

INSPECTION REPORT

TREETON CofE (A) PRIMARY SCHOOL

Treeton, Rotherham

LEA area: Rotherham

Unique reference number: 106946

Headteacher: Mr P. Haller

Reporting inspector: Ms B. Pollard
OFSTED Inspector Number: 1838

Dates of inspection: 18th – 21st February 2002

Inspection number: 197674

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:	Voluntary Aided
Age range of pupils:	3½ - 11
Gender of pupils:	Mixed
School address:	Wood Lane Treeton Rotherham South Yorkshire
Postcode:	S60 5PN
Telephone number:	0114 2692677
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Appropriate authority:	The governing body
Name of chair of governors:	Rev. A. Isaacson
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1838	Ms B. Pollard	Registered inspector	geography; history	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What could the school do to improve further?
9327	Mr S. Vincent	Lay inspector	None	How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
18709	Mrs A. Bee	Team inspector	special educational needs; English as an additional language; English; physical education	None
29995	Mrs M. Walker	Team inspector	science; art and design; design and technology	Pupils' attitudes, values and personal development
5531	Mrs J. Croft	Team inspector	the Foundation Stage; music	How good are the curricular and other opportunities offered to pupils?
11848	Mr J. Taylor	Team inspector	equal opportunities; mathematics; information and communication technology	None

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
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 - 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 - 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
THE VISUALLY IMPAIRED DEPARTMENT	22 - 23
PART C: SCHOOL DATA AND INDICATORS	24 - 27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28 - 43

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Treeton Primary is an Aided Church of England school for children aged from three to eleven years. It serves a former mining community and the area is now being developed for private housing. There are 227 children which makes the school broadly average in size. There is a nursery for 26 three year olds who attend part-time until they are four years of age when they start full-time education. The school has a department for children who are visually impaired which serves the whole of Rotherham; at present three children benefit from this facility. The number of children who have been identified as having special educational needs is 46, which is 20 per cent of the school's population and is about average. There are five children with statements of special educational needs which includes three children from the Visually Impaired Department. There are no children who need help with English as an additional language. The number entitled to free meals is broadly average at 22 per cent. Information on the socio-economic features show that there are some areas of deprivation and assessments undertaken soon after children enter the nursery class show that, overall, attainment is below average. A significant characteristic of the school is the high turnover of staff in recent years owing to promotion, secondment, retirement and maternity. There are difficulties in recruiting suitable teachers and the oldest children, during their time in school, have had to cope with a number of different teachers, many of whom have been temporary.

HOW GOOD THE SCHOOL IS

This is a good school with many more strengths than weaknesses. There are several very good features. Particular strengths are in leadership and management and the quality of teaching. Standards improve steadily and where progress has not been as fast as expected, for example, in information and communication technology, this is largely owing to technical difficulties beyond the school's control. Overall, it provides good value for money.

What the school does well

- The very good leadership and the strong management are raising standards by providing a clear vision and direction for school improvement in an orderly, well organised environment.
- Teaching is consistently good throughout all classes; staff enjoy very good relationships with children, lessons are interesting and carefully planned and the good pace of learning means children work hard and productively.
- Children have very good attitudes to work and their behaviour is very good; they develop into mature, caring individuals who show respect for others,
- The provision for spiritual, moral, social and cultural development is a strength and contributes to an atmosphere that values children's efforts and contributions and encourages a sense of belonging to a community.
- The focus on literacy and numeracy across all subjects of the National Curriculum is helping to raise standards by reinforcing and extending children's skills in the basic subjects.
- The excellent Visually Impaired Department is valued highly as part of the school's community and this results in the children taking a full part in all aspects of school life.

What could be improved

- Improve the standards in information and communication technology
- Develop a clearer approach to the setting of targets, particularly to help children improve their writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since the previous inspection in 1997. Standards in science have improved in the infant classes and the school, overall, shows an improving trend in the subjects of English, mathematics and science. The co-ordinators of subjects now monitor standards and the quality of teaching and fulfil their responsibilities very effectively. Children in the nursery are now provided with an appropriate balance of activities that are chosen by teachers and by themselves. The annual report to parents now includes all statutory requirements. Attendance is still well below the national average. Although the school has introduced

very good measures for monitoring and encouraging attendance the rates of unauthorised absence are still above average. The very strong leadership and teamwork mean the school is well placed to continue improving.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	C	D	C
mathematics	D	C	D	C
science	D	C	C	B

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

Many children enter the nursery with below average attainment but they make good progress and by the end of the Foundation Stage the majority achieve the national goals for the age-group. They make particularly good progress in personal, social and emotional development and in communication, language and literacy. By the age of seven, last year's National Curriculum test results show that they catch up as they reached the national average in reading and mathematics and exceeded it in writing. They are doing well when compared with schools with similar characteristics, which is based on numbers of children entitled to free school meal, as results show that they were well above average in reading and writing and above average in mathematics. By the age of eleven, last year's National Curriculum test results show that, apart from science, results in English and mathematics are below the national average. This is because there were far fewer children reaching the higher levels of the National Curriculum in English and mathematics. When compared with similar schools, results are average for English and mathematics and exceed the average in science. In the last few years the school has experienced a high turnover of staff, especially in the junior classes, with some posts filled with temporary teachers because of difficulties in recruitment and this has significantly disrupted learning. The situation is better now and standards are rising because there is a stable team of good teachers. Now the majority of eleven year olds are reaching standards that are at least typical for their age group in speaking and listening, reading, mathematics and science. Listening skills are especially good. However, there are weaknesses in some aspects of writing which are likely to affect the ability of the school to reach the national average in English tests this year. Overall, figures for the last five years show that the school is improving and this trend is above the national average. Children in the Visually Impaired Department and those in the main school with special educational needs make good progress towards their individual targets.

By Year 6, standards in most other National Curriculum subjects are at least typical of those seen in other schools and are higher in art and design, design and technology and physical education. Standards in information and communication technology are unsatisfactory as planned developments have been hindered by technical difficulties and insufficient resources. There are strengths in most subjects. In mathematics, children can use their knowledge in numeracy to solve problems; in art and design, drawing from direct observation is good; in design and technology, children can design and make products to a high standard; in geography, skill in using maps is good and children are knowledgeable about environmental issues. Literacy and numeracy skills are applied well across all subjects but the ways in which children structure their writing could be improved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; children work hard, are willing to contribute their ideas and opinions and show enthusiasm for learning.
Behaviour, in and out of classrooms	Very good; children are courteous and show respect for property and the feelings of others.
Personal development and relationships	Very good; children take responsibility for tasks, work well together and show concern for one another
Attendance	Unsatisfactory; despite the best efforts of the school, the rate of unauthorised absence is above the national average

Attendance is affected by a small number of parents who do not inform the school about their children's absences and others who take holidays during term-time.

TEACHING AND LEARNING

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

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

Teaching has improved since the last inspection as there was no unsatisfactory teaching this time. In eight out of ten of the lessons seen, teaching was good, very good or excellent. It is consistently effective in all classes. Teachers work as a team and focus strongly on raising attainment. Their knowledge of the subjects they teach is good, except for information and communication technology where they need to improve their expertise and confidence. Teachers are particularly good at teaching the basic skills of literacy and numeracy in a variety of ways making links with other subjects which reinforce children's understanding and make the learning relevant. They ask questions which help children to organise their thoughts and extend their vocabulary. They manage children very well and classrooms are well organised, orderly and disciplined. Target setting needs more attention in order to raise standards.

Staff in the nursery and reception classes work efficiently as a team and provide very good quality experiences which give children a secure foundation for the National Curriculum. Support staff are used well to help children with special educational needs and their effectiveness is shown by the good progress made by those children. Staff in the Visually Impaired Department provide high quality, sensitive teaching which results in the visually impaired children taking a full and active part in all aspects of the National Curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A rich and broad curriculum, both in and out of the classrooms, meets the needs of all children. Literacy and numeracy are promoted especially effectively in a wide range of subjects.
Provision for pupils with special educational needs	Good provision means that children make better than expected progress. Provision in the Visually Impaired Department is outstanding.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; children develop spiritual and cultural awareness and they understand their moral and social responsibilities. The school instils a strong sense of community identity and a sense of heritage.
How well the school cares for its pupils	It takes good care of children and provides effective support for those who need it. Assessment procedures are good.

Assessment has improved considerably since the last inspection and teachers plan lessons according to what children have been taught and what they need to learn next. There is a weakness in the targets set for

individuals or groups of children. These are not precise enough, they are not shared with children and they are not referred to regularly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management mean the school is clear about the direction it needs to take to improve standards. Those with management responsibilities are very capable of carrying out the necessary developments.
How well the governors fulfil their responsibilities	An effective and knowledgeable governing body supports the work of the head and staff.
The school's evaluation of its performance	Staff and governors are well aware of the school's strengths and weaknesses and have a range of strategies to deal with them.
The strategic use of resources	Resources are used effectively and funds are used for the purposes for which they were designated. Information and communication technology resources are not yet adequate in all the required aspects.

The school would still like another teacher to make class sizes smaller in Years 3 and 4 but has been unable to recruit a suitable candidate. It has sensibly placed additional support staff in these classes in order to compensate. The open-plan nature of the building means that the use of shared areas between classes has to be timetabled and sometimes noise from one class distracts another. The school intends to put doors between classes to alleviate the situation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school • Children make good progress • Behaviour is good • Homework is suitable • Teaching is good • They are kept well informed about progress • Staff are approachable • Children are expected to work hard • School works well with parents • Leadership and management are good • School encourages maturity and responsibility 	<ul style="list-style-type: none"> • A few parents feel that the range of activities outside lessons could be better

The inspection team agrees with the very positive views of parents. It judges provision for activities outside lessons to be good as they are in line with what the majority of schools provide.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery with a wide range of abilities. Assessments, undertaken soon after they start school, show that the attainment of many is below what is expected for their age. They make good progress and by the end of the Foundation Stage the majority achieve the national goals for the age group in all the six areas of learning of the recommended curriculum. Their progress is particularly good in personal, social and emotional development and in communication, language and literacy.
2. By age seven, statistics for 2001 show that children reached the national average in reading and mathematics and they exceeded it in writing. This is because a good proportion of children reached the higher levels in the National Curriculum tests and less were below the national targets. They did well when compared with schools with similar characteristics, which is based on the numbers entitled to free meals, reaching well above the average in reading and writing and above average in mathematics. At age eleven, results in 2001 were not so encouraging. Although children reached the national average in science, they were below average in English and mathematics. This is because less children reached the higher Level 5 in this school than in other schools. They did better when compared with similar schools as they are average in English and mathematics and above average in science. There were compelling reasons for what appears to be a dip in performance in the juniors. Last year there were larger numbers with special educational needs in the classes containing older children (in the current Year 6 class this is a third of children) and the school experienced a high turnover of teachers in the past few years in junior classes which has significantly affected the continuity of learning for the children. The evidence for this comes from a comparison of the results of these children at age seven and at age eleven which shows that many did not reach the potential attainment expected of them in the 2001 National Curriculum tests. The history of this year's and last year's eleven year olds shows that they have experienced split year groups, job shares and a large number of temporary teachers owing to promotion, maternity and retirement. The school has had difficulty in recruiting suitable staff and would still like an additional teacher to make the Year 3 and 4 classes smaller. Infant children have had less disruption than older ones. The situation has eased now and the school has a more stable staff and a team of good teachers who are making a positive impact on how well children achieve. Trends over time show that standards are rising in English, mathematics and science and in this respect the school is improving at a greater rate than most other schools.
3. The findings from this inspection show that standards in English are satisfactory as they are typical for the majority at age seven and progress is good. At age eleven, the majority reach satisfactory standards for their age in speaking and reading and their listening skills are good. There are weaknesses in some aspects of writing which will prevent a significant number (around a third) from achieving the appropriate National Curriculum targets. Most children make good progress in speaking and listening and reading and progress in writing is satisfactory overall despite the disruption in the teaching experienced by the class during their time in the juniors. The writing of some of the faster learners shows that they are coasting, as the targets set for them are not sufficiently demanding.
4. In mathematics, children in Year 2 reach higher than expected standards. They have a good knowledge of place value to 100 and the majority can solve problems using numbers to 1000.

Their use of vocabulary is good. By age eleven, standards are typical for the age and around a fifth of pupils reach a higher level. More children are reaching the higher level than previously which is encouraging. This is because teachers are making more demands of the faster learners. Progress is good.

5. In science, standards by age seven are good and more challenging work is being provided by teachers for the faster learners so that they too achieve well. At age eleven, the majority of children are close to the national average both for the numbers attaining Level 4 and Level 5. Analysis by the school of science work and the identification of areas where improvements can be made are helping to raise standards. Progress is good.
6. Although few lessons were seen in art and design and design and technology there is evidence from other sources, such as discussions with children and samples of their work, to show that standards are good in both subjects at ages seven and eleven. Children use their skills in these subjects to enhance their work in other subjects such as history and geography and they particularly enjoy the practical nature of the tasks. Progress in drawing and designing and making products is especially good.
7. Standards in geography and history are typical of the age groups at both seven and eleven and progress is sound. Children are particularly good in their understanding of environmental issues because of the emphasis placed on them in the geography curriculum. They develop good map reading skills. In history, children remember what they have been taught but are less confident at explaining the impact of events in the past on the present.
8. Standards in information and communication technology are unsatisfactory, overall, at ages seven and eleven. Although there has been some improvement since the last inspection in accessing information, word-processing and presenting data in various ways, there are weaknesses in using information and communication technology to control a model using a computer and using electronic mail to exchange information. Keyboard skills among many of the older children are poor. The school has problems with connection to the Internet, teachers need more training and resources are inadequate.
9. At ages seven and eleven, musical ability is typical of that found in other schools and progress is sound. A strength is the provision made by the school for the development of musical skills outside the classroom in recorder groups, choir and instrument teaching. Those with an aptitude for music benefit from these opportunities for specialist music tuition.
10. Standards in physical education are higher than expected at ages seven and eleven and progress is good. Infant children throw and catch accurately and this leads to good games skills in the juniors in team sports such as netball and rugby.
11. In most lessons, children with special educational needs are given appropriate work which is matched accurately to their differing abilities and they make good progress. Pupils in the Visually Impaired Department are integrated very successfully into the main school wherever possible and they also make good progress towards the individual targets set for them.
12. Since the school is a Church of England Aided school the inspection of worship and religious education was not undertaken by the OFSTED team but is the subject of a separate report by a Section 23 inspector.

- Standards are improving in the school. This is owing to the detailed analysis of children's attainment and the action taken as a result; an emphasis on developing literacy and numeracy across all relevant subjects and the good staff team who have the necessary skills and commitment to raise achievement. The more stable staffing situation means that children will receive better continuity of experiences.

Pupils' attitudes, values and personal development

- Pupils' attitudes, behaviour and personal development are strengths of the school. Positive attitudes to work are well established in the Foundation Stage and personal, social and emotional development is above what is expected of five year olds. From an early age, the children develop very good relationships with one other and their teachers.
- Throughout the school pupils have very good attitudes to their learning. They listen and respond very well to their teachers, are well motivated and interested in their work. They enjoy their learning, especially their practical tasks, and show pleasure in their own work and that of others. Clear explanations, well-organised and stimulating activities help them to settle quickly to their tasks. When activities are very carefully matched to the children's learning needs, the very best learning takes place. They are very confident when speaking to the class, and when offering answers or opinions in discussions. They are polite and courteous and very happy to discuss and explain their work. Pupils in the Visually Impaired Department have very good attitudes to their learning and behave very well. Pupils with special educational needs are positive learners and respond well to the additional help they receive. Most pupils are lively and enthusiastic learners who like to come to school.
- The behaviour of pupils in class, in the playground and around the school is very good. When they are unable to play outside they occupy themselves purposefully with games and activities. When moving around the school they are considerate to others, politely holding doors open and reacting appreciatively to help from others. They respond very positively to the school's high expectations of good behaviour and self-discipline and the value placed upon them and their work. Teachers guide their classes very well, and very good support is given to the few individual pupils who have difficulties controlling their own behaviour. Isolated incidents of unacceptable behaviour are dealt with promptly and very effectively in line with the school's policy. The progress made in learning is strengthened by the high standards of behaviour seen in many lessons. The school is a friendly, welcoming and orderly community where children work and play well together; they know exactly what is expected of them. They appreciate the positive rewards and understand the need for sanctions. There have been no exclusions over the last year.
- Throughout the school, relationships are very good. Children and adults respond very well to one other. Children value friendships, encourage and help others. There is a high degree of mutual respect between adults and children as they work together. Children feel confident to discuss any worries and concerns with their teachers. The visually impaired children are very sensitively supported as they join in the class activities. In lessons, children work very co-operatively, sharing resources, listening to each other, increasingly collaborating in their learning. In a reception class, the children worked together very sensibly and carefully to position the large apparatus for their physical education lesson. In Year 2, children successfully negotiate and agree their character parts as they develop their play scripts for *Little Red Riding Hood*. When developing their scientific investigations older children readily organise their work together, making decisions and sharing tasks.

18. Personal development is very good. The school values the personal development of its pupils in many ways for example, individual achievements are celebrated each week in a *Special Mention Assembly* and are recorded in an open *Special Merit Book* for all to recognise. In one assembly the artistic, musical and sporting talents of individual children of all ages were greeted by spontaneous applause which shows how the children take pleasure in the success of others. Children show concern for their community and for others less fortunate than themselves by raising money for charities and they support national appeals, such as those organised by the Blue Peter television programme, often initiating and organising their own individual events. Children of all ages readily accept responsibilities for everyday routines within the school such as returning the registers at the end of registration, collecting the play equipment or helping their teachers. They respect their school environment and refer with pride to the displays of their work. Older children willingly help in the dining hall at lunchtimes; act as library monitors and as road safety officers organise competitions, present information in assembly and support the *Walk to School Week*. In discussions, children speak proudly of their school and identify many aspects that make it special to them. By Year 6, many children are willing and happy to deal with situations that arise and are confident members of the school community.
19. Despite the school's very best efforts, the attendance rate remains disappointingly well below the national average, with too many children absent from school without authorisation. In striving to improve attendance, many strategies have been introduced to promote its importance and emphasise the impact that good attendance has on successful learning. Children receive personal awards and high levels of class attendance are regularly rewarded. These initiatives are greatly valued by the children. Attendance is systematically monitored and routinely analysed. Regular information and reminders to parents and carers highlight the importance of good attendance and reasons for unexplained absences are actively sought but not always received. The school works well in partnership with the Education Welfare Service when necessary. Following the concerns raised in the last inspection report, aspects that affect attendance were identified and the school has subsequently worked very hard to further the involvement of parents in the life of the school and increase the independence of pupils in their own learning. The importance of attendance is given a very high profile within the life of the school but some parents still seem very unaware.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching has improved since the previous inspection. There were no unsatisfactory lessons seen. Overall, teaching is good. In eight out of ten lessons observed, teaching was good, very good or excellent; out of 62 lessons seen, teaching was good in 26, very good in 23 and excellent in three. Although consistently good in all classes in the Visually Impaired Department, the nursery and reception classes it is very good. Teaching has improved because there is better monitoring of techniques and the way these are linked to children's learning is raising standards. Classroom assistants make a valuable contribution to the quality of teaching and have a positive impact on the learning of children with special educational needs.
21. In the Foundation Stage classes, staff work effectively as a team to give children a good start to school and secure foundations are laid for the National Curriculum. Lessons are carefully planned and well organised and this helps children to settle quickly into the routines. Classrooms are attractive and displays are stimulating and this helps to motivate children. The excellent relationships between children and staff mean that children are confident enough to ask questions, make suggestions and try out new experiences. The good pace of work ensures that children are kept busy but there is an appropriate balance between tasks that teachers direct

children to do and other activities where children can make their own choices. There is good quality support from classroom assistants and useful links are made across all six areas of learning which help children to deepen their knowledge and understanding. A particular strength is the way teachers question children to assess their understanding, increase their vocabulary and help them organise their thoughts.

22. In the infant and junior classes, teaching is good overall with much that is very good and in three lessons it was excellent. Teachers are generally confident about the subjects they teach although they are less secure in information and communication technology and need more training. Lesson planning is good and teachers know what needs to be taught and have effective ways for helping children to learn, for example, they group children by ability. They give clear instructions during introductions to lessons. There are some weaknesses in the setting of targets for individuals and groups; they are not always accurate and the children are unclear about what they have to do to reach one target and move onto the next because they are not recorded and not referred to in the marking of work. Teachers find ways of making work interesting so that children enjoy learning and the practical activities are rewarded with enthusiasm as seen in a Year 1 class where children were experimenting in the dark in a lesson on sources of light. The very good discipline means that children work hard at a good pace that ensures lessons are productive. Teachers are very skilful in the way they pose questions; they allow time for children to organise their thoughts before answering and they develop the vocabulary specific to each subject. In the best lessons, such as literacy in Year 5, teachers have high expectations of children and the work is demanding without demoralising them because tasks are carefully matched to their stage of learning resulting in all children making good progress.
23. Teachers are very aware of children with special educational needs and keep files with useful information on each child identified. In most lessons, these children are given appropriate work which is matched accurately to their differing abilities and they make good progress. They receive good quality support from classroom assistants and this has a positive effect on learning in lessons and progress over time. Children in the Visually Impaired Department are taught very well. When they are integrated into the main school they are very well supported by those adults who work with them and by the rest of the children.
24. The good teaching leads to good learning, especially in the subjects of literacy and numeracy. This is because teachers are very effective at reinforcing basic skills by using other subjects. A history topic on the Tudors includes not only facts about Henry VIII and his wives but also develops skills such as skimming and scanning of information both in books and on the Internet. Children learn to make notes, write from another's perspective and understand that bias is an integral part of many accounts of historical incidents. In geography, Year 6 were seen making decisions on where to place a new road in the locality. They were not only using maps but were collecting data on traffic flow, making graphs and costing the outcomes from an imaginary budget. Teachers make good use of resources, visits to places of interest and visitors to school to generate enthusiasm in children.
25. Assessments of what children can do are detailed and regularly updated. Teachers analyse them thoroughly to determine how children are progressing and to look for trends that may help to improve teaching and learning. However, the setting of targets for children as a result of assessments is unsatisfactory as children are not aware of them, they are not regularly reviewed through the marking of work and they are not specific enough in describing the steps needed to achieve them and move on to the next. Information and communication technology is used effectively to support learning in other subjects such as history, geography, science and art.

26. Progress in most subjects is good as teachers encourage children to become more independent through the development of research skills and their growing ability to plan and organise their work. Their confidence grows in their abilities because teachers use praise and rewards effectively to help children feel their efforts are worthwhile. They rise to the challenges provided by the best teachers and the very good relationships in classrooms means children learn in a rigorous yet relaxed atmosphere. The good teaching has positive impact on learning. Progress in information and communication technology is satisfactory in the aspects the school is able to deliver but not as good as it ought to be because the planned developments have been hindered by technical difficulties and the subject is not yet fully resourced especially in the areas of control technology. Not all teachers are as confident at teaching this subject as they are in other subjects of the National Curriculum.

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

27. The school provides a broad and balanced range of interesting and stimulating learning opportunities, both within and outside the school day. The weaknesses in science Years 1 and 2 and that of book provision, identified at the last inspection, have been addressed and the curriculum now meets the statutory requirements in most subjects. However, there are still some weaknesses in information and communication technology where some developments have been held up owing to technical difficulties, beyond the school's control, and a lack of resources. The school is successfully implementing the personal, social and health education and citizenship curriculum.
28. Plans for the Foundation Stage, for children aged from three to five, take account of the recommended areas of learning and national early learning goals, and the curriculum in the reception classes effectively links the Foundation Stage and the National Curriculum. The weakness in balance between child-chosen and teacher-initiated activities, identified in the last inspection, has been addressed and the youngest children now have plenty of opportunities to initiate activities and follow their own lines of thought.
29. All children have equal access to the broad range of learning opportunities the school provides. Lesson tasks are usually well matched to enable children of all abilities, including those with special educational needs, to make progress. This equality of access is consistently applied to other activities the school organises such as sports clubs and musical groups. The school takes appropriate action when any group of children do not do as well as others, for instance, in its current initiative in improving boys' reading. The integration of children from the Visually Impaired Department is a very good feature of its commitment to equal opportunities.
30. The provision for those with special educational needs are met well and is effective as shown by the good progress they make. Children with special educational needs are identified at an early stage, their needs are assessed carefully and they are given good support to take full advantage of the curriculum offered. The school works successfully with outside agencies, and parents are appropriately involved and informed. All pupils are supported well during lessons by the teaching assistants. Individual education plans have clear targets. Reviews are completed regularly and parents are kept up-to-date. Teachers now make more demands of higher attaining pupils in most subjects except for writing in Year 6 where target setting is not precise enough to help children move on to the higher levels of English.

31. The provision for the pupils in the Visually Impaired Department is outstanding. Each pupil receives a carefully prepared curriculum, which is special to his or her specific needs. Where possible, such as in physical education lessons, all three pupils are integrated, with individual support, into classes in the main school. One of the pupils spends a considerable amount of time working within the Year 4 class with support. Additional support is allocated to these pupils during break and lunchtimes to enable them to be safe and mix with the other pupils. All have the option to take part in activities offered to the pupils in the main school, for example, one pupil is successfully learning to play the recorder.
32. The school has very effective strategies for teaching literacy and numeracy based on those recognised nationally and this is helping to raise standards. Teachers are good at ensuring that pupils use and apply their literacy and numeracy skills in other subjects of the curriculum and this helps them not only to consolidate these skills but it also improves standards in other subjects as children carry out research into topics.
33. In planning for lessons, the school makes good use of the guidance provided by the Qualifications and Curriculum Authority and the local education authority. Plans are thorough and provide a secure framework for building an effective curriculum. Starting points are often practical, visual and first-hand and this results in pupils being actively engaged in their learning. Subject links are well exploited, for example, pupils take musical instruments into the swimming pool to find out what happens to sound as it travels through water.
34. A good range of learning opportunities outside lessons enriches the curriculum significantly. Visits out, visitors in, clubs and special events are used as stimulating starting points for work as well as interesting and enjoyable occasions in their own right. For example, a visit to a house built in Tudor times fires the pupils' curiosity about how people lived at this time; a visit from an ex-coalminer gives them a better understanding of recent changes in the local area. Pupils are able to discover and develop interests in such musical activities as singing in a choir or playing the recorder and they benefit from specialist teaching in violin and guitar. They can learn to play rugby, soccer, rounders, athletics, netball and matball. Older pupils face the challenge of being away from home for several days on a residential visit to the seaside.
35. Good opportunities for personal, social, health, sex education and citizenship are provided. Most of these are offered in the contexts of general activities, but some are specifically set up to focus on a particular aspect. At story time, younger pupils talk about what true friends are like and in a series of specific lessons, older children find out about sex and drugs misuse from the school nurse. Good use is made of local and national initiatives, such as the Police Service *Crucial Crew Project* which helps older children to deal with difficult real-life situations. Good use is also made of natural subject links for example, with science and physical education in aspects of developing healthy life-styles.
36. Pupils' sense of being part of a community is fostered from their earliest days in school, when they begin to work in groups and are taught to consider one other. This is systematically developed into taking more responsibility for the smooth running of the classroom and for such things as litter and noise around the school as a whole. Older pupils undertake specific responsibilities such as distributing and collecting registers and money to and from teachers. In local studies they consider such things as the effects of changing occupations on the community and whether or not there should be an alternative route in and out of the village. All of the children have participated in events to raise funds to pay back the loan for the two new

classrooms. Thus, they successfully develop their understanding of what it means to be a citizen.

37. Very good links with the local community enhance the curriculum significantly. The school is an active and valued participant in the *Treeton Partnership* and regularly contributes pages to the community magazine, including pupils' poems and drawings. School events are an integral part of the local calendar. Pupils use the local area as a resource very well, for example they visit the church and undertake surveys of amenities and traffic. The school choir sings to senior citizens and teachers invite members of the local community into school to enrich many aspects of the curriculum, such as history, art and music.
38. Overall, provision for spiritual, moral, social, and cultural education is very good.
39. Opportunities for pupils to develop the spiritual dimension of their lives are very good. The youngest children begin to understand the meaning of 'special' through looking at and talking about such things as special clothes and special occasions. Older children develop greater insight into the things they, and other people, value and believe. Assemblies and religious education make significant contributions to pupils' spiritual development, offering pupils regular opportunities for prayer and reflection and insight into what it means to be a Christian. Across the curriculum, pupils are encouraged to acknowledge and celebrate beauty for example, in science, literature, art and music.
40. Provision for moral education is also very good. The school operates in a sound and secure moral framework. Policy on behaviour expectation is clear and consistent and it is so firmly embedded in practice that at times, pupils appear not to need guidance or correction. Generally, pupils' behaviour is very good. Children in the Foundation Stage successfully learn acceptable behaviour and through good examples by staff and carefully chosen stories, older children develop understanding of honesty, fairness and respect for justice.
41. Pupils' social education is systematically developed and reaches a very good standard. From their first days in school, pupils begin to understand group rules and learn to relate to others. Relationships are generally relaxed and informal. Pupils and staff chat together amiably and often share a joke. Children learn to care for others through good examples, such as the way in which staff care for them and the way in which pupils with visual impairment are welcomed and supported in the main school. They take part in many fundraising events for various charities. Through aspects of the curriculum and carefully chosen stories, they develop empathy for the situations of others.
42. Opportunities for pupils' cultural education are very good. The school has strong links with the local church and takes part in all the main Christian events and celebrations. It also has strong links with the community and joins in many local cultural events and celebrations. The youngest children learn about other cultural traditions, such as Bonfire Night, Valentine's Day and Mothering Sunday. Older children learn about other faith communities, such as Jews, Hindus and Moslems. Visits linked to history and geography promote cultural awareness of the wider environment and in art and music pupils gain awareness of the importance and influence of various artists, musicians and designers from a variety of different cultures. Stories make a significant contribution to the growing understanding of lifestyles and beliefs across the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school is successfully meeting its aims of creating a caring, happy environment where pupils' self-esteem and self-discipline are developed and where all pupils have equality of opportunity and the necessary support to achieve their best.
44. The procedures for child protection follow local guidelines and staff meetings are used to maintain awareness and to discuss any concerns which staff have about any child. There are well-established routines to provide for pupils' care and welfare. The health and safety policy is comprehensive and the procedures are carried out well. Individual responsibilities within the school are properly defined and all the routines of classroom safety, fire drills, first aid, medicines and general welfare are dealt with consistently. The pastoral care policy clearly identifies staff with particular roles and the personal, social and health education curriculum contributes effectively to pupils' development and well-being.
45. The staff working in the Visually Impaired Department are well qualified and very aware of the needs of the pupils in their care. The daily support which pupils receive is of an extremely high standard. Teachers in the main school are also prepared well to deal with the pupils' particular difficulties when they work in their classes.
46. The systems for the monitoring and management of behaviour are very effective. The approach is based on calmness and respect. Teachers manage their classes with great skill and pupils enjoy the rewards that are given for good behaviour and effort. On occasions when standards slip, parents are contacted and involved in working with the school towards achieving an improvement in behaviour. Both positive and negative aspects are monitored well. Assemblies are used effectively to reiterate the expected standards of behaviour, care and consideration to be given to others. Parents express their satisfaction with behaviour in the school.
47. The procedures for recording and promoting attendance are extremely thorough. Registers are properly completed, absence is accurately analysed and the school works closely with the Educational Welfare Officer. A very great deal of effort has gone into promoting regular attendance and punctuality and most parents are very co-operative, but some still do not accept the importance of regular attendance.
48. The procedures for recording personal development are sound, based on records kept by each class teacher and they demonstrate good knowledge of each child. All children have a record of achievement which gives a very clear picture of their development since coming to the school. Teachers are able to discuss matters in detail with parents and write helpful comments in the pupils' annual reports. Those with special educational need have their progress and achievements monitored and outside agencies are used well to support them, wherever this is needed.
49. The procedures for assessing academic development are now good and the monitoring and support for children's progress is sound. This is an improvement since the last inspection, when this was identified as an area for development. Assessment begins at the Foundation Stage with the detailed monitoring of social skills and progress made against the early learning goals. The assessment of progress in all National Curriculum subjects is now monitored in a standard format by all teachers. At present, the data is usually gathered each half-term. Handwritten records limit the extent to which information can be quickly analysed and therefore put to best use but this is due for review at the end of this school year in order to improve methods using computers.

50. All of these monitoring procedures ensure that pupils receive satisfactory support academically and good support for their personal development. Consequently, problems are dealt with promptly. Pupils are placed in groups within their class, so that work can be designed to suit the differing rates at which they learn. Additional literacy and numeracy support is provided where necessary. The use of tracking and target setting is still in its infancy and this needs to be further developed so that pupils can be given precise and short-term targets to help them improve. This should focus initially on the teaching of English and thereafter on mathematics and science. Personal targets need to be understood by each pupil, constantly updated as they are achieved, referred to in marking and applied in all the work they do. This will contribute to the raising of standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents have very positive views about what the school does for their children and the quality of education it provides. The number of questionnaires returned was above average and they show very high levels of satisfaction in almost all aspects. Parents are happy with behaviour, progress, the expectations and values taught and information provided. They say their children enjoy school. Just a small number are less happy with the provision for activities outside lessons.
52. Parents are given a very good range of information about the school as a community and their children's progress. Day-to-day matters are dealt with by individual letters and more general newsletters deal with information about new initiatives, curricular matters and social events. There are occasional seminars and workshops about how parents can help with writing, reading and other aspects of learning. There are opportunities for parents to talk to staff informally at the start and end of the day and parents of younger children are welcome to share in the reading session which begins each day. Home-school books are a good way of providing daily links with the school and the parents of those pupils who come to school by taxi to the Visually Impaired Department. The pupils' annual reports are particularly informative. They give clear information about levels of attainment in all subjects as well as an overall summary of development and targets for improvement. There are general consultation meetings with parents each term at which progress can be discussed in detail. Staff always offer other means to share information with those parents who cannot attend meetings. Those parents of children with special educational needs are kept fully informed about progress and are involved in discussing their targets at review meetings.
53. As their children join the nursery and full-time classes, there are useful introductory meetings with parents at which they receive a prospectus, various policy documents and the home-school agreement. Almost all parents sign and return this to the school. These initial links between the school and home ensure that parents thereafter make a good contribution to the life of the school and what it achieves. They give good support to class assemblies, concerts, sporting and other events. Although there is no formal parents' organisation, there is a programme of social events and fund-raising throughout the school year. Much of this has gone into the funding of the building extensions and associated resources. These efforts directly benefit their children. A few parents provide valued help in class, particularly in the nursery and with the younger children. They also help with outside visits. The school tries very hard to recruit more parents and values their contributions greatly.
54. Most parents make a positive contribution to their children's successes at school. Almost all parents are keen to attend and discuss progress at consultation evenings, particularly where their children have special needs. Homework is generally supported by most parents but there are still some who do not give this as much support as the school would like. In spite of the best efforts of the school, attendance is still well below the national average.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school continues to make steady progress in raising standards and has twice received an achievement award in recent years. A key factor in this is the very good leadership provided by the headteacher working in a very effective partnership with the deputy headteacher. Through their efforts, all staff have a clear view of the strengths of the school and know where action must be taken to improve. The senior management team give very good support so that, overall,

the school has very positive leadership. Sound progress has been made to deal with the key issues of the last inspection. The aims are promoted at all times and the school is very successfully achieving them through the work it does every day. Standards are improving; the school is a caring environment where self-discipline is promoted effectively; there is a strong sense of community; there is a rich curriculum which is available to all pupils.

56. Teachers with responsibility for subject co-ordination also carry out their duties very well. Their roles are clearly defined and, as they are responsible for monitoring the lesson planning in their subjects, there is a consistent approach to teaching and in what children learn. Senior staff monitor the teaching, particularly in the subjects of English and mathematics. This monitoring has been effective in improving the quality of teaching. As a result, during this inspection there was no unsatisfactory teaching and there is now a significant increase in the proportion of lessons judged as good or very good. This sustained improvement in teaching and learning is having a positive impact on improving standards.
57. The management of the Visually Impaired Department is very good. All policies and procedures are clear and shared with staff. This enables the pupils to be very well integrated when they join classes in the main school.
58. The management of the Foundation Stage is very effective at raising attainment as seen by the way in which children who start nursery as slow learners catch up by the end of the reception year. The strong teamwork between teachers and support staff is a key factor in this success.
59. The governing body meets its statutory responsibilities through an effective committee structure and the appointment of individual governors to oversee key aspects of the school such as literacy and numeracy. Some governors regularly visit the school and have particular links to subjects of the curriculum. Governors are well informed by detailed reports from the headteacher, which give relevant information and also evaluate the progress made in achieving the school's targets. This, together with presentations by some subject co-ordinators, helps the governing body to effectively monitor how successful the school is in achieving its objectives for development. As a result, the governing body has a good understanding of what the school does well and what it needs to improve. The governing body makes an effective contribution to the leadership of the school because it has a good understanding of specific strengths and weaknesses. This is reflected in the very relevant targets for school improvement.
60. The school improvement plan is comprehensive. It provides good detail for deciding developments each year and ensures a secure base for strategic planning over subsequent years. Priorities clearly identify who is responsible for leading each development. The success of the plan is regularly monitored by the governing body. Financial planning supports these priorities well and expenditure is monitored regularly. The consequences of increasing numbers is well understood and buildings have been extended accordingly. Similarly, a decision taken to use financial reserves to employ more classroom support staff has proved to be effective too. Both decisions are making a significant contribution to standards achieved. Governors are aware that numbers of pupils may increase further and already have made decisions about managing it.
61. Grants and funds for special educational needs are used to good effect and allow the release of the co-ordinator to give additional support to develop basic literacy skills and to develop resources. Governors have a good understanding of the need to ensure best value in all that the school does. Comparisons are made with other schools in the authority and nationally. The

school evaluates the consequences of its plans; seeks ways to spend more effectively and consults with community interests and parents.

62. The headteacher and administrator deal with the day-to-day finances well ensuring very good organisation and a school that functions smoothly. Computers and other information technology are used satisfactorily to support administration and the management of the school.
63. After a period of high staff turnover and frequent use of temporary staff, the school now has a good team of experienced and qualified teachers to teach all aspects of the National Curriculum, religious education and the Foundation Stage. They are helped by teaching assistants, who make a significant contribution to the good standards children achieve. Staff training, appraisal and induction of new staff are very effectively organised and carried out. Procedures for performance management are all fully implemented.
64. The school stands on a large and very pleasant site and has buildings that are in good condition, clean and cared for very well. The openness of corridors and classrooms sometimes causes distractions, but nevertheless, the accommodation is good overall. The school has a broadly satisfactory range of resources for the teaching of all subjects of the curriculum. However, there are shortages in equipment necessary for the teaching of some aspects of information and communication technology. The Visually Impaired Department is well equipped and children benefit from it.
65. Taking account of the attainment of pupils at the time they enter the school and the results they achieve by the time they leave, the available resources and the quality of education provided, the school continues to provide good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to build on the improvements and raise attainment further the school should:
 - Improve the standards in information and communication technology by:
 - Establishing a programme of work that builds more securely on what children know, understand and can do;
 - Improving resources to enable teachers to teach all aspects of the subject;
 - Extending teachers' skills in the subject.
(see paragraphs 8, 22, 26, 64, 114, 119, 127, 141)
 - Develop a clearer approach to the setting of targets to:
 - Help children understand the small steps they need to take in order to improve their learning and the standards they achieve;
 - Focus on helping children to structure their writing;
 - To make regular references to them in the marking of work and during feedback in lessons.
(see paragraphs 3, 22, 90, 94, 98, 99, 107, 113)

OTHER ISSUES FOR CONSIDERATION BY THE SCHOOL

- Continue to make every effort to make parents aware of the importance of regular attendance on the achievement of their children
(see paragraphs 19, 46, 54.)

OTHER FEATURES OF THE SCHOOL

The Visually Impaired Department

67. The Visually Impaired Department is a strength of the school and the provision, which the children receive, is outstanding. It is part of the Visually Impaired Service, which is itself a part of the Special Educational Needs Service in Rotherham. The department is funded by the local education authority and caters for up to eight primary aged pupils. At present three children attend full time and they work closely with the three staff that are employed by the local authority. All children work at their own level developing social and life skills, computer keyboard skills, mobility skills, listening skills and the teaching of Braille or Moon, which is another method of reading by touch. Each child follows a curriculum tailored to match his or her individual needs which results in them making good progress in relation to their targets. This high standard of provision has been maintained since the previous inspection
68. The accommodation consists of a classroom, which is situated in the middle of the school building. This gives a feeling that it is an integral part of the school because adults and pupils constantly pass by. Adults who work there liaise very closely with the staff in the main school and feel that they are all part of the same team. The children are taught in an extremely stimulating environment, which enables them to become independent learners. All adults who work in the Visually Impaired Department value what the pupils do. They display work, notices and charts that pupils can touch and recognise or, in the case of the child who reads Braille, read, by adding Braille notices. There are a good variety of resources, which are of high quality. Adults work with the pupils to make personalised reading books, which the children are very keen to share with the adults who work with them and visitors they meet. There are good links with a local prison that translates and makes books for them written in Braille.
69. Good documentation is kept on all children which shows the pupils' targets and how near they are to achieving them. All pupils work on individualised programmes to suit their specific needs and day-to-day assessments are carried out on each pupil. This information is then used very effectively to inform future planning and teaching. Children are monitored well through their individual education plans and regular review meetings. Adults from outside school are used effectively to support the children, for example, the Mobility Nursery Nurse visits weekly to work with all pupils. She works with one pupil on cane training and on orienteering with the other two pupils.
70. Parents are well informed about what is happening at school through home and school diaries, which are filled in daily. Adults who work in the Visually Impaired Department regularly speak to parents on the telephone because all pupils come to school by taxi.
71. Children's progress is good and often very good. This is owing to the sensitive and consistently high quality support, which they receive from the adults who work with them. All pupils develop excellent relationships with the adults who support them. They all show positive attitudes to learning when they work on the interesting and stimulating activities, which are planned for them. Children's behaviour is very good wherever they are. All children are integrated, with support, into the main school for physical education and respond very well to lessons taken by the class teachers in Years 1 and 4. One child spends a large amount of the day working in the Year 4 class and copes very well as she works alongside an average ability group of children. Adults work hard to make her feel part of the class and the group of pupils with whom she works relate very well to her. Another child is beginning to be integrated into Year 1. At present he spends time in there, with support, during story time. Pupils from the Year 1 class frequently go to the Visually Impaired Department to work with him there.

72. The quality of teaching is consistently very good. All children are always given tasks that exactly match their individual needs, which results in the good learning that takes place in lessons. Pupils enjoy learning. All teachers have high expectations regarding behaviour and completion of tasks and they develop very good relationships with the pupils. These all impact on their learning, which is good. Adults are very knowledgeable of the needs of these pupils. They are well qualified and totally committed to integrating these pupils into the main school where possible.

73. Staff in the main school are well informed about difficulties of pupils with visual impairment. Within the main school there is a very positive attitude to the integration of these children and teachers liaise very well with the specialist staff treating children sensitively and confidently.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	23	26	10	0	0	0
Percentage	5	37	42	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 more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	227
Number of full-time pupils known to be eligible for free school meals	0	44

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	45

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.59
National comparative data	5.6

Unauthorised absence

	%
School data	1.34
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
	2001	16	17	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	15	16	16
	Total	29	32	32
Percentage of pupils at NC level 2 or above	School	88 (86)	97 (92)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	16	16	16
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	94 (89)	97 (100)	97 (94)
	National	85 (84)	89 (88)	89 (88)

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
	2001	11	14	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	11	10	13
	Total	20	19	23
Percentage of pupils at NC level 4 or above	School	80 (73)	76 (73)	92 (70)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (70)	n/a (63)	n/a (63)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	20
Average class size	29

Education support staff: YR – Y7

Total number of education support staff	7
Total aggregate hours worked per week	167.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

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	2000/2001
	£
Total income	436748
Total expenditure	417392
Expenditure per pupil	1880
Balance brought forward from previous year	-8356
Balance carried forward to next year	11000

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	1	1	0
My child is making good progress in school.	64	31	2	2	1
Behaviour in the school is good.	57	40	2	0	1
My child gets the right amount of work to do at home.	47	42	5	0	5
The teaching is good.	67	25	1	0	7
I am kept well informed about how my child is getting on.	56	37	3	2	1
I would feel comfortable about approaching the school with questions or a problem.	79	19	1	1	0
The school expects my child to work hard and achieve his or her best.	71	25	1	0	2
The school works closely with parents.	53	42	2	2	1
The school is well led and managed.	59	36	0	1	3
The school is helping my child become mature and responsible.	56	37	2	0	4
The school provides an interesting range of activities outside lessons.	32	23	19	5	21

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

74. Most children enter the nursery when they are three and a half years old and assessments undertaken soon after they start show that, while there is a wide range of ability, the overall standard is below what is typical for children of this age.
75. The previous inspection found that children at this stage made sound progress in all areas of learning except mathematical development and by the end of the Foundation Stage, their attainment broadly matched national expectations in all areas of learning except mathematics, where it was slightly below the expected standard.
76. The disparity in mathematics has been successfully addressed and children are now making good progress in all areas and by the end of the Foundation Stage, the majority are likely to attain most of the early learning goals in all six recommended areas of learning. They make particularly good progress in personal, social and emotional development and communications, language and literacy as standards are better than those expected for the age-group. This is because of the very good teaching they experience. In all but one of the lessons seen, teaching was good, very good or excellent. Overall, it is very good. Teamwork between teachers and support staff is a significant factor in helping children reach standards typical for their age.

Personal, social and emotional development

77. Children's personal, social and emotional development is very well fostered and they are likely to achieve all the early learning goals by the end of the Foundation Stage. They show enthusiasm for learning and sustain interest for good lengths of time for example, playing with model animals and using the computer. They are sufficiently self-confident to try new challenges and older children suggest ideas, give their views and speak in front of a group as they describe what they have done at the end of a lesson. All the children form very good relationships with adults and each other, playing together happily, smiling at each other and laughing a lot. They work well as part of a group and accept the need to take turns and share. Older children understand and follow the routines and systems that are necessary for the smooth running of the class.
78. Teachers manage children very well so there are few occasions when correction is needed resulting in very good behaviour. They have a growing awareness of what is right or wrong and why. All members of staff have a very good understanding of the importance of this area of learning and it is given a high priority in everything that is undertaken. The issue of balance between child-chosen and teacher-directed activities, identified at the last inspection, has been addressed and children now have plenty of opportunities to develop initiative and independence.

Communication, language and literacy

79. Standards in communications, language and literacy are good and children are likely to exceed the goals for the age group by the end of the Foundation Stage. Children listen with attention to stories, information and each other, and their comments and questions show that they understand and think about what they hear. They speak clearly and older children are able to maintain and develop conversations, as their vocabulary increases. This is because teachers use displays and activities effectively to extend the children's vocabulary. Children enjoy rhymes

and activities which focus on the sounds of letters and their phonetic knowledge increases, so that older children are able to write simple regular words and make phonetically plausible attempts at more complex words. Books and reading play a key part in the daily programme and children's early book skills are well developed. Younger children look at illustrations intently and are clearly able to make sense of them. Older children focus more on the text and many read a number of words accurately.

80. The quality of teaching is very good. Teachers develop children's early reading skills very well. They read stories with expression and enjoyment and they ask pertinent questions that make children look at and listen to details, think about what they see and hear and speculate and draw conclusions about meanings. Teachers also provide very good opportunities for children to communicate through drawing writing and painting. Role-play, such as a hospital area, always includes writing resources like note pads, appointment books and clipboards. Younger children develop their writing from scribbles and marks to recognisable letters and older children practise and improve their writing to reach a good standard for their age. The well-planned and systematic teaching of literacy skills enhances the children's development in this area. Teaching is focused effectively on children's individual needs and ensures good progress.

Mathematical development

81. Children reach a satisfactory standard in mathematical development and are likely to reach the goals for the age group by the end of the Foundation Stage. This is an improvement since the last inspection when the standard was slightly below that expected for children of this age. They have many opportunities to say and use numbers in various contexts, for example, younger children count small numbers of different animals in a zoo activity, older children peg numbered vests in order on a washing line. Games and rhymes are an important part of early number activities and in some of these, children develop understanding of adding and taking away. Older children extend their understanding of adding and taking away as they learn to write numbers, compare small amounts and find one more and one less.
82. The quality of teaching is very good. Teachers provide stimulating activities to broaden children's mathematical knowledge for example, in a role-play shop children develop understanding of money; in a baking activity they develop understanding of weight and time and in art and craft activities they develop understanding of shape and space. Again, the well-planned and systematic teaching of numeracy skills enhances children's development in this area. Good provision is made for the faster learners as seen when some five year olds were counting and recognising large numbers up to a hundred.

Knowledge and understanding of the world

83. Children's knowledge and understanding of the world is likely to reach standards typical for the age group by the end of the reception year. Through a variety of activities, visits out of class and visitors to the classroom, they are acquiring a good foundation for later scientific, technological, historical and geographical learning. Younger children investigate enthusiastically such materials as sand and water. They follow changes in the calendar, weather and seasons and identify similarities, differences and patterns in these. Older children look at changes that happen to such things as water and jelly. Children show curiosity for example, they notice that their emerging bulb flower has changed colour and ask why this has happened. They build and construct with a wide variety of materials, such as discarded packages and plastic building bricks. They shape dough and clay and they join such materials as paper and textiles. Younger children use a computer and control icons on a screen by competently using the mouse; older

children use a keyboard and undertake simple literacy and numeracy programs. Children find out about past and present events in their own lives and those of their families and about features in their environment and the natural world. They have a growing awareness of their own culture.

84. The quality of teaching is very good. Teachers provide a good range of worthwhile and attractive activities in this area and their effective questioning skills are particularly helpful in developing children's thinking, enlarging their vocabulary and helping them to explain what they mean.

Physical development

85. Overall, attainment in physical development is likely to be typical of children of this age by the end of the Foundation Stage. On most days, younger children enjoy a good range of outdoor activities that enable them to increase such skills as climbing, balancing and sliding. As they travel up, over and through such equipment as climbing frames and tunnels, and pedal round on scooters and bikes, they gain in confidence, control and co-ordination. Older children have less frequent, but more focused physical development sessions in which they extend their skills and develop greater spatial awareness and body control. All the children gain understanding of how their bodies work and what they can do to keep healthy. They all use a range of large and small equipment competently, successfully undertaking such tasks as cutting, threading, interlocking, fastening and shaping with their hands.
86. Staff are skilled at developing children's confidence and teaching them how to use equipment safely. The quality of teaching is very good.

Creative development

87. Children are likely to reach standards typical for their age by the end of the reception year in creative development. They enjoy many opportunities to explore colour, texture, shape and form when painting, modelling in dough and clay, printing and building using various plastic components. Their skill in drawing develops particularly well owing to a good balance of opportunities for free expression and guided observational work. They enjoy a variety of musical activities which includes percussion instruments. Even the youngest children are able to compose short pieces and play these to their friends. They all sing many songs from memory and join in with lively actions. Older children progress to understanding how some sounds can be controlled for example; they are able to sing and play instruments loudly, softly, fast and slow. Children use their imaginations in many activities. Younger children develop role-play around medical situations such as going to hospital and older children use drama to portray being caught in a thunderstorm. Children's responses are lively and spontaneous and successfully communicate their ideas.
88. The quality of teaching is very good. The enthusiasm of staff in this area, particularly in supporting and extending role-play, is helpful and the children gain a lot from their involvement as it enriches the quality of learning.
89. The very good management of the Foundation Stage and the highly competent teaching provides children with a good start in school and secure foundations are laid for the National Curriculum.

ENGLISH

90. The previous inspection judged standards in English to be typical of those found in other schools at ages seven and eleven but the number of pupils reaching the higher levels was below the national average. Evidence from this inspection shows that the majority of seven year olds reach standards that are typical for their age and they make good progress. The majority of eleven year olds reach standards typical for their age but last year's test results showed few pupils reaching the higher levels and this is likely to be the case this year because there are still few children reaching the higher National Curriculum Level 5. There are weaknesses in writing which are preventing some children doing as well as they might. These relate to structuring and organising writing where children lack the skills to do this well. Listening skills are above average and are a strength. The school is working with two challenges that affected National Curriculum tests results last year and are likely to do so this year, the number of pupils with special educational needs at Year 6 is high (around a third this year) and as the class has suffered many staffing changes in recent years it has had a significant impact on standards. Despite these difficulties, the majority of pupils have made good progress in speaking and listening and reading and most have made satisfactory progress in writing as shown in samples of their past work. However, a few of the higher attaining pupils have made insufficient progress over time and they need more rigorous input if the school is to raise the numbers reaching Level 5.
91. Standards of speaking and listening are typical for seven and eleven year olds. By Year 6, listening skills are very well developed and they are better than usually expected for their age. For example, when children are given opportunities to sit, listen and watch during assemblies or when they have visitors such as the local vicar, all listen very well. In most lessons pupils listen very attentively to their teachers and to other children. Speaking and listening skills are promoted at every opportunity during the school day. For example, in a Year 1 design and technology class the teacher skilfully asked pupils to identify what shapes they had made after they had cut up shirts. Pupils are keen to answer and show confidence and enthusiasm as they speak. In assembly, children are encouraged to speak to a larger audience and even the youngest children are willing to participate.
92. By the ages of seven and eleven, standards in reading are typical for the age groups and most pupils make good progress. By Year 2, above average readers are fluent and read texts accurately and with some expression. They begin to establish the meanings of difficult words using different strategies for example, by looking at the pictures. Average pupils read with increasing independence and begin to be aware of the need to read with expression. They are knowledgeable about words which are specific to reading such as *author* and *illustrator*. Pupils confidently try to decipher unknown words applying the phonic skills they have been taught. Below average pupils show that they know how punctuation affects reading as they identify speech marks in texts which they read. Pupils can sequence the events of the stories they have read well to show they understand the text. By Year 6, above average pupils read fluently showing a good understanding of various texts and excellent expression. Both above average and average pupils can explain why they like certain books. Average pupils read confidently and accurately and demonstrate a sound understanding of the texts they read. They can discuss plots and characters and predict what might happen next. Below average pupils read simple texts with confidence and have a positive attitude to reading. They are willing to persevere at sounding out unfamiliar words.
93. Standards in writing by the age of seven are typical for the age-group and pupils make good progress. Pupils practise handwriting as a whole class and begin to join up their letters. They

develop an idea of writing in sentences and begin to use capital letters at the beginning and full stops at the end. Pupils learn to write independently for example, as they write about a father being a special person. There are many opportunities for pupils to begin to understand that writing is used for different purposes. They write playground rules, stories and poems and often link their writing with other subjects for example, when they wrote about the self-portraits which they made in art. Most learn how to use wordbooks or simple dictionaries to assist them with spelling. By age eleven, most children develop a pleasant cursive script as they write stories, accounts, descriptions and poetry. Good links with other subjects enable them to reinforce what they learn in literacy lessons; for example, they develop comprehension and writing skills as they answer questions about famous people in history such as Anne Frank and Samuel Pepys. Most pupils are able to produce a piece of writing which is well presented because note taking, and drafting skills are well developed as pupils move through the school. However, in Year 6, written work shows that, although children write in a range of forms, many find it difficult to structure their own writing using basic punctuation. They do not consistently use capital letters, commas, speech marks and apostrophes accurately and few use paragraphs when they write.

94. Pupils learn spellings each week and generally they are accurately matched to the needs of individuals. Occasionally, some of the slower learners are given spellings that are too hard and they are not given sufficient guidance to show them what to do to improve. Sometimes children of different abilities are given the same task, which results in it being too easy for some and too difficult for others. More precise setting of targets that make children aware of not only what they need to improve but also how to reach a higher standard is needed.
95. Pupils with special educational needs make good progress in relation to the targets identified in their individual education plans. They receive good quality additional support from the teaching assistants, which enables them to gain confidence with writing and in particular with their reading and this has a positive impact on the quality of work they produce.
96. Information and communication technology is used satisfactorily to develop word-processing skills. Literacy skills are used effectively across many subjects to promote writing for example, in Year 3, pupils wrote about the Tudors, which linked well with their history topic. Note-taking skills were also reinforced, as were information and communication technology skills as they changed the font of their writing. Pupils in Year 1 link design and technology with literacy as they write up evaluations after designing and making masks. Religious education is linked well with literacy when pupils in Year 4 reinforce their writing skills as they write and illustrate stories of Moses. Writing in Braille is well promoted in this class because one of the pupils from the Visually Impaired Department regularly works there.
97. The school has an attractive library, which is organised effectively and promotes reading well. This is an improvement on the previous inspection. By the time they leave the school, pupils develop confident research skills and know how to locate books for information. They are all taught how to use the library and how to find information in books using the index and the contents pages. All classes are well resourced with satisfactory quality books, which enhance the topics they study. Well-chosen texts, which the pupils read, enhance their moral and cultural development.
98. Overall, the teaching of English is good. There is no unsatisfactory teaching and in one lesson, seen in Year 5, it was excellent resulting in better than expected attainment. This good teaching contributes positively to the good learning and progress made by children. The teaching staff is more stable now than in the past and all are working together to raise standards. In the best lessons, teachers skilfully match interesting activities to the needs of all children, whatever their

abilities, they tell children what they are going to learn, high demands are made of them and pupils are well motivated. This does not happen in all lessons as seen in a Year 6 lesson when all children, including the faster learners, were given the same text to punctuate. The pace of the lessons is usually brisk and timed tasks keep children working productively. Each day begins with additional reading which promotes skills successfully so that children develop positive attitudes to books and make good progress. Teachers generally have a sufficiently good knowledge of English to teach it well. They use support staff and resources effectively and manage classes very well. Good discipline means that classrooms are orderly places in which to learn and children respond with positive attitudes to their work. A particular strength is the question and answer sessions where teachers check children's understanding, extend vocabulary and help children to express their ideas coherently. Work in books is marked regularly and teachers add some words of praise but they do not consistently write comments that show pupils how they can improve and they do not refer to targets for learning which would help children to make progress in small steps towards the goals set for them.

99. The very effective co-ordinator is aware of the need to develop a consistent approach to target setting to help raise standards further. The school is beginning to develop target setting but literacy targets are not well promoted in lessons or in the marking of work. This results in many pupils not knowing what their targets are. The school has improved its procedures for assessing pupils' attainment since the last inspection and is beginning to track the progress they make by analysing test data to identify the areas of weakness across the school.

MATHEMATICS

100. Children in Year 2 attain better standards than those typical for their age in all areas of mathematics such as number, algebra, shape and measure and data handling. Children in Year 6 attain standards typical for their age in these areas, although approximately a fifth attain higher levels. Children with special educational needs make good progress and there is no significant difference in the attainment of boys and girls.
101. There has been an all round improvement in Year 2 standards since the last inspection and, although overall levels for Year 6 are similar to those in the last report, more children are now attaining higher levels. The latter is due to more demanding tasks in lessons for higher attainers which, in the last report, was identified as a weakness. Standards are affected by the reluctance of a significant number of Year 6 children to do homework and join the voluntary additional mathematics classes. The use and application of mathematics in problem solving and investigative work has also improved and the introduction of the National Numeracy Framework has resulted in better mental skills throughout the school.
102. By the age of seven, all children have a good knowledge of place value to 100 and the majority can solve problems using numbers to 1000. Most can name common two- and three-dimensional shapes and understand words such as *symmetry*, *vertices* and *right angle*. They use these and other mathematical words correctly when describing *the geometric shape of the week*, which, during the inspection, was an irregular pentagon. The majority understand how to estimate and can measure accurately in standard units such as centimetres and metres. By the age of eleven, children can work out calculations in their heads quickly for instance, in halving whole numbers to two places of decimals. They understand common fractions, can express these in percentage terms and apply this understanding to money problems. A significant number know how to find the area and perimeter of common two-dimensional shapes and use negative numbers to plot points on grid diagrams. However, the correct use of words such as

mean, median, frequency and mode when describing graphs and sets of data is not fully understood.

103. The application of mathematics in other subjects has helped to improve standards in applying and investigating. Information and communication technology is now used more often to support learning for example, in data work connected to healthy eating and traffic surveys; when using sets to identify magnetic and non magnetic materials; finding the length of shadows and using scientific units to measure air resistance.
104. The quality of teaching is good overall. Teachers have a secure knowledge of the National Numeracy Strategy which they apply effectively. The three-part lesson structure is soundly established and most lessons have a good balance between direct teaching and children's activities. Teachers plan well, children are motivated by being told at the start of lessons what they are expected to learn and explanation is usually lively, informative and thought provoking. This was evident in a lesson seen with younger children; their interest was aroused by a brisk oral session, sustained through a task which challenged them to find and complete number sequences and consolidated when they came together to check if they had achieved the learning goals.
105. Teachers use their very good subject knowledge effectively as was seen in the teaching of basic numeracy with the oldest children. This involved counting forward and backwards in decimal numbers such as 0.8 and extending sequencing skills to negative numbers. However, in this lesson, more opportunity for children to explain their methods would have further improved the quality of learning.
106. Almost all children work enthusiastically. At most times they are extremely well managed and learning is good as they are encouraged to develop their ideas, methods and confidence. Consolidating and extending learning about vertical, horizontal, parallel and perpendicular lines in a lesson with older children is successful because children have stimulating tasks and the teacher supports all of them quietly and according to their needs. Sometimes management of children is less successful, for example, when a teacher used an inappropriate number game at the beginning of a lesson with younger children which led to silly behaviour by a small number of boys. However, the teacher soon rectified this. A very good feature of all the lessons was the match of tasks to the varying abilities of the children. This was especially effective in a lesson seen with eight year olds during which very good use was made of children's answers to develop methods for solving problems. In this the higher attainers' task of identifying whether to add, subtract or multiply to solve a problem and writing answers in decimal money format resulted in very good progress. In this and the Year 4 lesson, the learning of children with special educational needs was successfully supported. The classroom assistants are well briefed and show good step-by-step learning approaches which result in good progress by these children in basic number and work on shapes. A pupil from the Visually Impaired Department, with specialist support, participated in the Year 4 lesson. She made very good progress and achieved standards typical for children of her age in learning about the properties of three-dimensional shapes. Teachers set homework to support and extend the work in the classroom. This is done very diligently by most children. However, although homework is regularly set for the oldest children it is only completed by a minority.
107. The co-ordination of the subject has improved significantly since the last inspection. Curriculum planning is good and makes sure that, as children move through the school, new learning is built securely on what they already know and can do. Helpful assessment procedures are in place and the progress of children is effectively tracked. The analysis of test results to identify areas

with weaknesses has been undertaken although at present the issues that this has exposed has not yet resulted in the setting of precise targets for improvement. The co-ordinator is well informed about standards and the quality of teaching and has led a number of training sessions to improve these; one about *Purposeful Plenaries* is leading to much better assessment of the impact of the teaching and consolidation of learning at the end of each lesson.

SCIENCE

108. Standards, overall, in science are generally typical of those found in other schools in Year 6 but they are better than expected in Year 2. There has been a steady improvement in performance by age eleven over the last five years and the results in the 2001 National Curriculum tests are the best achieved by the school's Year 6 pupils. The improvements in standards in science have been underwritten by the emphasis on very good support for teaching through professional development training and the effective monitoring and analysis of the subject needs.
109. Standards have improved since the previous inspection, especially in the infant classes where there were weaknesses in attainment. A scheme of work is in place and national guidance supports the teachers' planning of the full coverage of the science curriculum for Years 1 and 2. Analysis of children's work and teaching in lessons show that appropriately challenging work is now planned for the faster-learning young scientists.
110. Children make good progress in their learning in the infant classes. In Year 1 they recognise different sources of light and can explain how senses help them to identify things in the dark but that light is needed if they are to see the object. They make simple predictions and express clearly what is happening in a light experiment which they found exciting. By observing their broad beans growing and naming the parts of the plant they begin to understand what plants need to survive. In Year 2, they work independently in their groups to decide how to sort a range of objects, identifying different criteria and recording their grouping according to materials, suggesting how an object made of two materials can be recorded. Their written work shows they know about forces of pushing and pulling, and investigate magnetism. The faster-learners explain friction and gravity in their own words. When studying healthy eating, children know the main parts of the body and the eye; they can identify the contents of a healthy diet, using such vocabulary as *protein*, *fibre* and *vitamin* and record their survey findings on the computer, drawing simple conclusions from their results.
111. Progress in lessons in Years 3 to 6 is, generally, good. In their many practical activities, children develop good enquiry skills. They plan their investigations, show a good understanding of what makes a test fair and discuss conclusions from their results. In Year 4 they know about solids and how they can be separated. They organise their own investigation to decide the best materials to filter sand from water, they predict their findings, and share reasoned conclusions. In Year 5, children understand the different states in which water can exist. They know how applying heat can change the state and relate this to evaporation and condensation. The faster learners know how the molecular structure differs in a solid and are challenged to consider the changing state of the candle during their investigation. In Year 6, they know that air resistance is a force and organise an experiment well, recognising constants and variables in their work to show the effect of air on a falling object. However, the accurate recording of the investigation and results, drawing conclusions with reference to scientific evidence and using correct scientific vocabulary is less well developed. This aspect is being tackled through the current teaching in science in Year 6. The school's own work analysis has identified data collection, recording and interpretation as an important area to be addressed to raise standards and the work seen supports this finding.

112. The quality of teaching is good overall and has many strengths which enable children to make good progress in their learning. Well-planned lessons successfully build on children's previous knowledge of their work. In Year 1 for example, the question, *Can we see without light?* evokes much thinking and hypothesising among the youngest children and provides a sound starting point for the lesson. Where well-matched challenging activities take into account the differing needs of the children, learning is the most successful. In all lessons, the learning outcomes are shared with the children, clearly setting the context for their work. Teachers have good knowledge of science, use a range of teaching strategies and set high expectations for both children's learning and behaviour. Good examples of imaginative explanations of scientific information are used well to promote learning. In Year 6, the humorous analogies of parachutes, umbrellas and flying coats develop further insight into air resistance. The emphasis on well-organised, relevant, practical experiences involves the children in their own learning and develops good understanding of the scientific concepts. Teaching is most effective where skilful questioning continually refocuses children on their objective, challenges understanding and encourages them to make informed decisions about their own findings during their investigations. Classroom assistants show good understanding of the special educational needs of some children and maintain a thoughtful balance between support and independence, enabling good progress to be made.
113. Although pupils' work is now, generally, regularly marked and good examples and efforts are praised, it does not yet consistently extend or challenge aspects of understanding or effectively set targets to guide future learning. Assessments of the achievements of pupils at the end of each unit of work within the recently adopted scheme of work are being recorded but their use to monitor progress and inform future planning has yet to be effectively implemented. Targets for attainment in science are set for pupils throughout the juniors but the value of these in helping to raise standards has still to be established with the children.
114. Many good links between science and other subjects, particularly literacy and numeracy, enhance learning. Detailed observational drawings complement work in science and visits provide added stimulation for learning. A visit to Elsecar Powerhouse to study the forces of magnetism; a Year 5 mini-beast hunt in Sherwood Forest Pines results in information books written for younger readers; a production, *Destination Earth*, inspires environmental work; and investigating biodegradable materials in Year 3 and pollution tests in Year 5 help to make the subject relevant. There is a weakness in the limited use of information and communication technology to support learning in science.
115. Science is very well managed. The strong pro-active leadership of the co-ordinator has had a significant effect on the improvement in standards in science over the past years through her involvement in training and support for colleagues. She has provided continuity throughout the staff changes of the past years and has a clear understanding of the current needs of the subject. Results of tests are carefully analysed and pupils' work is regularly monitored which has led to the precise identification of areas for further improvement.

ART AND DESIGN

116. During the inspection it was possible to see only two lessons. Evidence was gathered from teachers' planning, displays of children's work and discussions with teachers and children. Overall, standards are better than expected for children aged seven and eleven. Progress is

good with many examples of the good quality work attractively displayed throughout the school. This is an overall improvement since the last inspection. However, the high standards in drawing and painting observed at the last inspection have been maintained.

117. As they progress through the school, all of the children, including those in the Visually Impaired Department, experience a range of different materials, processes and starting points for their work and make good progress. In Year 1, designing and painting colourful tiger masks following their own instructions combines art, design and literacy. By Year 2, children consider many different portraits by other artists before developing their self-portraits, choosing their own medium. They print with textured card blocks. Three-dimensional modelled relief portraits of Tudor characters are painted and glazed in Year 3. The good progress in drawing skills are displayed as Year 4 use their pencil skills very successfully to create shadow and form in their work with everyday objects such as table lamps. Working to produce symmetrical patterns Year 5 children design and print with linocuts. Older children, in Year 6, use their understanding and experiences of the use of colour very effectively to illustrate their *Fountains of Pens* display and to interpret their descriptive writing *The Storm*. They recall the work of only a limited number of artists such as Picasso and Leonardo da Vinci. Children in the Visual Impaired Department print on their own fish drape, work with textured collage and their *Magic Moon Lake* is a striking visual and tactile centrepiece to the school.
118. Although sketchbooks are often used well to record observations, on visits to places of interest such as the church, school trips or when working out of doors, they are not used consistently throughout the school to support the development and progression of skills in both art and design and this is a weakness.
119. The use of information and communication technology is in its infancy. Examples were seen in Year 5 of research on the Internet to provide samples of the work of the artist Kandinsky and, using music as an additional stimulus, the children design their own work inspired by the artist using computer graphics. However, the use of information and communication technology has still to be fully explored.
120. Art and design continues to be very well used to enhance the children's work in many subjects, such as science, history and religious education. Children in Year 3 successfully use a combination of paint and collage to create portraits of the Tudor monarchs in the style of the period. Their stitched fabric designs are influenced by a visit to Haddon Hall. In Year 5, the three-dimensional decorated felt insects complement the science work on mini-beasts.
121. Too few lessons were seen to be able to make an overall judgement about the quality of teaching. In one excellent well-planned lesson, the children were skilfully encouraged to recall the textures, shapes and patterns represented in the Saint Helen's church and recorded in their sketchbooks during their visit. Watching wide-eyed and with rapt attention as the teacher demonstrated how to very carefully transfer their sketches into detailed pencil drawings, the children in Year 2 were inspired to produce their own very good designs in preparation for transfer onto clay tiles. They are excited by the thought of combining their work to produce a mural depicting the characteristics of the building. Good knowledgeable teaching, with well-explained introductions and high expectations of their work, enabled children in Year 3 to settle quickly to their landscape sketches outside the classroom, focussing on the size and perspective of their initial drawings.
122. The subject co-ordinator is relatively new to the role, but has a good understanding of her responsibilities, standards and the subject's future needs, such as reviewing the usefulness of the

newly adopted national scheme of work. She fulfils her role through monitoring curriculum planning and samples of children's work.

DESIGN AND TECHNOLOGY

123. Judgements about the school's work in design and technology are made from evidence gathered from discussions with children and teachers, analysis of curriculum planning and the displays of children's work together with the only two lessons that could be observed during the inspection. Design and technology continues to be valued by the school and standards have improved since the last inspection. They are higher than those typically found in other schools for children aged seven and eleven and progress is good in all classes.
124. In their design and technology activities, children in both the infant and junior classes make good progress as they investigate and evaluate a wide range of everyday items before designing and making their own products for a specific purpose. In Year 1, before making their own boxes to hold biscuits, children find out how different boxes are made, learning that complex designs are not always easy to make. Knowing that their purses and bags must keep their coins secure, Year 3 children investigate different money containers and their fastenings, draw detailed, labelled designs before making very high quality purses that answer the design brief very well. They can identify the good points of their work and suggest aspects to improve. Making photographic frames after analysing manufactured products and deciding the criteria that their frames must fulfil, children in Year 4 work from detailed plans that include measurements and the range of materials they will use. They know how to strengthen and support their frames and they use different materials and colour to very good effect. Using a range of umbrellas as their inspiration, the oldest children consider their function and investigate opening mechanisms, before designing and making their own umbrellas to a high standard.
125. Appropriate skills are taught well during the design and making activities. By Year 2, children can use tools safely, measure and saw wood, make a strengthened wooden frame, drill holes, fix wheels and axles and join parts of their vehicle together successfully. Year 6 children describe a cam mechanism and use a kit to model a chassis as they prepare to design and make a pull-along toy. They know the importance of accurate working to the success of a product. They can evaluate the quality of the product well in terms of identifying problems and improvements and know if the purpose of the design is met. This is an area that can be further developed in the juniors to modify plans and test improvements during the making process.
126. Too few lessons were seen to make an overall judgement of the quality of teaching. Of the two lessons seen one was good and one was sound. The strongest teaching was in a Year 1 lesson when children disassembled a shirt to discover how it was made. High expectations, clear explanations of the task and well-considered interactions with the children had a positive impact on their progress. The activity was well resourced to provide good opportunities for the young children to develop independence in their learning. Good attention was given to safe practice - the use of scissors and food hygiene - in both lessons seen. Although the resources are well organised, the pace of the food technology lesson was rushed, restricting discussion to develop ideas for designing a sandwich. Good quality planning is evident from the wide range of activities displayed enabling good progress to be made in both key stages.
127. Very good links continue to be made between design and technology and other subjects such as science and literacy. This benefits those with special educational needs as it reinforces their learning. Children in Year 5 use their knowledge of electrical circuits to power their very well

designed torches after investigating the function of a range of different products. Developing their information text work in literacy, children in Year 2 design and make felt finger puppets, writing instructions that others can follow. Although in Year 6, information and communication technology is used such as a paint program, scanner and the Internet to produce very high quality advertising leaflets following a field trip to Filey, more opportunities are needed to support the development of design ideas and control.

128. Management of design and technology is very good as seen in the good standards reached by children. Although it is not a school priority, the new co-ordinator has identified and dealt with issues for development such as the improvement of resources and use of construction kits. The introduction of a new scheme of work linked to the national guidance has improved teachers' planning of the whole design and making process.

GEOGRAPHY

129. The previous inspection judged attainment in geography at ages seven and eleven to be in line with national expectations. The findings from this inspection show that standards have been maintained and children in Years 2 and 6 are reaching standards typical of those in other schools. Their progress is sound. Although few lessons were seen, there was sufficient evidence from samples of children's work, curriculum planning and discussions with children from Year 2 and Year 6 on which to base a judgement that children are learning the appropriate skills associated with this subject.
130. The seven year olds identify clothes needed for warm and cold climates and their work on *Homes and Places to Live* reveals that they can discuss similarities and differences between their own locality, Treeton, and an imaginary island called Struay described in a book they have read. The way they express their likes and dislikes about these places shows they have an understanding of the advantages and disadvantages of localities, for example, Treeton is better because there are more people to make friends with, it has a children's playground and it is easier to travel to other interesting places. They draw simple sketch maps. The travels of *Barnaby Bear*, who goes on holidays with various children and adults and brings back information on destinations, is widening their knowledge of other countries as they follow his adventures on a world map.
131. The eleven year olds have particular strengths in map reading because of the systematic teaching of these skills throughout the school. The Year 3 children recognise and identify features on a map of the British Isles while the Year 6 children use Ordnance Survey maps with confidence. Children are good at highlighting environmental issues because of the emphasis the school places on these. Work on a project called *Destination Earth* has helped them understand issues such as dependency, pollution and responsibility for the environment. This contributes positively to the spiritual, moral, social and cultural development of children. At the time of the inspection the Year 6 children were engaged in a worthwhile project related to positioning a new road through the village to reduce traffic flow. They used many cross-curricular skills to make their decisions as they collected and collated information from traffic counts, debated the best routes and decided how to spend the budget for the road in the most economical yet effective way.
132. No judgement can be made about the overall quality of teaching as no lessons were seen in the infant classes. In the two lessons seen in the junior classes teaching was good. Lessons were carefully planned and resources well organised. Teachers maintain good discipline and children

work hard because teachers set a brisk pace. Homework is used effectively to reinforce work in geography although not all children do it. A particular strength in teaching is the way in which teachers help children to use a range of numeracy and literacy skills to reinforce the work in geography as they search the Internet and non-fiction books for information, use graphs to show the results of their findings as seen in the traffic count and work out calculations for spending the budget for the new road. Educational visits, such as a residential visit to the seaside town of Filey, and visitors to school also provide rich experiences that make the subject relevant. The practical nature of many of the tasks means that children are motivated well and keen to learn. Lesson plans show that the needs of those with special educational needs are met effectively.

133. The management of the subject is very good. The co-ordinator is well aware of her responsibilities and the action plan, drawn up as a contribution to the school's development plan, shows that teaching and learning are carefully monitored and evaluated.

HISTORY

134. The previous inspection found attainment at ages seven and eleven to be in line with national expectations. The findings from this inspection show that standards have been maintained as the attainment of children in Years 2 and 6 is typical of that seen in other schools. Progress is sound. As few lessons were seen, judgements are based on samples of children's work, teachers' lesson plans and assessments and discussions with children. Progress is sound and that includes children with special educational needs because they are provided with the support they need.
135. By age seven, children describe characteristics, similarities and differences between houses in the past and present and they are learning the vocabulary associated with the subject. They can make simple family trees for their own relatives and for a character in a book they have read. They can talk about famous people such as the artist Van Gogh. They know that old things are probably more than 100 years in age and they can describe life in the past quoting the use of oil-lamps, and steam trains.
136. By age eleven, children describe in depth such periods of history as those of Tudor times. This is because they have been taken on visits to stately homes where guides have enacted life in times past. They are good at remembering facts about notable figures such as Henry VIII but are less secure about the consequences of his actions in changing the nature of Britain, for example, his impact on religion. They can put events in chronological order and use a variety of enquiry skills and sources to find out information. They remember best the topics that include practical work such as making masks for the *Ancient Egyptians* work and exciting stories such as the myths and legends of *Ancient Greece*.
137. Overall, the quality of teaching is good. Teachers plan lessons carefully and find various ways of making the work interesting through visits to places like the plague village in Derbyshire, a castle and a study of a graveyard on the residential visit to Filey. Friendly and supportive relationships in classes mean that children are not afraid to ask questions or express their opinions as they know their contributions will be positively received. Teachers are skilful at asking pertinent questions that help children to organise their thoughts, express themselves coherently and extend their vocabulary. Visits to places of historical interest and visitors to school who dress up in period costume help to make the subject more realistic and therefore more interesting. Cross-curricular links are well established and instances were seen where children were using literacy skills such as note-taking and research, and examining the art and listening to music typical of the period being studied. History makes a significant contribution to

the promotion of spiritual, moral, social and cultural development as children debate issues such as poverty in times past.

138. The highly competent co-ordinator manages the subject very effectively and produces an annual review of developments with an action plan to improve further, standards in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. Standards in information and communication technology (ICT) are unsatisfactory at the ages of seven and eleven for all groups of children because for too long there have been inadequate resources which have only recently been improved. In addition, the school had and is still experiencing recurring difficulties in relation to connection to the Internet. Recent training for teachers has not been as good as it needed to be. However, there has been some improvement since the last inspection. Children have extended their skills and now understand how to improve the quality of written work. They are learning to access information, present data in charts and graphs and use pictures and photographs in their work. The things they cannot do are make good use of the keyboard, control an ICT based model and use e-mail to share and exchange information
140. By the age of seven, the majority of children use ICT confidently to access, organise, classify and present information. This was seen in their work about healthy eating which included a range of ICT skills in word-processing and converting data into charts and graphs. They know how to use a computer program to amend, correct and enhance their writing and print it in a variety of sizes and styles.
141. By the time the children leave the school at age eleven, they have a sound understanding of how to use ICT to find, download and analyse information from a range of sources as seen in using the Internet to find out about life in Tudor times and printing copies of paintings by the artist Kandinsky from a web site. Most are familiar with the use of a digital camera and use photographs and import pictures from ICT programs to illustrate their work. They designed and produced a tourist leaflet linked to their recent visit to Filey. There is a weakness in developing ideas and making things happen, for example, in programming computer models, monitoring changes in temperature and using sensors to control switching a light on and off. This is mainly owing to a lack of resources. However, the situation is improving as seen in a lesson which gave faster learners an opportunity to draw complicated shapes by programming a screen model.
142. Overall, the quality of teaching was very good in the three lessons observed. The high quality teaching was reflected in the stimulating pace, consolidation of techniques and the ways that opportunities were provided to enable pupils to develop independence in their learning. Teachers made effective use of the overhead projector, questioning techniques and discussions. The good step-by-step teaching results in children acquiring new knowledge, understanding and skills. For example, in art and design, children had accessed pictures of Kandinsky's work from a web site and printed them. Pupils were then challenged to use computer resources to produce similar designs. The teacher's good subject knowledge was evident in the way that the lesson was planned and presented. Her enthusiasm inspired the children to produce a graphic design of their own showing a good understanding of the artist's work. Other good examples of the use of teacher knowledge were reflected in the use of an oral session about control technology resulting in improved understanding about using a computer program to control a Lego model and using a digital camera on a school visit.

143. The management of the subject is good. The co-ordinator has been in this post for less than a year. Her hard work in addressing the long-term technical difficulties the school has had in teaching the subject is beginning to bring positive results. Resources are getting better. The recent purchase of laptops and the facility for using the overhead projector for teaching are significant features in the improvement in standards. The scheme of work currently being developed builds new learning upon what children already know and can do as they move through the school. A particularly good aspect is the use of ICT to support work in other subjects.

MUSIC

144. The previous inspection judged attainment at ages seven and eleven to be in line with national expectations for the age groups. The findings from this inspection show that standards are still typical for the age groups and standards have been maintained.
145. The seven year olds are given good opportunities to explore sounds and respond to music, for example, they make up tunes on percussion instruments, which they play to other children. Many children join a recorder group where they learn to read simple music notation. They make sound progress and, by the end of Year 2, they sing a variety of songs tunefully. They use percussion instruments to accompany songs, showing a developing awareness of duration, beat and rhythm. They compose short pieces of music, using appropriate symbols to record these and make their own instruments.
146. By age eleven, children's musical experiences are broadened and extended for example, they listen and appraise music from other countries and different times in connection with topic work. They can join the school's choir and more advanced lessons on the recorder are offered, along with opportunities to learn to play the guitar or the violin. The specialist music tuition they receive helps children to reach a high standard in their chosen instruments. Children make steady progress and by the end of Year 6 they sing songs with expression and take part in singing rounds. They compose simple pieces of music and use symbols to communicate their musical ideas. They recognise and respond to different types of music and are developing an awareness of how time and place affects music.
147. Overall, the quality of teaching is good. Teachers plan music thoughtfully and make particularly good use of natural links with other subjects; for example, in connection with a residential trip to Filey, the children learned a number of sea-shanties; in connection with a topic on Tudor England they listened and tried to reproduce Tudor-style music. The children from the Visually Impaired Department are given every opportunity to take part in music activities. Several teachers are able to play musical instruments and are enthusiastic about the subject. They make opportunities to provide instrument tuition and choir.
148. The management of music is very good. Since the last inspection, there is a very competent new music co-ordinator and useful guidance documents have been developed. Monitoring of standards, and taking action to improve them, is developing well. This is enhancing the development of music in the school.

PHYSICAL EDUCATION

149. Pupils reach standards in physical education, which are higher than those expected for their ages at seven and eleven. All pupils, including those with special educational needs, make good progress as they move through the school. These judgements are similar to those reported in the previous inspection and high standards have been maintained. All pupils have the opportunity to learn to swim and most reach the expected level by the time they leave the school.
150. In Year 1, pupils practise the skills of throwing and catching using beanbags. Most throw and catch accurately and work well with partners. Pupils in Year 2 respond well to music as seen during a dance lesson. They move around the room confidently and show a good awareness of space. Pupils listen well to instructions and alter the level, direction and speed of their

movements as they express the way the music makes them feel. Most pupils in Years 1 and 2 develop a good idea of how exercise affects their bodies and this was clearly noted in both lessons. Many pupils were keen to explain and spoke with confidence.

151. Pupils in Years 3 develop netball skills and begin to develop the ability to play in a team. They respond enthusiastically and are keen and eager to succeed. All understand the importance of warming up at the beginning of a lesson. Two pupils from the Visually Impaired Department join Year 4 for physical education lessons. They are very well integrated as they create a sequence using the floor and apparatus. Support is excellent and their positive attitudes to learning enable these pupils to participate fully and enjoy the lesson. The remaining Year 4 pupils listen very well to instructions and answer questions clearly and with good understanding. They develop fluent sequences and most pupils incorporate into their sequences different levels, speed and directions. Behaviour is very good in this class because the class teacher has high standards regarding listening carefully and this impacts on the learning which is good. In Year 6 pupils continue to develop games skills and focus on rugby. They learn to pass and kick a rugby ball. They demonstrate very good participation in playing team games.
152. The quality of teaching is good, overall. It was very good in three of the lessons seen. Teachers use individuals effectively to demonstrate to the rest of the class what they need to do to improve performance. Safety is emphasised well when apparatus is set up and put away and teachers have high expectations regarding listening carefully to instructions. Lesson planning is good and teachers develop very good relationships with the pupils. Most children work very well together and support each other in all activities. The good teaching promotes good learning.
153. There are many opportunities for pupils to play games against local schools. The school also offers a good range of extra-curricular activities during the year such as football, netball, matball, croquet, rounders and athletics. Accommodation is good for physical education lessons and consists of a spacious hall and outside areas. Visitors are invited into school and pupils have the opportunity to receive coaching from specialists such as cricketers and footballers. The management of the subject is good. The co-ordinator has the ability to evaluate standards and take appropriate action.