importance of good attendance at school. The class with the best weekly attendance receives an attendance cup and pupils are keen for their class to win. The school has good assistance from its education welfare officer. There has been some very recent success in encouraging the very small number of pupils with attendance problems to attend more regularly.
43. The school has access to computerised attendance records but at the moment is not making best use of this technology; for example, the school does not use an optical mark reader to analyse attendance registers and the school secretary has to spend a

considerable amount of time entering data into the computer. The school is not making best use of the information that the system can provide; for example, although the office staff generate weekly and monthly attendance summaries, they do not produce termly summaries, absence reports and attendance percentages for each individual pupil. The school has not calculated the impact of holidays in term time on attendance or tackled long weekend absences.

44. The school has satisfactory systems in place to check pupils' attainment but does not use information it has gathered well enough to affect the future learning of pupils. When pupils enter Year 3 there is limited analysis of the results of the national tests at the end of Year 2 and this information is not used to set rigorous targets. This leads to some higher attaining pupils marking time as they continue to work within levels of the National Curriculum that they attained during the previous year.
45. The checking of pupils' progress in English and mathematics is satisfactory but small steps of learning referenced to the levels of the National Curriculum are not adequately identified. The school is continuing to view levels of the National Curriculum as broad bands rather than recognising the subdivisions within bands. In science satisfactory end of unit assessments are made but the monitoring of pupils' progress over time is underdeveloped.
46. The monitoring of pupils' academic progress is unsatisfactory. End-of-year tests in Years 3, 4 and 5 determine pupils' attainment and the results are recorded, but very little use is made of this information. The unsatisfactory use of assessment to inform curricular planning can be demonstrated by the fact that a significant number of pupils, especially the most able, are recorded as performing at the same level of the National Curriculum over several years. Pupils making insufficient progress are not adequately identified.
47. The school has attempted to use target setting but targets of levels of the National Curriculum for individual pupils are set close to the end of Year 6 and this is too late. The targets pupils have within their target books are linked insufficiently with moving up through the levels of the National Curriculum. Individual teachers and pupils have widely differing approaches to these targets with some taking them more seriously than others.
48. Pupils with special educational needs get effective help because information about their attainment is used well to plan individual work for these pupils. Less support is available for higher attaining pupils and this adversely affects the number of pupils reaching the higher levels. The school uses 'booster' classes to try to raise pupils' level of attainment. The arrangements differ from those usually seen but do have some value. These 'booster' classes are parallel lessons to normal literacy classes and have the effect of reducing class size. There is a concentration on revision of work.
49. The senior managers are aware of the need to improve the tracking of pupils' progress and have recently appointed a new assessment co-ordinator; however, the co-ordinator and senior members of staff have had insufficient training in the analysis of assessment data.

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

50. The partnership with parents was identified as a key issue in the previous report. The school has worked very hard to improve its relationship with parents and links with parents are now much more effective. Parents report that they now feel welcome in the school. They find the school very easy to approach if they have questions or problems. Parents say that the open door policy really works. The school has tried to involve parents in major decisions and try to ensure that parents' views are heard. There have been meetings to discuss the school development plan, the school's aims, values and beliefs and school uniform. Unfortunately these meetings were not well attended. Meetings about Additional Literacy Support, and the teaching of English, mathematics and science in Year 6 were better attended.
51. Parents are very pleased with the standard of education offered by the school. They are keen to support the school and their children's education. A Friends Association has now been established and parents raise valuable funds for the school. Parents have confidence in the headteacher and appreciate his highly visible presence; they feel he is ably supported by a very committed teaching staff. Parents report that the school has high expectations of their children and teaching is good. The inspection team found that expectations of behaviour were high but expectations of the achievement of higher attaining pupils could be improved. Teaching was judged to be satisfactory overall rather than good but many examples of good teaching were seen.
52. Most parents were happy with the amount of homework provided by the school. They like the consistent routines for homework. Parents report that their children are keen to learn at home as well as at school. Parents of pupils with special educational needs appreciate the help they get from the school. A special sheet is available for pupils with special educational needs and this includes a list of work to learn during the week. This helps children who find it difficult to remember things.
53. The home/school agreement is of good quality and details parents' responsibilities and pupils have to agree to work hard, try their best and make the most of the opportunities available to them. It could be improved by reminding parents of the negative effect that holidays in term time have on their children's education.
54. There is a good range of information available to parents. Parents are given leaflets about the attitudes and values that the school promotes and the approach to promoting good behaviour. There is also a leaflet concerning attendance. The prospectus is informative but does not include the school's charging policy. Parents are not provided with national comparators for the statutory assessment tasks at the end of Year 6 and this information should be contained in both the prospectus and the governors' report to parents.
55. There are several opportunities each year for parents to discuss their children's progress with teachers. Parents report that they find these evenings useful but they can easily contact teachers if they are worried about any aspect of their child's education. There has been a recent change to the format of reports. Teachers tick statements from the National Curriculum but many of these statements contain educational jargon and are not parent-friendly. Teachers also tick a grade related to how much progress they think a child has made; however, these judgments are not based on thorough assessment. There are targets for English and mathematics but these are sometimes vague, for example, 'to organise work more sensibly' rather than telling the child exactly what to do. A comment is made about personal

development and these are usually well formulated; the headteacher makes a particularly warm, personal comment on each child's report.

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

56. The leadership and management of the headteacher are sound. In the five terms the headteacher has been at the school, he has effected improvements in some aspects of the school's work, such as relationships with parents. Standards are showing signs of improvement; however, the monitoring of individual pupils' progress is underdeveloped resulting in some underachievement not being recognised by the senior management team. The headteacher has recognised the need for an efficient computer tracking system of pupils' progress as a priority. A good partnership exists between the headteacher, senior managers and co-ordinators. The school's aims are promoted well in all aspects; however, some pupils do not reach their full potential. The headteacher has the very strong support of parents.
57. Subject co-ordinators carry out their duties with enthusiasm and commitment; however, they have only recently begun to take responsibility for the monitoring of standards of teaching and learning in their subjects. Several subject co-ordinators have monitored the quality of teaching in lessons but the monitoring of pupils' work and teachers' lesson plans is underdeveloped. Most co-ordinators do not have a clear view of standards of pupils' performance throughout the school in their subjects.
58. The leadership and management of special educational needs are a particularly strong feature. The co-ordinator works very efficiently and effectively and is assisted well by the governors, senior management, teachers, and classroom assistants. The action plan for special educational needs identifies correctly areas for development. Specific grants are used well to support pupils' learning to buy resources, to fund staffing, to provide training for staff and to enable the co-ordinator to have time to fulfil the roles and responsibilities of the post. Ample staff are deployed well to assist pupils with special educational needs. They work effectively in class and when working with groups outside the classroom. Resources are used well to assist pupils' learning.
59. The governing body fulfils its roles and responsibilities satisfactorily and is very supportive of and reliant on the headteacher. The chair of governors and the headteacher provide governors with sufficient information for them to begin to take on a strategic role to set the future direction for the school. The governing body has not ensured that all statutory requirements are met in respect of the content of the governors' annual report to parents and the prospectus. Governors are beginning to monitor specific aspects of the school such as special educational needs and health and safety. The governing body has a satisfactory understanding of how to ensure it obtains best value in all that the school does. Procedures for performance management have been implemented soundly.
60. The school development plan provides good guidance and clearly indicates objectives, success criteria, staffing and resource implications and ways to monitor the success of initiatives. A clear evaluation of the previous development plan raises issues for future improvement very well. The priorities are matched well to the needs of the school.
61. The members of the office staff are capable and provide the headteacher, other staff and the governors with effective assistance. Routine administration is dealt with efficiently and the monitoring of finances is good. The headteacher and governors receive regular financial information. The school is aware that management systems

are used insufficiently to assist learning, such as the monitoring of pupils' progress and setting targets for pupils' attainment. In addition, the monitoring of attendance is time consuming and does not use new technology to its full potential, such as optical mark readers, to input data into the office computer to highlight absences quickly, and to provide a full range of information to assist the management of the school to take steps to improve attendance.

62. The accommodation is satisfactory and plans already exist for the provision of a computer suite and a sports hall which will significantly improve the learning opportunities of pupils. Learning resources are satisfactory overall.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The headteacher, staff and governors should take the following actions:

- (1) Improve standards in mathematics by\*;
  - Planning lessons to challenge higher attaining pupils to work more productively;
  - Assessing what pupils have learnt in lessons and making better use of the information to determine future learning;
  - Monitoring and evaluating lessons, teachers' planning and pupils' work rigorously;
  - Reviewing the grouping of pupils; and
  - Developing the use of mathematics in other subjects.(Paragraphs: 6, 23, 26, 28, 29, 30, 72, 73, 75, 76, 77, 78 and 79)
  
- (2) Improve pupils' attendance by:
  - Continuing to monitor attendance vigilantly; and
  - Making best use of computerised attendance records.(Paragraphs: 43, 53 and 61)
  
- (3) Make better use of information from assessment to keep checks on pupils' progress and set targets for their achievement by\*:
  - Providing training for senior managers and teachers in the analysis and use of assessment data;
  - Using the results of the National Curriculum tests for seven year olds to plan work for pupils in Year 3;
  - Setting targets for individuals and groups of pupils, based on information gathered from testing;
  - Keeping record of pupils' progress more closely linked to the detail of the National Curriculum and making sure that pupils understand their targets; and
  - Developing the use of information and communication technology for recording and analysing pupils' progress.(Paragraphs: 6, 26, 30, 33, 44, 46, 47, 49, 57, 61, 71, 79, 81, 85, 90, 95, 100, 105, 109 and 114)

The following less important areas for development should be included in the action plan:

- Ensure that the governors' annual report to parents and the prospectus meet statutory requirements.
- Plan more opportunities to use information and communication technology effectively to assist pupils' learning in other subjects\*.
- Enhance pupils' knowledge and understanding of the ethnic and cultural diversity of British society.
- Review the format of the pupils' annual reports.

\* Staff and governors have already identified these as areas for development

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	21	26	1	0	0
Percentage	0	9	40	49	2	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)	264
Number of full-time pupils known to be eligible for free school meals	60

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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



### **Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	26	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	18	26
	Girls	21	17	24
	Total	44	35	50
Percentage of pupils at NC level 4 or above	School	73 (68)	58 (65)	83 (75)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	20
	Girls	21	19	21
	Total	40	40	41
Percentage of pupils at NC level 4 or above	School	67 (62)	67 (63)	68 (67)
	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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	262
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	33
Average class size	33

#### **Education support staff: Y3 – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	126


*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/1
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	£
Total income	430702
Total expenditure	421959
Expenditure per pupil	1750.87
Balance brought forward from previous year	-6341
Balance carried forward to next year	2402

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	264
Number of questionnaires returned	113

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	0	2	0
My child is making good progress in school.	49	45	2	1	3
Behaviour in the school is good.	56	35	4	0	5
My child gets the right amount of work to do at home.	38	49	7	4	2
The teaching is good.	57	41	1	1	0
I am kept well informed about how my child is getting on.	45	46	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	2	0	0
The school expects my child to work hard and achieve his or her best.	75	22	3	0	0
The school works closely with parents.	47	42	6	2	3
The school is well led and managed.	56	36	4	0	4
The school is helping my child become mature and responsible.	49	46	1	0	4
The school provides an interesting range of activities outside lessons.	35	49	10	2	4

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

### **ENGLISH**

64. The attainment by the end of Year 6 was below the national average at the time of the last inspection. Pupils' achievements have improved gradually since then and in 2001 attainment was at the national average and the school was performing very well compared to those schools in similar circumstances. Current standards are around the national average and the school is on course to get close to its targets for 2002. Improvements over the last four years have resulted in one in five more pupils reaching the expected level in reading as opposed to writing. The school, rightly, continues to feature writing in its school's development plan.
65. Pupils' ability to speak with clarity and enthusiasm and listen thoughtfully to their teachers and friends is satisfactory. It is much better in lessons in which debate is featured and pupils are taught how to express a point of view. This was the case in the Year 6 lesson on the destruction of the Amazonian rainforest. Generally, pupils answer the teacher's questions well enough, but teaching rarely gives them the chance to speak at length or talk about how their learning is progressing and what they need to do next. Occasionally, the class is enthralled by what pupils have to say, as was the case in a Year 3 music lesson, in which music was being compared to pictures or the Year 6 music lesson when a pupil gave an eloquent appraisal of a group's composition. The school recognises this as an area for development and has plans to tackle it.
66. Reading is given a positive profile throughout the school and this has a good effect on pupils' achievements. Reading is taught well by the use of a variety of well-trying methods including the approach that teaches pupils in groups, and gives them advice about how their reading could be improved. Pupils make satisfactory progress and by the end of Year 6 many meet the expectations for their age and about a third reach the higher level. Pupils enjoy reading. They talk with enthusiasm about their choice of books, and higher and average attainers generally read well with understanding. Pupils who have difficulty in learning to read regularly have additional support designed to help them catch up, particularly in their ability to recognise the correct sounds in words. The school is, justifiably, gaining a very good reputation for producing materials to improve the reading by pupils with special educational needs. These pupils often make very good progress in special groups that are led well by classroom assistants.
67. A number of strategies are used in literacy lessons that are designed to accelerate pupils' development in reading. These include the use of books with large print and text enlarged on the overhead projector. Most pupils are catered for adequately, but higher attainers are sometimes not given reading material that is designed to extend their abilities. This restricts their progress. Pupils are now taught to use the school library system confidently and are able to find the books they need for their work in other subjects. In this way literacy skills are used well across the curriculum. The school has a large number of fiction books that are fairly well stored, but which are in need of pruning to get rid of out-of-date material. This old stock, which is used by pupils to read at home, is often ignored by better readers who tend to provide their own books. The school has recently rearranged some of the fiction books in the

school entrance hall to provide pupils with better access and to make choosing books a more comfortable experience.

68. Pupils' achievements in writing are not so good as they are in reading. The school often has a high proportion of boys that find writing difficult and this fact often lowers the school's average. Teaching in Year 6 has been changed to tackle the low achievement in writing, in particular. Pupils are now taught in two classes depending on their previous success, although the numbers in each class are large. This method is working reasonably well for the average and lower attainers, but some higher attainers are underdeveloped in literacy lessons that do not drive along at a pace fast enough to motivate them into achieving a higher standard.
69. The school has used successfully the services of a professional storyteller and writer to improve pupils' composition. The comments made by this visitor on pupils' work were very detailed in the advice given to improve stylistic aspects of their writing. This kind of advice is lacking in the regular marking of pupils' work throughout the school and this results in more limited progress compared to reading. The school has recently adopted a system of easy to follow steps to help pupils improve their writing, but these are rarely mentioned in the marking of pupils' work and so have limited value in this respect. Literacy lessons are often used well, throughout the school, to concentrate on writing; for example, in Year 4, pupils were asked to write an imaginary postcard from Tobago to say what the character in their class story felt about life away from home. Higher attaining pupils were rightly expected to produce complex sentences, but in the end they were not involved in a discussion about how well they had done and what they might do next time to make their writing better, and the overall effect was lost. This lack of informed discussion by teachers and pupils, in most classes, slows the pupils' progress in writing. Throughout the school, pupils write some very well presented pieces in history, geography and religious education, for example. This work is engaging for the reader, but its format is strongly dictated by teaching which leaves little scope for higher attainers, in particular, to develop their own style.
70. The teaching of English, while being satisfactory, has good and some very good features to it. It is very good, for example, when drama is used to improve pupils' powers of expression. The National Literacy Strategy and associated schemes designed to improve pupils' use of grammar have been implemented soundly and have been effective in raising standards. They have also helped to eliminate the criticisms contained in the last report associated with the teaching of skills and the lack of opportunities for pupils to work independently. Successful relationships in lessons often result in pupils having good attitudes and showing concentration when completing their work. The school's interest in poetry and the publication of pupils' work in a book entitled 'Young Writers' have also provided added motivation. Information and communication technology is used reasonably well for word processing, but without access to more computers in the classroom pupils' individual progress is slow.
71. The subject is satisfactorily organised and the school benefits greatly from the co-ordinator's hard work in reorganising the library, for example. The school has adopted a number of systems to improve writing which have not yet bedded in, but parents are already pleased with the way that they are now more involved in helping in their children's progress. The main weakness in the management of the subject, which the school acknowledges, is the way pupils' work and the standards they achieve are monitored. Pupils' work is not yet evaluated by the co-ordinator and other senior managers to decide what is working well and what needs to be improved. There is

unsatisfactory use of the system of assessment employed to chart pupils' progress from when they joined Year 3 to the end of Year 6 to judge the effect that English lessons are having and to set pupils attainable targets for future lessons.

## **MATHEMATICS**

72. Standards in mathematics of the present groups of pupils in Year 6 are below average and their achievement is unsatisfactory. This is a similar picture to the last inspection. Over the last four years standards have been consistently well below average, with a slight improvement in 1999. Results follow the rising national trend but are consistently well below the national average. Over the period of four years 1998 to 2001, boys performed significantly better than girls.
73. The findings of this inspection show an improving picture. The school has recently introduced satisfactory systems to assess pupils' progress but does not use the information gathered sufficiently to identify those pupils who require additional help. In Year 6, the combination of the impact of an extra teacher employed to boost the performance of underachieving pupils and the grouping of pupils into classes of similar levels of attainment each morning is enabling the school to drive up standards. However, the large number of pupils in the classes, together with the high proportion of Year 6 pupils with special educational needs, affects the standards that pupils attain and it is unlikely that the school will reach its target of 86 per cent of pupils achieving average scores in the national tests. Approximately 75 per cent is on target to achieve this level. Pupils' mental calculation skills and their ability to use and apply mathematics to solve problems are not developed to the levels expected. Additionally, high attaining pupils are challenged insufficiently in the work provided by teachers and have too few opportunities to work at the higher levels. During the inspection, no differences were found between the performance of girls and boys. With the exception of the disproportionate number of Year 6 boys with special educational needs, there was a representative spread of boys and girls in all ability groups.
74. By the end of Year 6, pupils can satisfactorily add, subtract, multiply and divide when calculating problems on paper. They multiply whole numbers by 10, 100, and 1,000. They find equivalences between fractions and decimals, for example,  $\frac{2}{5} = 40\%$ , identify and measure angles in a range of two-dimensional shapes, and correctly construct and interpret graphs. They present their work neatly. While showing good computing skills in workbooks, in practice, pupils' competence in using mental strategies, manipulating numbers and use of pencil and paper jottings are not developed effectively; for example, when required to solve  $18 \times 5$ , a significant minority of high attaining Year 6 pupils laid out a formal multiplication sum rather than mentally multiplying by 10 and then halving. When solving multiplication problems, most take time to count on in multiples rather than recalling the multiplication fact instantly.
75. Throughout Years 3 to 6, pupils make sound progress in setting out mental calculations and in their developing understanding between the relationships of fractions, decimals and percentages. Pupils correctly solve clear-cut, uncomplicated sums but find difficulty understanding written and spoken problems. In scrutiny of pupils' work, and in four of the ten lessons observed, work was not sufficiently adapted to take account of pupils' prior attainment. This results in high attaining pupils receiving insufficient challenges, and others making too many mistakes because the work is too hard. This limits the progress that pupils make. In Year 3, pupils multiply numbers by 10 and 100. They identify numbers to 1,000. They measure accurately in metric units of grams and centimetres, and convert analogue to digital time. Year 4 pupils use block graphs to organise their results, using tally and frequency charts; for

example, pupils counted the letters in class members' Christian names, made tallies to organise the findings and then constructed well-labelled graphs where one square represented a count of 2. Year 5 pupils calculate perimeters of plain and irregular shapes. They recognise the properties of three-dimensional shapes, and confidently construct matrices to record their results.

76. The quality of teaching is satisfactory overall, containing a mixture of strengths and weaknesses. Teachers manage pupils well so that lessons run smoothly. Pupils listen carefully and are well behaved. Most teachers ensure that lessons start at a brisk pace, successfully engaging pupils' attention; however, in four out of ten lessons, teachers talked for too long, resulting in pupils losing focus, with insufficient time available for pupils to practise skills. There is sometimes insufficient rigour in the teaching and learning, as pupils are not given challenging time limits to complete their tasks. Pupils are told the purpose of their work so they understand the targets for the lesson. Teachers have high expectations that pupils will present their work neatly. They mark pupils' work regularly but rarely provide written comments on how to make improvements. In four of the lessons, pupils had very limited opportunities to use their initiative because the work was too directed; for example, Year 4 pupils made block graphs, but were given all the information they required. Opportunities were missed for them to take decisions about their learning or to share responsibility within their group.
77. Teachers plan pupils' work in small steps of learning, enabling pupils to build on previously taught work satisfactorily; however, a significant weakness is the lack of planned activities for the differing abilities of pupils within the class. In most lessons, high attaining pupils were not sufficiently challenged; for example, high attaining Year 3 pupils revised earlier work by placing simple fractions,  $\frac{1}{4}$ ,  $\frac{1}{2}$  in order of size, rather than being challenged to calculate parts of a whole such as  $\frac{5}{8}$ . In the same lesson, pupils of average ability experienced considerable problems because the level of their work was too difficult. Pupils of below average ability, and those with special educational needs, make good progress because they are helped consistently well by classroom assistants. This enables them to complete similar work to the rest of the class, but at a level closely tailored to their needs.
78. The National Numeracy Strategy has been implemented satisfactorily, so that teaching sessions have structure and pupils receive a daily numeracy lesson. Pupils enjoy this time. They work hard and persevere with their tasks, concentrating well. Scrutiny of pupils' work on display and in books shows limited opportunities to use computers to assist mathematical work, for example, using a range of computer-generated graphs, or for revision of computational skills. Opportunities to apply mathematics to other subjects are limited, for example, for measurement purposes in geography, design and technology and science.
79. Co-ordination of the subject is satisfactory. The quality of teaching and learning in classrooms is monitored, but this is not sufficiently rigorous to address the lack of pace in lessons and the planning for pupils of different levels of attainment. Pupils' work in books is not monitored routinely to ascertain coverage and progress over time, so some weaknesses in teaching are not identified; for example, scrutiny of work showed that pupils in all year groups completed simple block graphs, showing a lack of progression in this aspect, year on year. The co-ordinator has put effective measures in place to analyse pupils' answers to test papers, thereby ascertaining strengths and addressing weaknesses. The co-ordinator has good subject knowledge, is appropriately trained, and assists colleagues well. Using an appropriate range of recently introduced assessments, senior managers have begun to monitor



pupils' attainment and progress over time. Work is presently in progress to amalgamate this information so that it can be used as a management tool to identify attainment and progress of individuals and groups of pupils. Individual teachers are not given realistic targets for pupils, and hence are not sufficiently accountable for the progress made by pupils in their classes. This is a significant weakness in the school's strategy to drive up standards.

## SCIENCE

80. In 2001, pupils' performance in the national tests at the end of Year 6 was below the national average though in line with the average of pupils in similar schools. The attainment of the present group of pupils in Year 6 is in line with the national average which is similar to the situation at the last inspection; however, there is now a greater emphasis on investigative science. Pupils achieve satisfactorily in comparison to their prior attainment, and pupils with special educational needs make good progress because of the effective help they receive from teachers and classroom assistants. The quality of teaching is satisfactory and this enables pupils to make appropriate progress in their learning overall. Pupils' behaviour, personal development and attitudes to work are good.
81. In Year 3 pupils made predictions about which materials light will pass through. Higher attainers understood the meaning of 'transparent', translucent' and 'opaque'. Some average attainers and lower attainers did not understand the difference between translucent and transparent materials. The teaching did not emphasise clearly enough the pupils' intended learning and few pupils realised that opaque materials made the deepest shadows. Pupils investigated rocks and soils and wrote down detailed descriptions of differences between a variety of rocks and soils; this benefited the development of pupils' literacy skills. The planning of lessons does not sufficiently take into account pupils' levels of prior attainment and this results in higher attainers not being pushed on at a quicker pace.
82. The best teaching, in Year 4, resulted in pupils making brisk progress. The teachers recapped pupils' prior knowledge of friction and use of a force meter; however, in one lesson the time taken for revision was too long and this limited the time available for new learning. The pupils were challenged well with work suited to their level of attainment. Higher attainers planned an experiment well, with little guidance necessary, and planned a fair test and made valid predictions. Average attainers, with additional help from the teacher and from effectively devised worksheets, developed their skills well in deciding what evidence to collect. Lower attainers and pupils with special educational needs made good progress through effective help from teachers and classroom assistants.
83. In Year 5 pupils with special educational needs received good help from classroom assistants who spurred on the pupils' learning well with a strong focus on the development of subject language and recording. Average and higher attaining pupils took responsibility for setting up an experiment to provide a fair test to investigate the conditions which affect the germination of seeds and willingly recorded well what they had done.
84. In Year 6 teachers discussed with pupils thoroughly what they were to learn and the work built on previous learning well. Pupils understood the criteria for fair testing and knew the meaning of 'constant' and 'variable' in relation to an experiment. Most pupils listened attentively and the teaching gave pupils good opportunities to work collaboratively. Pupils took initiative well; for example, one pupil acted as the scribe

and carefully labelled a recording chart while others carefully measured and cut elastic and attached weights in order to prepare for the investigation. Classroom assistants helped pupils with special educational needs to take a full part in the work. Pupils fulfilled the investigation and recorded their results graphically, showing the stretch of differing thickness of elastic when subjected to a range of load. Pupils were challenged by the teacher to suggest why one of their results could be inaccurate which resulted in the pupils deciding to repeat certain measurements.

85. The co-ordinator of the subject is enthusiastic and has made a detailed and thorough evaluation of the subject, identifying satisfactorily priorities for development. The monitoring of teaching is recent; but, there is insufficient monitoring of pupils' work and teachers' planning to improve standards further. The co-ordinator has identified, rightly, that information and communication technology is used insufficiently to benefit pupils' learning in the subject; this is also the case with the use of numeracy. Skills of literacy are developed well and result in high quality of presentation of individual pieces of pupils' work. Systems to check pupils' attainment are satisfactory; however the information is not used sufficiently to plan future work or to track pupils' progress throughout the school.

## **ART AND DESIGN**

86. At the time of the last inspection, pupils made good progress in art, and standards of attainment were above average. These standards have been maintained. By the end of Year 6, most pupils, including those with special educational needs, attain standards above those expected nationally, and they achieve well. Pupils show high levels of confidence when drawing and painting. Their good observational skills result in detailed sketches and drawings. Use of pencil to create line and tone is a particular strength of pupils' artwork.
87. By the end of Year 6, pupils demonstrate a good understanding of differing techniques, for example, carefully blending pastels or building sections of colour by using layers of paint. They demonstrate an eye for detail, and ability and flair in use of perspective; for example, while on an educational visit to Filey, pupils made detailed, accurate thumb-nail sketches of birds, shells and fishing boats. On return to school, these were used as a starting point for painting and drawing compositions. The finished paintings of cobble boats are skilfully executed, showing very good use and control of paint and a mature eye for detail.
88. From Year 3 onwards, pupils systematically develop new skills as they complete varied and challenging projects; for example, Year 3 pupils construct large, impressive sculptures, first deciding the position for the finished work prior to making. Year 5 pupils use artefacts and pictures to draw well-proportioned sketches of vases, using these as a design for clay coil pots. Throughout the school, pupils study the work of famous artists, examining the techniques used, and then reproducing these in their work. This increases the scope of their learning; for example, Year 6 pupils carefully examined the work of Turner and Van Gogh. They demonstrated a good understanding of the artists' techniques, using small strokes of colour to build up a picture in the style of Van Gogh, and using controlled smudging techniques to diffuse colour as in Turner's work.
89. The quality of teaching is good overall. Strengths of the teaching include good organisational skills, so that pupils have all the materials they require, and no time is wasted. Teachers give confident demonstrations, teaching pupils the correct techniques and increasing knowledge and understanding. This results in pupils

showing high levels of confidence as they approach new work. Teachers provide pupils with correct subject language to describe their work. They provide stimulating, relevant tasks, often linked to other subjects, which children enjoy, motivating them to concentrate and persevere; for example, Year 4 pupils composed written descriptions of dreams, using these as a starting point for developing a photographic montage. Such diverse opportunities increase the scope of the work, enabling pupils of all abilities to achieve well. Teachers invest time and effort in displaying pupils' work imaginatively. As a result, the school has many attractive displays which value pupils' work and present a stimulating, aesthetically pleasing environment.

90. Co-ordination of the subject is good. The co-ordinator is a skilled practitioner, giving knowledgeable support and advice to colleagues and this benefits pupils' good achievement. National guidelines have been used well to ensure a good balance between aspects of the art curriculum, enabling pupils to experience a broad and relevant curriculum. Systems to check pupils' attainment are at an early stage of development and do not indicate pupils' attainment and progress over time. There is a useful portfolio of pupils' work, but this does not indicate the differing levels of attainment. The use of sketchbooks is not developed in line with school policy. Art is used very well to assist pupils' learning in other subjects; for example, as part of a Romans history project, Year 5 pupils examined models, posters and books prior to constructing Roman pots. There are sound opportunities for pupils to develop a multicultural perspective in their work, for example, using Hindu floor patterns as an inspiration for symmetrical designs, or creating large murals of African dancers during the creative arts week. The art curriculum is enhanced by provision of an art club and by the visits pupils make to interesting places such as a local sculpture park and art gallery. The use of computer-generated art is an area for development.

## **DESIGN AND TECHNOLOGY**

91. By the end of Year 6 pupils reach nationally expected standards in the subject. Pupils, including those with special educational needs, achieve satisfactorily as they move through the school. Their understanding of the design process has developed well. Standards are similar to those reported at the last inspection.
92. Pupils make a variety of models, and by the end of Year 6, they have covered most aspects of the subject. For instance, Year 3 pupils use strengthening techniques when constructing wooden photo frames, and develop understanding of textiles when designing and making purses. As part of a food technology study they design and assemble sandwiches, considering carefully the healthy food options. In Year 4, pupils use knowledge of simple electrical circuits to design and make well-constructed battery-powered torches. Year 5 pupils are challenged to design a bridge strong enough to hold a given weight. Weaknesses are evaluated well, resulting in adaptations such as laminating or adding additional supports. By Year 6, pupils have a sound understanding of the design process, developing a project over a sustained period of time; for example, pupils design slippers suitable for wear in school, first making proto-types from card. They effectively consider the purpose, choosing a range of suitable textiles for the uppers, and materials with anti-slip properties for the soles. Illustrations showed satisfactory detail, and pupils make realistic evaluations of the finished products.
93. Only one lesson in the subject was observed. While this is insufficient to judge the quality of teaching and learning overall, the standards that pupils reach indicate that teaching is at least satisfactory. A strength of the teaching is the interesting and relevant activities that teachers plan, for example, designing and making musical

instruments which are then played in assembly. This gives real purpose to pupils' learning. The lesson observed was satisfactory overall, but did have significant weaknesses. The teacher's planning was satisfactory, with clear learning intentions, so that pupils knew the purpose of their learning. The teacher explained the work well so pupils were clear about the target set for the end of the lesson. The provision of a suitable number and range of toy vehicles enabled pupils to locate axle, drive shaft, chassis and engine, effectively gaining insight into how vehicles move; however, the lesson failed to build appropriately on earlier learning because pupils had limited understanding of how cogs worked. This significantly reduced the scope of the lesson. Additionally, the teacher's knowledge was insecure in some aspects. Pupils worked co-operatively in groups. They shared resources well and pooled their understanding of the car's mechanism. This made a valuable contribution to pupils' personal development.

94. In all classes, teachers provide good opportunities for pupils to develop literacy skills in the subject; for example, pupils label diagrams, list materials required, and write detailed evaluations. Opportunities for pupils to apply skills taught in mathematics, for example using measurement, are limited.
95. The leadership and management of the subject are good. The co-ordinator assists colleagues very well, for instance by developing written guidance for teachers, and by providing all the materials and tools to support each module of work. Resources are stored well to ensure ease of access. There is a satisfactory procedure in place to assess pupils' work on completion of a module, but no system to track pupils' progress over time. The school is well resourced in the subject, although no significant use is made of information and communication technology to assist pupils' learning in the subject.

## **GEOGRAPHY**

96. At the time of the last inspection standards were above the nationally expected level, lessons were taught well and pupils' learning was good. Standards, by the end of Year 6, currently meet national expectations in lessons where the quality of teaching is satisfactory and pupils achieve satisfactorily in their learning. Less time is devoted to the subject now compared to 1997, because the school's emphasis is on raising standards in English and mathematics. This is the reason why there are slightly lower standards now.
97. By the end of Year 6 most pupils can use books, web sites and maps to find information and then present their findings very well in written and diagrammatic form. This is what would be expected for their age. In a lesson devoted to studying the structure of the rainforest, for example, eleven year olds used at least two sources of information to find answers to their questions. Although they had been taught quick ways to read long passages, few pupils, particularly the average and higher attainers, used them. Consequently, the research took a long time and the pace of the lesson dragged; they needed reminders to keep going. They are sometimes given two lessons in which to write up a piece of work. On these occasions the results are full of interesting detail. The work comparing Rotherham and Filey is a good example of this. Pupils presented a balanced argument about a proposed east-coast motorway. Paragraphs headed, 'Having examined the facts, my personal view is...' and 'Heated arguments have been raging...' were most effective in engaging the reader's interest. There are, however, few examples of pupils deciding for themselves how to present the argument or varying from the set pattern at all.

98. Pupils' achievement between Year 3 and Year 6 is satisfactory overall. Sound teaching, on balance, helps pupils make satisfactory progress in their learning. Teaching is better when pupils are expected to discuss fully before writing their thoughts. The Year 4 lesson on the way that people currently spend time on leisure, recreation and work was a good example of this. Pupils were lively and animated in their response. The Year 3 lessons on world maps, despite achieving their objectives, were dull by comparison. At the time of the last inspection some lessons lacked challenge for the higher attainers. This is still the case because these pupils are rarely set different work or expected to talk about their learning in any depth. As a result, few pupils achieve beyond the expected levels by the end of Year 6. By contrast, pupils with special educational needs are often helped well by teachers and classroom assistants and these pupils make good progress.
99. The planning for lessons makes good links between geography and history. The Year 4 work on Egypt, in which pupils studied the past and the profile of the River Nile, was a good example of this. Computers are used for learning, but mostly for word processing rather than for finding information from CD-ROMs or the Internet. The keynote of pupils' learning is the way in which they practise the skills in writing, learnt in English lessons, when communicating geographical information. By comparison their ability to discuss is underdeveloped except in Year 6 where debating and role-play are sometimes practised with very good results.
100. The co-ordinator has worked hard to ensure that lessons are well planned and resourced. Visits to places of interest are common and the school's annual residential trip to Filey is very well used to help pupils compare different areas in the country. Monitoring pupils' work and the quality of teaching is the weakest aspect of the co-ordinator's role. Pupils' work is not stored well enough to allow easy access and as a result standards reached by the end of Year 6 are difficult to assess. Furthermore, teaching in lessons is not observed to check its quality. Samples of pupils' work have been collected to provide a discussion point for staff, but the exercise is limited because they have not yet been used to assess standards.

## **HISTORY**

101. Standards achieved by pupils by the end of Year 6 are as expected for eleven year olds. This represents satisfactory achievement in lessons in which teaching is sound and pupils make satisfactory progress in their learning. The subject had a better profile at the time of the last inspection in 1997. Then attainment in Year 6 was above the national expectation and teaching was generally good. Since then the national drive to raise standards in English and mathematics has meant that the school has devoted less time overall to history. Despite this, some successful aspects of learning have been maintained well. Pupils' written work, for example, is still wide ranging, powerfully presented and interesting to read. They plainly enjoy finding out about the past and respond well to all activities, particularly those linked to visits and local history. Pupils' writing demonstrates how well they use the knowledge and understanding that they have acquired in English lessons.
102. By the end of Year 6 pupils are more successful at writing up their findings than using their historical knowledge to discuss and make deductions about the past; for example, when finding out about Ancient Greece, the average and higher attaining pupils wrote well about their research. They were able to describe events giving an overall sense of the period. Their work was presented beautifully in an engaging, personalised style that captured the interest of the reader. They are not so good in lessons when they have to interpret historical facts; for example, in the only

unsatisfactory lesson observed, most pupils, in a Year 6 lesson, found it hard to talk about photographs of the local canal network because they lacked a good understanding of how long ago the canals were active and what their purpose was at the time. Some pupils with special educational needs made satisfactory progress because they were given extra help by teaching assistants. Other pupils that find learning difficult, who were without extra help, switched off or became too dominant in discussions thereby preventing others from joining in.

103. Pupils achieve well when they have time to become steeped in a period. In Year 3, for example, pupils thoroughly enjoyed using the school's log for research linking their findings well with general information about Victorian times. In Year 4 one pupil wrote, 'I think music was really important to the Egyptians...' and in Year 5 a pupil tried to explain the links between Tudor exploration and trade by stating, 'This tells me that...' These extracts from pupils' work are typical of the standards reached when they have time to read and write at length. Lessons do not always follow this pattern and therefore the quality of teaching and learning can be limited. Teaching is often rushed in the discussion part of the lesson and some pupils become confused; for example, in an otherwise good lesson in Year 3, pupils found it hard to talk about the Victorian period in the context of other periods, that were displayed on a wall chart, because they needed more time to think about which period came first.
104. The quality of teaching, which was satisfactory at the last inspection, has improved, in the respect of providing more opportunities for pupils to investigate information; however, teaching dictates too much the way that findings are presented, leaving little scope, for higher attainers in particular, to decide their own ways of communicating information and identifying their sources.
105. The subject is managed well in several respects. The curriculum is well organised, resources are apt and include artefacts from the local loan service, and pupils' work is assessed at the end of every topic. However, the co-ordinator does not know what standards are reached by the end of Year 6 and is not in a position to advise teachers about how pupils' work could be improved because no systematic analysis of teaching or pupils' work has been undertaken. The way that finished pieces of work are stored currently would make this task very difficult to manage. The co-ordinator has gathered together examples of pupils' work for staff to consider, but they have not been assessed against nationally expected levels. This omission makes it hard for teachers to discuss standards in any detail. Information and communication technology is not used to facilitate learning beyond the practice of word processing skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

106. Standards by the end of Year 6 are in line with the national expectations and pupils achieve satisfactorily; this is an improvement since the last inspection when standards were below average and pupil made unsatisfactory progress. Hardware and software resources have been enhanced but are still inadequate to improve pupils' attainment further. Excellent use is made of the local City Learning Centre to provide additional opportunities for pupils in Years 3 and 6 to develop their skills by working in the computer suite.
107. The quality of teaching is satisfactory and pupils on balance make sound progress in their learning. Pupils' behaviour, personal development and attitudes to work are good. The best teaching is in lessons taught in the computer suite of the City Learning Centre; for example, in a Year 6 lesson, pupils practised the use of spreadsheets to find the maximum area of a rectangle of a fixed perimeter. Pupils quickly settled and

opened up the computer independently at the relevant program. No time was wasted as the pupils understood what the objective of the learning was, as they had previously discussed their tasks at school. Pupils entered data confidently and willingly helped other pupils when difficulties occurred. Nearly all pupils could set up a spreadsheet. The few lower attainers were given good assistance from staff and higher attaining pupils. Pupils worked productively and were very interested and keen to succeed. They found the range of areas of a closed shape with a perimeter of 36. The teacher challenged pupils to spot the pattern of differences between numbers from the maximum area and create formulae on the spreadsheet to show the difference; higher and average attainers accomplished this quickly.

108. During lessons at school the limitation of suitable equipment slows pupils' progress down, though the pupils make satisfactory progress in their learning. This happened in a lesson to develop skills in moving, rotating and resizing graphics on the computer. The teacher demonstrated well how to produce pictures in the style of Matisse and explained how to rotate shapes to alter the character of the picture. Most pupils knew how to move and resize shapes but the size of the computer screen made it difficult for some pupils to take a full part in the lesson, resulting in a few pupils losing interest because they could not see the monitor well enough.
109. The co-ordinator and staff are keen to develop the subject further and an appropriate development plan has been established. The guidance for teachers is based well on national recommendations. The co-ordinator has assembled a very good portfolio of work to assist teachers to plan lessons; however, in practice, insufficient opportunities are planned to use information and communication technology to assist learning in other subjects. Teachers assess pupils' performance for each unit of work but they are not using the information sufficiently to affect future lesson planning or to track pupils' progress from year to year. The plans to develop a computer suite are well advanced and will provide opportunities for further enhancement of standards.

## **MUSIC**

110. The standards attained by pupils by the end of Year 6 are typical for their age, and pupils' achievement is good because the teaching is good, as was the case at the last inspection. Pupils had a very positive approach to the subject in 1997 and still do. They sing in a spirited way in collective worship and have very good self-discipline when playing instruments in lessons, for example.
111. The most significant aspect of the school's provision is the way in which collective worship is enlivened by the presentation of musical talent. Every day, four members of staff, playing guitars, accompany hymn singing alongside up to 20 pupils playing a variety of tuned and untuned instruments; for example, in one assembly, singing was led by a solo clarinet and then accompanied, among other things, by large tubular bells and chime bars giving the entire sound a rich and exciting quality. Contained within this powerful example are some significant issues; for example, the co-ordinator promotes the worth of visiting instrumental teachers, pupils are encouraged to perform to an audience as an aspect of personal development and positive role models are presented by staff which act as a spur for more pupils to become involved in making music. Standards of singing are good as a result of the lively lead given by the musicians.
112. Standards attained in lessons are influenced positively by the school's climate for music. Teaching is good overall and as a result pupils are enthusiastic and learn well at a good pace. By the end of Year 6 pupils are given good opportunities to compose

simple pieces of music using a variety of instruments; this enables higher attaining pupils and those with talent to make good progress and attain well, but also other pupils who find the work more difficult are caught up in the general enthusiasm for music and also succeed well.

113. Pupils make a good start in Year 3. In one lesson, for example, pupils showed imagination in comparing various pieces of music to well-chosen pictures. Good teaching allowed pupils to express their own opinions and listen well to those of others. One pupil said, with conviction, that the William Tell Overture sounded like his 'Grandad's video player when it was racing fast.' This freedom to talk about musical experiences is present in most lessons throughout the school, but not all. Occasionally, pupils complete the tasks well enough, like exploring melodic phrases using chime bars, but have too little scope to say how well they have done and what they could have done to improve their performance. Teaching is often infectious in its enthusiasm. Lessons are driven along in a brisk fashion because teaching is knowledgeable and pupils respond quickly; for example, in a Year 5 lesson pupils responded very well to the warm and good humoured teaching revealing their knowledge about traditional musical notation and the pentatonic scale before going on to use this knowledge to compose delightful pieces of music.
114. Management of the subject is good in many respects, but is satisfactory on balance. The co-ordinator has helped the staff to implement recent national guidance to good effect in the way that lessons are planned. The cultural aspect of music is well provided for in the school's annual arts week. However, the school understands correctly that a wider reference to music from other cultures is missing from regular lessons and this limits pupils' personal development. The co-ordinator does not currently observe other teachers at work or monitor the provision in general. This means that standards in Year 6, for example, are not checked and the co-ordinator does not have an up-to-date understanding of when and for how long music lessons take place and what the assessment of pupils' work means for their future learning.

## **PHYSICAL EDUCATION**

115. Standards of pupils' performance remain at the national expectations and pupils achieve satisfactorily. Pupils with special educational needs and those with particular talents in physical education make good progress because of the help they receive from teachers, classroom assistants and instructors. Most pupils by the end of Year 6 are able to swim at least 25 metres.
116. The quality of teaching was good on balance and pupils made good progress in their learning. It was only possible to observe the teaching of dance and games. In the best lessons teachers were assisted extremely well by a qualified instructor from a county cricket club. The lessons commenced with a good 'warm-up' session. Pupils responded very well to signals from the teachers and worked hard with obvious enjoyment. The management of pupils was good and this ensured a brisk pace of learning with plenty of energetic exercise. In a games lesson in Year 6, pupils picked up a ball correctly while running and then threw it accurately to a partner. The instructor taught skills extremely well resulting in pupils collecting and throwing balls correctly while working as a team. Higher attainers hit the ball accurately with a bat. In dance in Year 6, pupils created, in groups, attractive tableaux using balances at different levels. Pupils took the tasks seriously and behaved well. The teacher's emphasis on quality was achieved in practice. The teacher encouraged collaborative work well by challenging pairs of pupils to teach another group their sequence. The



pupils found the task daunting but through effort and help from the teacher most groups accomplished the task successfully.

117. A particularly strong feature of a lesson in Year 5 was the initial 'warm-up' session led by a pupil. Pupils were very keen to listen and follow their friend's instructions resulting in great enthusiasm. Pupils applauded spontaneously the efforts of their friend. In Year 3 the lesson was very appropriately taught outdoors; however, the pace of the lesson was rather slow as the size of groups was too large.
118. The recently appointed co-ordinator for the subject has begun to monitor teaching and the curriculum. The staff and governors are committed to improving the provision further for both the school and the community and have successfully obtained grants for the building of a sports hall. Extra-curricular clubs are very well supported by both boys and girls and enhance the curriculum and enjoyment of sporting activities.

## RELIGIOUS EDUCATION

119. Standards at the end of Year 6 meet the expectations of the local education authority's syllabus and are similar to those found at the last inspection. The achievement of all pupils, including those with special educational needs, is satisfactory.
120. By the end of Year 6 pupils have a sound understanding of the principal events in the Christian calendar. They study the Easter story in depth and know the significance of Ascension Day. Pupils confidently name and retell a range of bible stories, identifying the underlying Christian message; for example, they studied the parable of the Prodigal Son and pupils identified aspects such as selfishness and repentance. They give relevant examples of times when they have forgiven or apologised for wrong doings. Throughout the school, good emphasis is given to teaching about Christian beliefs and practices, and to the importance of Christianity to the believer; for example, Year 3 pupils enjoyed a visit to the local church. They have studied a variety of Creation stories from different cultures. Pupils wrote the Ten Commandments interestingly in their own words.
121. Pupils gain a sound knowledge of Islam and Hinduism. In Year 3, pupils know about the life of Krishna, and the importance of the Hindu festival, Diwali. Year 4 pupils have identified the key practices of the Muslim faith. They name the five pillars of Islam, and know about worship in the mosque. Year 5 pupils demonstrate an ability to learn from religion; for example, they have listened to the story of the Good Samaritan and then wrote contemporary stories with the same underlying message.
122. Teaching is satisfactory overall. Teachers give clear explanations, so that pupils know the purpose of their work. The content of lessons is relevant; for example, Year 4 pupils referred to their developing understanding of Easter when discussing this time of rejoicing for Christians. Some teachers make sound comparisons between religions so that pupils build links in their learning; for example, Year 4 pupils recognise similarities and differences between the lives of Jesus and Mohammed. A significant weakness in all lessons was because pupils sat for long periods of time and they began to lose concentration. Teachers failed to include a variety of tasks in their lessons to interest and excite pupils, for example, through the use of role-play, handling of artefacts or productive discussion. This reduced the scope of the work.
123. In all lessons, pupils behave well and listen respectfully to the views of others. This respect and understanding are enhanced by the quality of assemblies; for example,

the headteacher told the parable of the Talents, and encouraged pupils to consider their goals and to take small positive steps toward them. When working together, pupils co-operate well, taking turns and sharing resources.

124. Leadership of the subject is satisfactory overall, but has some weaknesses. The co-ordinator has developed very comprehensive subject guidance that interprets the local education authority's guidance well and this assists teachers' lesson planning. Scrutiny of timetables indicates that the time given to the teaching of religious education is inconsistent between classes, and does not feature consistently on all teachers' timetables. At present, the co-ordinator has no procedure for checking that teachers allocate sufficient time to the subject. The co-ordinator has developed a useful portfolio of pupils' work that serves as a resource bank for teachers new to the school or year group. Pupils complete work on paper which is then stored in folders along with other subjects. The lack of a dedicated workbook for religious education means that the co-ordinator is unable to monitor the quality and quantity of work that pupils produce, or to ensure that pupils have continuity and make progress in their learning.
125. There are good links with the local churches, and with churches visited during residential trips. Ministers from the churches attend school assemblies, on occasions, and this assists pupils' learning; however, overall, there are too few visitors or visits to places of worship to give pupils first-hand, interesting experiences and to broaden pupils' understanding of faiths represented in British society.