

INSPECTION REPORT

TODWICK JUNIOR & INFANT SCHOOL

Sheffield

LEA area: Rotherham

Unique reference number: 106907

Headteacher: Mr R J Lincoln

Reporting inspector: Dr Richard Perkin
14591

Dates of inspection: 10 – 13 September 2001

Inspection number: 196923

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Kiveton Lane Todwick Sheffield South Yorkshire
Postcode:	S26 1HJ
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Robins
Date of previous inspection:	30 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14591	Richard Perkin	Registered inspector	Science Information & communication technology Art Physical education Equal opportunities	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
19720	Deborah Granville-Hastings	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for it's pupils? How well does the school work in partnership with parents and carers?
19874	Joe Fitzpatrick	Team inspector	English History Religious education Special educational needs English as an additional language	The school's results and pupils' achievements How well are pupils taught?
25376	Lynn Alvy	Team inspector	Mathematics Design technology Geography Music Foundation stage	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Todwick is a junior and infant school situated in the centre of the rural dormitory village of Todwick. Pupils come from the village and from the nearby villages of Thorpe Salvin, Kiveton and Wales, with about a quarter travelling on the school bus that serves the outlying villages. The school is smaller than average, with 189 pupils on roll, including a very small number of four-year-old beginners. A below average proportion of pupils qualify for free school meals. All but a very small number of pupils are white and there are a very small number for whom English is an additional language, a slightly above average proportion, although no pupil is at an early stage of learning English. Thirty-three pupils are on the school's register of special educational needs, which at 17 per cent is below the national average; two pupils have a statement of educational need. On entry to the school, children's attainment covers a broad range and varies considerably from year to year; while the attainment of many is above average, overall, attainment is broadly in line with that expected nationally, though writing skills are consistently less well developed. This is a change of circumstances since the last inspection, when attainment on entry was above average. Boys' attainment on entry is lower than that of girls.

HOW GOOD THE SCHOOL IS

This is an effective school in which pupils' attainment in reading, mathematics and science are very high and pupils of all levels of ability achieve well. It is well led and managed and the quality of teaching is good. It offers a very rich curriculum and provides very well for pupils' personal development. The school gives good value for money.

What the school does well

- Pupils attain very high standards in reading, mathematics, science and swimming.
- Pupils with special educational needs make good progress because of the good provision made for them.
- The quality of teaching is good for the infants and very good for the juniors.
- A very rich curriculum is significantly enhanced by visits and visitors, by very good provision of activities outside of lessons and by the way in which subjects support one another.
- Very good provision for pupils' personal development, particularly their spiritual, moral and social development, leads to good levels of behaviour, positive attitudes and constructive relationships.
- Effective leadership and management, with very strong support from the governing body, ensure that the school's aims and values are very clearly reflected in its life and work.

What could be improved

- There are not enough opportunities for extended writing, particularly for older pupils.
- Assessment and recording in subjects other than English, mathematics and science are under-developed.
- Outdoor play provision for children in reception is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and has made good improvements since then. Standards in reading and mathematics for eleven-year-olds have been maintained and standards have improved in science, information and communication technology and physical education; standards in writing and history have dipped. There is now more challenge in the work provided for higher attainers in mathematics and science and more opportunities are given for pupils to write for a range of purposes and audiences. For seven-year-olds, standards have improved in most subjects and the weakness identified in design and technology has been effectively remedied. The curriculum for the youngest children has improved to some extent though there is still not enough planning for their independence and there are no facilities for structured outside play for these children. The quality of teaching has improved and there is now no unsatisfactory teaching. The successful implementation of the national literacy and numeracy strategies has improved the quality of provision

and the school's curriculum is now very good and based on effective policies and schemes of work. Some subject co-ordinators monitor teaching in their subjects and there are plans to extend this practice.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	B	C
mathematics	A	A	B	B
science	A	A	C	C

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

National test results for eleven-year-olds in 2001 showed an improvement in mathematics and science, particularly in the achievements of the higher attainers; this performance was consistent with inspection judgements that attainment in these subjects is well above average. In English, results in 2001 were similar to those in 2000 and again were consistent with the inspection judgement that attainment in English is above average; standards in reading, however, are significantly higher than those in writing. Performance trends are erratic but are overall below the national trend, following to some extent a widening of the school's catchment area. The results in 2001 met the school's target in reading and were close in mathematics; however, the unrealistically ambitious target set for achievement in writing was not met. Standards for seven-year-old pupils were well above the national average in reading and mathematics in 2000 and above the average for similar schools. In writing, standards were above the national average and about average for similar schools. Performance in science was well above the national average. Higher attainers did better in reading and writing in 2001 and standards in mathematics were maintained. The inspection judgement is that the present group of seven-year-olds, which includes more pupils with special educational needs, attain at above average levels in English, mathematics and science. Children's standards on entry to school are at levels expected for their age and, after, in many cases, less than a year in reception, they maintain these standards when they begin Year 1. Pupils achieve well in both the infant and the junior classes and the general level of the standards they attain is above average. Pupils with special educational needs and higher attaining, gifted and talented pupils achieve well and pupils with English as an additional language make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school and to learning are good overall – pupils enjoy school, show interest in the lessons prepared for them and want to learn
Behaviour, in and out of classrooms	Behaviour overall is good and often very good – the behaviour of some boys is less good both in classrooms and outside
Personal development and relationships	Relationships between pupils and between pupils and staff are good and create a pleasant and stimulating atmosphere
Attendance	Attendance at the school is very good and consistently above the national average

TEACHING AND LEARNING

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

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

There is no unsatisfactory teaching. The quality of teaching in English is good and the skills of literacy are effectively taught. In mathematics, teaching is good for infant pupils and very good for juniors; numeracy skills are very well taught. Teachers, particularly in the junior classes, have very high expectations to which pupils respond enthusiastically and they use a stimulating and imaginative range of teaching methods. Support staff are used well to help slower learners. Lessons for junior pupils have a very brisk pace so that pupils acquire skills, knowledge and understanding very effectively. In a few lessons, some pupils, mainly boys, lose concentration and the pace of learning flags. The school meets the needs of pupils of all levels of ability and background well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very rich, strongly enhanced by very good provision for activities outside the classroom, an extensive programme of visits and visitors and very strong contributions from the community and partner schools.
Provision for pupils with special educational needs	Good. These pupils are identified early and given effective support from teachers and support staff.
Provision for pupils with English as an additional language	Good. These pupils are well integrated in the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual, moral and social development is very well supported by opportunities for reflection, consistent application of an effective behaviour policy and stimulating residential visits. Cultural development is well supported.
How well the school cares for its pupils	Well. Effective monitoring of pupils' personal and academic development and good support and guidance. Assessment is good in English, mathematics and science but under-developed in other subjects.
How well the school works in partnership with parents	Well. Parents are well informed about their children's progress and play a positive part in their education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Clear educational direction is very well reflected in the life and work of the school.
How well the governors fulfil their responsibilities	Very well. Very effectively led, the governors know the school very well and play an important part in its development.
The school's evaluation of its performance	Good. The headteacher and key staff monitor teaching and learning, analyse pupils' performance and make good use of the information provided. Some co-ordinators have had insufficient time to monitor teaching in their subject.
The strategic use of resources	Good. The school's priorities are well supported through effective financial planning. The school does its best to ensure that it receives good value from its decisions and takes account of comparisons with other schools.
The adequacy of staffing, accommodation and learning resources	Good. The school is well staffed by an effective team of teachers and support staff, learning resources are of good quality and accommodation is good. The swimming pool and the playing fields enhance pupils' learning significantly. However, there is no designated outdoor play area for reception children.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • The teaching is good • Behaviour in the school is good 	<ul style="list-style-type: none"> • Provision of a more interesting range of activities outside lessons

The inspectors endorse the parents' positive views but judge that the school makes very good provision for an interesting range of activities outside lessons, including a rich programme of residential and other visits, extensive opportunities for sports and games and some activities relating to music and other subjects.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The attainment of pupils on entry to the school is in line with the national average, lower than at the time of the last inspection. The school now admits children from a much larger area so that there is a wider range of ability represented and a smaller proportion of more able children than before. The youngest pupils make satisfactory progress and attain satisfactory standards in all of the areas of learning by the time they begin Year 1. Pupils achieve well in both the infant and the junior classes and the general level of the standards they attain is above average. Pupils with special educational needs and higher attaining, gifted and talented pupils achieve well and pupils with English as an additional language make good progress. Standards of attainment for seven-year-olds have improved since the last inspection in English, mathematics, science, design and technology and physical education and have been maintained in all other subjects. Standards for eleven-year-olds in science, information and communication technology and physical education have improved since the last inspection and have been maintained in most other subjects, though in writing and history, standards are not as high.

- 2 In the national tests in 2000, eleven-year-old pupils achieved standards in English and mathematics that were above the national average and in science that were in line with the national average. Compared to schools with similar levels of prior attainment, the performance in English and science was about average and in mathematics it was above average. Boys achieved relatively better than girls in English but boys' and girls' performance in mathematics and science was similar. In 2001, the unconfirmed results of the national tests are significantly better in mathematics and science though similar in English. Performance trends are erratic with noticeable differences in performance in all three subjects each year since 1997. The trend over the last five years has been below the national trend, following to some extent a widening of the school's catchment area. The results in 2001 met the school's target in reading and were close in mathematics; however, the unrealistically ambitious target set for achievement in writing was not met. The inspection judgement is that standards in mathematics and science reflect the 2001 national test results and are well above average. The judgement is that, in English, while standards in reading are very high, standards in writing are less markedly above average, again to a large extent reflecting the national test results. Parents are pleased with the standards their children achieve and feel that the school enables them to make good progress.

- 3 Seven-year-old pupils achieved very well in the national tests in reading and mathematics in 2000, when their performance compared well with that of pupils from similar schools. In writing, their performance was above the national average and about average for similar schools. Performance in science was well above the national average. Boys achieved significantly better than girls in reading and mathematics, though achievement in writing was similar. There has been an erratic but upward trend over the past four years. In the tests in 2001, higher attainers did better in both reading and writing but slightly fewer pupils achieved the nationally expected level; performance in mathematics was very similar to that in 2000 and, in science, it was not quite so good. The inspection judgement is that standards in English are above average, with reading very strong and writing just above average. Standards in mathematics and science are above average. The discrepancy between the results of national tests and assessments and the inspection judgements is largely due to the

differing nature of the groups of pupils; there is a higher proportion of pupils with special educational needs in the present Year 2.

- 4 Pupils' standards of speaking and listening are above average in both infants and juniors. Pupils generally listen with good levels of attention and follow instructions and explanations with good levels of understanding. Most, including those on the register of special educational needs, can express clearly what they wish to say. Pupils with English as an additional language participate confidently and appropriately in discussions. Average and higher attaining pupils can present reasoned arguments in discussion and are generally confident enough to initiate discussion by asking good questions.
- 5 Standards of reading are very high throughout the school. This is due to the careful and detailed provision the school makes to teach reading and to help pupils develop their reading skills. Younger pupils quickly become familiar with written texts through shared reading of "big books" at the beginning of literacy sessions; they learn to read aloud with the teacher and teachers draw their attention to individual letters and words and test their comprehension through discussion of the story. Regular and thorough teaching of literacy throughout the school helps pupils reinforce their basic skills and helps older pupils to develop a sensitivity to word choice and an ability to understand character and appreciate how atmosphere and setting are created. Pupils' reading development is helped by the use of a good quality graded reading scheme while older and more competent readers also read books of their own choice from the class library or home. Books are generally well matched to pupils' levels of attainment and careful records are kept of the books pupils read; there are some helpful diagnostic comments in the reading records of weaker readers and those with special educational needs which help teachers and support assistants to concentrate on precise areas or skills which need to be developed. The very high standards pupils attain in reading assist their learning in other subjects and underpin the generally good standards achieved by infants and juniors across the curriculum.
- 6 Standards of writing, though not as high as standards in reading, particularly at the more advanced level, are above the national average and in line with those attained in schools where pupils have similar levels of prior attainment. Writing has been an identified priority in the school development plan for the past two years and this has led to a rise in standards. Although there is a relatively wide range of attainment in writing in any particular year group, most pupils by the time they are seven have developed the ability to write recognisable sentences which are accurately punctuated; common words are usually spelled correctly or are at least phonetically plausible. Older and higher attaining pupils write at greater length and with a better command of the conventions of spelling and punctuation and a more assured command of vocabulary. However, in English and in other subjects, pupils rarely produce writing that is extended; this is significant factor in preventing standards in writing from being higher.
- 7 Standards in mathematics and science are above average in the infants and well above average in the juniors. The thorough and very successful introduction of the national numeracy strategy is helping pupils to develop good mental skills and a confident approach to number work. This is reinforced by the application of mathematical and numerical skills in several other subjects. The school has worked hard to address one of the key issues identified in the last inspection report by making greater demands of pupils in mathematics and encouraging them to use their mathematical knowledge to solve problems; the school recognises that there is still some way to go, particularly with younger pupils. Pupils' progress in literacy and

mathematics is assisted by additional teaching targeted at specific groups of pupils in Year 6 and by extra classes run for Year 6 pupils in the evenings during the Spring term to boost their attainment. The school has recently reorganised its staffing provision in order to provide additional teaching support for pupils in Year 2 and Year 6. In science, the school has improved pupils' attainment by encouraging a greater element of investigation in pupils' work. Junior pupils in particular have very good powers of scientific reasoning and develop a good understanding of what constitutes a fair test.

- 8 In all other subjects, standards are at least satisfactory and in a range of subjects they are above average. When account is taken of the fact that pupils enter school with generally average levels of attainment and that in all the core subjects and in several others, such as art, geography and physical education, they attain standards that are above average, the achievement of pupils by the time they leave school is generally good. The main reason for this is the good quality of the teaching in the infants and the very good teaching in the juniors. Care is taken to ensure that tasks and activities are well matched to the abilities and interests of the pupils. Good provision is made for pupils with special educational needs; their individual education plans help teachers to focus on areas requiring further development and pupils at stage 3 and above on the register of special needs receive a good amount of individual attention and support. Although the school has not formally drawn up a list of pupils who are gifted or talented, such pupils are identified informally and the school has a good record of enrolling pupils who are talented in music or sport, for example, in Saturday courses run by the local education authority and of entering able mathematicians for further tuition and ensuring that they take part in inter-school competitions. These features of the school's provision help to raise standards in the subjects affected and improve the achievement of groups of pupils. In several subjects, the pupils' experience is enriched by distinctive characteristics of the school's provision: in music, for example, the quality of the pupils' singing is above average; and in history, where standards are also average, the visits pupils make to museums and places of historical interest help to deepen pupils' understanding and appreciation of the periods and personalities they study in school. Likewise, swimming is a strength of provision in physical education on account of the school having its own swimming pool. In these ways – through good and very good teaching, through enrichment of the curriculum and through the school's ability to meet the needs of different groups of pupils – the school helps pupils to achieve standards that are generally above average and to achieve well in relation to their prior attainment.

Pupils' attitudes, values and personal development

- 9 The attitudes, values and personal development of pupils are good, as they were at the last inspection.
- 10 Most pupils have a positive attitude towards school and towards their learning and in Year 4 to Year 6 attitudes are very good. Children in the reception class enjoy school and have positive attitudes to their work. Pupils enjoy being at school and enthusiastically join in the activities prepared for them. They show interest in their work and are willing to apply themselves to the tasks set. They ask and answer questions readily and are eager to contribute during lessons. When faced with exciting and challenging activities, they concentrate well and want to succeed. For example, in a Year 5 science lesson pupils were asked to write a persuasive letter convincing their reader that air exists. The work produced was individual, creative and fascinating. One pupil read his humorous letter aloud triumphantly. In a Year 4 history lesson, pupils applied very good reasoning and use of evidence to draw conclusions

about why Vikings left their homeland. Occasionally when lessons lacked pace, some pupils (particularly younger ones) became restless and their attention and concentration wandered.

- 11 The behaviour of pupils around the school and in lessons is good overall; it was often very good in lessons where teaching was most effective in the junior classes. A few boys are occasionally inattentive in class and this distracts other pupils at times. Most pupils understand the school and classroom rules and know what is expected of them. Individual and team rewards are highly thought of and pupils are eager to earn points for their team. There have been no exclusions and all staff understand the behaviour policy and implement it consistently. Pupils play together at lunchtimes and breaks in a sometimes boisterous but mostly good-humoured atmosphere; some boys are sometimes over-boisterous, as some parents realise. There is very little bullying and when there is, the situation is quickly and firmly dealt with. Parents generally feel that behaviour in the school is good.
- 12 Relationships between staff and pupils, and between pupils themselves, are of a high quality and create a supportive and caring atmosphere in which pupils develop. These good relationships have a positive impact on pupils' response and attitudes in lessons. This was evident in most lessons despite it being only the second week of term with pupils and teachers getting used to a new class. Pupils are valued both as individuals and for their contribution to school life and there is a feeling of harmony throughout the school. Pupils go through the school day happily and enjoy having visitors to talk to. Visitors to the reception class, for example, are greeted by the children, who talk about their activities animatedly. They are friendly and polite and very keen to talk about themselves and their work.
- 13 Pupils respond very well to the responsibilities given to them during the course of the week. Each class has daily or weekly helpers who do a variety of jobs to help their class teacher. Older pupils help in assemblies and act as prefects assigned to each class when the weather is inclement and break times are taken inside. On sports day, older pupils act as team leaders in charge of pupils from each year group. In many lessons, particularly in Year 4 to Year 6, pupils are expected to work independently and in groups and they do so in a mature way. For example, in a science lesson, pupils in Year 6, conducted fair tests to see which substances dissolved. In their groups, they strove to make every facet of the test fair and adjusted their methods in the light of their experiences without direct adult supervision. Pupils' ability to work independently gives them confidence to try and not to be afraid to get things wrong or to say when they are puzzled. In the reception class, however, activities do not always lend themselves to the promotion of children's independence. Pupils enjoy and encourage the efforts of others. In an art lesson in Year 6, pupils were generous in their appreciation of each other's pastel sketches of flowers. The school recently won a prize for their book, 'It's Terrific at Todwick'. In words and photographs, pupils give a delightful and lively account of their school and the things they get up to. They enjoy their school and are proud of it.
- 14 Attendance at the school is very good. The attendance rate is consistently higher than the national average and unauthorised absence is below the national average. Registration time is used briskly and efficiently to create a purposeful and effective start for the day ahead to which the pupils look forward with anticipation.

HOW WELL ARE PUPILS TAUGHT?

- 15 The general standard of teaching and learning is good in reception and Year 1 and Year 2; in Years 3-6, it is very good. There is no unsatisfactory teaching. Parents are pleased with the quality of teaching in the school. The quality of teaching has improved since the last inspection because of the training that teachers have received as the result of the school's monitoring of their performance and the implementation of the literacy and numeracy strategies. The teaching of mathematics, including numeracy, and science is often very good and the teaching of literacy is good. Teaching for the youngest children is well planned to take account of the Foundation Stage curriculum and the basic skills of literacy and numeracy are taught systematically and well. Children are managed well and time used efficiently. However, not enough practical activities are planned to allow children to make decisions for themselves. Teachers throughout the school plan and prepare lessons with care, taking good account of the full range of learning needs within each class. In Class 1, for example, the teacher plans carefully for the small number of reception children to work alongside the larger group of Year 1 pupils with tasks and activities that match their needs well. Teachers manage time well so that activities unfold in carefully managed phases. Their expectations are well adjusted to pupils' levels of attainment and they make good provision for weaker pupils and those with special educational needs so that these pupils make good progress in their learning. For example, in several lessons the teacher and the support assistant worked with lower attaining pupils in groups to support their writing; on occasion, pupils with special educational needs were withdrawn from mainstream English lessons in order to receive more intensive individual support in the basic skills of reading and writing from a skilled learning support assistant. Classroom teachers are familiar with the learning objectives set out in the individual education plans of designated special needs pupils and take pains to ensure that they are met. The needs of the small number of pupils for whom English is an additional language are well met. Higher attainers and those who are gifted and talented are also well provided for, particularly through the teachers' challenging questions.
- 16 Teachers are particularly good at making pupils' learning interesting and exciting and, in most lessons, pupils respond with high levels of attention and concentration. Teachers are skilled at initiating and sustaining whole class discussion through probing questions and suggestions. In one good lesson in personal and social education, older junior pupils discussed the need for rules at some length; the teacher worked hard to maintain good order and to sustain the momentum of the lesson and succeeded in involving some class members who were initially reluctant to take part. Teachers are aware of the importance of language to learning and, in subjects like science, history and geography, draw pupils' attention to special terms and phrases associated with the topic being studied. There was good use of resources, attractive displays and visits to museums and places of interest to support work in science, history, geography and religious education. Information and communication technology is used effectively to support learning in most subjects. Pupils in all year groups, including those in reception and Year 1, visit places of interest and, in addition, all junior age pupils make a residential visit lasting several days each year. The way in which teachers use these visits to promote pupils' learning is a strength of the school's provision and helps to develop pupils' understanding and appreciation of the topics studied in school.
- 17 Some excellent teaching was based on the teachers' very high levels of professional knowledge and expertise. In one excellent lesson in physical education, for example, the teacher was able to set progressively more challenging tasks in controlling a

basketball, to which the pupils responded with increasing confidence and enthusiasm. In another such lesson, the pupils moved confidently to music while the teacher challenged and encouraged them, pointing out what was good; as a result, the pupils repeated the movements with improvements. There was a healthy emphasis on evaluation and quality and the teacher's confidence and expertise helped a talented dancer achieve very high standards. In an excellent science lesson, junior pupils were challenged to prove that air exists to a sceptical letter writer. Their responses demonstrated high levels of understanding; they wrote persuasively, deploying their arguments with skill and showing a very good grasp of specialist terms and vocabulary; one higher attaining pupil even incorporated humour in his responses.

- 18 Pupils are well organised for learning and good use is made of work in pairs, group work and concluding plenary sessions. The national literacy and numeracy strategies have been successfully introduced, helping to raise standards in English and mathematics, and whole class sessions are well used for shared reading and number work at the outset and for recapitulation and reinforcement of learning points at the end of lessons. Some classes are fairly large and lively and teachers have to work hard to maintain good order and a good work ethos. For the most part, they succeed and lessons proceed at a good pace but on occasion there are lapses and the pace of work is slowed by pupils chattering or the teacher having to repeat instructions or explanations. The small number of lessons that were satisfactory were well planned and prepared, but usually suffered from a loss of pace or a lapse in pupils' concentration or interest; as a result of this, the progress pupils made in these lessons was relatively modest. Teachers are good at involving pupils in their learning, drawing information from them and prompting them to extend their initial responses to questions; they frequently hold up a particularly good answer for all to see or get a pupil to repeat a valuable comment or to read their writing to the rest of the class. Relationships between pupils and teachers are mostly very good; teachers are generous in their praise for effort and good work and most pupils respond positively. Teachers make good use of day-to-day assessment to inform their lesson planning and to ensure that their teaching matches the needs of pupils of varying levels of ability; they also change tack in a lesson when they see that a different approach would be more productive. They set homework of various kinds but, because the setting of homework is the responsibility of individual teachers and there is no school homework policy, there is some inconsistency in this aspect of the school's provision.

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

- 19 The quality of the curriculum is very good in the infants and the juniors and meets statutory requirements, including those for religious education, very effectively. There are particular strengths in the very good provision for pupils' personal, social and health education and the provision for extra-curricular activities. Despite the demands of a full teaching programme, the dedicated staff provide a rich variety of sporting activities, music, visits and after school clubs. The inspection team did not judge that the concerns about the limited amount of out-of-school activity indicated by some parents in questionnaires were justified. Both the national strategies of literacy and numeracy have been introduced effectively. The numeracy strategy in particular has proved very effective in developing pupils' enjoyment, enthusiasm and confidence and ability in mathematics.
- 20 The quality of the curriculum has improved since the last inspection as good policies and schemes of work for all subjects are now in place. This effectively supports the development of pupils' learning year on year and thorough planning ensures effective

links between subjects, often in an exciting and imaginative way. For example, a group of Year 4 pupils described vividly the surreal quality of silver birch trees on a night walk in Sherwood Forest whilst other pupils calculated the cost of the trip or plotted the route on a map. In this way, English, geography and mathematics, for example, were made more relevant and coherent to the children. Teachers ensure that there is a suitable balance between investigation and the development of knowledge and understanding through careful planning and the imaginative use of national guidelines in subjects such as science, geography and design and technology.

- 21 Pupils on the register of special educational needs are well provided for. Their needs are identified at an early stage and are met appropriately. Teachers plan work for these pupils in the light of their individual education plans and, where appropriate, they are given extra support from effective classroom assistants. The needs of pupils for whom English is an additional language are well met and they are effectively integrated into normal classroom activities.
- 22 The curriculum for children in the reception class is satisfactory. This is an improvement since the last inspection; planning now follows all of the required areas of learning although planning for children's physical development is inhibited by the lack of a dedicated and appropriately resourced outdoor play area. There is, however, not enough emphasis on providing a rich variety of activities to provide children with the opportunity to make decisions for themselves. In contrast, a planned programme of visits and visitors supports children's knowledge and understanding of the world and their social development well.
- 23 The school's provision for personal, social and health education and citizenship is very good. An effectively planned programme beginning in the reception class is taught very well. Recent training has supported a revised policy to support the teaching of such difficult issues as smoking and drugs awareness, for example. An appropriate programme for sex education is in place. Very good opportunities are provided for pupils to reflect and to share their thoughts and ideas with others. They are supported effectively in both formal and informal situations and respond with developing maturity as they progress through the school.
- 24 The range of extra-curricular activities available for pupils is very good. There is a good variety of sporting activities in which both boys and girls participate, including, for example, football, rugby, athletics, cricket and mini-sports. Pupils can learn the guitar and recorder, join the school grounds improvement club or attend the newly formed design and technology club. There is a rich curriculum of outdoor adventures and activities. Pupils in each of the junior classes have the opportunity to attend a residential visit each year that provides opportunities for activities such as fieldwork, rock climbing, caving, hill walking and, in the evenings, drama and art. In addition to the residential visits, there is a programme of visits and visitors to the school that enhances its curricular provision very effectively. Musicians, poets and local people such as the vicar share their expertise and experiences with the pupils. During the inspection, an excellent and highly productive presentation by a road safety officer held young pupils spellbound and ensured that they would not forget to hold someone's hand tightly when crossing the road. Pupils attend music and mathematics clubs with other local schools, thus extending both their academic skills and their social development.
- 25 Links with the local community are very good. For example, as a result of their concerns about road safety, the pupils undertook a survey that resulted in speed

restrictions being put into operation near the school. Year 6 pupils attend the local bowling club and external coaches provide expertise in football and cricket. Recently the pupils entered a competition producing a book about the exciting opportunities provided by the school and won £500 for sports equipment. There is very good co-operation with the local high school and a well planned programme of events means that the pupils are effectively prepared for their transfer at the end of Year 6.

- 26 The provision for pupils' personal development is very good overall. The last inspection reported too few opportunities for reflection and there have been significant improvements in this area. Spiritual development is now very good and opportunities for reflection are both planned and spontaneous. The quality of collective worship and assemblies is high. In one assembly, for example, the pupils were effectively and sensitively encouraged to deepen their understanding about loss of hearing; in another, they reflected quietly on the idea of 'belonging'. The school is not afraid to tackle challenging issues such as world crisis or racism. In a conversation about their work, three Year 2 pupils spontaneously reflected on their sadness at the recent world events and how, after the morning assembly, their class had prayed again. They asked God to help the people and showed a genuine and mature empathy for the plight of others. Another form of reflection was seen when pupils in Year 6 gave many thoughtful responses in evaluating their drawings, which demonstrated a very high work rate and aesthetic effort. In a science lesson, Year 4 pupils were intrigued by the shadows made by their hands; elsewhere, they expressed thoughtful and insightful comments in their writing about their fears on going back to school. During residential visits, time is given to moments of reflection and this results in high quality work such as that in Year 5, where pupils showed sensitivity and respect in their writing about pollution of the environment. Close links with the local church results in pupils having a strong sense of the importance of other beings and are also learning to respect the religious beliefs of others.
- 27 Provision for pupils' moral development is very good and clearly reflects the school's aims and values. A carefully planned curriculum provides opportunities for the pupils to develop their understanding of what is right and wrong and why it is so from an early age. Teachers help the pupils to consider the consequences of their words and actions on others. As a result, most children have a strong sense of fairness and honesty and understand the consequences if the rules are broken. Each classroom has developed its own set of rules and Year 4 pupils were excited by the opportunity to expand their class rules to incorporate rules for safety in the swimming pool. The positive behaviour and reward system takes care to ensure that no-one is left out. Moral values are promoted through assemblies as well as in lessons. Year 6 pupils had a lively and mature discussion when presented with a moral dilemma to debate.
- 28 Provision for social development is very good and has improved since the last inspection, when it was judged to be sound. The school is an orderly community and most pupils are polite, caring and respectful of adults and each other. The adults provide very good role models for the children and encourage good behaviour at all times. Pupils with special educational needs integrate well in their classes and teachers are careful to include pupils of all abilities and ethnic groups fully in all aspects of the life of the school. In lessons, pupils are expected to listen to each other and respect and appreciate each other's views and efforts. Lunchtimes are a social occasion and the pupils queue sensibly for meals and follow the routines well. Older and younger children sit together and this helps pupils to develop their social skills. There are now many opportunities for pupils to develop responsibility. Younger pupils perform simple tasks such as taking the school register to the office whilst older pupils act as playtime monitors or take care of the music at the beginning and end of the

assembly. Others organise fundraising events for charities, represent the school in competitions or provide individual entertainment at school events such as the parents' coffee morning. Pupils from each class form the school grounds committee that is responsible for improving the environment of the school; each class's representative then informs their class about important issues, organising a vote on decisions if necessary. The residential visits, inter-school sports and music events provide an excellent opportunity for the pupils to gain confidence and extend their social skills away from school.

- 29 There is good provision for cultural development. Effective displays of good quality artwork celebrate both the pupils' own culture and the culture of others. Pupils celebrate the richness of their own culture through a range of visits and through many subjects. In a Year 6 project on the events of World War Two, artefacts, diaries, spoken accounts and photographs, for example, are used effectively to extend the pupils' understanding. Visitors from Africa help the pupils to understand a harvest celebration in another part of the world. Parents help by cooking Indian food when pupils learn about food from other cultures. Music is used to support the celebration of festivals and faiths such as Judaism and Hinduism. Pupils in Year 6 acquired an understanding of life in an Indian village during a geography project and in Year 2 began to reflect in their writing about the ravages of life as a Sheffield factory worker in years gone by. The programme of visits and visitors provides good support for pupils' cultural development as they progress through the school. This represents a good improvement since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 30 The school provides a good level of care for its pupils and aspects of this have improved since the last inspection. The overall well-being and development of each pupil is of great importance, as is evident throughout the school.
- 31 Overall, the school provides a good level of care for the physical well-being of its pupils. There is an effective child protection policy which follows the procedures of the local education authority. The designated officer and headteacher work closely together and ensure that all staff are aware of the procedures. Lines of communication with outside agencies are clear and there are effective arrangements for dealing with first aid and sickness. Regular fire drills and safety checks on equipment take place and good attention is given to assessing risks for all out of school visits. Checks of the school site and buildings would benefit from being more formally organised. The health and safety issue relating to the use of the swimming pool reported in the last inspection has been addressed and pupils' awareness of safe movement around the building and site is regularly refreshed.
- 32 The school is a caring place where pupils feel confident. Staff work very closely as a team and have an in-depth knowledge of all their pupils and a genuine concern and interest for their welfare and progress. The high quality relationships are the basis upon which much of the personal support is built and this contributes to pupils' ability to get the most out of every day. The school is a happy place and pupils, staff and visitors enjoy being there. The youngest children are introduced to school carefully so that they settle quickly.
- 33 Through developing a climate of high expectations, honesty and trust the school has very good procedures for promoting and monitoring good behaviour. All staff act as very good role models for children, treating everyone with respect and friendliness. The variety of rewards for good work, behaviour, achievement and positive attitudes

motivate pupils very well and they are eager to win praise and acknowledgement. All staff remind pupils in a quiet but firm manner of the standard of behaviour and attitude towards others expected within the school and this is successful in moderating and improving the challenging behaviour of some of the pupils. As a result, the atmosphere within school is one of purposeful enjoyment.

- 34 The school has good procedures for monitoring the attendance of pupils. The good relationship the school has with parents ensures that parents understand the need for regular attendance and speedy notification of absence. The registers are checked daily by the school secretary and telephone contact made immediately with parents where no notification of absence has been received. Monthly attendance reports are checked by the headteacher and all class teachers promote and encourage punctuality with parents and pupils. The school has worked closely and successfully with some families where frequent lateness was disrupting the beginning of the day.
- 35 The school provides good support for the academic performance and personal development of pupils through careful monitoring and awareness of individual needs. The assessment of pupils' progress in English, mathematics and science is good and has improved since the last inspection. Children in the reception class are carefully assessed and their progress carefully monitored. However, the procedures for assessing pupils' progress in other subjects are still informal; assessments are not systematically recorded to provide the teachers with an accurate picture of how pupils are progressing in each subject. Reading tests, statutory and non-statutory tests and school tests are carried out each year to assess pupils' attainment in reading, writing and mathematics. The results are compared to what teachers expect pupils to be capable of and underachieving pupils are identified. Close records are maintained which provide a full record of individual pupils. Practical targets for groups or individuals give pupils something to aim for each term and pupils are beginning to assess their own achievement against these targets. Staff know their pupils very well and discuss problems and concerns with each other regularly. This plays an important part in the day-to-day monitoring of pupils' development. The careful assessment made of the progress of pupils with special educational needs helps to inform future plans and so helps teaching to be closely directed to meet their needs. Close notes are kept of meetings with outside agencies which have a direct bearing on particular pupils. These further help staff to understand the needs of individual pupils.
- 36 Through the varied and interesting range of visits and trips organised by the school, the pupils are introduced to many different situations which widen their experiences. The older pupils have the opportunity to go on a residential visit each year and look forward with enthusiasm to the activities prepared for them. Their confidence increases greatly with each trip away from home. The school also responds to pupils' ideas and initiatives around school. For example, a group of pupils ran a café during an open evening to raise funds for the school grounds committee and last year a group of older pupils in their own time wrote a play on bullying and performed it for others in assembly. Pupils have the confidence to try such initiatives as they know their efforts will be appreciated by the staff and other pupils. Assemblies are often used to acknowledge publicly and celebrate the work and achievement of individuals and groups of pupils through the week and pupils enjoy affirming and celebrating the success of others. Most parents feel that the school is helping to make their children mature and responsible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 37 The school has a good relationship with parents and values their interest and support. Most parents feel very positive about the school. They feel that through the good teaching they receive, their children are making good progress. They appreciate the values the school promotes and feel that their children are becoming mature and responsible as a result. Some parents are less happy with the range of extra-curricular activities provided for pupils. The inspection judgements endorse the parents' positive views; however, inspectors judge that there is a very good range of activities outside the classroom.
- 38 Parents receive good quality information about the school, its philosophy and approach. The prospectus and annual report from governors provide plenty of detail on how the school works and what parents can expect. The termly newsletter from each class tells parents what pupils will be studying during the term ahead and how parents can help and support at home. The displays all around school not only allow parents to see the quality of work produced but, through the abundance of photographs, parents can see first hand the enjoyment pupils get from the varied range of activities and visits prepared for them. While parents of children in the reception class are invited to meet the staff before their children begin school, there is no information about the foundation stage in the prospectus.
- 39 There are good arrangements for informing parents about their children's progress. Parents are invited to three open evenings each year. In autumn and spring, parents have an individual appointment with the class teacher in which they discuss progress and the targets that have been set. The summer open evening is more informal and pupils show parents their own work and classroom and can go round and look at other classes and their work. At the end of each year, parents receive a record of achievement for their child. From this, parents can quickly and easily see how their child is performing in each of the key areas within each subject and whether this is below, above or at the expected level. Teachers add comments and for English, mathematics and science the comments are pertinent and helpful. Comments for other subjects are less detailed but overall parents get a clear picture of what their child can do well and what they need to work on to improve. The targets suggested by teachers are practical and can be used by parents to support learning at home. Parents of pupils with special educational needs are invited to the meetings held to review pupils' progress against the targets set out in their individual education plans, though regrettably not all parents choose to accept these invitations.
- 40 The school works hard to involve parents in their child's learning and in school life. All staff are readily available to talk to parents if they have worries or concerns. Curriculum evenings introduce and explain new approaches to subjects such as English and mathematics. Parents can see first hand the kind of work pupils are doing. Owing to an initiative of the governors, parents now receive more information on national test levels and key skills as well as useful publications and helpful television programmes which may support learning. Pupils' reading records show that many parents play an active role in helping their child read with a genuine two-way dialogue taking place between many parents and teachers. The school values the work and contribution of all parents. Parents are often around school helping and supporting staff and pupils and there are always willing helpers for trips and events. Parents' views are sometimes sought on whole school issues. Changes to the way pupils are dismissed at the end of the day, to the timing of the day for younger and older pupils, to the school code of dress and to some safety hazards have all been made as a result of parental concerns.

- 41 Although few parents attended the pre-inspection meeting and the response to the questionnaire was low, attendance at open evenings, concerts, assemblies and other events is said to be very high. Parents love to see their children at work and sharing their achievements with others. The parent and teacher association raises significant amounts of money for the school which is used effectively to improve pupils' achievement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 42 The school continues to be effectively led and managed by the headteacher and key staff. The school has a clear philosophy that is very closely and effectively reflected in its life and work. It is strongly committed to the continued improvement of pupils' standards of achievement and to maintaining a rich curriculum. The headteacher is well supported by an energetic and effective deputy headteacher and an active senior management team who monitor the quality of teaching and learning and effectively implement the school's performance management policy. They are supported by a team of knowledgeable co-ordinators. The foundation stage co-ordinator has implemented the action plan resulting from the last inspection effectively. The staff work well together to implement the school's aims. The special educational needs co-ordinator has ensured that the good policy for special educational needs is appropriately based on the recommendations of the Code of Practice and that it emphasises early action to meet individuals' needs when there are problems. The policy is effectively implemented throughout the school and contributes to the good achievement made by these pupils. Co-ordinators in subjects that have been a school priority, such as English, mathematics and science, monitor both teachers' and pupils' performance; there are plans to provide time for leaders of the other subjects to fulfil their monitoring role in the near future as their subjects become a priority. The school's effective arrangements for performance management ensure that staff development is good; teachers are provided when necessary with opportunities to visit other schools to observe good practice and are also supported by visits from officers of the local education authority. Teachers new to the school are very well supported.
- 43 A very effective governing body is very ably led by an active and knowledgeable chairperson, well supported by the chairs of committees. Governors have a very clear idea of the school's strengths and areas for development and play an important and appropriate part in shaping the school's direction. They operate conscientiously as a critical friend to the school.
- 44 The school regularly reviews its own effectiveness by evaluating its performance in national and other tests and considering how it compares with other similar schools. Each subject and area is reviewed annually before the school development plan is drawn up, with each co-ordinator providing a reasonably detailed action plan. As a result, the school has identified an appropriate set of priorities and suitable action is being taken to achieve the targets the school has set itself. The development plan is not tied closely enough to the school's budget; the school is well aware of what its spending priorities are but it does not always spell out their cost implications formally in the school development plan. However, financial planning is good and is informed by detailed up-to-date budgetary information. Specific grants, such as those for pupils with special educational needs, are spent wisely and appropriately. The school takes great pains to ensure that it is getting good value from its spending. It has recently increased the amount of time given to the very efficient school secretary and invested in an additional part-time member of staff to monitor gifted and talented pupils, to support teaching in Years 2 and 6 and to release subject co-ordinators to develop their

subjects further. The school uses new technology well. This helps it deal efficiently with the bureaucratic demands placed on it. There are good levels of staffing, including capable support staff. The recent marked turnover of teaching staff has meant that the headteacher has been carrying a very heavy load of responsibility for subject co-ordination; however, the plans to share these responsibilities more appropriately are being implemented as new staff are settling in. There is a good level of learning resources and the good accommodation, particularly the swimming pool and the extensive playing field, have a positive impact on pupils' standards. However, the lack of an outside play area for the youngest children limits opportunities for their physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 45 In order to further improve standards and provision, the governors and staff should:
- Provide more opportunities for extended writing, particularly for the older pupils *[paragraphs 6, 59, 96]**
 - Improve assessment and recording in subjects other than English, mathematics and science *[paragraphs 35, 50, 80, 86]**
 - Provide a suitable outdoor play area with appropriate resources for children in reception *[paragraphs 42,54]**
- 46 The following less important issues should also be considered for inclusion in the action plan:
- Develop a homework policy that ensures consistency in the setting of homework for different classes *[paragraph 18]*
 - Implement the plan enabling all co-ordinators to monitor standards and provision in their subjects more fully *[paragraphs 40, 42]**

* NB all of these items are included in the school's development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	26	8	0	0	0
Percentage	6	26	52	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	207
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	16	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	16	15	16
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	100 (90)	96 (76)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	15	16	16
	Total	25	27	27
Percentage of pupils at NC level 2 or above	School	93 (79)	100 (90)	100 (90)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	9*	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	22	20	23
Percentage of pupils at NC level 4 or above	School	81 (91)	74 (91)	85 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	20	25
Percentage of pupils at NC level 4 or above	School	70 (88)	74 (91)	93 (100)
	National	70 (68)	72 (69)	79 (75)

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

*Data not entered to avoid the risk of pupils being identified.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	203
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	79

Exclusions in the last school year

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

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

Financial information

Financial year	2000
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	£
Total income	388310
Total expenditure	370290
Expenditure per pupil	1889.23
Balance brought forward from previous year	11265
Balance carried forward to next year	29285

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	4.5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	18	4	4	0
My child is making good progress in school.	71	25	4	0	0
Behaviour in the school is good.	68	25	0	7	0
My child gets the right amount of work to do at home.	50	39	7	4	0
The teaching is good.	75	18	7	0	0
I am kept well informed about how my child is getting on.	61	25	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	57	29	11	4	0
The school expects my child to work hard and achieve his or her best.	68	25	4	0	4
The school works closely with parents.	50	32	14	4	0
The school is well led and managed.	39	46	11	4	0
The school is helping my child become mature and responsible.	61	32	0	7	0
The school provides an interesting range of activities outside lessons.	15	30	30	22	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 47 At the time of this inspection, the two reception children had been in the school for one week only. They were in a class with nine Year 1 children who had started school last Easter.
- 48 By the time they start Year 1, children achieve satisfactorily overall and most are likely to achieve the early learning goals in personal, social and emotional development, language, communication and literacy, mathematics, knowledge and understanding of the world, physical and creative development. Children who have special educational needs are supported well and make good progress. A small proportion of more able children attain higher standards particularly in reading, mathematics and knowledge and understanding of the world. A similar proportion does not attain the standards expected.
- 49 Provision in the reception class is satisfactory overall and work is planned using the recommended national guidelines although it does not yet address in enough detail the small steps that lead to the Early Learning Goals. Satisfactory improvement has been made since the last inspection although there are no opportunities to plan for physical and imaginative development in a suitably resourced outdoor play area. Neither is enough emphasis placed on planning for a rich variety of practical activities that provide children with regular and frequent opportunities to make decisions for themselves. In contrast, a planned programme of visits and visitors effectively supports children's knowledge and understanding of the world and their social development. The more formal aspects of literacy and numeracy are well planned and the teaching develops reading and mathematical understanding well. Children are now presented with the opportunity to write for a range of purposes such as lists or simple books. This was reported as a weakness at the last inspection.
- 50 Parents are informed regularly about their children's progress both formally and informally and encouraged to help in the classroom or on visits. Relationships with pre-school settings are good and records are passed to the school. Early assessment is used effectively to track the children's progress through the school and forms a basis for early intervention. Other assessment is informal, although when work is annotated it gives a clear record of progress over time.

Personal, social and emotional development

- 51 In personal, social and emotional development, most children achieve well, although more able children are able to concentrate for much longer periods of time. Routines are established as the children start school although the less able children still find it hard to persevere with their work and need support to concentrate on their tasks. By the time they start Year 1, most children can tidy away resources sensibly and put on their outdoor clothes with little assistance. Most sit quietly to listen to a story although there are still some children who find it difficult to do this despite the encouragement of the teacher and the support of the classroom assistant. Teaching is generally good and generally supports the school scheme for personal and social education. However, too few imaginative and exciting practical tasks are planned to support independence and enquiry skills.

Communication, language and literacy

52 Standards by the end of the foundation stage overall are in line with those typically expected. A small proportion of more able children exceed this and similarly a number of less able children still remain below the level typically expected. Reading is well taught as parents and carers are well informed about their children's progress and encouraged to support their children at home. A diary is used effectively and useful comments keep the parents well informed of their children's progress. Teaching and learning are good because teaching helps the children to extend their thinking. This was the case, for example, when the teacher challenged the children to recall some creatures in a story, to name them correctly and also to anticipate what came next; effective use was made of questions. By the time they enter Year 1, most children are able to hear and say initial and final sounds in words. They read a range of simple familiar words and simple sentences independently. Less able children struggle to do this and need a lot of support and encouragement from the adults. They have difficulty building words by sounding out the letters of the alphabet. In contrast, more able children read fluently and sometimes expressively at their level and are beginning to discuss the content of a story. The skills of speaking, listening and writing are taught satisfactorily. By the end of their time in reception, most children form letters correctly and write simple words such as 'and' independently or make plausible attempts at others such as 'girl'. Different forms of writing, such as letters, stories, labels and lists, are now used effectively to support writing. More able children listen for longer periods of time and their speech is clear and confident whilst both average and less able children often need a lot of support to remain focused and to ask and answer questions. Not enough opportunities are planned to develop the children's language for thinking during practical activities, however.

Mathematical development

53 Standards are in line with those typically expected overall. Teaching is good when children are in a small group and resources are planned carefully to develop, for example, understanding of number sequences to 10. The children concentrate for longer and persevere with their work because of the extra attention they receive from an adult in such a small group. In contrast, during a whole class session, teaching was satisfactory because, whilst the more able children were eager to play a simple problem solving game and could add and subtract to and from 10 mentally, some less able children found it difficult to concentrate and would have benefited from gaining experience in a more practical situation. Most children recognise and match numbers to 10 and show some understanding of addition and subtraction to at least five by the end of their time in reception. They use the vocabulary of money and simple shape and know that some numbers are larger than others. A small number of more able children count reliably in multiples of 10 and confidently make two digit numbers using resources to help them. Children behave well generally although a considerable number find it hard to concentrate on tasks without the direct support of an adult. Lower attainers do not have a secure understanding of number sequences and cannot work out simple problems that require them to add or subtract in their head.

Knowledge and understanding of the world

54 Standards are in line with those typically expected. A well-planned programme of visitors and visits supports development effectively. For example, the children enjoyed a visit to a local park to observe its functions and were engrossed when the road safety person came. In a lesson on forces, the teaching was good because the teacher had an interesting range of resources to engage the children's natural

enthusiasm and interest. The children were intrigued as they pulled string to make a toy move up a ladder and were eager to demonstrate their understanding by sorting objects into 'push' and 'pull' categories. A more able child read the words 'push' and 'pull' and placed them in the correct circles. Less able children quickly lost concentration and found it hard to listen to each other so the teacher smoothly and swiftly moved the children onto the next part of the lesson. A suitable range of practical tasks gave children the opportunity to explore and experiment further and, because of the teacher's timely interventions and questions, they were able to make good progress in their learning.

Physical development and Creative development

- 55 In physical and creative development, most children reach the expected levels by the time they start Year 1. The quality of teaching and learning is sound in physical development though children's achievement is limited by not having sufficient opportunities to participate in activities with suitable resources in an outdoor setting as recommended by the new national guidelines for children of this age. Opportunities for imaginative or collaborative play over a sustained period of time are limited as the only available large space is the school hall. A number of less able children find it difficult to control their movements when moving in a large space and they cannot stop quickly on a command. In contrast, more able children roll and catch a ball sensibly with a good degree of control and confidence. Other effectively planned activities are taught well; for example the children carefully cut, stuck and joined materials to make a musical instrument. In creative development, the quality of teaching and learning is sound. The paintings of more able children showed developing detail and care. Regular opportunities for children to explore and experiment with paint and to work independently are limited, however; consequently, children's progress is slower than it should be. In singing, the children join in sensibly, try hard to follow the words and most keep in time to the music.

ENGLISH

- 56 Standards of attainment for both seven-year-olds and eleven-year-olds are above average. Pupils listen with good attention and understanding and most play a full role in class discussions and can give a clear account of what they wish to say. Standards of reading are very high throughout the school. Standards of writing are better than the national average.
- 57 Teachers help pupils to develop their reading skills with great care and attention to detail. Younger infants learn to interpret the pictures in the stories they read with the teacher in a group context; in addition, teachers draw their attention to individual letters and words on the page and help them to develop their grasp of letter and word formation by comparing them with similar letters and words. These pupils develop good reading strategies by learning to interrogate story texts in answer to the teacher's question, "What happens next?". Teachers help them to make a good guess by reminding them of what they have learned so far. Skilled and thorough teaching, which is consistently maintained throughout the infants and the juniors, ensures that pupils are well equipped for dealing with new and unfamiliar words and for breaking longer words down to their component parts. The successful introduction of the national literacy strategy throughout the school ensures that the development of the pupils' language skills is logical and progressive.
- 58 Pupils take great pleasure in their developing language skills. Younger infants enjoyed reading stories about animals and imitating the sounds the animals made. Most older

juniors can tackle demanding fiction and non-fiction texts with confidence and read aloud with fluency and accuracy. They know how to consult a dictionary and can retrieve books and information in the school library. The highest attaining pupils achieve very high standards with very good levels of comprehension. One younger infant referred to dinosaurs as “extinct” and, when asked what she meant, replied, “They’ve all died off”. There is good provision for pupils with reading difficulties. These pupils are identified early and their basic reading skills are regularly reinforced in class and, in some cases, they regularly receive more intensive individual tuition from a teacher or a skilled learning support assistant. Careful records are kept of the books pupils read and of the progress they make in reading over time. As a result of the careful attention and skilled teaching they receive, both infants and juniors achieve well in this important area of the curriculum.

- 59 Although the standards attained in writing are not as high as standards were at the time of the last inspection and not as high as standards in reading now, particularly at the more advanced level, they are nevertheless better than the standards attained in most primary schools and at least in line with those attained in similar schools. Standards of presentation are good throughout the school, particularly in writing that has been re-drafted or forms part of the many attractive displays around the school. Teachers regularly reinforce pupils’ grasp of points of punctuation and spelling during shared reading sessions. They frequently model specific forms of writing – such as the writing of captions or headings – so that pupils can learn through imitation. They help pupils to develop their skills in narrative writing by teaching them explicitly about setting, characterisation and plot. Teachers often prepare for writing sessions with great care. In one good lesson with lower junior pupils about to undertake a writing activity about themselves, the teacher ensured that each pupil in a large class was equipped with suitable lined paper, a photograph of themselves, some rough writing drafted previously as well as word books, dictionaries and thesauruses; throughout the session, while pupils were engaged in writing, the teacher circulated to guide, advise, praise and encourage.
- 60 Pupils produce a good volume of writing in a wide variety of genres and styles: stories, poems, letters, advertisements, factual information, story openings and alternative endings or sequels to familiar stories. This variety of styles represents an improvement since the last inspection. The writing of lower attaining pupils is frequently marred by poor spelling and, on occasion, by poor handwriting and extreme brevity. Pupils of average and higher attainment achieve much higher standards. Their writing is for the most part accurately punctuated and spelling is usually accurate or phonetically plausible. The best writing is characterised by a careful attention to word choice and expression; the pupils involved know to avoid overused words and clichés and make their writing more interesting by their choice of more exact or colourful vocabulary. Teachers in their marking reward good ideas and well chosen expressions or images. As a result, the aesthetic quality of pupils’ writing is above average. Even higher attaining pupils, however, produce relatively few pieces of extended writing, of writing that occupies two or more pages. This is the case in English and in other subjects like history. Practice in the production of more extended writing would help pupils develop a facility in writing, reinforcing their basic skills in punctuation and spelling and helping them to write at greater speed. At present, most writing activities are slow; pupils take a long time to settle to writing activities and many take a large amount of time to produce relatively little.
- 61 Teachers have good subject knowledge and prepare and structure their lessons with care and imagination, ensuring the fruitful interaction of listening, talking, reading and writing. They frequently involve pupils in helping others to learn – for example, inviting

them to the front of the class or to the board in order to demonstrate a particular point, or getting them to repeat a particularly good answer so that everyone can learn from what has been said. They are skilled in initiating and sustaining discussion, drawing out pupils' answers by means of probing questions and suggestions. Expectations are usually appropriate, although more could be expected of the majority of pupils in respect of the length of their written work. Appropriate support is provided for lower attaining pupils or pupils with special educational needs. Opportunities are provided for talented and high attaining pupils to show what they are capable of achieving. The general standard of achievement in English is good.

- 62 The two subject co-ordinators have good professional knowledge and are dedicated to raising standards of attainment. As part of the effectively implemented literacy strategy, all teachers have been observed teaching literacy and have received valuable written feedback. Efficient assessment procedures and careful record keeping ensures that teachers' planning effectively matches the varying needs of the pupils. The subject is generously resourced and there are good collections of fiction in the classrooms and of non-fiction in the school library that have a significant impact on pupils' standards of achievement.

MATHEMATICS

- 63 By the end of Year 2, attainment is above the national average, lower than the previous year's national test results because of slightly fewer higher attainers and slightly more pupils with special educational needs. This above average attainment is an improvement on the findings of the previous inspection where attainment was judged to be in line with the national average. The disparity in the achievement of boys and girls is also much less marked, again largely because of the make up of the group. Attainment by 11 is well above the national average. This matches the national test results of 2000 and also the unconfirmed results of 2001. Teaching and learning are very good overall. This is a significant improvement since the last inspection where unsatisfactory teaching was seen in the infants. The very good quality teaching is a strength of the school and, along with the increasingly marked impact of the school's numeracy strategy, is instrumental in the good achievement seen as the pupils progress through each class.
- 64 Since the last inspection, a comprehensive and challenging action plan has been followed effectively. The provision of increased opportunities for infants to use their knowledge to solve problems has been satisfactorily addressed, although the school in its present action plan rightly identifies that further work is still needed in the application of knowledge for all pupils. The introduction of the National Numeracy Strategy and improved learning resources have also effectively supported the good progress in the infants and the very good progress in the juniors.
- 65 Teachers have secure subject knowledge, particularly in their teaching of the basic skills of number. Clear learning objectives followed confidently are a feature of the lessons. Additional learning support for pupils with special educational needs and those who are less able help those pupils to succeed well. Effective assessment activities and careful recording of pupils' progress help to identify where extra support is needed and internal monitoring identifies areas for improvement. Very good teaching support for both more able, less able pupils and children with special educational needs is provided by an additional teacher, who works skilfully and unobtrusively alongside children, assessing progress and only intervening sensitively when necessary.

- 66 Recent monitoring of teaching by the co-ordinator and senior management identified a lack of challenge in some classes for the most able pupils. It is clear that most pupils in the infant classes achieve their best although some pupils in Year 2 (mainly average attaining boys) are capable of more. In the junior classes, teachers work hard to present challenging tasks for pupils. A small group of more able pupils in Year 6, informally recognised as being gifted and talented, have already been allocated extra support both in lessons and through a local Saturday club. In a lively and challenging Year 4 mental 'warm-up' session, a group of more able pupils were given further extended problems as it was clear to the teacher that they were working very rapidly. A consistent feature in most lessons is the teacher's good and confident subject knowledge that enables them to assess the pupils' understanding quickly and to adjust planning to extend, consolidate or re-cap on learning effectively as the lesson progresses.
- 67 By the age of seven, the majority of pupils can count, read, write and order numbers to at least 100. They count backwards and forwards in ones or tens to 100. In a Year 1 lesson, for example, a small group of more able pupils counted accurately in multiples of ten to 90. They quickly made two digit numbers using the resource cards provided and completed a written sum accurately to show their understanding of the task. Less able pupils in a Year 2 lesson, however, needed support to order two digit numbers using a 100 square whilst more able pupils sorted, named and recorded three digit numbers with facility. Most pupils have a good grasp of time, both analogue and digital, and a basic understanding of symmetry. Pupils are less skilled at applying their understanding in arithmetic to solve practical problems and in particular have difficulty in identifying the appropriate operations required.
- 68 By the age of eleven, pupils have developed confidence and agility in manipulating numbers with two, three and four digits. More able pupils are secure in multiplying and dividing decimals mentally by 10 or 100, for example. The majority of pupils use their recall of multiplication tables effectively to calculate the area of shapes. In a very good lesson in Year 3, pupils quickly learned how to break up numbers into smaller units. By the time pupils reach Year 5, they can apply this knowledge and skill to solve problems requiring them to add and multiply numbers using brackets. Less able pupils have difficulty in adding two numbers beyond one thousand or dividing three digit numbers by two digit numbers to give the answer to two decimal places. The majority of pupils, however, can double and halve decimals to one place. Common errors occur for many pupils in the interpretation of data to answer questions such as 'the mean number of goals scored in a season'.
- 69 Teachers' relationships with pupils are good and often very good so that pupils enjoy their mathematics lessons and are eager to explain their calculations to the whole group. In a very well managed Year 4 lesson on the use of inverse operations, a pupil, whose first language was not English, explained clearly how he and his partner had made mistakes but had worked out the correct answers. Teachers are aware of the importance of giving pupils the confidence to apply their knowledge and encourage and value their contributions. This is why most older pupils are confident to try different calculations to reach solutions and particularly enjoy the mental agility sessions at the beginning of the lessons. Pupils present their work neatly and this helps rapid calculation and makes the finding of any errors relatively easy. The perseverance and subsequent progress of a less able pupil in Year 6 to complete a complicated graph successfully showed the determination of both pupils and teachers to succeed and meet targets set. Supportive comments on the work identified this and provided a useful assessment of the pupil's work.

- 70 Most teachers manage pupils very well. For example, in a Year 6 lesson on approximation and multiplication, the teacher conducted the lesson at a brisk pace and, with humour and confident knowledge of the subject, effectively managed a challenging group of pupils. Pupils responded to this well, including those with special educational needs, working hard so that they extended their learning as a result. Teachers use praise and encouragement effectively and most pupils work hard and take pride in their work as a result.
- 71 The overall very good quality of teaching shows a good improvement since the last inspection. All lessons have clear learning objectives that are shared with the class so that pupils know what is expected of them. Initial mental 'warm-up' sessions are enjoyable and challenging and questions are used effectively to support pupils of different ability. An interesting range of resources is used well to support pupils' learning and to help the teacher to assess pupils' progress and understanding. Final plenary sessions are also used very well to encourage pupils to discuss their learning and for teachers to assess how far they have succeeded. Classroom assistants make a good contribution to lessons. The teacher effectively briefs them in order to help less able pupils or those with special educational needs to take part more productively, particularly giving them encouragement to explain their calculations or to ask and answer questions.
- 72 Teachers expect pupils to use the correct mathematical vocabulary from an early age. They ensure that the mathematical vocabulary to be used in each lesson is displayed prominently alongside the learning objectives at the beginning of each lesson. In this way, pupils' language skills and work in mathematics are introduced simultaneously and this is effective in helping them to improve their knowledge and understanding. Whilst teachers mark work conscientiously, the use of diagnostic comments to support progress is inconsistent. Homework effectively supports pupils' learning, although the consistency varies from class to class.
- 73 Mathematical skills are used effectively in other subjects. In Year 1, pupils collected data in a road safety survey as part of their work in geography and in Year 4 pupils calculated their spending money on a school trip. A very good range of work was seen in the use of mathematics in everyday contexts, especially during visits. Information and communication technology programs are also used effectively, as, for instance, in Year 4, to interpret and analyse graphs in science or produce a class survey on rainfall in geography. In design and technology, Year 3 pupils produce accurate scale drawings before making their product.
- 74 Mathematics is very effectively co-ordinated by the headteacher. Since the last inspection, the school has worked hard to very good effect to implement the national strategy for numeracy and to improve resources. The quality of teaching has improved, particularly in the infants, as a result of internal monitoring and training. A systematic evaluation of pupils' standards and achievement through analysis and assessment of work tracks pupils' progress efficiently and effectively. Interim tests as well as other assessments are completed and analysed. Targets are set for individuals and groups of children and a useful record passed onto each new teacher, which means that no time is lost in pupils' learning. This results in carefully targeted resources and a consequent improvement of standards for pupils of all abilities. The school is confident that the Year 6 pupils will achieve the challenging target set for 2002 and support for those pupils identified as less able is already in place. The co-ordinator has a clear view of where the school needs to improve and gives very good support to the staff so that there is a corporate approach to raising standards and achievement in the school.

SCIENCE

- 75 By the time they leave the school, pupils' attainment is well above the national average, matching that seen in the national tests for eleven-year-olds in 2000. The attainment of seven-year-olds is above the national average rather than the well above attainment shown in the national assessments in 2000; the present Year 2 class contains more pupils with special educational needs. Standards have improved since the last inspection, particularly for seven-year-olds. Pupils of all levels of ability, including higher attainers and pupils with special educational needs, achieve very well during their time in school. Pupils with English as an additional language also achieve very well.
- 76 Pupils' very high standards are partly the result of the increased emphasis on investigation that has taken place since the last inspection, when it was a weakness, and of teachers' encouragement of pupils to think for themselves. For example, Year 5 pupils were asked to write a letter to someone who refused to believe what he could not see, proving to him that not only does air exist but that it also has weight; the pupils' response consisted of many individual accounts of experiments that proved their case convincingly and showed very good understanding of the concepts involved. Pupils' skills in investigation build up year on year, showing an increasing sophistication in making their tests fair and in interpreting and presenting their findings. They apply their numeracy skills well in making use of a variety of measures to prove their point and use information and communication technology confidently to record and present their findings. Even the youngest pupils are led to apply their scientific knowledge to real life and understand well the issues surrounding electricity and safety in the home. Older pupils explore the effects of drugs in scientific as well as human terms.
- 77 Extensive and very high quality work involving a wide range of scientific skills arises from the very rich programme of visits undertaken by all pupils each year. The visit of a travelling planetarium to the school enhanced learning about the universe and younger pupils developed a good knowledge and understanding of life and conditions for living creatures in the sea after a visit to a sea-life centre. Visits to Sherwood Forest and the nearby Rother Valley Country Park developed pupils' knowledge and understanding of the life of trees and other plants as well as shedding insight on a variety of habitats. Year 3 pupils effectively recorded their findings about creatures' living conditions in a variety of imaginative ways, including composing a poem about woodlice and producing a habitat grid. Pupils' knowledge and understanding of nature are also significantly improved by the use of the school's well stocked wildlife area. Pupils' insights into science are enhanced by the ways in which teachers make use of other subjects in the teaching of science; for example, pupils' knowledge about plants is developed when they make close observations of flowers in their art work and the application of literacy skills enables pupils, particularly higher attainers, to use the Internet and a variety of CD-ROMs to inform their booklets on the life of the blue whale or the make-up of the solar system. Because work is almost invariably built carefully on previous learning, pupils have a firm knowledge base from which to develop their learning; so, for example, pupils in Year 6 were able to work independently on their investigation of what dissolves in water because the teacher had carefully recapped their previous knowledge of work on the water cycle and clarified terms such as melting and dissolving with them.
- 78 The quality of teaching and learning is good and, in the junior classes, often very good or excellent. Teachers encourage the pupils to see the relevance of what they are

studying and are not afraid to make science fun – pupils consequently enjoy the activities and work all the harder. Activities are carefully planned to take account of the varying needs of the pupils in each class and slower learners are given appropriate tasks and support so that they are challenged but not daunted. So the teachers in Year 1 allowed time for experimentation and choice in selecting objects to push or pull and guided pupils' learning unobtrusively through effective questioning. The most effective lessons are characterised by the teachers' confident subject knowledge, the use of a variety of stimulating approaches and very well developed class management skills built on very constructive relationships – even at this very early stage of the year, most teachers know their pupils well and know how to get the best from them. Pupils respond very positively to the teachers' high expectations and to the challenges that they set. For example, Year 4 pupils were intrigued by the teacher's use of projected shadows to introduce a topic on light. The teacher maintained their interest through challenging questions and an insistence on clear explanations and the need for accuracy, before setting them the task of recording their observations of shadows. In the lesson in Year 5 about air, the teacher built imaginatively on previous learning through a stimulating demonstration that caught and maintained pupils' interest; excellent class management led to excellent behaviour, very high concentration levels and very productive learning, with very high levels of understanding for all pupils. When the Year 6 teacher placed responsibility on the pupils for identifying precisely what they were going to investigate in their work on solutions, they responded very well, working together constructively in their groups and changing their plans sensibly and without fuss when their first attempt went wrong.

- 79 The subject is led by a knowledgeable and capable co-ordinator. The richness of the science curriculum ensures that the pupils' spiritual, social and cultural development is very well served and that the subject also contributes significantly to learning in other subjects, particularly, literacy, numeracy, information and communication technology and art.

ART AND DESIGN

- 80 By the time they leave the school, pupils' attainment is above average, maintaining the standards seen at the last inspection. The attainment of seven-year-olds is also above average. Pupils of all levels of ability, including higher attainers and those with special educational needs, achieve well. Pupils for whom English is an additional language achieve well. Younger pupils observe carefully in sketching their mechanical toys and provide sketches from different viewpoints. They skilfully use oil pastels to complete the other half of a picture from a magazine, trying hard to portray the effects of colour and shading; higher attainers match the proportions of the existing half picture accurately. Older pupils use oil pastels in a much more sophisticated way to produce very pleasing pictures from their pencil sketches of plants and flowers. Pupils develop their skills of observation, drawing and painting well as they progress through the school and evaluate their work sensitively in order to make even more improvement. They produce a range of work in clay but little three-dimensional work apart from this. While pupils have experience of some great artists, such as van Gogh, Monet and Picasso, and produce high quality work as a result, they encounter only a limited range of art, particularly sculpture and the art of cultures other than their own.
- 81 The quality of teaching and learning is good and sometimes very good, particularly for the junior pupils. Teachers have confident subject knowledge that enables them to help pupils to evaluate their work and to discuss the issues sensibly. Pupils respond very positively to the teachers' high expectations, persevering and revisiting their efforts to improve their work even when the activity is a challenging one. The regular

use of sketch books encourages pupils not be satisfied with their first efforts. Very good class management leads to a very high work rate and high levels of aesthetic effort. Work is carefully planned to build on previous learning and to develop skills systematically. However, pupils' progress is not formally recorded. Art work often results from visits and other direct experiences and its quality benefits from the sense of purpose that this provides. Similarly, art is often used to support learning in other subjects; for example, younger pupils produced paintings of fish that showed a good sense of form and carefully observed detail after a visit to the sea-life centre as part of their science work. The subject makes a significant contribution to pupils' cultural and spiritual development although they are not given enough experience of the art of cultures other than their own.

DESIGN AND TECHNOLOGY

- 82 Standards in design and technology are similar to those expected nationally for pupils by the age of seven and eleven. This represents good improvement since the last inspection as standards by the age of seven were judged to be unsatisfactory. Achievement is satisfactory overall. Pupils with special educational needs make good progress as either the teacher or classroom assistants effectively support them.
- 83 No overall judgement is made about the quality of teaching because only one lesson was observed. However, there is clear evidence from the examples of work seen across each year group and in discussions with pupils and the subject co-ordinator that there is good achievement for an increasing number of pupils because of improvements in planning and teaching though the school. The school has adopted the national scheme and uses this in conjunction with local guidance so that planning is thorough and effective in building on the pupils' prior knowledge, skills and understanding.
- 84 Pupils in infant classes build on the sound start in design and technology in the foundation stage and, by the age of seven, are producing good quality labelled designs to illustrate their models. In Year 1, pupils effectively practise their skills of joining to produce models with simple sliders. Year 2 pupils sensibly described how they worked with a partner to make a model house or a bedroom and how they discussed their ideas with the teacher and each other, drawing a labelled plan and making choices about the materials they would use.
- 85 Part of a lesson observed in Year 4 provided a carefully planned introduction to a project that would cover several weeks and involve designing and making torches. In discussion, the teacher effectively built upon the pupil's experience of electricity in science. The lesson was immediately off to a good start because the pupils were very well behaved and eager to begin the task. The teacher explained the object of the lesson crisply so that the pupils began to develop their understanding of how products are formed. Through supportive questioning and children's suggestions, a list quickly appeared about essential features of torches and those special to particular models. This well planned first lesson produced some good collaborative research through drawing and evaluating existing products and set the scene very well to support the generation of ideas for the children's own designs.
- 86 By the time the pupils reach Year 6, they have a sound grasp of the elements of the designing and making process. Well thought out lists of good and bad points show how a pupil applied design criteria to his evaluation of a wallet. A good design and succinct evaluation of a pair of slippers demonstrated how a Year 6 pupil built on skills to produce a product of high quality. Writing and presentation skills of the more able

pupils are good and scale drawings precise with clear instructions for a working schedule.

- 87 The co-ordinator is enthusiastic and knowledgeable and supports teachers well. She understands clearly the importance of developing skills from an early age. The co-ordinator has a very clear view of how the curriculum can be extended and the training needed to support the teachers. Assessment is informal largely through monitoring planning and discussion with staff.

GEOGRAPHY

- 88 At the time of the last inspection, standards were judged to be above national expectations for infants and well above for older pupils. The current inspection judgement is that standards remain above average. The school has worked hard to maintain the quality of work in geography despite the demands that have been placed on curriculum time by national initiatives in literacy and numeracy. The subject contributes significantly to other subjects such as literacy, numeracy, art and science. It contributes strongly to pupils' spiritual, moral, social and cultural development.
- 89 There has been good improvement since the last inspection as the school has introduced the new national guidelines and has extended them effectively with additional material. At the last inspection, there was no scheme of work to ensure the continued progression of knowledge, skills and understanding across the school.
- 90 It is not possible to judge the quality of teaching and learning in the infants as only one lesson was seen during the inspection. In the juniors, the quality of teaching and learning is very good overall.
- 91 In the infant classes, pupils develop early enquiry skills and use them successfully to complete personal research on places both locally and further afield. Through a range of local topics and studies, they learn about physical and human processes and are encouraged to form viewpoints about the environment. During a local topic, Year 1 children examined the effect of difficult traffic conditions in the village and how people can effect both positive and negative changes on the environment. Carefully drawn pictorial plans and routes formed a good basis for subsequent work in Year 3 where pupils had to use and interpret maps. Year 2 pupils write thoughtfully about how they might change the ugly features around the school and by Year 5, because skills are built on methodically and quickly, pupils write with increasing knowledge and confidence about the consequences of pollution on both humans and the food chain.
- 92 A well thought out programme of visits is undertaken each year in the junior classes. It involves both independent and teacher planned fieldwork. This ensures that pupils have exciting opportunities to develop a range of geographical skills at first hand. Other studies using secondary sources give them experience of a wider geographical location. A strength of the teaching lies in the use of appropriate vocabulary so that by Year 5 and 6 pupils give clear and rapid answers to questions and learning moves on briskly. For example, in a Year 5 lesson about local rivers, the teacher insisted on the pupils using accurate terms to describe local sources of water before progressing onto identifying them on a map. Subsequently effective classroom organisation and management ensured that there was a good level of attention. Every opportunity was taken to assess pupils' progress.
- 93 Teachers are confident in their knowledge of the subject and use this to plan lessons effectively. Clear learning objectives, the use of key vocabulary and the insistence on

high standards of written and oral presentation are evident in work right across the school. Literacy and numeracy and information and communication technology are used effectively to support the subject. Useful links with history and science are also made where appropriate. Below average children make good progress in understanding the process of geographical enquiry and pupils with special educational needs are effectively supported.

- 94 The subject is effectively co-ordinated by an enthusiastic and knowledgeable co-ordinator who provides very good leadership in the subject. Teachers' plans are monitored carefully and work collected to assess standards and to evaluate the quality and progression of the curriculum. Other more formal assessment arrangements are not yet in place. Information and communication technology is used effectively as a research tool. Residential visits and visitors are used very effectively to enliven the subject and pupils talk enthusiastically and knowledgeably about the areas they have visited.

HISTORY

- 95 Standards of attainment for both seven and eleven-year-olds are in line with national expectations; the attainment of eleven-year-olds is not as good as it was at the time of the last inspection. Pupils develop sound factual knowledge of, for example, life in industrial Britain in the late nineteenth and early twentieth century, of events and personalities in the reign of King Henry the Eighth, of various forms of transport throughout the ages and of life and events in the Second World War. They also develop a sense of time and the passing of time. The learning of both infant and junior pupils is enhanced by day visits to museums and places of historical interest as well as, in the junior years, by residential visits lasting several days. Pupils' achievement is satisfactory in both infants and juniors.
- 96 Only two lessons were observed during the inspection, both in the juniors. In one, the teaching was good and in the other it was very good. In one, pupils learned to empathise with the plight of children and other evacuees during World War II through a sensitive shared reading of passages from *Carrie's War* and *Goodnight Mr Tom*. The activity of 'hot seating' required a pupil, in the role of one of the characters in the stories, to take questions from other members of the class. Pupils put some challenging questions to their classmates who took on the hot seating duty and the questions and answers helped everyone to understand better this feature of life during the War. The lesson was enlivened by a very full and stimulating display of artefacts and posters from the War and by newspaper cuttings of the period on the topic of evacuation. In the other lesson, pupils analysed the reasons for the Viking invasions of Britain and Ireland. Good use was made of the overhead projector and of pictures in books to show the terrain from which the Vikings came as well as the weapons they used in battle. The teacher showed pupils photographs of some of the Viking treasures. The lesson was well supported by a lively and attractive display which featured a life-size model of a Viking warrior. In these ways, the pupils were led into a deeper understanding of the Viking way of life and were also required to reason and to draw conclusions.
- 97 There is a good range of writing produced in history. For example, there is some short comparative writing by Year 1 pupils on domestic life before electricity. Year 3 pupils have produced a short history of Todwick which incorporates an interview with the vicar on the history of the local church and some pupils from Year 5 have produced a series of answers to questions on Anne of Cleves. There are several pieces written by Year 6 pupils on the topic of evacuation. Most of the writing is of good quality in terms

of vocabulary, presentation and mechanical accuracy. There is, however, little that is extended or which demonstrates careful analysis or close reasoning or the ability to draw conclusions from sources of evidence or to justify alternative interpretations and this limits the achievement particularly of the higher attainers.

- 98 The recently appointed co-ordinator is well qualified and has updated the policy, which is sound. She has not yet had the opportunity to observe the subject being taught and no one in the school has a clear overview of how much history is taught or has rigorously evaluated the quality of what is taught; this is one reason why pupils' standards of attainment are not as high as they are in, say, geography. Assessment and recording procedures are informal. The subject is supported by good book resources, including several collections from the schools' library service, and a good collection of artefacts. The visits to museums and places of historical interest are a distinct strength of the school's provision and help to make the subject interesting and stimulating for the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 99 By the time they leave the school, pupils' attainment is above average, an improvement since the last inspection. Seven-year-olds attain at expected levels for their age. Pupils of all levels of ability achieve well, including higher attainers and pupils with special educational needs. Pupils for whom English is an additional language achieve well. Younger pupils confidently use a range of drawing and painting tools and control a floor robot with fair precision. Older pupils are adjusting to using a new computer platform effectively, quickly learning new programs for word-processing, spreadsheets and graphics and benefiting from the regular practice they have in using the computer to support their work in other subjects. Pupils in Year 4 produce their own booklets and posters, combining words and pictures to good effect. They develop their own database and interrogate it and use a spreadsheet to carry out calculations. They have a good understanding of the use of computers in the real world after a visit to a local supermarket. They use the Internet and CD-ROMs for research and can perform simple programming on the screen. Pupils in Year 6 are able with support to use the interactive whiteboard at their first encounter with it. They design and produce a front cover for a book using a wide range of graphics and word-processing controls, with higher attainers showing well-developed design skills. E-mail is used to communicate with other pupils in the school and, during a visit to Filey, pupils used a spreadsheet to calculate their spending patterns.

- 100 The quality of teaching and learning is good and, where the teacher is confident in the subject, it is very good. Pupils appreciate being able to learn new technology along with the teacher, as when, for example, the teacher was able to exploit minor technical problems in using the interactive whiteboard in order to make teaching points. Pupils have positive attitudes and respond well to the teachers' high expectations. The teachers are good at ensuring that pupils who are less confident in using computers have plenty of opportunities to develop their skills while at the same time making effective use of the expertise of more experienced pupils, many of whom have their own computers at home. Higher attainers, for example, are able to clarify a range of commands and key-board short-cuts for other pupils.

- 101 The school is moving swiftly in developing provision for the subject. Every class has at least two computers, an adequate number for many activities; however, there are times when the teacher tries to teach a large group a particular set of skills and is frustrated because not all pupils are able to have a clear view of the screen. The interactive whiteboard is providing one solution to this problem and the school

development plan shows that a computer suite is planned as soon as difficulties with the fabric of the school have been solved. The committed and energetic subject co-ordinator is initiating developments successfully and is clear about the need to extend the curriculum to include more monitoring and control technology as the pupils become more familiar with the new computers. He is also aware of the need for more formal assessment of the subject.

MUSIC

- 102 Insufficient evidence was available to judge pupils' attainment at the end of either key stage in all the elements of the music curriculum. Only one lesson was observed, owing to timetable arrangements. From this and from assemblies and song practices, standards of singing are judged to be above that expected for eleven-year-olds. Lessons for small groups of pupils in recorder and guitar were also observed. Discussions with the subject co-ordinator, pupils and scrutiny of teachers' planning indicate that all aspects of the subject are taught.
- 103 Pupils in Year 4 composed some interesting pieces, using untuned percussion and recording their music using both symbols and signs. In the Year 5 lesson observed, very good teaching and learning took place as the pupils' ability to listen and appraise Tudor music developed very well. Pupils demonstrated their good knowledge of modern instruments and began to compare them to older ones. The teacher's good subject knowledge and perseverance in extending the pupils' listening skills meant that they began to pick out repeated melodies and phrases. By the end of the lesson, the pupils had produced some thoughtful and creative appraisals of the music in individual pieces of writing.
- 104 Pupils across the school sing with enthusiasm and enjoyment. Lessons begin with enjoyable warm-up sessions. In the infants, the pupils imitated breathing exercises sensibly and copied simple clapping rhythms accurately. They sang well, in tune and with real enjoyment. A new song was introduced and, after copying a line at a time, they quickly picked up the tune and the words. Pupils are well behaved and listen and respond well. Teaching is good because the pupils' natural high spirits are channelled by the use of good examples, demonstration and a well-managed and skilful approach. In the juniors, songs are extended in length and complexity and pupils respond with enthusiasm and enjoyment. Teaching and learning are consistently good. Teaching is skilful and focused and pupils sing with a pleasing tone, expression and a good sense of rhythm.
- 105 Both younger and older pupils talk with obvious enjoyment and enthusiasm about music. Younger children readily name instruments that they have played such as tambourine, rainmaker and drums. Older pupils give a good account of the repertoire of songs they have sung, including those from Germany and France. Some pupils play the recorder and several learn the violin, guitar and woodwind from peripatetic teachers. The pupils interviewed were proud to explain how other pupils perform at school events. Pupils have a good understanding of notation and its use when playing a piece of music. Neither group of pupils could name many composers, however, although they agreed that they listen to a range of music particularly at the beginning and end of assembly and in lessons.
- 106 Music plays an important part in the life of the school. It makes a significant contribution to the pupils' spiritual and aesthetic development. Improvement since the last inspection is satisfactory. Since the last inspection the school has adopted a national scheme that supports planning for the development of skills across the school.

The co-ordinator gives valuable support to the teachers, making sure that there are plenty of resources to support the non-specialist teacher. Groups of pupils benefit from lessons in guitar, violin and recorder. Assessment is largely informal with plans to formalise this already in place. The school regularly raises the profile of the subject with events, visitors, performances and productions; these have a positive impact on pupils' achievement.

PHYSICAL EDUCATION

- 107 By the time they leave the school, pupils' attainment is above average and well above average in swimming. This shows improvement since the last inspection. The attainment of seven-year-olds is at expected levels in most areas of physical education, though above average in swimming. Pupils of all levels of ability, including those with special educational needs, achieve well. Talented pupils also achieve well because they are encouraged to develop their skills through participation in the school's teams and clubs and through activities outside of school. Pupils with English as an additional language also achieve well.
- 108 All pupils use the school swimming pool regularly from the time they start school to the end of Year 4. Older pupils continue their swimming lessons at a larger pool nearby. By the time they leave the school, virtually all pupils are good swimmers with an appropriate range of water skills. The rich programme of games clubs and team sports ensures that pupils have well developed skills in ball games and compete with good levels of success in competitions with other schools. The teachers' high levels of expertise ensure that pupils develop their games skills systematically in each year. The use of visiting experts from, for example, professional football and Rugby clubs also helps to develop pupils' skills in these and other sports. Pupils also receive coaching from members of the local bowls club on occasion. Pupils' skills in outdoor and adventurous activities are well developed by the regular annual residential visits that all junior pupils undertake, several of which are at outdoor centres with very good facilities for a wide range of activities; pupils respond very positively to such opportunities and write about their visits with verve and imagination.
- 109 The youngest pupils have an awareness of the need to warm-up their muscles before exercise and are able to set out equipment safely under supervision. Older pupils have a good understanding of health and safety issues and apply their scientific knowledge to observations of how their heart is beating after exercise. Many pupils in Year 2 work in gymnastics with good control and balance, though for some their use of space is not well developed. Pupils in Year 4 have the confidence and the expertise to be original in dance, using different levels and changes of direction to very good effect.
- 110 The quality of teaching and learning is good overall and very good, sometimes excellent, in the junior classes. Careful planning is related to clear learning objectives that take account of the full range of needs in the class, providing support where necessary and challenging the more able pupils. Teachers have a good awareness of safety issues and ensure that pupils do as well, establishing working rules clearly and firmly. They encourage pupils to evaluate their own work and that of others, constantly pushing for improvement and adding pertinent comments to highlight originality and good practice. The most successful lessons have a brisk pace and very high work rates. Pupils work with individuality and originality, enjoying the challenge of the teachers' very high levels of expectation. Warm and positive relationships allied to very good class management skills and very good organisation lead to excellent behaviour and levels of physical and creative effort in the most successful lessons. For example, a basketball lesson with Year 5 provided progressively more challenging

activities to which pupils responded with enthusiasm, leading to dramatic improvements in ball control.

111 The subject is very effectively led and managed with the changeover to a new co-ordinator being handled sensibly and effectively. Plans for more formal assessment of the subject are being implemented. The swimming pool and the extensive field and other outdoor provision have a strong positive impact on pupils' standards. The visits, the team activities and the stress on working together all make a significant contribution to pupils' spiritual, moral, social and cultural development.

RELIGIOUS EDUCATION

112 Standards are in line with expectations for both seven and eleven-year-olds. Pupils acquire sound factual knowledge of some of the major stories and personalities in Christianity and Judaism. They also learn about the role of the Prophet Muhammad in Islam and about the Qur'an. Year 6 pupils showed good factual recall of some of the parables and miracles of Jesus and some knowledge of Moses and other religious personalities. All pupils in the school visit the local church, learn something of its long history, and all ring the church bell. Pupils' achievement in the subject is satisfactory in both infants and juniors and the subject contributes positively to the pupils' spiritual and moral development.

113 Not enough teaching was observed to form a judgement about the quality of teaching in the subject. A selection of writing produced by pupils last year holds some thoughtful brief pieces by Year 1 pupils on celebrations as well as a prayer of thanks to God. Some Year 2 pupils have produced some simple, straightforward writing on the Torah and some of the major festivals of Judaism, and there is some well researched writing on Islam produced by Year 4 pupils. For some classes, the subject is time-tabled separately while for others it is time-tabled in conjunction with personal, social and health education. While the school rightly acknowledges the contribution religious education can make to pupils' personal development, it needs to be recognised as a subject in its own right and to be time-tabled separately.

114 The subject is supported by an adequate range of textbooks and other resources and there is a reasonable collection of books on the major world faiths in the library. There is an attractive, colourful display on Hinduism in Year 3's classroom, an example of how the school promotes pupils' achievements through display. The headteacher acts as subject coordinator on a temporary basis because of recent staffing changes but no one has a clear overview of the subject or has made a sufficiently rigorous evaluation of how much is taught and of the quality of what is taught. There are no formal procedures for assessing pupils' attainment in the subject so that activities cannot be specifically targeted at individuals or groups of pupils.